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Baltimore, Maryland 21215-7893

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May 17, 2018

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

Dear Secretary Fielder:

It is the responsibility of Baltimore Community College and the administration to ensure that current and prospective students are offered programs that will challenge their academic abilities to provide gainful employment.

Please find attached Baltimore Community College (BCCC) proposal request for approval for the following certificate and degree.

1. Transportation and Supply Chain Management Certificate
2. Transportation and Supply Chain Management Degree

We thank you in advance for receiving our written requests. Should you require additional information please feel free to contact Dr. Daphne Snowden, Dean of Academic Operations and Service at dsnowden@bccc.edu or (410) 462-7697.

Sincerely,

Tonja L. Ringgold, Ed.D.

Vice President for Academic Affairs/ Accreditation Liaison Officer (ALO)

cc. Dr. Daphne Snowden, Dean of Academic Operations and Services

**APPLICATION FOR CONVERSION OF AN EXISTING OPTION TO
AN AREA OF CONCENTRATION**

*In accordance with COMAR 13B.02.03.03-1, a community college that publicized a sequential arrangement of approved courses as an option, totaling 12 to 30 credits on or before June 30, 2014, may have that arrangement approved as an area of concentration. All conversion proposals must be received no later than **JUNE 30, 2017**.*

Fee schedule for Community College Option Conversions:

Conversions can be submitted in bundles, up to ten conversions per submission, @ \$250 per submission.

1. Name of Institution: **Baltimore City Community College**

2. Name of degree program: **Transportation and Supply Management Degree**

3. Name of option being converted: **N/A**

When did the option first become available? **New**

4. Name of new Area of Concentration (AOC): **N/A**

4. Explain the centrality of the proposed area of concentration (AOC) to the institution's mission:
BCCC's Mission: Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of student while improving communities in the greater Baltimore area.

5. Outline the new Area of Concentration's curriculum design (including course names, course descriptions and credit hours). **PLEASE NOTE: Credit hours for an AOC must be between 12 and 30 semester hours.**

See attachment

6. Identify one of the following:

6a. Education need for the Area of Concentration, including the regional or statewide need as identified in the State Plan; OR

6b. Identify the transfer or articulation arrangements that the area of concentration will facilitate or support (include any relevant Memoranda of Understanding, if applicable):

BALTIMORE CITY PUBLIC SCHOOLS

Catherine E. Pugh
Mayor, City of Baltimore

Cheryl Casciani
Chair, Baltimore City Board of
School Commissioners

Dr. Sonja Brookins Santelises
Chief Executive Officer

October 26, 2017

Dr. Gordon F. May
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215

Dear Dr. May:

Enclosed is a Memorandum of Understanding (MOU) between Baltimore City Public Schools (City Schools), the Baltimore City Community College and the Baltimore Port Alliance. Please have the MOU executed and return one copy to my attention.

Should you have any questions, please contact the buyer, Ms. Patricia Graff at 410-396-8846.

Sincerely,



Jeffrey Parker
Director of Materials Management

C: Stan Wolfe
Captain Michael Reagoso
Patricia Graff

Enclosures

**MEMORANDUM OF UNDERSTANDING FOR THE
DEVELOPMENT AND SUPPORT OF P-TECH GRADES 9-14 SCHOOL**

This Agreement ("Agreement") for the development, support, and operation of a P-TECH Grades 9 through 14 Model School is effective as of September 1, 2017 by and between the Baltimore City Board of School Commissioners (herein called "City Schools"), with principal offices located at 200 E. North Avenue, Baltimore, MD 21202; Baltimore City Community College (herein called "BCCC"), an agency of the state of Maryland, located at 2901 Liberty Heights Avenue, Baltimore, MD 21215-7893 and Baltimore Port Alliance with its principal office located at 3720 Dillon Street, Baltimore, MD 21224. (Each P-TECH Grades 9-14 School Partner is referred to herein individually as a "Party" and collectively as the "Parties".)

WHEREAS; City Schools, BCCC, and Baltimore Port Alliance, wish to enter into an agreement to set forth their continuing rights and obligations with respect to the development, support, and operation of a P-TECH Grades 9-14 School at The New Era Academy ("P-TECH School at The New Era Academy");

NOW THEREFORE, in consideration of the mutual promises set forth herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

I. OVERALL SCHOOL MODEL

The Parties agree to collaborate in developing, supporting, and operating a P-TECH School at The New Era Academy.

The P-TECH School's mission is to provide all students with an education that begins in grade 9, continues through high school completion with a high school diploma, and culminates in attainment of an associate in applied science Transportation, Distribution, and Maritime Logistics degree or related degrees, thus preparing students to succeed in college and career. The program also includes authentic work experiences designed to prepare students for positions in the technology field.

The P-TECH School is open to students of all backgrounds and abilities, including struggling learners, English as a second language learners, and students with disabilities. The primary point of entry is the ninth grade. The school will admit approximately 50 students in its initial 9th grade class, and will grow by approximately 50 students each year, until the school reaches full capacity of 300 students in Year 6.

The P-TECH School's curriculum and support program is designed to support a wide range of students in earning a high school diploma, an associate in applied science degree, and the work experience needed to be a highly qualified candidate for career-track employment in the technology field. All college courses and related fees offered to the students while enrolled in the P-TECH School will be free of charge to students and their families.

The Parties will work together to develop, evaluate and revise the P-TECH School's Scope & Sequence plan, which will identify specific high school and college courses and work experiences that students will participate in each year as part of their regular school program, leading to degree attainment for all students. This Scope & Sequence plan, which will be developed to enable students to graduate within four, five and six years, will serve as a blueprint for curriculum development and programming for students and staff.

II. GOVERNANCE

The P-TECH School will be a Baltimore City Public Schools public school and, as such, must follow all policies and procedures outlined in the City Schools' Regulations. The coordinator of the P-TECH School at The New Era Academy is responsible for day-to-day decisions regarding the operation and management of the School. The coordinator is a City Schools employee, and the selection of the coordinator is governed by the City Schools Regulations. For the duration of this Agreement, BPA shall also have input into the coordinator selection process. According to City Schools' policy, the coordinator will be supervised by the Office of the Chief Academic Officer.

Notwithstanding the foregoing, the P-TECH School must follow all BCCC policies governing the college courses in the P-TECH School's curriculum, including but not limited to selection of courses and faculty, awarding of credit, student eligibility for courses, and discipline of students and faculty in connection with the courses.

A P-TECH School at The New Era Academy P-TECH Steering Committee consisting of an equal number of representatives from all the Parties shall oversee the development and ongoing support of the P-TECH School. Additional staff and faculty members, students and parents may be added as the P-TECH Steering Committee as appropriate and as agreed to by all Parties.

The P-TECH School at The New Era Academy P-TECH Steering Committee shall meet at least six times a year and as often as needed to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration. The P-TECH School at The New Era Academy P-TECH Steering Committee shall address the School's Scope & Sequence plan, the overall quality and outcomes from the college courses and other aspects of the School, the School's budget, and other issues related to relationship between the Parties. The P-TECH School at The New Era Academy P-TECH Steering Committee is empowered to suggest revisions to this Agreement on matters of the P-TECH School's program focus. In cases where the P-TECH School at The New Era Academy P-TECH Steering Committee is unable to resolve issues pertaining to the P-TECH School, it will escalate issues in writing to the leadership of their respective organizations.

III. ROLES AND RESPONSIBILITIES

A. Baltimore Port Alliance Responsibilities:

1. Baltimore Port Alliance will be committed to the full implementation of Overall School Model as outlined in Section I.
2. Baltimore Port Alliance will ensure that every participating student receives substantive mentoring from an industry professional. Baltimore Port Alliance will provide training and support to all participating mentors. Baltimore Port Alliance will provide guidance and support on the mentoring process, as appropriate. Baltimore Port Alliance will offer face-to-face interaction with the mentors on at least two occasions per year.
3. Baltimore Port Alliance will collaborate with City Schools and BCCC to create an up-to-date skills map for the industry/sector that identifies essential competencies.
4. Baltimore Port Alliance will collaborate with City Schools and BCCC to develop a coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. Baltimore Port Alliance will collaborate with City Schools and BCCC to identify post-secondary competencies and validate the proposed course scope and sequence to help students meet industry expectations.

5. Baltimore Port Alliance will identify a dedicated staff person to work on the initiative, as a Baltimore Port Alliance Liaison, who has the authority to coordinate with the school on Baltimore Port Alliance's behalf. This staff person will, among other duties, coordinate site visits to Baltimore Port Alliance and other business' facilities, manage the mentoring program, plan speakers and project days, and help identify appropriate internship opportunities.
6. Baltimore Port Alliance will provide opportunities for appropriate workplace experiences for participating students, including workplace visits, speakers, and at least one paid summer internship of at least six weeks duration per student.
7. Baltimore Port Alliance will enable P-TECH School's staff and student's appropriate access to Baltimore Port facilities to support program activities.
8. Students who complete the approved curriculum and earn a high school diploma plus an AAS from the P-TECH school model will be "first in line" for consideration of appropriate jobs at the Port of Baltimore. "First in line" means that, at such student's request, Baltimore Port partners will interview and consider such a student for the Port of Baltimore partner's open positions that are appropriate and available at the time of the student's graduation. Final hiring decisions will be made solely at the Baltimore Port Alliance partner's discretion.

B. Baltimore City Community College Responsibilities:

1. BCCC will be committed to the full implementation of the Overall School Model as outlined in Section I.
2. BCCC will allow the P-TECH School's staff and students access to college facilities relevant to the academic success of the students.
3. BCCC will work with the P-TECH School's staff and the other Parties to develop a coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. BCCC will identify specific courses needed to earn an associate in applied science degree, including opportunities for credit-bearing courses no later than 10th grade, ensure that those courses are available at a time and place that is accessible to students in the P-TECH School, and work with the P-TECH School to determine which courses will be taught by college faculty, which by high school teachers with adjunct status, and which by a combination of the two.
4. BCCC faculty will collaborate with the P-TECH School's teachers to ensure alignment and appropriate supports between high school and college-level courses. BCCC faculty will work with Baltimore Port Alliance to ensure that coursework is aligned to relevant technical skills and competencies.
5. BCCC will be responsible for ensuring college credit-bearing courses meet the rigor and standards of the college. As such, college courses offered to students at the P-TECH School will be governed by the following:
 - All courses offered for college credit must be regular BCCC courses, developed and approved by BCCC faculty, approved through the BCCC Board of Trustees, and listed in the BCCC course catalogue. The course syllabus determines course content, required textbooks, assessments, and policies on attendance and grading.
 - All instructors of college-level courses must meet BCCC's academic requirements and are subject to the approval of the relevant BCCC department chairperson in consultation with the P-TECH School's coordinator. In some instances, high school teachers (who are City Schools employees) may meet the requirements for college-level instruction. If City Schools employees teach college-level courses as part of their regular teaching load, they are not eligible for additional compensation.
6. BCCC will work with the P-TECH School to collect data on college course-taking and experiences for submission to City Schools and MSDE database. BCCC course registration must be entered in all appropriate college systems using appropriate program codes.

7. BCCC will provide dedicated staff to work on the initiative, including a college liaison who has the authority to coordinate with the P-TECH School on the P-TECH School at The New Era Academy's P-TECH Steering Committee's behalf.
8. BCCC will coordinate with the P-TECH School at The New Era Academy P-TECH Steering Committee to assure that the relevant degree is cost-free to students, developing a financial plan to cover the cost of instruction (which may be less than published tuition rates to access all available sources of financial aid and to cover fees, textbooks and all other costs from public funding, grants, scholarships, etc.

C. Baltimore City Public Schools Responsibilities:

1. City Schools will be committed to the full implementation of the Overall School Model as outlined in Section I.
2. City Schools will work with the P-TECH School's staff and the other Parties to develop a seamless and coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. City Schools will work to develop a rigorous and engaging curriculum that prepares students for college-level coursework and workplace experiences.
3. City Schools will establish a college-going culture for all students at the P-TECH School, which requires engaging students in college coursework, tutoring and advising, and instruction on key "college knowledge" academic and personal behaviors such as time management, collaboration, problem-solving, leadership, study skills, communication, and tenacity.
4. City Schools will help define appropriate workplace experiences (e.g., design projects, job shadowing, internships, and clinical practice) that will support students gaining key skills needed in the transportation and logistics field.
5. City Schools will provide a space to house the P-TECH School at The New Era Academy, located at 2700 Seamon Ave, Baltimore, MD 21215. The facility will have sufficient space to support the activities and number of students described in Section I.
6. City Schools will allow BCCC and Baltimore Port Alliance faculty and staff appropriate access to the P-TECH School to support program activities, along with other appropriate logistics and technology industry leaders and members of leading nonprofit organizations.
7. City Schools will ensure that students of all backgrounds and abilities are eligible to attend the School. City Schools will ensure that prior academic performance shall not be considered during the admissions process.
8. City Schools will provide regular operating funds to the School in the same manner as other city public schools. City Schools will identify additional funding streams that may be available to the School, including but not limited to federal Perkins program funding.
9. City Schools will support the P-TECH School's coordinator in identifying qualified staff to teach in the P-TECH School.
10. City Schools will provide appropriate and relevant ongoing professional development for the P-TECH School's coordinator and staff. City Schools will share best practices from other city public schools that effectively serve a wide range of high school students in achieving college and career readiness.

IV. TERM AND TERMINATION

A. Term. The term of this Agreement (the "Term") shall begin as of September 1, 2017 and end on June 30, 2022. This Agreement may be renewed by written mutual agreement of the Parties upon not less than ninety (90) days prior written notice to Baltimore Port Alliance

B. Termination.

1. This Agreement may be terminated by agreement of City Schools and BCCC upon not less than ninety (90) days' prior written notice to Baltimore Port Alliance.

2. Baltimore Port Alliance may terminate its participation in this Agreement upon not less than six (6) months' prior written notice to City Schools and BCCC.
3. City Schools and BCCC may jointly terminate Baltimore Port Alliance's participation in this Agreement for any reason upon not less than three (3) months' prior written notice to Baltimore Port Alliance.
4. In the event of a material breach of this Agreement by Baltimore Port Alliance, City Schools and BCCC may jointly provide Baltimore Port Alliance written notice of such breach, and Baltimore Port Alliance shall have a period of thirty (30) days to cure the breach. If Baltimore Port Alliance fails to cure the breach within the cure period, City Schools and BCCC may jointly terminate Baltimore Port Alliance's participation in this Agreement upon not less than thirty (30) days' prior written notice to Baltimore Port Alliance.

V. MISCELLANEOUS

A. Security. Non-City Schools instructors and other personnel from BCCC and Baltimore Port Alliance must be fingerprinted if they regularly are at the P-TECH School, as required by local, state, or federal law and have a background check in compliance with Title 5, Subtitle 5, Part VI, of the Family Law Article of the Maryland Code.

1. Persons Having Direct Contact with Students:

Any and all current and future employees and program providers of Baltimore Port Alliance who have direct contact with students must have a criminal background check and fingerprinting conducted by the Human Capital Office of City Schools before beginning work. Volunteers must have a criminal background check if they are alone with students or supervised but frequent the building more than four times per month (per KCB-RA). Background checks not administered by City Schools' Human Capital Office will not be accepted. The fee for the background check shall be paid by check or money order for employees at the time the fingerprinting is performed. The fee for the background check for volunteers will be covered by City Schools Administration. No employee can begin work until results have been received. Volunteers may not serve unsupervised until results have been received. Violation of this provision may result in Termination for Cause of the individual.

E2. Employment of Sex Offenders:

Baltimore Port Alliance and BCCC shall at all times be compliant with the Criminal Procedure Article of Annotated Code of Maryland Section 11-722 that states that a person who enters a contract with a County Board of Education or a nonpublic school may not knowingly employ an individual to work at a school if the individual is a registered sex offender. If a registered sex offender is employed by Baltimore Port Alliance and/or BCCC, they are prohibited from assigning that employee to perform management, delivery, installation, repair, construction or any other type of services on any City Schools property. Violation of this provision may result in Termination for Cause of the individual.

In the event of an accident or incident involving a student on a college campus, BCCC officials will immediately notify the Principal of the P-TECH School. City Schools and BCCC will cooperate in any investigation in connection with said incident or accident.

B. Non-Discrimination. The Parties shall comply in every respect with all applicable provisions of all federal, state, and local statutes, rules, and regulations which prohibit unlawful discrimination against any employee, applicant for employment, student or applicant for admission because of race, color, religion, sex, age, marital status, veteran status, handicap, disability, national origin or sexual orientation, genetic

predisposition, or carrier status. Each Party shall promptly notify the other Parties of any complaint of discrimination made to it by any person in connection with the subject matter of this Agreement.

C. Student Records. All information about students obtained from any of the Parties shall be held confidential pursuant to the provisions of the Family Educational Rights and Privacy Act (20 U.S.C.A. 1232g) ("FERPA").

D. Independent Contractors. The Parties intend to create an independent contractor relationship. No provision of this Agreement, nor any action taken by or arrangement entered into between or among the Parties in accordance with the provisions hereof, shall be construed as or deemed to make any Party the partner, joint venturer, principal, agent or employee of another Party. No director, trustee, officer, partner, employee, agent, affiliate or contractor of any Party shall be deemed to be an employee, agent or contractor of another Party. No Party shall have any right, power, or authority, express or implied, to bind another Party to any individual or organization that is not a Party to this Agreement.

E. Expenses. Except as otherwise expressly provided in this Agreement, each Party will bear its own costs and expenses (including legal fees and expenses) incurred in connection with this Agreement and the activities contemplated herein.

F. Assignment. The provisions of this Agreement shall bind and inure to the successors and assigns of the respective Parties. No Party may assign its rights or obligations herein without the prior written consent of the other Parties,

G. No Third-Party Beneficiaries. This Agreement shall not confer any rights or remedies upon any person other than the Parties and their respective successors and permitted assigns.

H. Notices. All notices to any Party required or desired to be given hereunder shall be in writing and shall be sent by hand delivery or overnight courier to the address set forth below or such other address as such Party may hereafter specify for that purpose by notice to the other Parties. Any notice shall be deemed to have been given on the date of its actual receipt.

I. Indemnification. BCCC is an agency of the State, and is subject to the Maryland Tort Claims Act. BCCC warrants that, subject to the exclusions and limitations contained in Title 12, Subtitle 1 of the State Government Article of the Annotated Code of Maryland ("Maryland Tort Claims Act"), the immunity of the State and its units is waived as to a tort action, in a court of the State, to the extent of insurance coverage provided under Title 9 of the State Finance and Procurement Article of the Annotated Code of Maryland City Schools liability pursuant to this provisions and limits of §§4-105 and 4-106 of the Education Article of the Annotated Code of Maryland and City Schools is a governmental unit, and is subject to the Maryland Tort Claims Act. City Schools warrants that, subject to the exclusions and limitations contained in Title 12, Subtitle 1 of the State Government Article of the Annotated Code of Maryland ("Maryland Tort Claims Act"), the immunity of the State and its units is waived as to a tort action, in a court of the State, to the extent of insurance coverage provided under §4-105 of the Education Article of the Annotated Code of Maryland.

J. Insurance. Maryland Code, State Finance and Procurement Article Section 9-105(c) obligates the Maryland State Treasurer to provide sufficient self-insurance, purchased insurance, or both, to cover the liabilities of the State and its units and personnel under the Maryland Tort Claims Act. BCCC certifies that it is a unit of the State of Maryland covered by the State's self-insurance program. In addition, BCCC certifies that it is a State agency covered by the State's Injured Worker's Insurance Fund, as more specifically provided in Maryland Code, Labor and Employment Article, Title 10. Maryland Annotated Code Education Article §4-105 (c) obligates the Baltimore City Board of School Commissioners to provide sufficient self-insurance up to \$100,000 per claim, which covers its liabilities under the Maryland Tort Claims Act. City Schools certifies that it is a unit of the State of Maryland covered by the City of Baltimore's self-insurance program.

K. Except as otherwise provided by law, neither BCCC nor the State of Maryland nor Baltimore Port Alliance shall be liable for any special, indirect, incidental, or consequential damages of any kind whatsoever (including without limitation, attorneys' fees) in any way due to resulting from, or arising in connection with the activities of a P-Tech school, its personnel or agents. This disclaimer applies without

limitations to claims arising from the P-Tech school's activities under this Agreement, regardless of the form of action, whether in contract, tort (including negligence), strict liability, or otherwise; and regardless of whether such damages are foreseeable. Baltimore Port Alliance's maximum aggregate liability for any and all claims that may arise from this Agreement whether in contract or in tort or on any other basis, including claims for Baltimore Port Alliance's performance or nonperformance, will be limited to \$10,000. This limitation will not apply however to claims by City Schools or BCCC for bodily injury (including death) or damage to real property or tangible personal property caused by Baltimore Port Alliance.

L. BCCC and the State of Maryland shall not assume any obligation to indemnify, hold harmless or pay attorney's fees that may arise from or in any way be associated with the performance or operation of this Agreement.

M. If funds are not appropriated or otherwise made available so that BCCC determines it cannot continue to support the Agreement, BCCC shall have the right to terminate this Agreement. BCCC shall not in any event or circumstance be obligated to the other parties for any costs that may have been incurred as a result of termination.

N. BCCC, the State of Maryland, its officers, agents and employees shall not be liable for the criminal acts of the other parties, its employees, officers, agents or invitees.

O. This Agreement shall be governed and construed in accordance with the laws of the State of Maryland and shall be made in the State of Maryland. Any action in connection with this Agreement shall be brought only in the courts of the State of Maryland or in the Federal District Court for the District of Maryland.

P. This Agreement contains the entire agreement between the parties and there are no promises, agreements, conditions, undertakings, warranties or representations, oral or written, expressed or implied between them other than as herein set forth. This Agreement is intended by the parties to be an integration of all prior or contemporaneous promises, agreements, conditions and undertakings between them.

Q. If any term or provision of this Agreement shall be held illegal, unenforceable, or in conflict with any law governing this Agreement, the validity of the remaining portions shall not be affected thereby.

R. All notices required to be given shall be in writing and shall be sent first class mail, postage prepaid, addressed as follows:

If to BCCC:

Gordon F. May, Ph.D.
President/CEO
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215

If to Baltimore Port Alliance:

Captain Michael Reagoso, Chair
Baltimore Port Alliance
3720 Dillon Street
Baltimore, MD 21224

If to City Schools:

Dr. Sonja Brookins Santelises
Chief Executive Officer
Baltimore City Public Schools
200 E. North Avenue
Baltimore, MD 21202

IN WITNESS WHEREOF, the parties have caused this Agreement to be properly executed by their duly authorized officers, as of the day and year first above written.

Baltimore City Community College

By: Gordon F. May, Ph.D.

Gordon F. May
Signature

11/3/17
Date

Approved
[Signature]
Signature

Baltimore Port Alliance

By: Captain Michael Reagoso

[Signature]

Signature

2 October 17
Date

Baltimore City Public Schools

By: Dr. Sonja Brookins Santelises

[Signature]
Signature

10/4/17
Date

Approved as to form and legal sufficiency this 24th of October, 2017.

[Signature]
Richard T. Mullen
Office of Legal Counsel

Baltimore City Board of School Commissioners

**APPROVAL OF THE
DIRECTOR OF MATERIALS
MANAGEMENT**

Date [Signature]

Academic Program Proposal; Transportation and Supply Chain Management, AAS

A. Centrality to institutional mission statement and planning priorities:

Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area. The primary goal of the Transportation and Supply Chain Management Program (TSCM) is to provide a pathway for students to fill a workforce gap in the transportation, distribution, maritime and supply chain management industries. Students will have the options to obtain academic, experience and industry credentials for their careers in the pivotal Maritime, Transportation, and Supply Chain industries.

The TSCM program is an essential first step to accelerating entry into the job market which impacts the local and national economy and our global competitiveness. Students will fill positions in port operations and port-based logistics, vessel operations, and emerging maritime technologies. Whether they come in at the entry level or changing careers, student can use the skills and knowledge gained to obtain certifications and to advance or qualify for a higher paying jobs for a more rewarding position.

If approved, this program would directly support The Maryland General Assembly, through the 2015 Joint Chairmen's Report (JCR), by aligning with recommendations: #5. "Baltimore City Community College should make workforce development a top educational priority. #6. Baltimore City Community College should focus on linking noncredit students to credit programs. #9. Baltimore City Community College must find ways to forge meaningful relationships with key constituencies and partners." As an Achieving the Dream (ATD) Network institution, we will expand our ability to make our programs nimble, relevant and useful. ATD emphasizes strategies to implement data driven decision making leading to improved student success. As Baltimore City's only community college, we bring autonomy and hope to every person who seeks it.

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Program Description: The program prepares students for jobs in the transportation, distribution and supply chain management industries. Emphasis is placed on supply chain logistics, commercial, freight, and maritime transportation systems.

The College's mission states that: "Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities." The development of the TSCM program aligns with the mission as it will be a high-quality program developed in a team approach utilizing subject matter experts and curriculum development skills from across the Business and Technology Department. As one of the lowest cost community colleges within Maryland, the program will be affordable and accessible to a wide range of potential students. The programs' content is appropriate for both students looking to start a career in this field and those already practicing, who would benefit from added knowledge and the attainment of a credit credential within the field.

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

On April 18, 2018, the College's Board of Trustees approved new strategic plan goals and objectives. Student Success remains the College's first goal, with objective "1.1 – Align, support and deliver courses, programs, and services to ensure progression, transferability and employability." The creation of the Transportation and Supply Chain Management Program supports this objective; the program has been designed to 'ensure progression, transferability, and employability.'

As the P-TECH Community College in Baltimore City we are committed to making the attainment of employment-oriented credentials a priority. This program supports the signed Memorandum of Understanding (MOU) between the College, Baltimore City Public Schools, and Baltimore Port Alliance to provide students with an education that "culminates in attainment of an Associate of Applied Science in Transportation, Distribution, and Maritime Logistics degree or related degrees, thus preparing students to succeed in college and career."

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:
 - o The need for the advancement and evolution of knowledge;

Baltimore City Community College's TSCM program will be an innovative solution which represents the spirit of the State Plan. The program will illustrate a successful working relationship with numerous government agencies, businesses, and a postsecondary educational institution. According to the State Plan the community college system is to support and advance the P-TECH School Model. BCCC has been selected to develop a Supply Chain Management career pathway to meet the present and future needs of the region.

The widening of the Port of Baltimore will be beneficial to this new program's advancement and the state of Maryland, through more jobs and a larger economic impact. Jobs that require high levels of knowledge represent a growing component the local and state labor market.

- o Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;

Baltimore's citizens face significant barriers to employment within the middle-skills jobs market that often pay higher wages. There is a strong level of alignment between the State Plan's occupational composition, BCCC's proposed TSCM program and the expanding choices for disadvantaged students. This program goes beyond the notion of a traditional student. Many of the students will be non-traditional students that represent the reality of most postsecondary students. TSCM program provides students with a focused pathway that fosters an efficient plan to a successful career. State jobs are changing, favoring higher skilled occupations. Employers are demanding a more highly skilled and educated workforce. Baltimore City has a diversified economy, with workforce demands across many sectors and skill levels.

- The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

The TSCM program is well positioned to expand the capacity of historically black institutions by providing a source of talent. Articulations will be sought with Morgan State University, our common partner in offering post-secondary education in this field. The P-TECH model can link academic planning need to financial planning which have a direct impact on the cost of historically black education and the ultimate return on investment. The Governor’s P-20 Leaders Council results will prepare all students for jobs while enhancing the State’s historical black institution competitiveness.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education \(pdf\)](#).

P-TECH Schools

Community College	School	Industry Level	Career Pathway
Baltimore City Community College	New ERA Academy	Port of Baltimore and United States Coast Guard	Supply Chain Management
Baltimore City Community College	Carver Vocational Technical High School	IBM	Cybersecurity Assurance and Computer Information Systems
Baltimore City Community College	Paul Laurence Dunbar High School	John Hopkins Hospital, Kaiser Permanente, and University of Maryland, Baltimore	Nursing, Respiratory Care, Physical Therapy Assistant, Health Information Technology

2017-2021 State Plan for Postsecondary Education, p. 23

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.

Management Occupations - Maryland Occupational Projections 2014 - 2024

Occ Code	Occupational Title	Employment			Change		Percent of Change	Percent of Replacement	Total Percent of Change	Average Mean wage
		2014	2024	Change	Replacement	Total				
11-3071	Transportation, Storage, and Distribution Managers	1,386	1,567	181	317	498	13%	23%	36%	\$ 102,800.00
13-1081	Logisticians	4,513	6,061	1,548	522	2,070	34%	12%	46%	\$ 87,390.00
53-0000	Transportation and Material Moving Occupations	159,182	185,057	25,875	36,509	62,496	16%	23%	39%	\$ 36,560.00
53-1000	Supervisors of Transportation and Material Moving Workers	8,104	9,446	1,342	2,228	3,570	16%	27%	43%	\$ 57,020.00

Maryland Occupational Projections - 2014-2024 - Workforce Information and Performance

<http://www.dlr.state.md.us/lmi/iandoproj/maryland.shtml>

Department of Labor, Licensing, and Regulations

Date extracted on: May 9, 2018

Note: Average Mean Wage from Standard Occupation Classification code - see <https://www.bls.gov/oes/>

Date extracted on April 12, 2018

SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>

Date extracted on: April 12, 2018

11-3071 Transportation, Storage, and Distribution Managers

Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers.

13-1081 Logisticians

Analyze and coordinate the logistical functions of a firm or organization. Responsible for the entire life cycle of a product, including acquisition, distribution, internal allocation, delivery, and final disposal of resources. Excludes "Transportation, Storage, and Distribution Managers" (11-3071).

53-1048 First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors

directly supervise and coordinate the activities of helpers, laborers, and material movers; or transportation and material-moving machine and vehicle operators and helpers.

53-6099 Transportation Workers, All Other

All transportation workers not listed separately.
Baltimore-Columbia-Towson, MD

- Anne Arundel County
- Baltimore County
- Baltimore city
- Carroll County
- Harford County
- Howard County
- Queen Anne's County

BCCC will promote the new TSCM program in the transportation, supply chain management, distribution and logistics industry to meet workforce demands and changing trends. A new talent shortage has emerged as the profession becomes more technological.

By partnering with the Port Alliance, the new program fosters an environment of support for a diverse workforce. For example, Baltimore City administers Foreign Trade Zone (FTZ) #74, which expedites and encourages domestic employment and assist, U S firms competing in the global market. In addition, the new program falls into the occupation of business operations, management and production, which all show an increase in jobs in the U. S. Employers in the Computer Unmusical Controlled Machines Operation expect steady increases over the next decade or more.

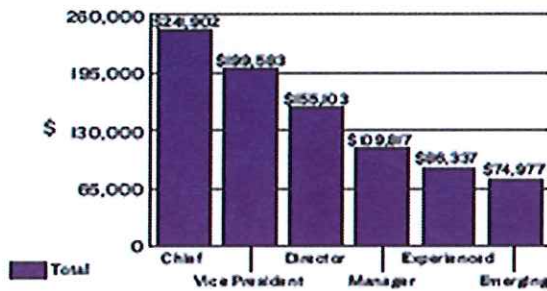
With 68 % of the current jobs in the Port of Baltimore not requiring a college degree the new program can be a bridge for many non-traditional students/employees who come to college with unique backgrounds. Middle-skill jobs represent a significant opportunity for unemployed and underemployed residents who seek to earn a family supporting wage. The average wages for middle-skills workers was \$58,504 in 2015. Maryland Port Administration Vision2025 states that the Port continues be an economic engine and is the 12th largest employer in the state of Maryland.

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.

The Port remains as Maryland's economic jewel far into the future. The Port generates more than 33,000 jobs statewide. 13,650 jobs are directly related to day-to-day operation; wages and salaries are estimated to be 2.9 billion; average annual income per job at the Port is \$61,873. With the completion of the Panama Canal, Baltimore is one of few Ports ready for supersized ships. In 2016, approximately 40 million in merchandise was exported for the FTZ to international markets and the total value of shipments in the FTZ was nearly \$15 billion. FTZ #74 continues to show growth and support for Baltimore's expanding Roll on or Roll off (RORO) shipping industry. The Port of Baltimore was the most efficient port and container terminal in the country in 2015. (The Daily Record, March 2016)

Average Salary by Position

Average salary by job title is reported below.



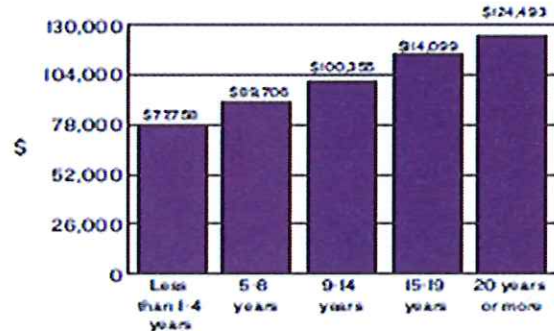
	Total	Men	Women
Chief, Procurement/ Supply Management/Sourcing (Senior VP or Executive VP)	\$241,902	\$228,358	\$251,427
Vice President, Procurement/ Supply Management/Sourcing	\$199,583	\$205,974	\$156,801
Director, Procurement/ Supply Management/Sourcing	\$155,103	\$157,432	\$141,085
Manager, Procurement/ Supply Management/Sourcing	\$109,817	\$112,768	\$101,968
Experienced Procurement and Supply Chain Management Practitioner (9 years or more)	\$86,337	\$91,608	\$80,811
Emerging Procurement and Supply Chain Management Practitioner (8 years or less)	\$74,977	\$74,879	\$68,931

Institute for Supply Management[®]

ISM's 2016 SALARY SURVEY RESULTS - SUMMARY

Average Salary by Years of Work Experience

The average salary for supply management professionals with 15 or more years of experience was \$124,978, while the average salary for those with eight or fewer years of experience was \$85,066. Supply management professionals with five to eight years of experience earned on average \$89,707. Overall, supply management professionals with nine to 14 years of experience earned \$100,355; those with 15 to 19 years of experience earned \$114,099; and professionals with 20 or more years of experience earned an average of \$124,493.



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

The proposed TSCM program will provide students with a pipe-line to an exciting career. This represents BCCC's 2nd P-TECH program in the Business and Technology department which houses multiple programs accredited by Accreditation Council of Business Schools and Programs (ACBSP). Transportation programs typically are related to engineering programs; while supply chain management programs are post-graduate specialty programs. The proposed TSCM program will provide high school students, and current employees, with an applied associate science degree in transportation and technical skills that support technology. This new program is a collaboration, solidified with an MOU dated October 26, 2017, between Baltimore Port Alliance, Baltimore City Public Schools and Baltimore City Community College to establish a Supply Chain Management P-TECH model program that offers six core

transportation courses and a co-op/internship in the chosen career pathway. According to Ronald J. Daniels, President, John Hopkins University, “the P-TECH model offers transformational opportunities for Baltimore’s youth and a chance to prepare our city’s workforce for the jobs’ and career of the future.” Currently, there is little data showing the supply of community college graduates with an A.A.S. in Transportation and Supply Chain Management in Maryland. It is estimated that BCCC’s proposed program will produce 15 to 25 graduates per year, per cohort, by the end of the fifth year of inception.

D. Reasonableness of program duplication:

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

The 2017-2021 Maryland Higher Education Commission Maryland State Plan for Postsecondary Education, p. 22 states that “Most recently, Governor Hogan has supported the development and implementation of several Pathways in Technology Early College High Schools, or P-TECH schools, throughout Maryland.” BCCC is selected to develop a new supply chain management career pathway PTECH program in partnership with the New Era Academy high school in Baltimore city. Industry level partners for this new P-TECH program are the Port of Baltimore and United States Coast Guard. Baltimore City Public Schools, BCCC and Baltimore Port Alliance signed a MOU for the development and support of a P-TECH grades 9-14 school program in TSCM at BCCC.

Anne Arundel Community College	TRNSPRTATION, LOGISTICS & CARGO SECURITYSTATEWIDE	Lower Division Certificate
Cecil College	TRANSPORTATION AND LOGISTICS	Associate Degree
Cecil College	SUPPLY CHAIN MANAGEMENTSTATEWIDE	Associate Degree
Community College of Baltimore County	TRANSPORTATION, DISTRIBUTION & MARITIME	Associate Degree
Garrett College	COMMERCIAL VEHICLE TRANSPORTATION SPEC.	Lower Division Certificate
Hagerstown Community College	COMMERCIAL TRANSPORTATION ADMINISTRATION	Associate Degree
Hagerstown Community College	COMMERCIAL TRANSPORTATION MANAGEMENT	Lower Division Certificate

MHEC Website: http://mhec.maryland.gov/institutions_training/Pages/searchmajor_o.aspx

2. Provide justification for the proposed program.

The new TSCM program is designed to serve the residents of Baltimore City. Baltimore City Community College is the post-secondary institution of choice to serve this population. The College does not intend to advertise or recruit beyond the metro area to increase student enrollment within the program. The program is designed to meet the framework of our MOU with the City Schools and the Port Alliance. The program will, of course, also be open to other

potential students within our service area. The main goal of the program is to provide students and city resident’s access to a growing industry and to deliver an innovative solution to the workforce needs in the modern occupation category of Transportation, Distribution and Logistics.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

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

The AAS in Transportation and Supply Chain Management is not expected to negatively impact Historically Black Institutions.

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

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

While not a transfer program, students earning the A.A.S. in TSCM may be able to transfer to Morgan State University’s Transportation Systems programs. Students will have gained a complete two-year degree which consists not only of workforce skills, but also a breadth of General Education and Management courses which will expand the students understanding of the larger business environment and prepare them for life-long learning.

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.

The program’s course listing organized by content area is below. It is followed by full descriptions of each course.

Course ID	Credits	Course Name	Category** Requirement Fills:
PRE100	1	Preparation for Academic Achievement	College Requirement
HLF	2	Health and Life Fitness	College Requirement
Total Credit by Category			
	3		
SP 101	3	Fundamentals of Speech Communication	GE Cat I
ECO 201	3	The American Economy I: Macroeconomics	GE Cat II
ES 110	3	Biological and Physical Science Elective	GE Cat III

MAT 125	3	Finite Mathematics	GE Cat IV
ENG 101	3	English Writing	GE Cat V
BUAD 112	3	Computers for Business Management	GE Cat VI
Total Credit by Category			
	18		
BUAD100	3	Introduction to Business	Program Requirement
ACCT221	3	Financial Accounting	Program Requirement
MGMT222	3	Principles of Management	Program Requirement
TSCM 101	3	<i>Introduction to Transportation Systems</i>	Program Requirement
TSCM 120	3	<i>Commercial Transportation Systems</i>	Program Requirement
TSCM 140	3	<i>Supply Chain Management</i>	Program Requirement
TSCM 160	3	<i>Maritime Transportation</i>	Program Requirement
TSCM 200	3	<i>Freight Transportation</i>	Program Requirement
TSCM 210	3	<i>Supply Chain Logistics</i>	Program Requirement
CADD 101	3	Introduction to CADD	Program Requirement
CADD 200	3	Geographic Information Systems Applications	Program Requirement
PHI 105	3	Introduction to Professional Ethics	Program Requirement
Total Credit by Category			
	36		
Electives:			
COP 200	3	Cooperative Education/Internship	Program Elective
MGMT127	3	Customer Relationship Management	Program Elective
Program Total:			
	60		

ACCT 221: PRINCIPLES OF FINANCIAL ACCOUNTING I--3 credits--45 lecture hours/15 lab hours

Prerequisite: MAT 81 or MAT 91 or satisfactory ACCUPLACER score

Equivalent to ACCT 201 or ACCT 211

Accounting is the language of business. Financial Accounting Principles and concepts define methodologies for accurately recording business transactions and presenting them in financial statements that explain the economic conditions of a business as a basis of decision making by both external stakeholders, including owners and creditors, and by managers within the organization.

BUAD 100: INTRODUCTION TO BUSINESS--3 credits--45 lecture hours

Prerequisite: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

The purposes and functions of the main business disciplines are reviewed. Use of lectures, case studies, and/or computerized learning guides aid the student in developing an awareness of the relationships among business functions. The content aids in choosing a vocation, helps business majors select a field of concentration, and gives students a familiarity with business practices and terms.

BUAD 112: COMPUTERS FOR BUSINESS MANAGEMENT--3 credits--45 lecture hours

Meets Category VI General Education Requirements; Prerequisite: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Passing this course with a “C” or better fulfills the College’s Computer Literacy Requirement.

An introduction to the use of desktop, stand-alone computers, and computer terminals for nonprofessional users is provided. The theory of operation and the history of computers are studied to the degree needed to understand operational procedures encountered in the workplace. Emphasis is placed on the use of applications programs rather than the writing of new programs. Both user-friendly, menu-driven programs and the more elaborate spreadsheet, PowerPoint, database, and word processing programs are actually operated by the student. This course is designed to make the average citizen computer literate.

CADD 101: INTRODUCTION TO CADD--3 credits--30 lecture hours; 30 lab hours

Prerequisite: Permission of the Computer-Aided Drafting and Design Program Coordinator

Passing this course with a C or better fulfills the College’s Computer Literacy Requirement.

This beginner’s CADD course exposes students to basic computer-aided drafting and design skills. Topics include manufacturing processes, engineering design processes, freehand sketching, descriptive geometry, and AutoCAD software. Emphasis is on the use of drawing tools to construct simple two-dimensional objects typically found in mechanical, electrical, and civil engineering and in architecture.

CADD 200: GEOGRAPHIC INFORMATION SYSTEMS APPLICATIONS--3 credits--30 lecture hours/30 lab hours

Prerequisites: CADD 101 or CADD 111

This course is designed to expose students to the Geographic Information Systems (GIS) applications, concepts, and principles. It uses the ArcView GIS software for visualizing, analyzing, creating, and managing data with a geographic component. Applications of GIS methodologies in real world problems from various disciplines will also be presented.

COP 200: COOPERATIVE EDUCATION--3 credits--45 lecture hours

Prerequisites: 2.0 G.P.A.; completion of 15 credits; completion of specific courses in the student’s program; permission of the student’s program head and the Co-Op Coordinator

Students have the opportunity to apply knowledge in a supervised work environment related to their academic programs or career interests. Three hundred hours of paid work and 16 classroom hours are required. Career exploration and work readiness skills are covered in the classroom.

ECO 201: THE AMERICAN ECONOMY I: MACROECONOMIC THEORY--3 CREDITS--45
Lecture Hours

Meets Category II General Education Requirements

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Students are helped to understand the overall functioning of the American economy through an examination of unemployment, inflation, recession, GNP, and the interaction of businesses, households, and government.

ENG 101: ENGLISH WRITING--3 credits--45 lecture hours

Meets Category V General Education Requirements; D and F Grades are not awarded. A minimum of a C grade is required to pass the class.

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores.

Non-native English speakers pursuing an academic certificate or degree take a mandatory sequence of courses in core skill areas (ELI 80W; ELI 80R; ELI 81G; ELI 81W; ELI 82G; and ELI 82W). Successful completion of ELI 82G and ELI 82W courses is required before taking ENG 101. (Details under English Language Instruction.)

This course offers classroom instruction and practice in the skills necessary to write effective informative and persuasive essays, to understand the primary principles of scholarly inquiry and research, and to use the conventions of documentation. Students learn to use the conventions of standard written American English to establish a clear purpose in their writing, to develop their purpose with adequate and pertinent evidence, and to adapt their presentations to a range of audiences. The preparation of regularly scheduled essays is required, as is revision and editing of instructor-evaluated work.

ES 110: ENVIRONMENTAL SCIENCE--3 credits--45 lecture hours

Prerequisites: MAT 81 or MAT 91, ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

The ways in which water supplies, food supplies, energy supplies, air quality, housing safety, pest control, and public sanitation affect man's external environment and environmental health are examined.

HLF 210: Physical Fitness and Health--2 credits--30 lecture hours

Students are provided with knowledge about the role of exercise, and a wellness approach to health and fitness. Assessment instruments are used to develop a personal physical fitness program. Participation in class discussions and fitness activities are included. Students may select other HLF courses to complete this College requirement.

MGMT 127 CUSTOMER RELATIONSHIP MANAGEMENT--3 credits--45 lecture hours

Prerequisites: None

Customer Relationship Management is designed to provide a systematic process for building service skills that all business people need. Sustainable success comes from retaining your customers. If your company is to meet performance and profitability goals, effective customer relationship management is the biggest weapon in your arsenal.

MGMT 222: PRINCIPLES OF BUSINESS MANAGEMENT--3 credits--45 hours

Prerequisite: BUAD 100 or permission of the program Coordinator/Associate Dean of Business and Technology Department

Basic management principles and procedures used in modern businesses are introduced. Areas studied include planning, organizing, leading, controlling, and understanding principles of quality. Employee relations and continuous improvement are emphasized throughout the semester. Case studies are used to develop decision-making skills, and to provide practical background in management techniques.

MAT 125: FINITE MATHEMATICS--3 credits--45 lecture hours

Meets Category IV General Education Requirements. Prerequisites: MAT 82 or MAT 92; RENG 92 or appropriate course waivers or ACCUPLACER scores

Topics useful to students in business and social sciences are covered with an emphasis on applications rather than theory. Topics include sets, the Cartesian coordinate system, functions and graphs, exponents and logarithmic functions, systems of linear equations and matrices, linear inequalities and linear programming, including the simplex method, probability, including conditional probability and Bayes' formula, and probability distribution.

PHI 105: INTRODUCTION TO PROFESSIONAL ETHICS--3 credits--45 lecture hours

Meets Category VI General Education Requirements. Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Students use a multicultural approach to understanding the main dilemmas in making ethical/moral decisions that affect a person's life and the culture in which he/she lives. Various classical and current issues are considered and discussed from Western and non-Western perspectives. Issues covered include but are not limited to business, government, legal, medical, personal, and societal ethics.

PRE 100: PREPARATION FOR ACADEMIC ACHIEVEMENT--1 credit--15 lecture hours

All new, degree- or certificate-seeking students and students entering with fewer than 15 credits are required to complete the College's Orientation course. The purpose of this course is to provide information necessary for academic success in college and to give students knowledge of what to expect in their classes. Students learn strategies that empower them to achieve success.

SP 101: FUNDAMENTALS OF SPEECH COMMUNICATION--3 credits--45 lecture hours

Meets Category I General Education Requirements. Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Human communication in both a theoretical and an experiential framework is investigated. Areas of study include communication theory, interviewing, and informative and persuasive speaking. Students prepare, and present informative and persuasive speeches based on classic models. Theory, preparation, appropriate form, and delivery are studied and evaluated. Each student is responsible for at least one formal interview and three speeches. Several impromptu speeches may be included.

(X) TSCM 101: INTRODUCTION TO TRANSPORTATION SYSTEMS--3 credits—45 lecture hours

Prerequisites: Completion of MAT 092 and RENG092, or Permission of coordinator

This course provides an overview of transportation systems, methods and areas of applications. It provides an overview of the spatial aspects of mobility of passengers and freight in transportation.

(X) TSCM 120: COMMERCIAL TRANSPORTATION SYSTEMS--3 credits--45 lecture hours

Prerequisites: Completion of MAT 092 and RENG092, or Permission of coordinator

Co-Requisites: TSCM 101

This course explores domestic and international commercial transportation modes used for the transportation of goods and services. Topics include domestic transportation, export/import, and warehousing and inventory management.

(X) TSCM 140: SUPPLY CHAIN MANAGEMENT--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores management of the flow of goods and services across the supply chain system. Topics include supply chain management, customer and service management, and manufacturing and supply chain planning.

(X) TSCM 160 MARITIME TRANSPORTATION--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores the maritime transportation of people and goods on the water through waterways and ports. Course topic includes the various modes of transportation used in maritime transportation and distribution.

(X) TSCM 200—FREIGHT TRANSPORTATION--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores freight transportation systems. Topics include freight logistics, freight modes of transportation, and freight routing problems.

(X) TSCM 210—SUPPLY CHAIN LOGISTICS--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores the various logistics associated with the flow of materials and goods through the supply chain management systems. Topics include elements of logistics systems, logistics information systems, and inventory management.

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

Learning objectives for the program have been adapted from the Council of Supply Chain Management Professionals "...the learning objectives of the Transportation Management module (Learning Block 5) of the Council of Supply Chain Management Professionals (CSCMP) SCPro Level 1 certification:

1. Describe the basic concepts of transportation management and its essential role in demand fulfillment.
2. Identify the key elements and processes in managing transportation operations and how they interact.
3. Identify principles and strategies for establishing efficient, effective, and sustainable transportation operations.
4. Explain the critical role of technology in managing transportation operations and product flows.
5. Define the requirements and challenges of planning and moving goods between countries.
6. Discuss how to assess the performance of transportation operations using standard metrics and frameworks."

Adapted from: *The Definitive Guide to Transportation*, © 2014 by Council of Supply Chain Management Professionals

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

As an AAS degree program, students will be required to complete the minimum of 18 credits in General Education courses. Specific courses have been identified within the curriculum to meet the COMAR requirements of General Education and Learning Outcomes in addition to meeting BCCC's Core Competency outcomes over the course of the program sequence.

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

Specialized accreditation is not currently in place for this 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.

The program is developed in partnership with Baltimore City Public Schools and The Port Alliance as part of the expansion of P-TECH program offerings. The MOU to support this work was signed on November 4, 2017.

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, and adjunct) and the course(s) each faculty member will teach.

FACULTY MEMBER NAME (alphabetically by Last Name), Earned degrees	Status (Full or Adjunct)	Course(s) each faculty member will teach
Fakinlede, Solomon PhD, Applied Management and Decision Sciences	Full-time	BUAD100, MGM222
Jackson, Novlette M.S. Transportation	Adjunct	TSCM140, TSCM 200, TSCM 210
Lane, Shawn, L. M.G.A, Human Resources Management Ed.D., Community College Leadership	Full-time	BUAD112, MGMT127, MGMT222
Brian R. Lazarus, CPA, CGMA M.B.A.	Full-time	ACCT221
Cortez V. Walker M.B.A., Management	Full-time	BUAD100, MGMT222
Weldegiorgis, Yohannes D.Eng. Doctor of Engineering	Full--time	CADD 101, CADD 200, TSCM 101, TSCM 120, TSCM 160

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

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **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.

The BCCC Library meets all requirements of COMAR 13B.02.02.18. Additional resources for the Transportation and Supply Chain Management program will be purchased using budgeted acquisition funds and a requested budget increase. The College maintains Inter-Library loan which is available to all students. Students have access to online databases such as; Academic OneFile, Academic Search Premier, Credo Reference, eBooks from EBSCO, Encyclopedia Britannica Online, Films on Demand, Funk & Wagnall's New World Encyclopedia, Global Issues In Context, Library, Information Science & Technology Abstract, and Primary Search. All Library materials are easily accessible to students through a single login through our learning management system, Canvas. Additional videos and information are available from The Southeast Maritime and Transportation (SMART) Center <http://www.maritime-technology.org/> provided by the National Science Foundation. Resources are also provided by the Port of Baltimore at: <http://msa.maryland.gov/msa/mdmanual/01glance/html/port.html> and the Port Alliance at: <http://port.thinkport.org/>

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




1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.
1. Complete  [Table 1: Resources \(pdf\)](#) and  [Table 2: Expenditure \(pdf\)](#).  [Finance data \(pdf\)](#) 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.
2. Provide a narrative rationale for each of the 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:

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Tuition/Fee Revenue (c + g below)	\$ 23,580.00	\$ 23,580.00	\$ 47,190.00	\$ 47,190.00	\$ 70,740.00
a. Number of F/T Students	5	5	10	10	15
b. Annual Tuition/Fee Rate	\$ 3,144.00	\$ 3,144.00	\$ 3,144.00	\$ 3,144.00	\$ 3,144.00
c. Total F/T Revenue (a x b)	\$ 15,720.00	\$ 15,720.00	\$ 31,440.00	\$ 31,440.00	\$ 47,160.00
d(1) Number of P/T Students	5	5	10	10	15
d. Number of P/T Students (P-TECH)	25	25	50	50	100
e. Credit Hour Rate	\$ 131.00	\$ 131.00	\$ 131.00	\$ 131.00	\$ 131.00
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d(1) x e x f)	\$ 7,860.00	\$ 7,860.00	\$ 15,750.00	\$ 15,750.00	\$ 23,580.00
3. Grants, Contracts & Other External Sources	\$0.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00
4. Other Sources - State aid based on studets FTE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 – 4)	\$ 23,580.00	\$ 113,580.00	\$ 137,190.00	\$ 137,190.00	\$ 160,740.00

TABLE 2: EXPENDITURES:

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 77,438.28	\$ 78,987.05	\$ 80,566.79	\$ 82,178.12	\$ 83,821.68
a. # FTE	0.7	0.7	0.7	0.7	0.7
b. Total Salary	\$ 51,972.00	\$ 53,011.44	\$ 54,071.67	\$ 55,153.10	\$ 56,256.16
c. Total Benefits	\$ 25,466.00	\$ 25,975.61	\$ 26,495.12	\$ 27,025.02	\$ 27,565.52
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	\$ 54,600.00	\$ 25,000.00	\$ 30,000.00	\$ 36,000.00	\$ 43,200.00

5. Library	\$ 3,500.00	\$ 5,250.00	\$ 7,875.00	\$ 10,000.00	\$ 12,000.00
6. New or Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
7. Other Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL (Add 1 – 7)	\$ 135,538.28	\$ 109,237.05	\$ 118,441.79	\$ 128,178.12	\$ 139,021.68

3. Grants, Contracts and Other External Sources:

The college will receive a 50% reimbursement legislatively authorized grant based on FTEs for the non-payment of tuition by the P-TECH students.

4. Other Sources:

The College does not currently anticipate additional State aid based on the FTE generated by this program. "The College has experienced a decline in enrollment in recent years. State appropriation has remained flat due to a "hold harmless" provision, which requires the Governor to fund the College by at least as much as was in the prior year's appropriation. However, due to the effect of the hold harmless, this program will not lead to an increase in State appropriation.

5. Total Resources:

Based on a conservative estimate of resources, the Transportation and Supply Chain Management program at Baltimore City Community College is expected to have adequate resources from its inception to maintain a successful and expanding academic program.

Expenditures, Assumptions:

1. Faculty (#FTE, Salary, and Benefits):

It is anticipated that .7 of a full time faculty member is required to teach the core courses in this program. The faculty will serve as the Program Coordinator. Management courses will be taught by existing full-time faculty and General Education required courses will be taught in their various departments. All faculty members are expected to teach a total of 30 teaching Assignment Units (TAU) per academic year. One TAU is equivalent to 15 contact hours. The salary and benefits is along the line with BCCC faculty salary and benefit structure. Faculty will be required to observe office hours in accordance with the faculty handbook, faculty contracts and the program coordinator contract.

2. Administrative Staff

There will be no need for an additional administrative staff. The existing department and school administrative staff will be sufficient to run the program.

3. Support Staff

The existing support staff in the School of Business, Science, Technology, Engineering and Mathematics as well as in the Academic Affairs at BCCC will be sufficient to administer the proposed new program.

4. Technical Support and Equipment

Funds will be needed to provide a high tech simulation learning environment and/or virtual laboratory which will cost an estimated \$54,600. The equipment, supplies and software will be continually updated each year to provide the students with up-to-date technology and real life work experiences.

5. Library

Additional funds will be needed to purchase Transportation & Supply Chain Management textbooks, reference materials, periodicals and software

6. New and/or Renovated Space

No new or renovated space is needed for this program.

7. Other Expenses

Other expenses are not anticipated for support of the program.

8. Total Expenditures

Based on a conservative estimate of expenditures, the Transportation and Supply Chain Management program at Baltimore City Community College is expected to have adequate resources to cover the costs of this academic program.

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

In accordance with COMAR guidelines, the program will be supported by Tuition and Fees revenue from regular students as well as Grants put in place by the Maryland State Plan to support the Pathway to Technological Education in High school (P-TECH).

Item	Description	Units	Cost
. 7 of one Full-time Faculty member	Specialized in Transportation Distribution Logistics Courses	30 TAU per year	\$77,438
Hands on TDML Lab	TDSM 101, TDSM 140, TDSM 160, TDSM 200, TDSM 210	26 computers @ \$2,100 each	\$54,600
Library Resources	Subscriptions, Books		\$3,500
Total Startup Cost			\$135,538

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.

Three separate Faculty Senate Committees work with the College's administration to create structure and ensure processes for evaluating programs, faculty, and student learning outcomes. The Program Review and Evaluation Committee (PREC) is designed to work in collaboration with the Office of the Vice President for Academic Affairs and the various academic departments to systematically assess the quality and viability of academic programs. The committee follows a set of procedures developed by the faculty and administration to ensure programs meet standards for relevance, viability, cost effectiveness, and adherence to Code of Maryland (COMAR) and Middle States Commission on Higher Education (MSCHE) requirements and support the College and program goals in terms of retention, graduation, student learning outcomes, etc.

The Student Learning Outcomes and Assessment (SLOA) Committee periodically assesses, supports, and maintains the SLOA process at Baltimore City Community College. Committee members volunteer to serve for a one year term. The Committee welcomes the expertise of non-faculty members; however, faculty members retain voting rights. The committee works in collaboration with the Curriculum and Assessment Office to document, train, and maintain effective student learning outcomes assessment processes.

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.


It is the mission of the Baltimore City Community College to “provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities”. This mission statement is compatible with the State of Maryland’s minority inclusion and achievement goals, goal 3. The college provides accessible and affordable education to city residents and its environment. Currently, Baltimore City Community College is well positioned to provide affordable education to city residents with over 88% African American students. The rich cultural diversity of BCCC is epitomized by the various countries of the world represented in its student population.

BCCC has made a commitment to increase underrepresented students as reported in our 2017 Institutional Cultural Diversity Plan: “During FY 2017, BCCC engaged in many initiatives to increase the numbers of underrepresented students and continues to review the trends in the under-represented groups at the College. The College’s U.S. residents and international student population is steadily increasing. We continue the outreach by our bilingual (Spanish-speaking) recruiters and financial aid specialist response to the increasing diverse population bilingual (Spanish-speaking) recruiters and financial aid specialist, strengthening our relationships with the four area Baltimore City public high schools with high foreign-born student populations.”

The proposed degree and certificate program will enhance the Business and Technology, Supply Chain pathway, giving access to African Americans and other minorities, bridging the gap between workforce development and academic programs for the underrepresented. This program will also provide the student with an opportunity to be integrated into the transportation industry as well as transfer to a four year institution or university.

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. N/A

P. If proposing a distance education program, please provide evidence of the  [Principles of Good Practice](#) (as outlined in COMAR 13B.02.03.22C). N/A

Transportation and Supply Chain Management A.A.S. Degree

<u>Proposed Course Sequence:</u>				
Course ID Credits		Course Name	Category Requirement Fills:	Course Pre-Requisites/Co Requisites
PRE100	1	Preparation for Academic Achievement	College Requirement	None
BUAD100	3	Introduction to Business	Program Requirement	RENG 92
ENG 101	3	English Writing	GE Cat V	RENG 92
BUAD 112	3	Computers for Business Management	GE Cat VI	RENG 92
SP 101	3	Fundamentals of Speech Communication	GE Cat I	RENG 92
MAT 125	3	Finite Mathematics	GE Cat IV	MAT 92, RENG 92
Semester Total:	16			
MGMT222	3	Principles of Management	Program Requirement	BUAD100 or Permission of Coordinator/AD
CADD 101	3	Introduction to CADD	Program Requirement	Permission of Coordinator
PHI 105	3	Introduction to Professional Ethics	Program Requirement	RENG 92
TSCM 101	3	<i>Introduction to Transportation Systems</i>	Program Requirement	MAT 92, RENG 92, Permission of Coordinator
TSCM 120	3	<i>Commercial Transportation Systems</i>	Program Requirement	MAT 92, RENG 92. Permission of Coordinator/TSCM 101
Semester Total:	15			
ACCT221	3	Financial Accounting	Program Requirement	MAT 91
CADD 200	3	Geographic Information Systems Applications	Program Requirement	CADD 101
HLF	2	Health	College Requirement	Depends on course chosen
TSCM 140	3	<i>Supply Chain Management</i>	Program Requirement	TSCM 101
TSCM 160	3	<i>Maritime Transportation</i>	Program Requirement	TSCM 101
Semester Total:	14			

ECO 201	3	The American Economy I: Macroeconomics	GE Cat II	RENG92
ES 110	3	Introduction to Environmental Science	GE Cat III	MAT 91 , RENG92
TSCM 200	3	<i>Freight Transportation</i>	Program Requirement	TSCM 101
TSCM 210	3	<i>Supply Chain Logistics</i>	Program Requirement	TSCM 101
	3	Program Elective *	Program Requirement	Depends on course chosen
Semester Total:	15			
Program Total:	60			
		<u>*Program Electives</u>		
COP 200	3	Cooperative Education/Internship	Program Elective	GPA of 2.5, completed 12 credits
MGMT1273	3	Customer Relationship Management	Program Elective	None