



November 9, 2017

Dr. James D. Fielder, Jr.
Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, Maryland 21201

Dear Secretary Fielder,

The Community College of Baltimore County (CCBC) respectfully submits the attached proposal for a new Associate of Applied Science (A.A.S.) degree program in Allied Health. This degree offers students who have earned a national certification in a workforce training certificate program such as Surgical Technology, Polysomnographic (Sleep) Technology, and Pharmacy Technician, a degree completion pattern without replication of successfully completed coursework. This program was modeled from the CCBC Construction Craft Professional degree.

The Allied Health program aligns with the CCBC mission of degree completion and provides a mechanism for “*Stackable Credentials*” with prior learning assessment that is verified through completion of a national certification. This degree provides for articulation of credits from prior assessment while adding credit courses in leadership, management, communications, and customer service. This program will increase skillsets, prepare graduates for expanded roles in leadership and increase opportunities for employment in the health care arena.

Many of the certificate programs such as Surgical Technology and Polysomnographic (Sleep) Technology are moving toward requiring an associate degree as an entry into practice by 2021. The proposal has the support of the program advisory committees, several industry partners and the CCBC Board of Trustees, allowing us to meet changing industry standards.

The Allied Health program meets societal needs by offering a degree program for students who have completed considerable education in our Workforce Development Division. CCBC’s current student population has a 50% representation from minority populations. Approximately 38% of our students are Pell Grant recipients. This program will provide additional opportunities for advancement for our graduates. In addition, approximately 95% of our graduates stay and work in the Baltimore region.

443-840-CCBC (2222)

CCBC Catonsville
800 South Rolling Road
Baltimore, Maryland
21228

CCBC Dundalk
7200 Sollers Point Road
Baltimore, Maryland
21222

CCBC Essex
7201 Rossville Boulevard
Baltimore, Maryland
21237

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

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

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

The incredible value
of education.

www.ccbcmd.edu

With submission of this proposal, CCBC seeks approval of a new Associate of Applied Science in Allied Health degree. Thank you for your consideration of this request. Feel free to contact me with any questions.

Sincerely,



Mark McColloch
Vice President of Instruction

cc: Jennifer Kilbourne
Shawn McNamara

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, 2018

Projected Implementation Date

Associate of Applied Science

Allied Health

Award to be Offered

Title of Proposed Program

121201

510000

Suggested HEGIS Code

Suggested CIP Code

School of Health Professions

Dr. Shawn McNamara

Department of Proposed Program

Name of Department Head

Dr. Shawn McNamara

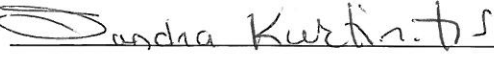
smcnamara@ccbcmd.edu

443-840-1807

Contact Name

Contact E-mail

Contact Phone Number


Signature and Date

President/Chief Executive Approval

Date

11/10/17
Date Endorsed/Approved by Governing Board

A. Centrality to institutional mission statement and planning priorities:

1. Provide a description of the program and how it relates to the institution's approved mission.

This proposal aligns with the CCBC mission as it focuses on degree completion and stackable credentials. The Allied Health degree provides a seamless pathway for students who have had prior education and national credentialing in health care fields of surgical technology, sleep technology, pharmacy technician, or medical coding professional to complete an Associate of Applied Science degree.

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

This program directly supports CCBC's strategic direction of Teaching and Learning Excellence and one of its tenets to encourage students to value lifelong learning, personal development, active citizenship, and educational and professional advancement. This program aligns with the College's Comprehensive Academic Plan by supporting development of academic programs that strengthen the regional workforce.

The Allied Health degree permits students who have achieved national certificates in the health fields of surgical technology, sleep technology, pharmacy technician and medical coding professional an avenue to receive credit for prior learning and achieve an associate of applied science degree with no duplication of prior learning content. Additional course work will be completed in the areas of management, leadership, communications, and customer service. Many of the health care certificate programs are moving to an associate degree as an entry into practice by 2021. This degree provides an option for stackable credentials permitting upward mobility. The additional courses required for the degree prepare graduates for expanded roles in leadership.

B. Critical and compelling regional or statewide need as identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- **The need for the advancement and evolution of knowledge;**
- **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**
- **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

This program provides an avenue for degree completion for students who have completed certificate programs and passed a national certificate examination. Many of the occupational programs are moving to requiring an associate degree for entry. CCBC

currently has highly respected and successful certificate programs. This program is based on stackable credentials as opposed to creating a degree program for each technical program.

This program will meet societal needs by offering a degree program for students who have completed considerable education in our Workforce Training Division. CCBC's current student population has a 50% representation from minority population. Approximately 38% of our students are Pell Grant recipients. This program will provide additional opportunities for advancement for our graduates. In addition, approximately 95% of our graduates stay and work in the Baltimore region.

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

The program promotes Goal #2: *Access, Affordability and Completion*. The program provides access to an associate degree in health career tracks that are or are moving in the direction of the associate degree as a requirement. The program is also affordable as it is provided in the community college tuition structure. The program promotes completion as it provides a seamless transition into the degree program without duplication of prior content. The CCBC School of Health Professions (SHP) is the largest educator of health care professionals in the State of Maryland.

The program promotes Goal #3: *Diversity*. CCBC has a general population of over 63,000 students of which 50% are from minority populations. The School of Health Professions has a minority population of 53%. The addition of the Allied Health program will provide minorities with additional opportunities for degree completion.

This program will also promote Goal #5: *Economic Growth and Vitality* of the Maryland State Plan by supporting a knowledge-based economy through education and training. As indicated in the Plan, the Associate degree is required for entry in many instances in practice. This program will provide a pipeline of skilled graduates who are prepared to enter the workforce in the Baltimore-Washington region. It also provides knowledge in leadership and management which will provide an avenue for career advancement.

C. Quantifiable & 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.

This program was created to provide stackable credentials for graduates of certificate programs (specifically: surgical technology, sleep technology, pharmacy technician and medical coding professional) as many are moving to the associate degree for entry into practice. The CCBC certificate programs in these areas have very high employment rates.

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.

According to the U.S. Department of Labor Statistics (2016), positions such as surgical technologist are expected to grow by 16% over the next five years which is faster than the average growth in other professions. Pharmacy technicians are anticipated to have a faster than average growth at 9%. Our clinical partners have also expressed that graduates with an associate degree would be very suitable for leadership positions within the organization.

Sleep technology and medical coding professional are relatively new professions and not yet represented in the U.S. Department of Labor Statistic data set. However, based on anecdotal data from area hospitals, the need in our area is great and anticipated to only increase.

3. Data showing the current and projected supply of prospective graduates.

This program will permit CCBC to continue to produce graduates from our workforce development programs that are moving to an associate degree. On average, yearly enrollment in the feeder programs are:

Surgical Technology	50
Sleep Technology	60
Pharmacy Technician	18
Medical Coding Profession	15

D. Reasonableness of program duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

This is the first program of its type in the state. There are associate degree programs in surgical technology (as listed below) but they do not contain an articulation track for students who have already obtained a certificate and are working in the field.

Anne Arundel Community College
Baltimore City Community College
Montgomery College
Frederick Community College

Montgomery College has an associate degree in Sleep Technology but, again, has no stackable credential option.

There are no associate degrees in pharmacy technician in our area. Cecil Community College does have an articulation pattern for Medical Coding that can lead to an associate degree but is a considerable distance from where our student populations reside.

2. Provide justification for the proposed program.

This new degree proposal supports the concept of “stackable credentials”. This permits students to easily transition into an associate degree program after attaining national recognized credentials.

E. Relevance to Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s.

The Allied Health degree does not have an impact on HBI’s as the program already exists at CCBC in a certificate format.

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

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBI’s.

No impact is anticipated.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

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

Allied Health

Associate of Applied Science (A.A.S.)

General Education Requirements – 3 Credits

ENGL 101 – College Composition I

3

General Education Electives – 15-16 Credits

PSYC 105 meets the diversity requirement. Students opting not to take PSYC 105 should choose another diversity course from the list of approved General Education Courses.

Arts and Humanities (CMNS 101 recommended)

3

Biological and Physical Sciences (BIOL 109 or 110 recommended)

3-4

Information Technology (CSIT 101 recommended)

3

Mathematics (MATH 153 recommended)

3

Social and Behavior Science (PSYC 105 recommended) 3

Program Requirements – 16 Credits

ALHL 115 – Medical Terminology	3
ALHT 200 – Health Foundations (PLA)	1
ALHT 201 – Occupational Specific Theory Level 1 (PLA)	3
ALHT 202 – Occupational Specific Theory Level 2 (PLA)	3
ALHT 260 – Leadership in Health Occupations	3
MNGT 105 – Principles of Management	3

Program Electives – Credits depend on the certificate program.

ALHT 203 – Occupational Specific Theory Level 3 (PLA)	3
ALHT 204 – Occupational Specific Theory Level 4 (PLA)	3
ALHT 205 – Occupational Specific Theory Level 5 (PLA)	3
ALHT 206 – Occupational Specific Theory Level 6 (PLA)	3
ALHT 207 – Occupational Specific Theory Level 7 (PLA)	3
ALHT 250 – Practicum Level 1 (PLA)	2
ALHT 251 – Practicum Level 2 (PLA)	3
ALHT 252 – Practicum Level 3 (PLA)	3
ALHT 253 – Practicum Level 4 (PLA)	3
ALHT 254 – Practicum Level 5 (PLA)	3

Electives can include, any courses with ALHL, ACCT, BIOL, CHEM, or MNGT course prefixes. Other courses may be taken with permission of the program director.

Prior Learning Assessment (PLA) provides credit for knowledge obtained through a national certificate. Therefore, the number of Occupational Specific Theory and Practicum credits depends on the length of the certificate program.

Course (Catalog) Descriptions

General Education:

ENGL 101 – 3 credits – College Composition I - Provides instruction that focuses on writing skills, evaluating and explaining ideas, conducting library and Internet research, developing a research paper, and documenting research.

Program Requirements:

ALHL 115 – 3 credits - Medical Terminology – Studies the language of medicine including word construction, definitions, and use of words related to medical science in general; emphasizes the interpretation and translation of medical records and documents.

ALHT 200 – Health Foundations provides the awarding of articulated credits following the completion of a CCBC Continuing Education Certificate Program or a recognized and accepted health care program. Acknowledges the introduction to the theoretical knowledge of core health concepts including health, the health care system, infection

control, and annual health care competencies. Credits awarded after Prior Learning Assessment.

ALHT 201 – Occupational Specific Theory Level 1 provides the awarding of articulated credits after completion of a CCBC Continuing Education Certificate Program or a recognized and accepted health career program. (Prior Learning Assessment)

ALHT 202 – Occupational Specific Theory Level 2 provides the awarding of articulated credits after completion of a CCBC Continuing Education Certificate Program or a recognized and accepted health career program. (Prior Learning Assessment)

ALHT 260 – 3 credits - Leadership in Health Careers explores the challenges in today's healthcare environment. Emphasizes skills to prepare students to be advocates. Prepares students to be effective communicators with members of the interprofessional health care team.

Program Electives:

ALHT 203 – Occupational Specific Theory Level 3 provides the awarding of articulated credits after completion of a CCBC Continuing Education Certificate Program or a recognized and accepted health career program.

ALHT 204 – Occupational Specific Theory Level 4 provides the awarding of articulated credits after completion of a CCBC Continuing Education Certificate Program or a recognized and accepted health career program.

ALHT 205 – Occupational Specific Theory Level 5 provides the awarding of articulated credits after completion of a CCBC Continuing Education Certificate Program or a recognized and accepted health career program.

ALHT 206 – Occupational Specific Theory Level 6 provides the awarding of articulated credits after completion of a CCBC Continuing Education Certificate Program or a recognized and accepted health career program.

ALHT 207 – Occupational Specific Theory Level 7 provides the awarding of articulated credits after completion of a CCBC School of Continuing Education Certificate Program or a recognized and accepted health career program.

ALHT 251 – Practicum Level 1 provides the awarding of articulated credits after completion of practicum hours in a CCBC Continuing Education Certificate Program or a recognized and accepted health career program.

ALHT 252 – Practicum Level 2 provides the awarding of articulated credits after completion of practicum hours in a CCBC Continuing Education Certificate Program or a recognized and accepted health career program.

ALHT 253 – Practicum Level 3 provides the awarding of articulated credits after completion of practicum hours in a CCBC Continuing Education Certificate Program or a recognized and accepted health career program.

ALHT 254 – Practicum Level 4 provides the awarding of articulated credits after completion of practicum hours in a CCBC Continuing Education Certificate Program or a recognized and accepted health career program.

ALHT 255 – Practicum Level 5 provides the awarding of articulated credits after completion of practicum hours in a CCBC Continuing Education Certificate Program or a recognized and accepted health career program.

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

Graduates of the Allied Health program will have completed all academic training required in a technical program as verified by holding a certificate in the appropriate area. In the degree program, students will have additional education in management, leadership, customer services and communication skills.

Student Learning Outcomes:

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

1. explain professionalism and adherence to ethical and legal standards in the health care environment;
2. demonstrate critical thinking skills in relation to prioritizing, analyzing, and resolving issues in health care;
3. evaluate leadership and management skills in the health care environment;
4. explain techniques to effectively lead a team;
5. communicate effectively with patients, significant others, and members of the interprofessional health care team; and
6. demonstrate customer service skills with cultural sensitivity.

Program Outcomes:

At the completion of the program:

1. 80% of students will rate the academic program as good or very good;
2. 80% of graduates will be employed by 6 months after graduation; and
3. 80% of students entering the program will graduate.

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

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

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

Students must hold a national certificate in their health technology field to be accepted into the program. Prior Learning Credit will be awarded based on this certificate and the length of the health care program.

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

N/A

H. Adequacy of articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions.

N/A

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty.

Program Director

The Program Director will be Ms. Susan Landry. She holds a Bachelor's and Master's Degree in Social Work from the University of Maryland. Ms. Landry has 17 years of experience in higher education including educational assessment, evaluation, and curriculum development. Ms. Landry has the necessary experience and expertise to mentor the program faculty and assure the program's success. Ms. Landry will also serve as a mentor for the program's students.

Full-Time Faculty

As students who are accepted into the program already have a certificate, all program specific courses are articulated in with the exception of ALHT 260: Leadership in Health Occupations. The other courses are taught by faculty throughout CCBC in specific disciplines such as management, communication, biology, etc. For this reason, more faculty time will be allocated as the program grows.

Adjunct Faculty Members

Ms. Brianne Grieb will serve as an adjunct faculty member. Ms. Grieb has a Bachelor's degree in Rehabilitation Science from the University of Pittsburgh.

She also holds a Master's degree in HealthCare Leadership from the University of Maryland. Ms. Grieb has work experience in the area of health marketing and leadership and will be teaching ALHT 260: Leadership in Health Careers. Additional adjunct faculty will be hired as the numbers in the program warrant.

- 2. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, and adjunct) and the course(s) each faculty member will teach.**

Name	Status	Position	Degrees	Courses
Susan Landry	Program Director	Program Director, Assistant Professor	B.S., M.S.	Program Director
Brianne Grieb	Adjunct	Instructor	B.S., M.S.	ALHT 260

- J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).**

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

As CCBC has 15 degree programs, the library has many holdings on various disciplines. As these programs already exist as certificate programs, the library already has many holdings in the area of surgical technology, sleep technology, pharmacy technician and medical coding professional. The textbooks for each course will be on reserve in the Essex campus library. Students will also have access to a wide variety of online resources through the online library system.

- K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)**

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The program will be integrated into the current resources available in the School of Health Professions.

L. Adequacy of financial resources with documentation as outlined in COMAR 13B.02.03.14.

- 1. Complete Table 1: Resources and Table 2: Expenditures. Finance data for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.**

As the implementation of the associated degree for entry into practice is not until 2021, the program has been based on an estimated initial enrollment of 25 students.

Table 1: Resources

TABLE 1: Resources					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition & Fee Revenue (c+g below)	\$ 127,813	\$ 131,650	\$ 135,600	\$ 139,675	\$ 143,875
a. # Full-Time Students	25	25	25	25	25
b. Annual Tuition/Fee Rate - 33	\$ 5,113	\$ 5,266	\$ 5,424	\$ 5,587	\$ 5,755
b. Annual Tuition/Fee Rate - Add'l 6	\$ 900	\$ 927	\$ 955	\$ 984	\$ 1,014
c. Annual Full-time Revenue (axb) - 33	\$ 127,813	\$ 131,650	\$ 135,600	\$ 139,675	\$ 143,875
c. Annual Full-time Revenue (axb) - Add'l 6	\$ 22,500	\$ 23,175	\$ 23,875	\$ 24,600	\$ 25,350
c. Annual Full-time Revenue (axb) - Total	\$ 150,313	\$ 154,825	\$ 159,475	\$ 164,275	\$ 169,225
d. # Part-time Students					
e. Credit Hour/Lab Fee Rate					
f. Annual Credit Hours					
g. Total Part Time Revenue (dxexf)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources					
4. Other Sources					
8. TOTAL (Add 1 - 4)	\$ 127,813	\$ 131,650	\$ 135,600	\$ 139,675	\$ 143,875

Table 2: Expenditures

TABLE 2: EXPENDITURES						
Expenditure Categories		Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)		\$ 26,913	\$ 27,720	\$ 28,552	\$ 29,408	\$ 30,291
a. #FTE						
b. Total Salary		\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,318	\$ 28,138
c. Total Benefits	7.65%	\$ 1,913	\$ 1,970	\$ 2,029	\$ 2,090	\$ 2,153
2. Admin. Staff (b+c below)		\$ 59,997	\$ 61,797	\$ 63,651	\$ 65,560	\$ 67,527
a. #FTE		0.5	0.5	0.5	0.5	0.5
b. Total Salary		\$ 44,841	\$ 46,186	\$ 47,572	\$ 48,999	\$ 50,469
c. Total Benefits	33.80%	\$ 15,156	\$ 15,611	\$ 16,079	\$ 16,562	\$ 17,059
3. Support Staff (b+c below)		\$ 17,791	\$ 18,325	\$ 18,875	\$ 19,441	\$ 20,024
a. #FTE		0.33	0.33	0.33	0.33	0.33
b. Total Salary		\$ 13,297	\$ 13,696	\$ 14,107	\$ 14,530	\$ 14,966
c. Total Benefits	33.80%	\$ 4,494	\$ 4,629	\$ 4,768	\$ 4,911	\$ 5,058
4. Equipment						
5. Library		\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
6. New or Renovated Space						
7. Other Expenses						
8. TOTAL (Add 1 - 7)		\$ 105,701	\$ 108,842	\$ 112,077	\$ 115,410	\$ 118,842

Provide a narrative rational for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Table 1: Resources

Reallocated Funds

Data: No funds will be reallocated for this program.

Narrative: N/A

Tuition and Fee Revenue

Data: The estimated tuition and fee revenue that will be directly attributable to students enrolled in this program each year it is provided. All students are eligible to apply for regular CCBC financial aid.

Narrative: Enrollment projections used to calculate tuition and fee revenue are based on the program's anticipated population. The tuition and fees projections are based on a

combination of in-county, out-of-county and out-of-state students as represented in the general population.

Current tuition rates are available at <http://www.cbcmd.edu/registration/tuition.html>

<u>Costs</u>	<u>In County</u>	<u>Out of County</u>	<u>Out of State</u>
Tuition (per credit)	\$ 120	\$ 226	\$ 343
General Services Fee (per credit)	\$ 12	\$ 25	\$ 35
Technology Fee (per credit)	\$ 11	\$ 11	\$ 11
Activity Fee (per credit)	\$ 4	\$ 4	\$ 4
Registration Fee (per registration)	\$ 55	\$ 55	\$ 55
Capital Fee (per registration)	\$ 10	\$ 10	\$ 10
All in County	<u>Total T & F</u>	<u>For 20 students</u>	
All In County - 33 credits	\$ 5,113	\$ 127,813	

<u>% By Residence</u>	<u>By residency</u>	<u>Tuition @ 33* Credits</u>	<u>Fees @ 33 Credits</u>	<u>Tuition & Fees @ 33credits</u>
72.5%	18	\$ 72,626	\$ 18,222	\$ 90,848
24.3%	5	\$ 35,780	\$ 6,398	\$ 42,177
<u>3.2%</u>	<u>1</u>	<u>\$ 9,763</u>	<u>\$ 1,488</u>	<u>\$ 11,251</u>
100.0%	25	\$ 118,169	\$ 31,536	\$ 144,276

The tuition and fees for 25 full-time students per year, including lab fees and graduation fees for 20 graduates, will be \$ 144,276.

*Tuition and fees were estimated at 33 credits which is the average number of credits required to complete the degree after assigning PLA credits.

Grants and Contracts

Not Applicable

Data: No revenue from grants or contracts will be generated from this program.

Narrative: N/A

Other Sources

Not applicable

Data: No revenue from other sources will be generated from this program.

Narrative: N/A

Total Year

Data: Financial resources that will be available for each year of program implementation are provided.

Table 2: Expenditures

Faculty (# FTE, Salary, and Benefits):

A Program Director will be allocated to the program.

Administrative Staff (# FTE, Salary, and Benefits):

Due to the enrollment of 25 students, 0.5 FTE of a program director will be dedicated to the program. As the program director is a full-time CCBC employee, she is available on a full-time basis to the program to allow for the needs of the students to be met.

Support Staff (# FTE, Salary, and Benefits):

Existing support staff are sufficient for this program; no additional staff members will be required. We are allocating 0.5 FTE of an existing administrative assistant to support the program.

Equipment:

Existing equipment and service contracts are sufficient to run this program. No additional equipment will be required.

Library:

The budget contains resources to purchase some holdings specific for the program major.

New and/or Renovated Space:

No additional space is required; current facilities are adequate.

Other Expenses:

The budget contains resources for office supplies and educational programs for the faculty.

Total Year:

Each expenditure (continuing and one-time) has been added to indicate the total expenditures for each year of operation.

M. Adequacy of provisions for evaluation of program as outlined in COMAR 13B.02.03.15.

Discuss procedures for evaluating courses, faculty and student learning outcomes.

Program outcomes assessment is a primary focus for CCBC. Assessment of student satisfaction occurs in each class through the Course/Instructor Evaluation Questionnaire (CIEQ), created by Dr. Lawrence M Aleamoni. Courses are evaluated each semester by anonymous comments offered by students through Blackboard. Student results on required examinations and performance during clinical practicums are also included in evaluation of courses.

CCBC also requires an extensive program evaluation process which includes members of the program's Advisory Committee. This is a rigorous evaluation process completed every five years and includes evaluating the program's connection to the mission of the College. During the last Middle States review, the CCBC student learning assessment program received a Commendation and an Exemplary Practice award.

Faculty members are evaluated annually by supervisors, peers and students through surveys and in-class observations.

N. Consistency with the State's minority student achievement goals as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education.

Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

CCBC is devoted to providing an environment where cultural diversity thrives. CCBC has a dedicated multicultural affairs office and offers a host of programs designed to enhance minority student success including guest speakers, study programs, clubs, and academic counseling.

Recruitment strategies include high school visitation and information provided on the CCBC website. CCBC does not discriminate on the basis of race, sex, age, religion, national origin, marital status, sexual orientation, or disabilities.

O. Relationship to low productivity programs identified by the Commission:

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources including faculty, administration, library resources and general operating expenses may be redistributed to this program.

The proposed program is not related to a low productivity program.

P. If proposing a distance education program, please provide evidence of the Principles of Good Practice as outlined in COMAR 13B.02.03.22C.

Many of the prerequisite and elective courses are provided in an online or hybrid format. CCBC is a Quality Matters Institution. As a subscriber, CCBC uses Quality Matters standards to build, teach, and review both online and blended courses. This provides students with the quality and consistency they need to be successful in online courses. To promote high-quality instruction, once new online 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. This course is offered online and includes a minimum 80 hours of activities. 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.

To ensure that the principles of best practice for teaching in a distance education format are established and implemented, the Distance Learning Advisory Board (DLAB) was created in 2009 and is comprised of institutional leaders, including faculty who teach online as well as representatives from CCBC's Shared Governance system. This group was charged by the VPI to develop policy proposals designed to improve distance education outcomes for consideration by the College's governance structure. As new policies are approved, they are monitored and assessed as part of the established institutional assessment processes.

Curriculum and Instruction

The Allied Health Degree program was developed by CCBC 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 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. Any courses that will be offered online in the future will go through 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 Allied Health 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. In Spring 2007, the College commissioned an assessment of information technology services and resources. To complement these efforts, in Fall 2007 the Vice President of Instruction (VPI) charged the Distance Education Task Force (DETF), that includes a large complement of faculty, with reviewing distance learning at CCBC and recommending a framework for future development and improvement. The DETF report was submitted to the VPI and Chief Information Officer (CIO) in June 2008.

In July 2008, CCBC's Information Technology Services (ITS) was reorganized to create a robust, effective technical help desk and information technology support model for the College. To build on these accomplishments, ITS has its own formal planning document that is aligned and prepared in accordance with the CCBC Strategic Plan. One of the action items in the ITS Plan is to evaluate, adopt, and maintain the most current technologies available in support of online and distance learning. Achievement of this action item is measured on an ongoing basis through CCBC's institutional assessment processes. It is noteworthy that the College was commended for its culture of institutional assessment in its Middle States decennial reaccreditation in 2012.

Faculty Support

The faculty at CCBC are provided with a variety of workshops for enhancing their effectiveness in the classroom as well as funding to attend conferences where they can hone their skills.

The College provides a robust array of support services for faculty teaching in a distance education format. Led by the Executive Dean as well as Assistant Dean of Online Learning, the Office of Online Learning includes an Instructional Design Group as well as a Learning Management Systems/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.

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 contains 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>.

In general 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 48 hours. All CCBC students may access online advising while maintaining confidentiality. In fiscal year 2016, online advising provided services for 1,350 students. 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 will be applied to all advertising, recruiting, and admissions materials prepared for this proposed degree program.

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 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 accounting resources through the following URL: <http://libraryguides.ccbcmd.edu/accounting>. 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 *Business Source Premier*, *Proquest ABI/INFORM Complete*, *ProQuest Newsstand*, and *Lexis Nexis Academic*. The CCBC Library collection is growing in the area of eBooks. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

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. Students will be required to participate in LOA projects so that the results can be assessed, and any deficiencies noted in the related analyses can be addressed in the spirit of continuous improvement. The 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 CCBC collects Aleamoni Course/Instructor Evaluation Questionnaire (CIEQ) evaluations every semester. Courses in the Allied Health degree will be cost effective by taking advantage of existing College course evaluation resources.

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.

The following are examples of articulation patterns.

Surgical Technology

General Education Requirements

ENGL101	College Composition I	3 Credits
	TOTAL	3 Credits

General Education Electives

	Arts and Humanities	3 Credits
	Biological and Physical Science	4 Credits
	Information Technology	3 Credits
	Mathematics	3 Credits
	Social and Behavioral Science	3 Credits
	TOTAL	16 Credits

Program Requirements

ALHL 115	Medical Terminology	3 Credits
MNGT 105	Principles of Management	3 Credits
ALHT 200	Health Foundations	1 Credit
ALHT 201	Occupational Specific Theory I	3 Credits
ALHT 202	Occupational Specific Theory II	3 Credits
ALHT 203	Occupational Specific Theory III	3 Credits
ALHT 204	Occupational Specific Theory IV	3 Credits
ALHT 205	Occupational Specific Theory V	3 Credits
ALHT 206	Occupational Specific Theory VI	3 Credits
ALHT 260	Leadership in Health Occupations	3 Credits
ALHT 251	Practicum Level I	2 Credits
ALHT 252	Practicum Level II	3 Credits
ALHT 253	Practicum Level III	3 Credits
	TOTAL	36 Credits

Total Credits:	General Education Requirement	3
	General Education Electives	16
	Program Requirements	36
	Additional Electives	<u>5</u>
	TOTAL Credits	60

Sleep Technology

General Education Requirements

ENGL101	College Composition I	3 Credits
	TOTAL	3 Credits

General Education Electives

	Arts and Humanities	3 Credits
	Biological and Physical Science	4 Credits
	Information Technology	3 Credits
	Mathematics	3 Credits
	Social and Behavioral Science	3 Credits
	TOTAL	16 Credits

Program Requirements

ALHL 115	Medical Terminology	3 Credits
MNGT 105	Principles of Management	3 Credits
ALHT 200	Health Foundations	1 Credit
ALHT 201	Occupational Specific Theory I	3 Credits
ALHT 202	Occupational Specific Theory II	3 Credits
ALHT 203	Occupational Specific Theory III	3 Credits
ALHT 204	Occupational Specific Theory IV	3 Credits
ALHT 260	Leadership in Health Occupations	3 Credits
ALHT 252	Practicum Level II	3 Credits
ALHT 253	Practicum Level III	3 Credits
	TOTAL	28 Credits

Total Credits:	General Education Requirement	3
	General Education Electives	16
	Program Requirements	28
	Additional Electives	<u>13</u>
	TOTAL Credits	60

Pharmacy Technology

General Education Requirements

ENGL101	College Composition I	3 Credits
	TOTAL	3 Credits

General Education Electives

	Arts and Humanities	3 Credits
	Biological and Physical Science	4 Credits
	Information Technology	3 Credits
	Mathematics	3 Credits
	Social and Behavioral Science	3 Credits
	TOTAL	16 Credits

Program Requirements

ALHL 115	Medical Terminology	3 Credits
MNGT 105	Principles of Management	3 Credits
ALHT 200	Health Foundations	1 Credit
ALHT 201	Occupational Specific Theory I	3 Credits
ALHT 202	Occupational Specific Theory II	3 Credits
ALHT 203	Occupational Specific Theory III	3 Credits
ALHT 204	Occupational Specific Theory IV	3 Credits
ALHT 205	Occupational Specific Theory V	3 Credits
ALHT 260	Leadership in Health Occupations	3 Credits
ALHT 252	Practicum Level II	3 Credits
	TOTAL	28 Credits

Total Credits:	General Education Requirement	3
	General Education Electives	16
	Program Requirements	28
	Additional Electives	<u>13</u>
	TOTAL Credits	60

Medical Coding

General Education Requirements

ENGL101	College Composition I	3 Credits
	TOTAL	3 Credits

General Education Electives

	Arts and Humanities	3 Credits
	Biological and Physical Science	4 Credits
	Information Technology	3 Credits
	Mathematics	3 Credits
	Social and Behavioral Science	3 Credits
	TOTAL	16 Credits

Program Requirements

ALHL 115	Medical Terminology	3 Credits
MNGT 105	Principles of Management	3 Credits
ALHT 200	Health Foundations	1 Credit
ALHT 201	Occupational Specific Theory I	3 Credits
ALHT 202	Occupational Specific Theory II	3 Credits
ALHT 203	Occupational Specific Theory III	3 Credits
ALHT 260	Leadership in Health Occupations	3 Credits
	TOTAL	16 Credits

Total Credits:	General Education Requirement	3
	General Education Electives	16
	Program Requirements	16
	Additional Electives	<u>25</u>
	TOTAL Credits	60