



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

Institution Submitting Proposal	Community College of Baltimore County
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Each action below requires a separate proposal and cover sheet.

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|---|---|
| <input type="radio"/> New Academic Program | <input checked="" type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted: 11/13/18
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Department Proposing Program	Massage Therapy (School of Health Professions)	
Degree Level and Degree Type	Associate of Applied Science	
Title of Proposed Program	Massage Therapy	
Total Number of Credits	60	
Suggested Codes	HEGIS: 529916	CIP: 513501
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input checked="" type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2019	
Provide Link to Most Recent Academic Catalog	URL: http://www.ccbcmd.edu/Programs-and-Courses/Schools-and-Academic-Departments/School-of-Health-Professions/Massage-Therapy.aspx	
Preferred Contact for this Proposal	Name: Jennifer Kilbourne, Ph.D.	
	Title: Assistant Dean, Curriculum and Assessment	
	Phone: (443) 840-1246	
	Email: jkilbourne@ccbcmd.edu	
President/Chief Executive	Type Name: Sandra Kurtinitis, Ph.D.	
	Signature:	Date: 11/13/2018
	Date of Approval/Endorsement by Governing Board: 11/07/2018	

Revised 6/13/18



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

November 14, 2018

Dear Secretary Fielder,

The Community College of Baltimore County is respectfully submitting a substantive program modification for the Associate of Applied Science (A.A.S.) degree in Massage Therapy. The proposed curriculum updates, revisions, and delivery format options will position the Massage Therapy Program as a leader of quality, innovation, and affordability in massage therapy education in the State of Maryland. The curriculum revisions infuse a stronger health care focus to massage therapy practice and add needed and preferred training that prepares graduates for working in medical settings. The new format options, which combine didactic course content delivered in an online format along with face-to-face hands on laboratory practice and clinical experiences, will be the only instructional model of its kind in massage therapy education in the state and one of few nationwide. All courses will continue to include all content needed to meet required accreditation standards and qualifications for licensure to practice massage therapy as an allied health care professional in the State of Maryland.

The current opioid crisis in healthcare has caused officials to seek other effective means of pain management for patients suffering from chronic pain. Additionally, recent research supports massage therapy as an effective non-pharmacological treatment option. The evidence is so compelling that organizations such as the Joint Commission, which accredits health care facilities nationwide, has taken a stance in requiring better treatment options for patients, including massage therapy. Current legislation in Maryland delineates graduates earning an A.A.S. degree with basic and applied health science coursework as a requirement to qualify as a Licensed Massage Therapist, which CCBC's graduates are eligible. We feel these components position our program to provide direct connections with our regional clinical partners.

With submission of this proposal, CCBC seeks approval of substantial modifications to both A.A.S. in Massage Therapy. Thank you for your consideration of this request. Feel free to contact me with any questions.

Sincerely,

A handwritten signature in blue ink that reads 'Jack McLaughlin'.

Jack McLaughlin
Interim Vice President of Instruction

cc: Jennifer Kilbourne
Shawn McNamara

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**Massage Therapy
Community College of Baltimore County
Substantial Modification to an Existing Program Proposal**

A. Centrality to Institutional Mission and Planning Priorities:

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

The Massage Therapy Program at the Community College of Baltimore County (CCBC) is a comprehensive educational program that leads to an Associate of Applied Science (A.A.S.) Degree in Massage Therapy, referred to herein as CCBC Massage Therapy Program. This substantial modification proposal is to streamline and update our curriculum so it offers the same previously noted quality of education, but by reflecting the current trends in the health care industry and with the versatility of an innovative content delivery option by adding a new course track entitled the "Fast Track" plan.

The coursework covers a vast breadth of knowledge and skills of massage therapy as an allied health profession. Students develop competencies in therapeutic massage techniques, in-depth study of anatomy and physiology, pathology, and kinesiology, research literacy and evidence-informed practice for current application, and a solid foundation for safe and effective therapeutic assessment and treatment, enabling them to communicate effectively with clients and other healthcare professionals. Proper documentation, self-care, ethics, business development, and applicable laws and regulations are also emphasized and explored. These curricular components extensively prepare graduates to successfully pass the national Massage and Bodywork Licensure Examination (MBLEx), the Maryland State jurisprudence exam, leading to State licensure, and work effectively in any professional massage therapy practice setting. Additionally, beginning in 2018, graduates have the option to earn a specialty certification in Integrative Health from the National Certification Board of Therapeutic Massage and Bodywork (NCBTMB). The CCBC curriculum is rigorous and challenging; however, the Program takes pride in its admirable reputation in the metropolitan region and nationwide for its level of excellence in developing quality massage practitioners. The CCBC Massage Therapy Program is accredited by the Commission on Massage Therapy Accreditation (COMTA) through 2024 and approved by the Maryland State Board Massage Therapy Examiners within the State Department of Health.

Massage therapy is a blend of science, critical thinking, and art recognized as an evidentiary component of integrative health care. This Program prepares students to work as professionally skilled massage therapists in a variety of practice settings and to participate as a member of allied health and integrative medicine teams for the advocacy of the patients and clients receiving therapeutic treatment and care.

The mission of the CCBC Massage Therapy Program is to provide the highest quality education for our students. We successfully educate and prepare our graduates to become exceptionally qualified massage therapists who display advanced skills, professionalism, quality consumer and patient care, and execute core principles of the body of knowledge for the profession. Our unique and evolutionary coursework aims at preparing our students to be allied health care professionals that are able to work in

interdisciplinary teams, and to become leaders in the community, helping to shape the future of the massage therapy profession. We strive to earn the distinction as an innovative leader in massage therapy education in the state.

Our vision is for the CCBC Massage Therapy Program to be the program of choice for students desiring to become exceptional licensed massage therapists at an affordable cost and at the highest value. We achieve this through the expansion of knowledge and learning experiences within the curriculum and development of effective collaborations with industry related partnerships and other disciplines within the community including health care environments.

The CCBC Massage Therapy Program's mission and vision directly aligns with the college's mission statement where CCBC "transforms lives by providing accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community. We will be the institution of choice for students, where together we make teaching purposeful, learning powerful, completion primary, and community paramount." The addition of the proposed programmatic changes leading to a Fast Track for students further supports the college's and program's commitment to quality education that is student-centric and community-supportive, all while demonstrating innovation as a college on the cutting edge.

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

CCBC's strategic goals include *student success*, *teaching and learning excellence*, *organizational excellence*, and *community engagement*. The updated curriculum and offering of the Fast Track blended learning format in the Massage Therapy Program supports CCBC's strategic plan of being a college on the cutting edge in a few ways.

- ***Teaching and Learning Excellence*** – The proposed curriculum revisions take a stronger health care focus to massage therapy practice and adds needed and preferred training that prepares graduates for working in medical settings. Additionally, the Fast Track format will be the only instructional model of its kind in massage therapy education in the Baltimore region. All courses in all offerings will be designed following the Quality Matters framework (www.qualitymatters.org), which ensures educational quality for all course content being delivered online. Faculty members who intend to teach online are required to complete professional development training to prepare them for virtual classroom instruction prior to the course offering and all faculty members have several years of practical experience and higher-level degrees, and complete workshops on a regular basis on teaching and learning proficiencies in the classroom. All courses will continue to contain all content needed to meet required standards for qualification for licensure in the state of Maryland.
- ***Student Success*** – The Fast Track plan will enable more students to graduate at a faster pace, therefore, adding more employable massage therapists to the community workforce, particularly in health care venues, which is beginning to trend in demand according to industry reports (https://www.amtamassage.org/infocenter/economic_industry-fact-sheet.html?src=navdropdown#MTandHC). The revisions to the overall curriculum will

prepare students with a stronger allied health focus than previously structured, which provides graduates with marketable skills in health settings such as hospitals, pain management clinics, oncology outpatient and inpatient care, and hospice facilities.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).

This program is very important to the mission of the CCBC School of Health Professions. With its potential effect on the opioid crisis and other current research support for its efficacy, the use of massage therapy as an interventional modality has become more and more evident to the medical community for its integration. The CCBC Massage Therapy Program is an advocate and exemplary model of this training component as proposed in its curriculum updates. The need for these practitioners with this level of training is vital. CCBC is committed to the continuation of the program due to its abilities and contributions to interprofessional education for allied health professional education programs, of which CCBC is the largest provider of health care professional training in the state. The funding for this program will be provided to sustain this program in support of this mission.

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

- a) ongoing administrative, financial, and technical support of the proposed program**
- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The substantial revisions to CCBC's Massage Therapy Program have been approved by the College Senate, President and Board of Trustees, thus adequate funding is in place for at least the first five years of program implementation. The program will continue, allowing ample time for student completion.

In addition to the program's current operational budget, CCBC Online Learning has allotted approximately \$8000 in additional costs over the next 18 months to provide training and instructional design support for the program director, clinical coordinator, and one other faculty member. The program director is near completion of all required online training elements and the clinical coordinator has completed one of three required trainings at this time. The selected faculty member, who is an experienced instructor within the program, will begin training this fall. We have begun the construction of two courses, one hybrid course and one fully online course with the plan to launch the first one in Summer 2019.

The program is beginning a substantial social media marketing campaign this fall. Once appropriate state and institutional approvals are obtained, the advertisement of this program will be added to CCBC's programmatic marketing initiative. The goal is to increase overall enrollment of in the program from approximately 8 students per cohort to 15 students per cohort, equating to approximately 30 active students per academic year. While we know this is an optimistic goal given the current temperament of enrollment at

community colleges nationwide, with proper marketing, we believe this goal can be achieved in 2 to 3 years.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - a) **The need for the advancement and evolution of knowledge**
 - b) **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
 - c) **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

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

The current opioid crisis in healthcare has caused officials to seek other effective means of pain management for patients suffering from chronic pain. Additionally, recent research supports the efficacy of massage therapy as an effective non-pharmacological treatment option. The evidence is so compelling

(https://www.amtamassage.org/career_guidance/detail/220?utm_source=%2fhealthcare&utm_medium=web&utm_campaign=redirect) that organizations such as the Joint

Commission, which accredits health care facilities nationwide, has taken a stance in requiring better treatment options for patients; massage therapy is on the list of viable treatment options to manage pain effectively

(https://www.jointcommission.org/assets/1/23/QS_Nonopioid_pain_mgmt_8_15_18_FINAL.pdf). These recent developments have perpetuated our program to gear our curriculum

towards a medical focus in its educational components. Current legislation in Maryland delineates associate degree earning graduates with basic and applied health science coursework as a requirement to qualify as a Licensed Massage Therapist, and therefore, CCBC's graduates are considered allied health professionals. We feel these components position our program to provide direct connections with our clinical partners such as MedStar, Gilchrist Hospice, and Johns Hopkins, through providing clinical experiences within the curriculum leading to viable employment.

The updates to our curriculum and the addition of a Fast Track course plan supports some of the goals in the State Plan for Postsecondary Education including quality and effectiveness, economic growth and vitality, and innovation.

- ***GOAL 1: Quality and Effectiveness*** (“Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the state, and the nation.) – The CCBC Massage

Therapy Program is recognized nationally for academic excellence as evident of its continued accreditation status with the Commission on Massage Therapy Accreditation (COMTA). The Program achieved COMTA accreditation in 2009 and has maintained it to date, earning a 7-year accreditation period through 2024.

- **GOAL 4: Innovation** (*“Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes and completion rates.”*) – Due to the research generated on the opioid crisis and newly created need for non-pharmacological pain management treatment methods in a medical setting, the CCBC Massage Therapy Program has updated its curriculum to meet this need. We will continue to successfully train students to become Licensed Massage Therapists in Maryland, but they will now have a diverse skillset, which will allow them to enter the workforce at any entry point they choose whether it is in a medical setting, spa, clinic, franchise, sports team, wellness center, or a private practice. Moreover, the addition of offering some course content in an online format is also a demonstration of innovation as there are few programs nationwide that are effectively offering some distance education components in a massage therapy education program; CCBC would be the only one in the state offering this option.
- **GOAL 5: Economic Growth and Vitality** (*“Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.”*) – Through its relationships with professional organizations and community businesses who employ massage therapists, the CCBC Massage Therapy Program will help to set the bar for establishing required skill standards, particularly in the medical settings. Demonstrating the exceptional skills quality that CCBC graduates have, this can have the potential to impact in the form of higher income earnings for those with the desired skills. Presently, many community businesses have indicated to the CCBC Massage Therapy Program that they prefer to hire our graduates over other area school programs because they are the most prepared for the workforce and are usually very successful in their positions at a very exponential pace. Moreover, the CCBC Massage Therapy Program is recognized for its continued support of massage therapy research and the changes in curriculum will help to facilitate other possible ventures with partners such as MedStar, Gilchrist Hospice Care, and Johns Hopkins Hospital in the advancement of the profession beyond the recent developments creating professional change.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

As previously stated, due to the recent changes in the Joint Commission’s standards for pain management in health care facilities and the increased demand for therapeutic massage treatment, the need for more massage therapists with specialized training in medical

massage skills is growing. By revising our curricular focus to more medically based training, it provides a considerably unique educational choice for students looking at massage therapy training programs. It demonstrates an avenue of transferability for students who might begin their training in a trade school environment who then become interested in pursuing a college degree or seek more specific training to become an allied health care professional. In addition, many students who complete our current program opt to transfer to a four-year institution, such as Towson University or University of Maryland Baltimore County, in pursuit of a bachelor's degree in majors such as allied health, public health, kinesiology, and exercise science. Revising the program's content to continue to meet required licensure standards but to better prepare students for potential transferability to higher education levels, while also offering a faster track of completion, is desirable for today's students.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The Bureau of Labor Statistics anticipates that the occupational employment outlook for massage therapists remains at a projected growth rate of faster than average with 10,000 to almost 50,000 new jobs projected nationwide by 2026 (<https://www.bls.gov/ooh/occupation-finder.htm?pay=&education=Postsecondary+nondegree+award&training=None&newjobs=&growth=&submit=GO>). Previously, massage therapists were employed primarily by spas and wellness centers, or began their own private practices. With the expansion of demand for therapeutic services in a medical environment and the introduction of the franchise clinic business model, graduates have even more options for employment. Given the workplace landscape of the Baltimore region, there are several hospital organizations, massage therapy franchises, day spas, and holistic wellness centers that are viable options for employment.

There is also a preferential trend of attending public institutions for career training and post-secondary education. According to data provided by the National Center for Education Statistics (NCES), more students are pursuing and completing health sciences training at public institutions than other forms of training. It also shows that there is a significant decline in the number of for-profit schools providing occupational training (<https://nces.ed.gov/pubs2018/2018010.pdf>). Additionally, with the implementation of the state College Promise program in 2019, there is significant support for advocating for career training programs offered in a public institution setting such as CCBC.

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

Table 1 below demonstrates Maryland's potential demand for graduates in the CCBC Massage Therapy Program. The evidence provided is based upon the program's proposed Classification of Program (CIP) code of 51.3501 (Massage Therapy) and cross referenced with the Bureau of Labor Statistics Standard Occupational Classifications (SOC) code of 31-9011 that classify and indicate the professions and occupations of graduates of programs with this CIP code are likely to pursue.

Table 1: Department of Labor, Licensing and Regulations, Maryland Labor Projections 2016-2026 for the CCBC Massage Therapy Program

SOC	Occupation Title	Employment			Openings	
		2016	2026	Change	Growth Openings	Total
31-9011	Massage Therapists	2,773	2,916	143	1,163	1,944

The data obtained from the Maryland Occupational Projections Table evidences the potential for 1,944 new and additional positions in occupations that the CCBC Massage Therapy Program prepares graduates over ten years, or 194 positions per year. In addition, due to changes in the industry, this number could potentially be higher than currently projected. These figures are from statewide projections. In reviewing regional workforce projection data, no specific query for “Massage Therapists” was available; the occupation data was included in a generalized category of “Other Health Support Occupations” in both the Baltimore County and Baltimore City data tables.

Maryland Occupational Projections Table, 2016 – 2026 – Healthcare Support Occupations (<https://www.dlrr.state.md.us/lmi/iandoproj/maryland.shtml>)

Baltimore City and Baltimore County Occupational Projections Tables, 2014 – 2024 – Other Health Support Occupations (<https://www.dlrr.state.md.us/lmi/iandoproj/wias.shtml>)

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

Table 2: Annual Graduations from Programs in Maryland Institutions with the CIP designations 51.3501 (Massage Therapy - Associate) or 15.0701 (Massage Therapy/Therapeutic Massage - Associate). Retrieved from <http://mhec.maryland.gov/publications/Pages/research/index.aspx> :

School Name	Degree Level	Program ID (HEGIS)	Program Name	CIP	Add/Discontinued	2013	2014	2015	2016	2017
Anne Arundel Community College	Associate	5299-16	Therapeutic Massage	15-0701	Approved in 2000	16	12	6	12	12
Chesapeake College	Associate	5299-20	Massage Therapy	51-3501	Approved in 2001/Inactive since 2013	0	0	0	0	0
College of Southern Maryland	Associate	5299-20	Massage Therapy	51-3501	Approved in 2001	3	2	2	2	2

Allegheny College of Maryland	Associate	5599-20	Massage Therapy	51-3501	Approved in 1999	6	4	6	4	6
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Table 2 outlines the current supply of graduates from Maryland programs with the CIP taxonomy of 51.3501 or 15.0701 (Massage Therapy/Therapeutic Massage - Associate). This data reveals that in 2017, Maryland institutions graduated 20 graduates in Massage Therapy Associate degree programs. It also demonstrates that the State has four active programs, including CCBC, and none currently offer a blended format degree program in Massage Therapy.

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.**

According to Table 2 above, three other programs similar to the CCBC Massage Therapy Program exist in the State of Maryland, yet none of these programs serve the greater Baltimore region, and none offer a hybrid option or are accredited by the Commission on Massage Therapy Accreditation (COMTA). The CCBC Massage Therapy Program will fill an existing void and assist Maryland in fulfilling an important workforce demand.

- 2. Provide justification for the proposed program.**

The CCBC Massage Therapy Program will offer the only associate degree program with a medical training focus in the region. CCBC has one of only two programs nationwide that will be eligible to obtain an additional specialty certification in Integrative Health from the National Certification Board of Therapeutic Massage and Bodywork (<https://exam.ncbtmb.org/about/massage-therapy-for-integrative-healthcare/>); this specialty certificate delineates that our graduates have additional skills training in medical environments. The addition of the Fast Track format will be the only instructional model of its kind in the region by providing training, both through online learning and face-to-face class time. All coursework will maintain compliance with the Commission on Massage Therapy Accreditation (COMTA) accreditation standards and state licensure requirements. CCBC’s Massage Therapy Program is the only program in the Baltimore region with this high level of specialized accreditation.

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.**

Table 2 demonstrates that no Historically Black Colleges or Universities currently offer the Associate - Massage Therapy Program.

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.

Graduates of the program could potentially pursue a bachelor's degree in business or related allied health concentration in the state; however, it would not necessarily impact HBIs directly.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

New program proposals at CCBC are reviewed and approved according to the process developed through college governance, which includes approval by the Curriculum and Instruction Committee and the full College Senate. In addition, this new degree option proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the substantial modification to the program can be implemented within existing institutional resources. Ms. Robin B. Anderson, M.Ed (pending), LMT, BCTMB, CEAS, will serve as the director of the CCBC Massage Therapy Program and oversee the program.

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

MASSAGE THERAPY PROGRAM OUTCOMES/OBJECTIVES (To be updated in the College Catalog when approved)

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

1. utilize knowledge of human anatomy and physiology, pathology, and musculoskeletal kinesiology in the application of massage therapy;
2. identify, evaluate, and explain current outcome-based research in massage therapy;
3. provide a full body massage using a variety of professional therapeutic massage techniques;
4. recognize client pathologies, health conditions, cautions and contraindications to massage;
5. create a therapeutic massage treatment session for each individual using appropriate techniques, goal setting, assessment skills, session planning, and outcome evaluation according to client intake information;
6. cultivate a therapeutic relationship with clients by maintaining boundaries, providing a supportive and safe environment, and effectively communicating with clients and professionals using appropriate written and verbal skills, including documentation/maintenance of client records;

7. specify and select viable employment options for massage therapists in the surrounding area including allied health centers, integrative medicine teams, wellness centers, spas and salons, franchise locations, health clubs, and others;
8. compare and contrast the private practice employment model versus other employment options including the development of a practical business plan utilizing ethical, business, accounting, and marketing knowledge; and
9. successfully prepare and pass the national Massage and Bodywork Licensure Exam (MBLEx) and the Maryland State jurisprudence exam to become a Maryland State Licensed Massage Therapist with the ability to work as a professional Massage Therapist in the setting of their choice upon graduation.

PROGRAM VALUES

Learning: We are committed to providing quality instructional design for optimal learning transfer and teaching our students the value of lifelong learning in the pursuit of excellence for all professional endeavors.

Responsibility: We foster understanding and compassion with the knowledge that clients place their trust in our faculty and graduates to ensure that respect, service, cultural competency, knowledge, and professionalism are at the core of all aspects of the program.

Integrity: We uphold and maintain the highest ethical principles in relationships with our faculty, students, graduates, clients, colleagues, and the community we prepare them to serve.

Health and Wellness: We are advocates of our profession and support our role as allied health professionals in our contributions to the overall health and wellness of our clients, but also for ourselves. We demonstrate its importance to our students through the emphasis of self-care in creating work-life balance.

3. Explain how the institution will:

- a) **provide for assessment of student achievement of learning outcomes in the program**

CCBC has a noteworthy student learning outcomes assessment program that received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review. The course level assessment process utilizes externally-validated assessments that directly measure student learning at the course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Design and Collecting and Analyzing the Data
- Stage 3: Redesigning the Course to Improve Student Learning
- Stage 4: Implementing Course Revisions and Reassessing Student Learning
- Stage 5: Final Analysis and Reporting Results

In addition, all general education courses undergo general education assessment that utilize common graded assignments. Learning outcomes assessment in both discipline and general education courses provide a mechanism for continuous improvement.

b) document student achievement of learning outcomes in the program

Program outcomes assessment is a primary focus for CCBC. Career programs are evaluated through a committee-driven program review process in a five-year cycle. Program review includes curriculum assessment as well as market feasibility analyses. In addition, the CCBC Massage Therapy Program has had an Advisory Board for almost 10 years. The Advisory Board is comprised of faculty, student and alumni representatives, professionals in the field and workforce advocates. This group meets annually to review the program outcomes and to provide guidance for future directions of the program.

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

Table 3: CCBC Massage Therapy Program – Associate in Applied Science Curriculum with Substantial Modifications

<u>Current Massage Therapy AAS Degree Course Plan</u>			<u>Proposed Massage Therapy AAS Degree Course Plan</u>		
General Education Requirements:			General Education Requirements:		
CMNS 101	Fundamentals of Communication	3	CMNS 101*	Fundamentals of Communication	3
ENGL 101	College Composition I	3	ENGL 101*	College Composition I	3
HLTH 101 or PEFT 101	Health and Wellness or Lifetime Fitness and Wellness	3	HLTH 126*	Introduction to Holistic and Complimentary Health	3
MATH 125	Finite Mathematics and Modeling	3	MATH 125*	Finite Mathematics and Modeling	3
PSYC 105	Multicultural Psychology	3	PSYC 105*	Multicultural Psychology	3
Program Requirements:			Program Requirements:		
ALHL 115	Medical Terminology	3	ALHL 109	Learning Tools for Anatomy & Physiology	1
BIOL 160 or BIOL 109	Body Structure and Function or Human Anatomy and Physiology	3 or 4	BIOL 109*	Human Anatomy and Physiology	4
MASS 101	Introduction to Massage	2	ALHL 115*	Medical Terminology	3
MASS 110	Musculoskeletal System: Structure and Function	3	MNGT 101*	Introduction to Business	3
MASS 210	Level I Massage	5	MASS 101	Introduction to Massage	2
MASS 212	Kinesiology for Massage Therapy	3	MASS 110	Musculoskeletal System: Structure and Function	3
MASS 220	Level II Massage	5	MASS 210*	Level I Massage	5
MASS 221	Massage Modalities	2	MASS 220*	Level II Massage	5
MASS 222	Pathology for Massage Therapists	3	MASS 222	Pathology for Massage Therapists	3

MASS 223	Massage Therapy Research	2	MASS 223*	Massage Therapy Research	2
MASS 225	Advanced Client Assessment	2	MASS 225	Assessment and Self-Care Skills	2
MASS 230	Level III Massage	5	MASS 230	Level III Massage	5
MASS 231	Level 1 Student Clinic	1	MASS 231	Level 1 Student Clinic	1
MASS 232	Level 2 Student Clinic	1	MASS 232	Level 2 Student Clinic	1
MASS 233	Level 3 Student Clinic and Medical Massage	1	MASS 233	Medical Massage Clinical Rotation	1
MASS 240	Professional Concepts in Massage Therapy	2	MASS 240*	Professional Concepts in Massage Therapy	2
MASS 272	Massage Therapy Internship Project	2	MASS 272	Massage Therapy Internship Project	2
TOTAL		60	TOTAL		60

**These courses are offered in either online or blended, and face to face options.*

Course Descriptions:

ALHL 109 – Learning Tools for Anatomy & Physiology provides students pursuing health care related fields with various tools and study techniques for learning all body systems. Students learn strategies in comprehension and memorization of the structures and functions of each body system. This course includes hands-on in-class activities, labs, and other recitation support for students pursuing allied health career pathways. *Pre-requisites:* ACLT 052 or ACLT 053, or (ESOL 052 and ESOL 054) and MATH 082

ALHL 115 - Medical Terminology studies the language of medicine including word construction, definitions, and use of words related to medical science in general; emphasizes the interpretation and translation of medical records and documents. This course is offered in face-to-face and online class options. *Pre-requisites:* ACLT 052 or ACLT 053

BIOL 109 – Human Anatomy and Physiology provides an overview of human anatomy and physiology through the study of the structure and function of the human body. In addition to introductory principals of chemistry and cell biology, the following organ systems are examined: integumentary, skeletal, muscular, nervous, endocrine, immune, circulatory, respiratory, digestive, urinary and reproductive. *Pre-requisites:* (ENGL 052 and RDNG 052) or ACLT 052; and MATH 082

MASS 101 – Introduction to Massage provides an overview of the massage therapy profession. Students explore the history and benefits of massage therapy application on the body. The course includes an introduction to musculoskeletal anatomy and an overview of practice environments and career options. Students learn basic massage techniques through hands-on practice of a professional chair massage protocol. This course is a pre-requisite for applying to the Massage Therapy Program. *Pre-requisites:* ACLT 052 or ACLT 053 or (ESOL 052 and ESOL 054)

MASS 110 – Musculoskeletal System: Structure and Function provides an in-depth exploration of musculoskeletal anatomy and physiology to create foundational knowledge that is regularly used in massage therapy practice. Students gain a full comprehension of how muscles and bones function together in the body to produce movement, provide

protection, and contribute to homeostatic balance. Manual palpation techniques are presented and applied in lab practice as an essential component of this course. *Pre-requisites:* Admission to the Massage Therapy Program and MASS 101, ALHL 109, and BIOL 109 with a grade of “C” or better, or permission of Program Director. *Co-requisite:* MASS 210.

MASS 210 – Level I Massage provides the essential knowledge and skills foundation for massage therapy professionals. Characterization of the physiological effects of massage, recognition of common pathologies, and the application of the wellness and therapeutic scope models of practice are presented. Demonstration of proper hygiene and infection control, safety, introductory assessment skills, special considerations, treatment planning, and proper documentation are emphasized as students begin to develop skills in establishing an ethical and professional therapeutic relationship with clients. Bodywork lab provides training in relaxation massage using Swedish techniques. An introduction to basic spa modalities and hydrotherapy is also explored. This course will be offered in hybrid/blended learning and face-to-face options. *Pre-requisites:* Admission to the Massage Therapy Program and MASS 101, ALHL 109, and BIOL 109 with a grade of “C” or better, or permission of Program Director. *Co-requisite:* MASS 110.

MASS 220 – Level II Massage instructs students in deep tissue and neuromuscular massage therapy techniques and builds on relaxation massage techniques learned in Level I. Students learn to assess and analyze functional muscle and joint movements and to integrate these techniques in order to facilitate therapeutic change in the body. Deeper exploration of the nervous, circulatory, and respiratory systems as it relates to massage therapy work is presented. Bodywork lab allows for practice of deep tissue, manual stretching, and sports massage related techniques and their integration into the framework of a full body session and specific therapeutic bodywork. This course will be offered in hybrid/blended learning and face-to-face options. *Pre-requisites:* MASS 110 and MASS 210 with a grade of “C” or better, or permission of Program Director.

MASS 222 – Pathology for Massage Therapists defines concepts and provides information on a variety of the most common pathologies for each body system. Massage implications for clients with pathologies, understanding pharmacology, and working with other health care professionals are among the topics explored. A clinical reasoning model is used for analyzing assessment data and developing safe and effective treatment plans for massage clients with medical conditions. Simulation lab practice is used to prepare students for participation in clinical rotations in future coursework. *Pre-requisites:* MASS 110, MASS 210, ALHL 115, and BIOL 109 with a grade of “C” or better, or permission of Program Director.

MASS 223 – Massage Therapy Research explores concepts in clinical massage therapy research relating to evidence-informed practice. This course provides foundational knowledge to investigate online databases and critically evaluate peer-reviewed publications containing current massage therapy research. Students learn how to identify different research study designs and interpret their meaning for use in treatment planning. Practical research applications are presented within the framework of a case report. Opportunities in massage therapy research and further study advancement are also explored. This course will be offered online. *Pre-requisites:* ENGL 101 or equivalent, MASS

220, MASS 222, and MASS 231 with a grade of “C” or better, or permission of Program Director.

MASS 225 – Assessment and Self-Care Skills introduces methods for observing and analyzing movement, compensation patterns, and postural distortions in clients and massage therapists alike. Students focus on the interactions of functional muscle groups with the joints of the body for ease of movement, prevention of dysfunction, and discovery of interventions to restore balance. Students explore concepts in optimal body mechanics, kinesthetic awareness, and individual self-care for career longevity and injury prevention in performing massage therapy work. *Pre-requisites:* MASS 110 and MASS 210 with a grade of “C” or better, or permission of Program Director.

MASS 230 – Level III Massage provides advanced training for students in fascial anatomy and myofascial techniques, theories, and approaches to bodywork. Stretching techniques that enhance myofascial effectiveness are also explored. Myofascial techniques and basic orthopedic assessment testing are demonstrated and practiced in class and supervised lab. A practical integration of thorough client assessment, use of Swedish, deep tissue, and myofascial techniques, and post-session re-evaluation of outcomes is constructed for a full body therapeutic massage session and for targeted bodywork. This course will be offered in hybrid/blended learning and face-to-face options. *Pre-requisites:* MASS 220 and MASS 222 with a grade of “C” or better, or permission of Program Director.

MASS 231 – Level 1 Student Clinic provides the opportunity for students to apply theory and laboratory skills practice in a professional setting through working as a student practitioner in the on-campus massage therapy clinic. This course is the first of three clinical based courses. *Pre-requisites:* MASS 210, MASS 110, and ALHL 115 with a grade of “C” or better, or permission of Program Director.

MASS 232 – Level 2 Student Clinic provides further opportunity for students to apply theory and laboratory practice in a professional setting through working as a student practitioner in the on-campus massage therapy clinic. Additional assessment tools and applications such as hydrotherapy are required with client work. Detailed session documentation is expected for this level of practicum and application. This course is the second of three clinical based courses in the Program. *Pre-requisites:* MASS 231 with a grade of “C” or better, or permission of Program Director.

MASS 233 – Medical Massage Clinical Rotation expands the abilities and experiences of students by applying learned theory and laboratory practice in medical facilities off-campus, working with patients with many different pathologies and conditions. Students work clinical shift rotations as a student practitioner with faculty supervision in providing therapeutic massage treatment for palliative and chronic pain related needs. Specific assessment tools, detailed documentation, knowledge of working in a medical setting, and interdisciplinary activities are utilized and required with patient work for this level of practicum and application. Students are required to obtain clearance for the clinical sites prior to the start of this course. Scheduling of clinical shift rotations will be facilitated through program faculty. This course is the third of three clinical based courses in the Program. *Pre-requisites:* MASS 232 and MASS 222 with a grade of “C” or better, or concurrently, or permission of Program Director.

MASS 240 – Professional Concepts in Massage Therapy examines the ethical and professional standards that govern scopes of practice as massage professionals in a variety of settings to prepare for employment after graduation. Students evaluate and triangulate professional employment options and liabilities, business models, codes of ethics, national standards of practice, and state mandated scopes of practice in real world application. Students also review continuing education requirements and the importance of professional membership organizations and their advocacy for the profession. Content outlines are reviewed in preparation for the national and state licensure exams to successfully obtain license to practice upon graduation. This course will be offered online. *Pre-requisites:* Successful completion of MASS 220 and MASS 222 with a grade of “C” or better, or permission of Program Director.

MASS 272 – Massage Therapy Internship Project allows students to customize their learning experiences to prepare for transition into the massage therapy profession. Students are able to select from a variety of options such as internship hours in a franchise and/or spa setting, sports massage application in the athletic environment, medical based massage in either an outpatient or hospital setting, and the on-campus student clinic. The goal of the course is to help students gain valuable insight in determining a pathway to employment in the field of massage therapy as they prepare to graduate. *Pre-requisites:* MASS 230, and MASS 232 with a grade of “C” or better, or permission of Program Director.

MNGT 101 – Introduction to Business examines the functions of business and develops a framework for the further study of business. It serves as an interdisciplinary course drawing from such areas as marketing, product strategy, finance, and business ethics. This is offered in online and face-to-face formats. *Pre-requisites:* ACLT 052 or ACLT 053.

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

General Education requirements will be met in conjunction with program requirements and meet COMAR and CCBC policy. Proposed course plans with a semester-by-semester sequence for part time, full time, and Fast Track options are provided in Appendix A.

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

The CCBC Massage Therapy Program is programmatically accredited through the Commission on Massage Therapy Accreditation (COMTA) (www.comta.org) through 2024. The addition of the Fast Track option must also be approved by COMTA since in our previous site visit, we did not offer any distance education courses within the program. A substantive change application has been submitted and is under review. After all approvals are obtained from MHEC and COMTA, the State Board of Massage Therapy Examiners will be notified of our updated curriculum and approvals.

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

N/A

- 8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

CCBC provides clear, complete and accurate information regarding curriculum, course and degree requirements on the CCBC website as accessed through our online catalog: <http://catalog.ccbcmd.edu/index.php> . Faculty hold regularly scheduled office hours (face to face or online, per college policy). These office hours are available to students outside class meeting times and are posted on the course syllabus. CCBC uses Quality Matters standards in online learning as their measure of online course design quality. These standards specifically require the following to be addressed within each course: minimum technical requirements of the course, minimum technology expectations, learning management system basic requirements and instructions, links and instructions for all student support services including disability support services, financial aid, etc. The same information can be found on the CCBC Online website: <http://www.ccbcmd.edu/Programs-and-Courses/CCBC-Online.aspx> . Course sections (face to face, blended and online) utilize a learning management system course shell and instructors are required, at a minimum, to post the course syllabus, progress grades and final grades online. Links to academic support services are available at: <http://www.ccbcmd.edu/resources-for-students> . Information on financial aid and the cost of attending CCBC and its payment policies can be accessed here: <http://www.ccbcmd.edu/costs-and-paying-for-college> .

- 9. Provide assurance and any appropriate evidence that advertising, recruiting and admissions materials will clearly and accurately represent the proposed program and services available.**

Recruitment and admissions materials are revised each year when the CCBC catalog is finalized. Accurate admission information can be found at this site: <http://www.ccbcmd.edu/get-started> . The college catalog is updated yearly and all program and course information is current. The college catalog can be accessed at this link: <http://catalog.ccbcmd.edu/index.php> .

H. Adequacy of Articulation

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

The CCBC Massage Therapy Program currently has an articulation agreement in place with Towson University where students can directly transfer to pursue a Bachelor of Technical or Professional Studies in Allied Health (<https://catalog.towson.edu/undergraduate/health-professions/health-sciences/allied-health/>) (<http://www.ccbcmd.edu/Programs-and-Courses/Schools-and-Academic-Departments/School-of-Health-Professions/Massage-Therapy/Articulation-Agreements.aspx>). This agreement will be updated to reflect the proposed curriculum changes once approved. In addition, the Program wishes to explore other potential

articulation agreements with other institutions in and out of the state in the future to facilitate pathways to similar careers such as acupuncture, chiropractic, exercise science, kinesiology, and physical therapy.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

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

Table 4: Faculty Resources for CCBC Massage Therapy Program

Faculty Member Name	Terminal Degree	Full-time or Adjunct	Courses Taught/Credits
Robin Anderson	M.Ed. (pending); A.A.S. Massage Therapy; BA	Full time	MASS 210 Lecture (3), MASS 223 (2), MASS 225 (2), MASS 240 (2), MASS 272 (2)
Lee Gorschboth	MHA; A.A.S. Massage Therapy; BSN	Full time	MASS 101 (2), MASS 110 (3); MASS 222 (3), MASS 231 (1), MASS 232 (1), MASS 233 (1),
Rebecca Trump	MS Exercise Physiology, 8 years of MT experience	Adjunct	MASS 220 Lecture (3), MASS 230 Lecture (3)
Sabrina Lopez	A.A.S. Massage Therapy	Adjunct	MASS 101 (2), MASS 220 Lab (2)
Daniela Beall	MBA, A.A.S. Massage Therapy	Adjunct	MASS 101 (2), MASS 230 Lab (2)
Elizabeth Meyers	A.A.S. Massage Therapy	Adjunct	MASS 210 Lab (2)

Our two full time faculty members, Ms. Anderson and Ms. Gorschboth teach more than 64% of the program courses. MASS 101 is offered in multiple sections and multiple semesters, which requires more than one instructor to teach the course. Adjunct faculty support is used in areas of specialization and/or to teach multiple sections of a course offering. All faculty members are required to have an associate degree in Massage Therapy or related field, must have a minimum of 3 years of practical professional field experience, and must have an active Maryland license as a Licensed Massage Therapist in order to be qualified to teach in the program.

2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**
 - a) **Pedagogy that meets the needs of the students**
 - b) **The learning management system**
 - c) **Evidenced-based best practices for distance education, if distance education is offered.**

The Center for Excellence in Teaching and Learning (CETL) provides ongoing professional development opportunities for faculty and staff throughout the academic year: <http://www.cccmd.edu/About-CCBC/Administrative-Offices/Instruction/Center-for-Excellence-in-Teaching-and-Learning.aspx>. Additional professional development is provided at yearly Fall Focus, Teaching Learning Fair, and Professional Development Day events. In addition, faculty are provided funding, on a regular basis, to present at regional and national conferences that relate to pedagogy and discipline areas of interest. CCBC recognizes that up-to-date pedagogy is essential in student success initiatives, as the college serves primarily in a teaching role. CCBC expects that faculty teaching an online course complete training called the "Teaching Online Course". This is a five-week/twenty (20) hour online course that provides training on how to facilitate an established online course. The institution also requires faculty to complete an eighty (80) hour training in online course pedagogy and course design prior to the development of any new online course. Prerequisites for this training include Quality Matters training as well as Learning Management System (LMS) workshops through CETL and our LMS trainers. CCBC also has multiple online learning policies designed to foster best practices in online learning. These include policies include, but are not limited to a thirty percent (30%) authenticated assessment requirement, online office hours and a consistent LMS menu template.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

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

Current library resources are sufficient and appropriate for the implementation substantial modifications of CCBC Massage Therapy Program. The College also subscribes to several online databases that would be helpful to students in this program. The CCBC Libraries' collection includes over 60,000 e-books and access to over 44,000 different journals and periodicals. Students can access these resources anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the CCBC Library has a reciprocal use and borrowing agreement with the University of Maryland Baltimore County, Albin O. Kuhn Library and the University of Baltimore, Langsdale Library that entitles CCBC students to on-site access and use of the facilities and resources of these libraries as

well as the opportunity to check out books. The College also provides InterLibrary 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.

This substantial modification to an existing degree proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within existing institutional resources.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instructional 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.**

The CCBC Massage Therapy Program has a designated laboratory classroom and adjoining multipurpose room. The massage therapy laboratory classroom contains 8 electronic hydraulic lift massage tables with face rests, 10 portable massage tables for additional equipment needs and portability for off campus activities, 11 portable massage chairs, and 12 Thai mats. The room can hold approximately 30 students performing bodywork and/or lecture. This room is also transformed into the student massage clinic containing 7 curtained cubicle stations for massage therapy services to general public clients on select days. The adjoining multipurpose room to the massage therapy laboratory/clinic classroom is referred to as the Clinic Office. The Clinical Coordinator's office is located in this room which serves as the lobby and consultation area during clinic sessions, and provides storage for cleaning supplies, massage supplies and linens, storage of client records (kept in a locked file cabinet), student lab records (kept in a separate filing cabinet), and general office materials. When clinic is in session, the lobby area space has seating for 9 people and the table desk space has room for up to 7 students to complete documentation and review client charts. The majority of didactic courses are held in nearby classrooms that are shared by other programs. These classrooms are considered standard instructional rooms that include tabletop desks and chairs with SMART classroom technology for lecturing purposes. Located on the same floor as the massage therapy lab/clinic classroom are the nursing simulation laboratories, which the Massage Therapy Program is slated to utilize to incorporate sessions of simulation laboratory training as part of the pathology coursework.

CCBC is in the process of constructing a new building for the School of Health Professions scheduled to open in Fall 2020. The new Carol D. Eustis Center for Health Professions has allotted for more space for the Massage Therapy suite, with 10 clinical cubicles, computer workstations, a locking records room, separate lobby and reception area for the clinic, and state of the art audio and video technology, and ergonomic flooring in the laboratory/classroom space. It will also have space for an adjunct faculty office in close proximity to the Program Director and Clinical Coordinator's offices.

After careful review by Senior Staff and endorsement by CCBC's Board of Trustees, The President has affirmed that the program can be implemented within existing institutional resources at this time.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and
- b) A learning management system that provides the necessary technological support for distance education

CCBC provides all students with a Microsoft Office email address at the time of application and has a single sign on (SSO) login process for all technologies. CCBC uses Blackboard Learn 9.1 as its LMS. Help Desk support for all technology and distance education questions can be accessed both online and via a technical hotline:

<http://www.ccbcmd.edu/resources-for-students/technology-support> .

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

- 1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 5: RESOURCES Adequacy of financial resources for Massage Therapy Program
(as outlined in COMAR 13B.02.03.14)

Narrative: The following breakdown of costs is based on in-county tuition rates and having one student complete 35 credits total between the summer, fall, and spring semesters over a one-year period.

Tuition (\$122 x 35)	\$4,270.00
General Services Fee (\$21 per credit hour)	735.00
Registration Fee (\$55 per semester)	110.00
Capital Fee (\$20 per semester)	165.00
Technology Fee (\$12 per billable hour)	420.00
Activity Fee (\$48 maximum per semester)	108.00
Total	\$5,808.00

Graduation fee		\$ 75.00			
All students are eligible for regular CCBC financial aid.					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	\$ 82,480	\$ 82,480	\$94,680	\$123,720	\$135,920
a. # F.T. Students	10	10	10	15	15
b. Annual Tuition/ Fee Rate	\$5,808	\$5,808	\$5,808	\$5,808	\$5,808
c. Annual Full Time Revenue (a x b)	\$58,080	\$58,080	\$58,080	\$ 87,120	\$ 87,120
d. # Part Time Students	10	10	15	15	20
e. Credit Hour Rate	\$122	\$122	\$122	\$122	\$122
f. Annual Credit Hours	20	20	20	20	20
g. Total Part Time Revenue (d x e x f)	\$24,400	\$24,400	\$36,600	\$36,600	\$48,800
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other Sources	\$5,000	\$5,000	\$7,000	\$7,000	\$10,000

(Foundation Donations)					
TOTAL (Add 1-4)	\$87,480	\$87,480	\$101,680	\$130,720	\$145,720

Since the Program is existing and we are proposing modifications to curriculum, we will be utilizing existing resources and equipment, and current full-time faculty, adjunct faculty, and administrative staff.

- Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 6: EXPENDITURES for Massage Therapy Program					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$ 44,279	\$ 45,608	\$ 46,975	\$ 48,385	\$ 49,837
a. # FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$ 33,293	\$ 34,292	\$ 35,320	\$ 36,380	\$ 37,371
c. Total Benefits	\$ 10,986	\$ 11,316	\$ 11,655	\$ 12,005	\$ 12,466
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. Equipment	0	0	0	0	0
5. Library	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. New or Renovated Space	0	0	0	0	0

7. Other Expenses	0	0	0	0	0
8. TOTAL (Add 1 – 7)	\$ 44,279	\$ 45,608	\$ 46,975	\$ 48,385	\$ 49,837

The program will utilize current administration and support staff and will not need to hire additional staffing for these revisions. The program will recruit an additional half time faculty member to accommodate additional laboratory supervision time to keep the program in compliance with COMTA standards for instructor to student ratios as enrollment numbers increase.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

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

2. **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

Full-time faculty prepare an Annual Professional Summary every year to document their achievements in the categories of Professional Assignment, College and Community Service, and Professional Development. Supervisors use this information to complete annual evaluation of faculty performance. Students can also complete course evaluations on a regular basis. Courses are evaluated by anonymous comments/feedback offered by students through evaluation tools.

Assessment and documentation of student achievement will occur as part of CCBC's learning outcomes assessment and program review processes. Learning outcomes assessment occurs in discipline courses through a continuous improvement model outlined above. General Education courses are assessed for general education skills every three years. Academic programs are reviewed on a five-year cycle. Program review includes curriculum assessment as well as market feasibility analyses. As part of the program review, CCBC's Massage Therapy Program will participate in program outcome assessment projects. Program coordinators must document how student-learning outcomes were developed and validate how the outcomes relate to the College's mission. It is noteworthy that CCBC's student learning assessment program received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

CCBC does not discriminate based on race, sex, age, religion, national origin, marital status, sexual orientation, or disabilities. 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.

To promote minority student success, one of the hallmarks of CCBC's strategic plan is the value of inclusiveness. That is, we honor the diversity of people, cultures, ideas, and viewpoints. To help faculty appreciate and to maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Learning (CRT-L) training program. The CRT-L program is a multi-faceted initiative that engages faculty, staff, administrators, and students in the recursive process of self-reflection, dialogue, change, and growth regarding cultural understanding and cooperation. This program has helped the College to close achievement gaps and thereby improve student success. It is noteworthy that CCBC received the Leah Meyer Austin Award at the Achieving the Dream Conference in 2015, and the CRT-L program was an important component to enable CCBC to improve student achievement and to meet equity goals.

Since its inception in 2004, the CRT-L Program has led 500+ faculty and staff and thousands of students to actively address individual and collective self-awareness, attitudes and beliefs, knowledge of others, and the skills needed to implement new understandings through best practices of cultural competence.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**N/A

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

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

CCBC is approved to offer distance education per COMAR 13B.02.03.22 as the institution was previously approved to offer a distance education program prior to January 1, 2018 and is eligible to offer distance education through our regional accreditor, the Middle States Commission on Higher Education.

CCBC's mission is to provide students [accessible, affordable, and high quality education](#). Its current strategic plan places an increased emphasis on online learning (distance education). Sustaining and growing online learning is interwoven into the academic schools' plans as well as the Department of Online Learning's (DOL) goals and objectives. The Instructional Technology budget supports technologies related to online learning. The DOL also has a budget, which provides resources for faculty training, technology as well as the promotion of a quality assurance process.

CCBC has a [dedicated, public facing webpage](#) for online learning, which displays programs offered in an online format. It also provides both potential and current students with links to all of the services they might need. Potential students are provided with a questionnaire to help determine if online learning is right for them. Students also have access to technical requirements for online coursework and online class policies which they may need to know prior to admission. Academic requirements for online programs do not differ from traditional face-to-face programs. Potential and current students have access to links to all

relevant student services, such as disability support services, financial aid, etc. In addition, each online course clearly identifies links to these same services for students.

CCBC is a Quality Matters (QM) institution, and as such uses the QM rubric as its basis for design, faculty training and quality assurance of all online course offerings. Faculty, as subject matter experts, are the principal course developers, while the DOL oversees the overall process and schedule of online course creation. Additionally, DOL provides the faculty mandatory training for course facilitation and course development. Online course development incorporates sound online learning pedagogy to provide students with the most appropriate experiences in the discipline. Additionally, the DOL has its own internal website pages dedicated to providing faculty with policy, training and best practice resources. CCBC has developed its own internal quality assurance process, now in its 5th year of reviews, using the Quality Matters as its backbone. This process leverages the content knowledge as well as the course design knowledge of the faculty, providing a high quality, fiscally responsible manner to increase the quality of the college's online learning courses.

Many of online learning policies have been vetted and approved by the CCBC College Senate. DOL is responsible for implementation of those policies. Additionally, shared governance is an integral part of the college's standard curriculum approval and review process for all of its courses, regardless of the mode of delivery. Curricular expectations of online course do not differ from those in the traditional format. CCBC faculty and staff understand the challenges that online learning students face. Online course class sizes maximums are limited to 25. CCBC tracks success rates of online classes and compares that data to its face-to-face counterpart. CCBC uses Quality Matters standards, online faculty observations and student evaluations to monitor the effectiveness of the faculty member and the course design. Online courses are also subject to the college's standard evaluations, with the Common Course Outline reviewed on a regular basis. The institution also assesses general education outcomes for all General Education (Core) coursework on a three-year cycle and course-level objectives are assessed through learning outcomes assessment projects.

CCBC uses single-sign-on access for student email and college identification. The institution also has an authenticated assessment policy, to ensure integrity in the proctoring of major assessments. Faculty have access to the college's testing centers as well as a remote proctoring tool, vetted by faculty and staff, to ensure students have access to options for authenticated proctoring. CCBC's academic integrity policies and procedures are not just part of the college's catalog but are incorporated into each faculty member's course and CCBC's student portal (MyCCBC).