



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

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

- | | |
|-------------------------------------------------------|-------------------------------------------------------------------------|
| <input checked="" type="radio"/> New Academic Program | <input 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 type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input type="radio"/> Check	Date Submitted:
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Department Proposing Program	Allied Health and Wellness	
Degree Level and Degree Type	Associate of Applied Science (A.A.S)	
Title of Proposed Program	Physical Therapist Assistant	
Total Number of Credits	69	
Suggested Codes	HEGIS: 5219	CIP: 51.0806
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input checked="" type="radio"/> Both	
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year:	
Provide Link to Most Recent Academic Catalog	URL: https://www.frederick.edu/class-schedules/catalogs/fcc-ca	

Preferred Contact for this Proposal	Name: Dr. Renee Davis
	Title: Assistant Dean, Career Programs
	Phone: (301) 846-2587
	Email: rdavis@frederick.edu

President/Chief Executive	Type Name: Elizabeth Burmaster
	Signature: <i>Elizabeth Burmaster</i> Date: 12/4/18
	Date of Approval/Endorsement by Governing Board:

Revised 6/13/18



December 1, 2018

Dr. James D. Fielder
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty St.
Baltimore, MD 21201

Dear Dr. Fielder,

On behalf of Frederick Community College, I am pleased to submit the enclosed proposal to add an Associate of Applied Science degree in Physical Therapist Assistant (PTA).

The proposed Physical Therapist Assistant, Associate of Applied Science degree is designed to prepare a globally skilled workforce of PTAs competent in performing selected physical therapy services under the direct supervision of a PT and who will become life-long learners who are productive and highly engaged members of the healthcare community. This career pathway will create a robust pipeline that will lead to a rewarding healthcare career in rehabilitation and wellness and ensures the increased demand for physical therapy among the aging populations is met. Additionally, the proposed program aligns with Frederick County Public Schools' newly developed Physical Rehabilitation program and will increase dual enrollment and articulated credit options for high school students.

At this time, FCC would also ask that the proposed A.A.S. degree in Physical Therapist Assistant be added to MSDE's List A.

A check for administrative costs in the amount of **\$850** is enclosed. The program proposal with a copy of this letter will be transmitted electronically to MHEC.

Thank you for your consideration of this proposal. If you have any questions regarding FCC's request for approval, please do not hesitate to call me at 301-846-2491.

Sincerely,

Dr. Tony D. Hawkins
Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development
thawkins@frederick.edu

pc: Erin Peterson, FCC (epeterson@frederick.edu)
Renee Davis, FCC (rdavis@frederick.edu)
Jan Sholes, FCC (jsholes@frederick.edu)

Frederick Community College Physical Therapist Assistant (PTA)

MHEC Academic 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 Physical Therapist Assistant (PTA) Associate of Applied Science (AAS) degree proposed by Frederick Community College (FCC), will provide training and education for students who successfully complete the program. These students will be qualified for work as an entry-level Physical Therapist Assistant, Aide, or Technician. The proposed program is designed to prepare a globally skilled workforce of PTAs competent in performing selected physical therapy services under the direct supervision of a Physical Therapist (PT). These students become life-long learners who are productive and highly engaged members of the healthcare community. PTAs provide a variety of physical therapy techniques, to include therapeutic exercises, functional trainings, deep soft tissue massages, and other physical modalities such as electrotherapy and ultrasound.

This career pathway will create a robust pipeline that will lead to a rewarding healthcare career related to rehabilitation and wellness and ensures the increased demand for physical therapy among the aging populations are met. Graduates of the proposed PTA program will be eligible to register and take the National Physical Therapy Examination (NPTE) administered through the Federation of State Boards of Physical Therapy (FSBPT). Upon passing the NPTE exam, the students are licensed PTA. The proposed program description is aligned with the College mission which places teaching and learning as the primary focus while preparing an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment with quality, and innovative lifelong learning. In traditional and alternative learning environments, the College anticipates and responds to the needs of the local, regional, and global communities.

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

FCC's proposed Physical Therapist Assistant program will provide a transformational model of program implementation. This includes: curricular development and alignment, marketing, providing internships, and identifying and fulfilling the needs of the industry and workforce. A PTA program will support the health care needs of the large and growing elderly population in the College's service area. The proposed program supports FCC's 2020 Institutional strategic goals and is affirmed as an institutional priority through direct correlation and application of goal 1, 5, 8, & 9 of the FCC 2020 Strategic Plan (2015-2020). FCC's strategic goals are approved by the Board of Trustees and linked to the Standards for Accreditation of the Middle States Commission on Higher Education, the institutions accrediting body.

FCC's 2020 Strategic Plan:

Goal 1 – Enhance student persistence, success, and completion through collaborative and effective support systems. (Standard IV)

- Create a unified culture of persistence, success, and completion.
- Develop and implement pathways for credit and non-credit students to easily navigate transition points.
- Enhance communication strategies for students, faculty, and staff.

Goal 5 – Enhance access, support, and opportunities that meet the needs of diverse and changing populations. (Standard II)

- Create targeted programs for emerging populations that address their specific needs and enhance student learning.
- Implement strategies to increase and engage diverse and emerging populations.
- Expand community outreach to secure resources for student support.

Goal 8 – Articulate career pathways for continuing education and credit students which enhance their ability to secure employment. (Standard III)

- Align programs with current and future jobs.

Goal 9 – Increase access, affordability, and student goal completion. (Standard IV)

- Enhance collaborative efforts between local high schools and FCC to develop early college access through dual enrollment initiatives.
- Improve the access, retention, and goal completion for adult learners.
- Implement strategies that reduce the time to goal completion and make FCC more affordable.

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.)

The proposed program will be funded through the College's budget and has been classified as a funding priority that will support all aspects of the program year to year through at minimum the first five years of program implementation. Additionally, FCC received a FY19 Career and Technology Education (CTE) Innovation Grant in the amount of \$150,000.00. This grant will support the program start-up costs to include supplies and materials, programmatic equipment, consultant services, professional development and travel (accreditation workshops), accreditation cost, and marketing. FCC has prioritized funding to support the hiring of a Program Manager and Academic Coordinator of Clinical Education for the PTA program. Additional funding sources such as the Perkins grant and other state and/or federal grant opportunities will be identified to support all aspects of the program through the five years of the program implementation.

4. Provide a description of the institution's a commitment to:
a) ongoing administrative, financial, and technical support of the proposed program

The proposed program is a stand-alone Associate of Applied Science degree program. A Program Manager will be hired during the program planning cycle of the program and will report to Department Chair of Allied Health and Wellness with oversight, leadership, and support provided by the Associate Vice President for Academic Affairs & Dean of Career Programs. The Program Manager will lead the development of program specific curriculum and courses, procurement of programmatic equipment and supplies, and will actively contribute to the 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.

FCC is committed to the success of all students and will anticipate the continuation of this proposed program beyond the time needed for students to complete the program. The College offers a variety of academic support programs to include tutoring, success funding and other retention initiatives. Students have access to program specific advisors, faculty and staff dedicated to student success.

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

There is high demand for Physical Therapist Assistants (PTAs) in the workforce as the career field continues to grow. The need for PTAs is expected to increase as the U.S. population ages and the demand for physical therapy services grows. The proposed program responds to the workforce needs of the local health care community and will develop graduates with critical and analytical thinking, problem solving, and effective communication skills embedded in a focused pathway. Frederick Community College (FCC) in collaboration with Frederick County Public Schools (FCPS) will develop an innovative component of the proposed program that will align FCC's PTA program with FCPS's Academy of Health Professions Physical Rehabilitation program. Students from FCPS will be able to complete courses as a part of FCC's Dual Enrollment program allowing them an opportunity to earn dual credit for High School and College courses. FCC and FCPS are leading the state of Maryland with successful and promising practices for Dual Enrollment. FCC is in continual pursuit of opportunities to serve all students, through innovative and collaborative partnerships with our secondary schools, industry, and community partners. The development of the proposed program pathway, in alignment with FCPS Physical Rehabilitation programming, will replicate a comprehensive model of best practices centered on a career pathways framework and competency-based education. This activity supports Strategy 1 of the Maryland State Plan (2017-2021) to continue "to improve college readiness among K-12 students, particularly high school students, offering early access to college credit for high school students".

The inclusion of focused pathways support Strategy 6 of the 2017-2021 Maryland State Plan to "improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements". Students will also be required to participate in clinical education experiences that integrate career connections and provide a direct correlation to the proposed program curriculum. This supports Strategy 7 of the 2017-2012 Maryland State Plan "to enhance career advising and planning services and integrate them explicitly into academic advising and planning".

These activities provide evidence of the perceived need and are consistent with the Maryland State Plan for Postsecondary Education.

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

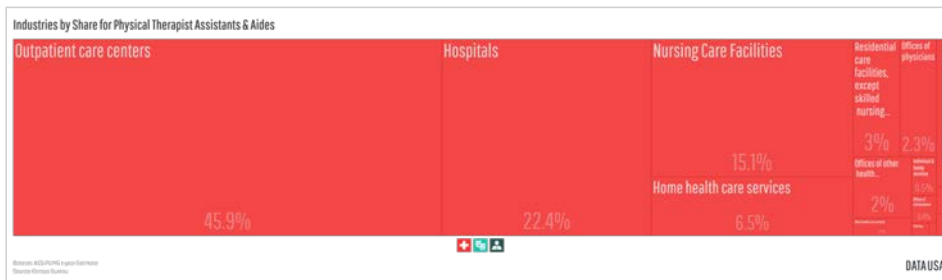
1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

Physical Therapist Assistants work in healthcare related industries and specialties that include rehabilitation and wellness services. The proposed program would provide training and education for students, who successfully complete the program, to enter the health care community as an entry-level Physical Therapist Assistant, Aide, or Technician. PTA's work focuses on patient/client care, but often includes administrative work such as billing and coding, quality improvement, and risk management.

Employment opportunities are projected to increase in skilled-nursing homes, hospitals, home health, outpatient orthopedic, and rehabilitation facilities due to the growing elderly population. However, the vast majority of PTAs, approximately 72%, work in hospitals or privately owned physical therapy practices, while some work in home health, schools, and rehab units.

Outpatient Care, Hospitals, Nursing Care, and Home Health

Frederick County is home to Frederick Regional Healthcare System (FRHS) that operates the 233-bed Frederick Memorial Hospital, maintains partnerships with regional hospital systems, and operates its own home care service. Over the last 25 years, Frederick County’s population has grown by nearly 40 percent, representing an increase of an estimated 95,000 people and driving growth of the hospital system to accommodate rising needs. FRHS is one of the largest employers in the county with more than 2,700 staff. There are currently more than 40 home care providers within 30 miles of Frederick, MD.



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 outlook for the local the job market suggests abundant PTA employment opportunities for students upon successful program completion. According to the Bureau of Labor & Statistics, employment of Physical Therapist Assistants is expected to grow by 31 percent from 2016 to 2026, much faster than the average for all occupations. More positions are becoming available in hospitals, long and short-term care facilities, home health, wellness centers, and private practice, as the general population ages and more emphasis is placed on wellness. The variety of physical therapy job opportunities continues to increase in the metropolitan area and nationwide.

Employment Outlook

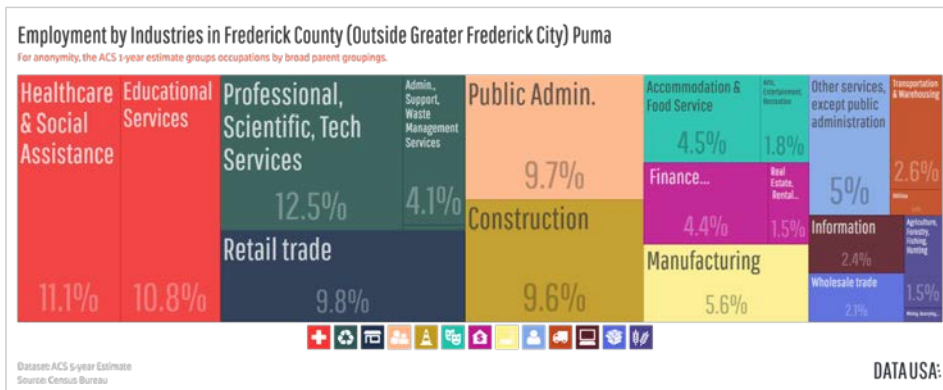
National	78,700 Jobs 2014/110,700 Jobs 2026 40.6% Job Growth 54,700 PTA Job Openings by 2024 56,610 Median Annual Wage 2016
State (Maryland)	1,670 Jobs 2014/2,390 2024 43.1% Job Growth 1,100 PTA Job Openings by 2024 57,560 Median Annual Wage 2016
Workforce Region	1,490 Jobs 2012/1,776 Jobs 2022 19.1% Job Growth 617 PTA Job Openings by 2022 52,650 Median Annual Wage 2016

*Bureau of Labor Statistics, U.S. Department of Labor (2014), Occupational Handbook, Physical Therapist and Aides.

*Bureau of Labor Statistics, U.S. Department of Labor (2015), Labor Market Statistics, Covered Employment and Wages Program.

*Department of Labor and Licensing & Regulation (2012), Healthcare Support Occupations - Maryland Occupational Projections 2012-2022 - Workforce Information & Performance.

The health care industry is the number one employer in Frederick County, MD, with the projected population growth and the growing number of outpatient, in-home, and hospital service, Frederick County will provide ample job opportunities for credentialed Physical Therapy Assistants.



The Healthcare industry employs the greatest number of people in the **City of Frederick, MD**. With the projected population growth and the growing number of outpatient, in-home, and hospital service options Frederick County will provide ample job opportunities for credentialed Physical Therapy Assistants.



Older & Aging Population

According to a study conducted and entitled “The Needs Assessment of the Aging Population in Frederick County (2013)”, Maryland’s older population is expected to grow to 25% of the State’s (6,052,177) population by 2030. As the baby boomers age, this population is expected to need various physical therapy services. There is an increase in the population of older residents recorded in all parts of the Frederick County. The senior population that is 60 years of age or older in Frederick County is projected to more than double in size from approximately 37,000 in 2013 to over 77,000 by 2030. Additionally, the senior population 62 years of age and older encompasses 14% of Frederick County’s population and between 2000 and 2010. A Physical Therapy Assistant

Program (PTA) would greatly support the medical needs of the large and growing elderly population in the college's service area.

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.

The Frederick market is brimming with available employment that would require a PTA education and training. Evidence of the program's need is indicated by the rising rates of population growth, industry growth, strength of local industry, strength of local economy, geographic proximity to bordering counties, and demographic-alignment with the local population. The composition of FCC students currently enrolled in programs and transfer to other Community Colleges for PTA programs suggest there is a strong potential for current and future students to choose a PTA program at FCC. The outlook for the local job market suggests abundant employment opportunities upon successful program completion which support educational and training needs and anticipated vacancies. According to EMSI data for PTAs in Frederick County, MD, there was 362 jobs available in 2016 and 383 in 2017, this represents an increase of 21 jobs, and a 5.8% change.

WORKFORCE AND OCCUPATION

Total national workforce: 101,200
Average age: 38

Job Growth

Estimated: 30.4%; National Average: 7.4%



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

In 2016, there were 599 female graduates (55%) and 481 male graduates (45%) of FCC. Graduation rates by gender are well-aligned with employment by gender in the professions; 70% female, 30% male. The projected supply of prospective graduates of students at FCC for the proposed program of study are as follows:

	1st Fall Semester	3rd Fall Semester	4thFall/*Spring Semester	5th Fall Semester
Graduates	0	15	0	30

*This chart is based on admission every other Fall after 1st PTA class completes program.
*The 4th Spring evening cohort will start based on increased enrollments over first 3 years.

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.

Frederick Community College offers Allied Health degrees in Respiratory Therapy, Surgical Technology and Nursing as well as Pre-Health professions, where students are able to satisfy their general education requirements and are then able to transfer to a four-year college or university to pursue any number of health care degrees. FCC, Carroll Community College and Howard Community College are members of a Mid-Maryland Allied Healthcare Educational Consortium. This consortium allows FCC students to complete degrees not offered at FCC for in county tuition. The FCC students receive special consideration when applying for Allied Health programs. Although, students receive special consideration when applying for admission at Carroll Community College Physical Therapist Assistants program, however, the wait list is long and often the students decide to proceed in a different allied health field. All required courses for the PTA programs offered through the Mid Maryland Allied Healthcare Education Consortium are also core requirements for the PTA program at FCC.

Currently, in Maryland, eight (8) Community Colleges offer Associate of Applied Science degree option for PTA programs.

The Colleges include:

- Montgomery College
- Baltimore City Community College
- Cecil Community College
- Carroll & Howard Community College has an agreement with FCC through the Mid-Maryland Allied Healthcare Education Consortium. PTA program at Carroll.
- Allegany Community College, Anne Arundel Community College, Chesapeake Community College and College of Southern Maryland offer the program under the Chesapeake Area Consortium for Higher Education (CACHE).

The similarities identified in related PTA programs are: programs are 2 years (5 semesters) and culminate in students earning an Associate of Applied Science degree, program structures consist of general education course, physical therapy courses, and clinical education, primary physical therapy content areas in the curriculum may include, but are not limited to, anatomy & physiology, exercise physiology, biomechanics, kinesiology, neuroscience, clinical pathology, behavioral sciences, communication, and ethics/values. The noted difference for Physical Therapist Assistant programs at various Community Colleges throughout the state are the number of credits for completion, ranging between 60-70 credits

2. Provide justification for the proposed program.

Over the past several years Carroll and Howard Community College have an extensive waitlist for students who wish to enroll in their respective PTA programs. As a result, the demands for the program are unmet and interested students are turned away or opt to enter a different health care path. The increased demand for PTAs identified by workforce data and industry needs assessments and the waitlist have created an opportunity for FCC to fill the gap, by creating a pipeline of licensed/certified PTAs for the physical therapy and rehabilitation industry. Through the Mid-Maryland Allied Healthcare Education Consortium agreement, students receive special consideration when applying for admission into Howard Community College (HCC), Carroll Community College (CCC), and Frederick Community College (FCC) PTA program. This state-approved consortium is designed to increase the number of allied health professionals in critical shortage areas. The agreement is designed to share specific allied health programs between FCC,

HCC, and CCC. The FCC PTA program will become part of the agreement, directly impacting the waitlist for the Consortium.

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 proposed program is expected to have no impact on HBIs in Maryland as there is no program duplication.

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.

The proposed program is expected to have no impact on the uniqueness and institutional identities and mission of HBIs in Maryland.

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.

A small team of academic administrators and faculty formed a PTA program assessment team in response to feedback received from employers, students, and other stakeholders. The team reviewed data and information related to other Community Colleges PTA programs to include curriculum, credits requirements, equipment needs, and employment and enrollment data for the workforce region. A PTA program advisory committee was convened that consisted of various Physical Therapists and Physical Therapist Assistants industry stakeholders from the rehabilitation and wellness fields. These individuals provided feedback on the state of the industry to include upcoming changes, requirements, workforce needs, and clinical experience resource identification. Additionally, the Colleges PTA program assessment team visited an institution that offers the PTA program and was able to receive feedback on program implementation, curriculum development, and accreditation best practices.

The information was compiled, and a feasibility study and program proposal were developed that identified the benefits and challenges of establishing a PTA program at FCC. Through a Strength, Weakness, Opportunities, and Threats (SWOT) assessment it was determined that FCC should pursue an A.A.S degree option for Physical Therapist Assistants to meet the needs of the Frederick County Maryland physical therapy industry. The proposed program will be managed by a Program Manager who will be a licensed Physical Therapist (PT) and will report to Department Chair of Allied Health and Wellness with oversight, leadership, and support provided by the Associate Vice President for Academic Affairs & Dean of Career Programs. Additionally, an Academic Coordinator of Clinical Education who will be licensed minimally as a Physical Therapist Assistant (PTA). The Program Manager and the Academic Coordinator of Clinical Education will both hold faculty designations.

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

Educational Objective

To prepare a globally skilled workforce of Physical Therapist Assistants competent in performing patient care activities and other selected physical therapy services under the direct supervision of a PT.

Learning Outcomes

Communication: Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.

Individual and Cultural Differences: Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.

Behavior and Conduct: Exhibits conduct that reflects a commitment to meet the expectations of members of the profession of physical therapy. Exhibits conduct that reflects practice standards that are legal, ethical and safe.

Plan of Care: Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long-term goals and intended outcomes. Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Additional activities will include: Functional Training, Infection Control Procedures, Manual Therapy Techniques, Physical Agents and Mechanical Agents, Therapeutic Exercise, Wound Management, Anthropometrical Characteristics, Integumentary Integrity, Joint Integrity and Mobility Muscle Performance, Neuromotor, Range of Motion, Self-care and Home Management and Community or Work, Reintegration Ventilation, and Respiration and Circulation Examination.

Documentation and Data Collection: Completes thorough, accurate, logical, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.

Education Administration: Provides accurate and timely information for billing and reimbursement purposes.

Social Responsibility & Career Development: Recognizes the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

3. Explain how the institution will:

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

The College assesses the effectiveness of its academic programs using a well-structured, five-year program review process. The process consists of an analysis of program mission, goals, and objectives, an assessment of the program according to internal and external data, an assessment of the curriculum, an assessment of student learning outcomes, an assessment of program resources and viability, a summary of key findings and recommendations, a review by two external reviewers, and the submission of a formal action plan. The action plan then serves as the foundation for improvements made to the program over the next four years. In addition to program review, the College also assesses its general education competencies at the course-level. Academic departments designate a high-enrollment general education course or courses that requires general education competencies to undergo a three-year cycle of assessment. These projects are identified during the first semester of the three-year cycle and faculty are required to select three of the general education competencies and one of the following competencies (critical thinking, quantitative/scientific reasoning, oral/written communication, and technological competence). These competencies are required to be assessed by MHEC and MSCHE. The process begins with the development of an assessment plan, then proceeds to a pilot assessment collection, followed by three consecutive semesters of assessment collection, and the completion of a final course level assessment report.

b) document student achievement of learning outcomes in the program.

Programs collect documents from individual courses in an effort to record student achievement of learning outcomes based on the established assessment cycle. The documents collected are evaluated to determine the level of student achievement that has occurred based on the learning outcomes. Data will be analyzed, and updates will be made as deemed appropriate.

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

The courses listed below are required for completion of the Physical Therapist Assistants, A.A.S degree. Course descriptions and semester credit hours along with pre-requisite requirements are included as well. Students will be required to earn 69 total credits for completion of the proposed program.

General Education Requirements: 24 credits

English

ENGL 101 - English Composition (3 credits)

Develops students' ability to use writing, reading, research, and thinking processes to create documented essays that demonstrate the conventions of academic writing.

Mathematics

MATH 145 - College Algebra (recommended Gen-Ed Core) (3 credits)

Includes a study of function behavior, composition, and inverse using linear, polynomial, rational, and radical functions; definition and analysis of exponential and logarithmic functions, complex numbers, formulae of midpoint, and distance and average rate of change.

Social & Behavioral Sciences

PSYC 101 - General Psychology (3 credits)

Emphasizes the major factors that influence human behavior, including behavioral neuroscience, perceptual processes, consciousness, intelligence, personality and psychological disorders.

Arts & Humanities

COMM 105 - Small Group Communication (3 credits)

Offers skills development in verbal, non-verbal and intercultural communication, listening, observation, leadership, and participation in groups. Emphasizes collaborative learning through researching and analyzing questions of fact and policy, problem solving and decision making, interacting and reaching consensus.

Biological & Physical Sciences

BSCI 150 - Principles of Biology I (4 credits)

Explores the basic biological principles common to all living organisms, including biological chemistry, bioenergetics and metabolism, cellular and molecular biology, and classical and molecular genetics. Methods of scientific inquiry and data analysis are studied and practiced. BSCI 150 is the first of a two semester series that together with BSCI 160 is a comprehensive survey of modern biology and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 201 - Anatomy and Physiology I (4 credits)

Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes basic anatomical terminology, concepts of cell biology, histology, integumentary system, skeletal system, muscular system, nervous system, special senses, and endocrine system. BSCI 201 is the first course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors, and pre-allied Health majors. Meets the requirement for a general education science lab course.

BSCI 202 - Anatomy and Physiology II (4 credits)

Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes cardiovascular system, lymphatic system and immunity, respiratory system, digestive system and metabolism, urinary system, fluid/electrolyte balance, acid/base balance, and reproductive system. BSCI 202 is the second course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors, and pre-allied health majors. Meets the requirement for a general education science lab course.

Cultural Competence Requirement

All degree seeking students must complete a cultural competence requirement in order to graduate. COMM 105 satisfies this requirement.

Departmental Requirements: 45 credits**PTHA 101 - Physical Therapy Assistant Fundamentals (3 credits)**

Provides an overview of the health care industry-needs, issues, resources, cost, legislation, and the role and function of those involved in the provision of health care services. Prerequisite: Admission to the PTA program.

PTHA 105 - Physical Therapy Assistant Kinesiology I (6 credits)

Defines the basic principles of physics as applied in physical therapy. Prerequisite or Co-requisite: PTHA 101.

PTHA 110 - Neuroanatomy and Neurophysiology (3 credits)

Provides an overview of the normal anatomy and physiological function of the human nervous system. Prerequisite or Co-requisite: PTHA 101.

PTHA 113 - Therapeutic Modalities (3 credits)

Develops and refines knowledge and understanding of the physical and physiological principles which govern the therapeutic application of thermal agents, electrotherapy, and hydrotherapy as they are used in a clinical setting. Prerequisite or Co-requisite: PTHA 101, PTHA 105, and PTHA 110.

PTHA 120 - Pathology and Pain (3 credits)

Examines the disease process of various pathological conditions affecting the neuromusculoskeletal systems, immune system, endocrine system, cardiovascular system, and the respiratory system. Prerequisite or Co-requisite: PTHA 113.

PTHA 125 - Aging and Acute Populations (3 credits)

Presents a normal and pathological overview of the aging process as well as the involvement of physical therapy in the treatment of the geriatric, burn, amputee, and acute care populations.

Prerequisite: PTHA 113.

PTHA 200 - Physical Therapy Assistant Kinesiology II (6 credits)

Continues the examination of applied physics, theory, anatomy, physiology, and application of selected physical therapy treatment procedures. Prerequisite: PTHA 113.

PTHA 205 - Treating Special Populations (6 credits)

Examines the nature, pathology, and rehabilitation of the spinal cord injured population, traumatic brain injured population, and the cardiorespiratory impaired population. Prerequisite PTHA 120 and PTHA 125; Prerequisite or Co-Requisite: PTHA 200.

PTHA 230 - Clinical Practicum I (4 credits)

Provides students with a clinical experience under the direction of a licensed physical therapist in a private practice, rehabilitation center, hospital, nursing home, or other appropriate setting.

Prerequisite PTHA 120 and PTHA 125; Prerequisite or Co-Requisite: PTHA 200.

PTHA 235 - Clinical Practicum II (4 credits)

Provides students with a clinical experience under the direction of a licensed physical therapist in a private practice, rehabilitation center, hospital, nursing home, or other appropriate setting. The clinical experience is enhanced through online interaction and student presentations.

Prerequisite PTHA 205 and PTHA 230.

PTHA 240 - Clinical Practicum III (4 credits)

Provides students with a clinical experience under the direction of a licensed physical therapist in a private practice, rehabilitation center, hospital, nursing home, or other appropriate setting.

Prerequisite PTHA 205 and PTHA 235.

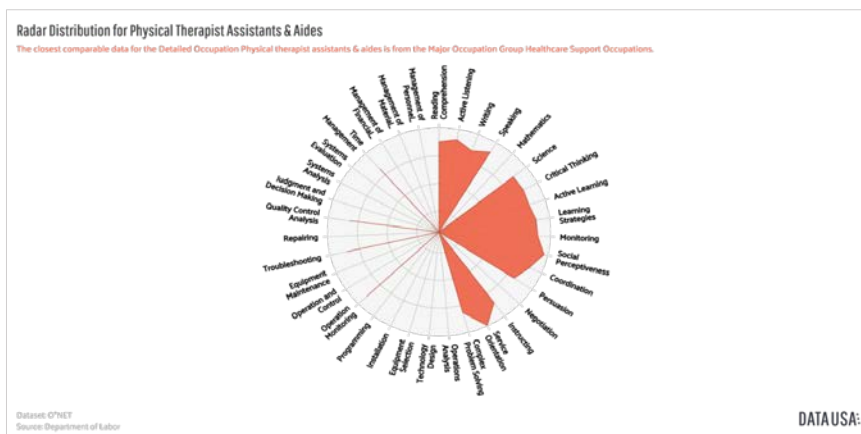
5. Discuss how general education requirements will be met, if applicable.

Skills needed for Physical Therapist Assistants are well-aligned with FCC General Education requirements. FCC's General Education courses reinforce that prospective PTA students are provided the core skills needed for success. General Education is the foundation of the higher education curriculum providing coherent intellectual experience for all students. The Frederick Community College General Education CORE is designed to introduce graduates to the fundamental knowledge, skills, and values which are essential to the study of academic disciplines, to the pursuit of life-long learning, and to the development of educated members of the community and world.

The General Education CORE includes ten general education goals:

- Students will demonstrate college-level communication skills.
- Students will demonstrate critical thinking skills.
- Students will demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.
- Students will demonstrate quantitative problem solving.
- Students will apply scientific reasoning.
- Students will demonstrate technological competence.
- Students will interpret and apply academic, professional, and civic ethics.

- Students will be able to make informed critical thinking responses to the visual, performing, and literary arts and the human values expressed in all art forms.
- Students will evaluate personal wellness to make critically informed lifestyle choices reflecting understanding of wellness.
- Students will demonstrate cultural competence.



This process allows the College to ensure that students are meeting their goals and ensures the College is meeting compliance standards which require an accredited institution to possess clearly stated educational goals, organized and systematic assessment, consideration and use of results, and periodic assessment of the effectiveness of the assessment process.

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

The proposed program will seek programmatic accreditation through The Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE is an accrediting agency that is nationally recognized by the US Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. In addition to CAPTE accreditation, graduates of an accredited PTA program are eligible to sit for the National Physical Therapy Exam (NPTE) to become a licensed PTA professional. This is a national licensure examination offered through The Federation of State Boards of Physical Therapy (FSBPT). Students who take the NPTE exam earn a credential that is valued by Maryland businesses and industries, because being licensed is a requirement to work in the state of Maryland and graduates who possess the requisite knowledge of physical therapy are licensed. Additionally, The Federation of State Boards of Physical Therapy highlight the value of earning the NPTE credential and the importance to businesses and industries.

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

Frederick Community College (FCC), Carroll Community College (CCC), and Howard Community Colleges (HCC) have agreements through the Mid-Maryland Allied Healthcare Education Consortium. This state-approved consortium is designed to increase the number of allied health professionals in critical shortage areas. The agreement is intended to share specific allied health programs between HCC, CCC, and FCC. We currently are in the process of signing a new agreement between the aforementioned schools and the signed version can be provided to MHEC if needed. **See Appendix A: Mid-Maryland Allied Healthcare Education Consortium Contract.**

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.

Communication at the program and institutional level is accomplished through publication on the College website, through brochures, and the College catalogue. The College will provide identical resources to students in the proposed program that other programs offered at the Institution are provided to ensure that clear, complete, and timely information is available. Information regarding curriculum, courses, degree requirements, including suggested sequence pathways, programmatic brochures and handbooks, admission information, financial aid resources, and costs and payment policies are available on the Colleges main website located at www.frederick.edu under the Program, Admission, and Financial Aid tabs and in the Institutions academic catalog, which can be accessed at <https://www.frederick.edu/class-schedules/catalogs/fcc-catalog.aspx>. Information related to faculty/student interactions, assumption of technology competence and skills, technical equipment requirements, and the learning management system can be found under the 'Resources' tab located on the College main page <https://www.frederick.edu/handbook.aspx?cid=resources-top-link>. Not only is it essential that the College measure student achievement, it must also provide students with clear information on how they are expected to achieve each CLO. This is accomplished primarily at the course-level through information communicated on the syllabus.

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

The Frederick Community College website is managed by the Marketing department. Updates of essential information is updated consistently in collaboration with all of the Institutions departments to include Academic Affairs, Learning Support, Financial Aid, Registration & Records, Student Development, and Enrollment Services. This process ensures the materials available are clear and accurate and contain pertinent information regarding and all program offerings and services available. Upon confirmation of a new Physical Therapy Assistant program at FCC, the Institutional Effectiveness Department of the College would activate an integrated marketing communications plan.

H. Adequacy of Articulation

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

Frederick Community College (FCC) and Frederick County Public Schools (FCPS) will have the opportunity to provide a transformational model of program implementation, including curricular development and alignment to marketing the program to our community and providing Allied Health internships. This model will provide opportunities for students to move directly from secondary to post-secondary education while also providing entry and exit points to meet the needs of all students. The curricula for the Physical Rehabilitation program for FCPS is provided through Maryland State Department of Education (MSDE). MSDE has identified a certification that supports the Physical Rehab specialty through the National Strength Professionals Association (NSPA).

FCPS and FCC will identify the Physical Rehabilitation and PTA program courses in both pathways, allowing students to earn credits while still enrolled in high school through the dual enrollment options. Ultimately this will enable students to transition to FCC to earn an A. A. S. degree in PTA. The AAS degree will allow the student to register and teak the NPTA certification. FCC and FCPS are leading the state of Maryland with successful and promising practices in Dual Enrollment. FCC is in continual pursuit of innovative opportunities to serve all students, through innovative and collaborative partnerships with our secondary schools (? Secondary schools), industry, and community partners. **See Appendix B: Articulation Agreement between FCC and FCPS Physical Therapy Assistant and Physical Rehabilitation**

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 faulty member will teach (in this program).**

The General Education courses comprised in the proposed program will be taught by existing faculty. Below is a list of full-time faculty, who are eligible to teach the general education and departmental requirements within the proposed program. There are more than 320 part-time faculty members teaching classes during the academic year who would be eligible to teach courses within the proposed program. Individuals are appointed on a semester-by-semester basis and teach in both the day and evening programs.

Upon approval of the PTA program we will hire a Program Manager/Director who will be a licensed Physical Therapist (PT) who will report to Department Chair of Allied Health and Wellness with oversight, leadership, and support provided by the Associate Vice President for Academic Affairs & Dean of Career Programs. Additionally, an Academic Coordinator of Clinical Education who is licensed minimally as a Physical Therapist Assistant (PTA) will be hired as well. The Program Manager/Director and the Academic Coordinator of Clinical Education will both hold faculty designations. Additional faculty will be hired to teach the departmental requirements as the program experiences enrollment growth.

Existing FCC Faculty eligible to teach in proposed program

Name	Terminal Degree Title	Appointment Type/Rank	Courses	Status
Vacant Program Manager/Director (pending program approval)	Masters or Doctorate/Licensed Physical Therapist (PT)	Associate Professor	All proposed PTHA Required Courses	Full-time
Vacant Academic Coordinator of Clinical Education (pending program approval)	Associate Degree/Licensed Physical Therapist Assistant (PTA)	Assistant Professor	Various PTHA courses and Clinical Course Management	Full-time
Abell, Robin	M.A.	Associate Professor	English	Full-time
Brooks, Kathy	Ph. D.	Associate Professor	Communications	Full-time
Cavinato, Tiziana	M.S	Assistant Professor	Science/Biology	Full-time
Calzonetti, Teresa	Ph.D.	Associate Professor	Science/Biology & Genetics	Full-time

Clayton, Aaron	M. A.	Associate Professor	English	Full-time
Coldren, Gregory	Ph.D.	Assistant Professor	Math	Full-time
Cope, Frederick	M.A	Assistant Professor	English	Full-time
Diaz, Lori	M.A	Assistant Professor	English	Full-time
DiDonato, Lisa	Ph.D	Assistant Professor	Psychology	Full-time
Evans, Evan	M.S.	Associate Professor	Math	Full-time
Frankenberry, Marc	Ph. D	Assistant Professor	Anatomy & Physiology/Science	Full-time
Ford, Bob	Ph.D.	Professor	Science/Biology	Full-time
Fulton, Rich	Ph.D.	Professor	Communications	Full-time
Gannon, Joanna	M.S.	Assistant Professor	Math	Full-time
Hartley, Josiah	M.S.	Assistant Professor	Math	Full-time
Huff, Larry	M.S.	Assistant Professor	Math	Full-time
Hull, Gary	M.S.	Associate Professor	Math	Full-time
Jones, Ramon	M.A.	Assistant Professor	English	Full-Time
Kerr, Kenneth	Ed.D	Associate Professor	English	Full-Time
Lochman, Matthew	Ph.D.	Assistant Professor	Math	Full-time
Lochman, Val	M.S.	Assistant Professor	Math	Full-time
Lu, Gengshi	Ph.D.	Associate Professor	Science/Microbiology	Full-time
Marfani, Erum	M.S.	Assistant Professor	Math	Full-time
Morgan-Vallon, Mary	M.S., M.M.E.	Associate Professor	Math	Full-time
Morlier, Debra	M.A	Assistant Professor	Psychology	Full-time
Newman-Baicy, Jessica	Ph.D.	Assistant Professor	Science/Anatomy and Physiology	Full-time
Rai, Christine	M.A	Associate Professor	English	Full-time
Santelli, Jason	M.A.	Assistant Professor	Communication, Humanities and Arts	Full-time
Schultz, Jill	Ph.D	Associate Professor	Psychology	Full-time
Sheirer, Lisa	M.F.A.	Associate Professor	Communication, Humanities and Arts	Full-time
Sheldon, John	M.Ed, D.Ed	Associate Professor	Psychology	Full-time
Sheppard, Patricia	M.S.	Assistant Professor	Science/Biology	Full-time

Taylor, Emily	M.S.	Assistant Professor	Anatomy & Physiology	Full-time
Taverner, Pei	M.S., M.Ed.	Associate Professor	Math	Full-time
Thompson, Christian	Ph.D.	Assistant professor	Communications	Full-time

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.

Through the Center for Teaching and Learning (CTL) and Diversity, Equity, and Inclusion (DEI), Academic Affairs offers adjunct and full-time faculty a responsive, innovative system of professional development in teaching and learning that reflects the characteristics and needs of FCC students. Blackboard is used as the Colleges learning management system.

Pedagogy and Evidence-based practices programming includes:

- New Full-time Faculty Orientation, a year-long series focused on introducing new full-time faculty and learning administrators to best practices in teaching and learning, and the policies, procedures, practices of the College
- New Adjunct Faculty Orientation, Adjunct Faculty Professional Development Evenings, and For Adjuncts Only, monthly theme-based gatherings
- Professional Development Services, provides teaching and learning resources and consultation, facilitates conference funding approval, houses the Alternative Credit Approval Team (ACAT), and supports the organization of Academic Affairs Faculty and Leadership Retreats
- Teaching & Learning Hours, four tracks of professional development sessions designed to inspire faculty to engage students' minds and support their success through active learning, innovation, and scholarship, including Culturally Responsive Teaching and Cultural and Global Competence Development; Scholarship of Teaching and Learning; Technology, Teaching, and Innovation; and Faculty Leadership and Academic Management
- CTL Faculty Scholars Program, designed to support the professional development needs of full-time and adjunct faculty by providing faculty subject matter experts the opportunity to create and deliver Teaching and Learning Hours in support of professional development priorities
- Dual Enrollment Instructor Professional Development, sessions designed specifically for high-school based instructors teaching FCC credit courses
- Academic department chairs, program managers, and fellow faculty provide discipline-specific training and professional development for adjunct and full-time faculty such as lab safety, clinical orientation, outcomes assessment, curricular requirements, and equipment use.
- Further, full-time faculty are supported in their pathways to promotion through the Faculty Appointment and Promotion Process. The myriad pathways to promotion including alternative credit options which are approved by the Alternative Credit Approval Team (ACAT).
- Finally, in collaboration with Human Resources' Employee Development Advisory Team (EDAT) and other College stakeholders, Academic Affairs ensures that development of faculty and staff by supporting the orientation of new employees; the ongoing training of faculty and staff on College policies and procedures, business processes, wellness, hiring.

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.

No new library holdings will need to be purchased during the planning phase for this proposed program. An annual review of existing library resources that support the proposed program will be reviewed and updated as needed. A deep set of research resources supports the curricula and research needs of student, faculty, and staff are available. Most content is digital, which allows for robust search options and off-campus access. Key services include collections management, research support, and information literacy instruction. Existing library support include library loan mechanisms and electronic data retrieval methods currently in place that can be utilized. The library exceeds state and national standards for community, junior, and technical college learning resource programs. There is a librarian on staff who may be contacted for bibliographical searches and enable access to discipline-specific materials.

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.**

Frederick Community College continues to evaluate and enhance its 2012-2022 Facilities Master Plan (FMP), which supports the College role and mission of developing a vision and long-range plan for College facilities that support teaching, learning, student success, and affordability. FCC's main campus is situated on approximately 95 acres which is approximately 557, 648.26 square feet. The main campus is comprised of 20 buildings that contain an assortment of classroom, office space and other areas that promote a positive student experience. In addition to the main campus, FCC has extended classroom and office space located at 200 Monroe Avenue, Frederick, Maryland 21701 our secondary campus. The Monroe Center is approximately 55,000 square-feet and is located within a short driving distance of the main campus. The Monroe Center also includes classrooms for additional academic and continuing education programs. Both facilities are ADA compliant.

In an effort to maximize utilization and efficient use of space, the College uses a space management software called 25Live. Through its physical facilities, the institution creates and maintains an environment beneficial to teaching and learning for our students, faculty and staff. Quality facilities are vital to the institution's educational services and other aspects of the institutions mission. The proposed program will have dedicated classrooms and labs equipped with projectors, white boards and other smart technology, and faculty office space which will enable us to provide an environment conducive to student success, as well as teaching and learning productivity.

- 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.**

The Center for Distributed Learning at FCC provides leadership, guidance, support, and faculty development for student centered learning through diverse learning technologies. The Center for Distributed Learning oversees and facilitates the administration and quality assurance of all online courses and online degree/certificate programs. The College learning management system

used is Blackboard. Blackboard is a virtual learning environment and course management tools used by faculty to manage and deliver online and hybrid courses. Blackboard and faculty assigned College specific email address serve as the institutional electronic mailing system to ensure faculty and student access.

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 1: PROGRAM

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$89,750	\$89,750	\$92,442	\$92,442	\$92,442
2. Tuition/Fee Revenue (c + g below)	\$66,870	\$67,545	\$68,220	\$137,820	\$139,170
a. Number of F/T Students	15	15	15	30	30
b. Annual Tuition/Fee Rate	\$4,458	\$4,503	\$4,548	\$4,594	\$4,639
c. Total F/T Revenue (a x b)	\$66,870	\$67,545	\$68,220	\$137,820	\$139,170
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	150	152	153	155	156
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 - 4)	\$306,620	\$177,295	\$180,662	\$240,262	\$241,612

RESOURCES AND NARRATIVE RATIONALE

Reallocated Funds

The CTE Innovation Grant revenue of \$150,000 would initially support expenses related to the Physical Therapy Assistant A.A.S. program implementation. However, this grant does not support employees. Therefore, the College is reallocating resources to create a new program manager position for the Physical Therapy Assistant Program at \$77,508. Furthermore, \$12,242 in support staff funding will be reallocated from one support staff member, who currently serves four programs, but will now serve the Physical Therapy Assistant program

as well. This will not be a change to the job description, but add an additional programmatic assignment. A 3% COLA was applied in year 3.

Tuition and Fee Revenue

The College is expecting enrollment in the Physical Therapy program to start with a cohort of 15 students. By the fourth spring semester, the College plans to expand the PTA program by offering a day cohort as well as an evening/weekend cohort. This will expand the total number of students to 30. Calculations utilize current tuition and fees and project 1% increase in year three. The cohort requires students to be full time students registering for 15 credits per semester, to include summer sessions when the second cohort is launched.

Grants and Contracts

The CTE Innovation Grant providing \$150,000 in revenue will initially support the program. These funds will be allocated to supplies and materials, equipment, contractual services, professional development, accreditation, and marketing to start the program. Additional funds from Perkins have been identified to support the career program in years two through five.

Other Sources

Not Applicable

Total Year

Total Year financial resources amount to \$306,620 in the first year of the program.

2. 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 2: PROGRAM EXPENDITURES

Faculty (# FTE, Salary, and Benefits): With a consistent enrollment of 15 growing to 30 students per year, the Physical Therapy Assistant program requires one full-time program manager to provide oversight for the program, teach courses, and coordinate the accreditation process. The cost to the institution is \$72,000 in salary plus full-time faculty benefits of roughly \$5,508, totaling \$77,508 in the first year of the program. A 3% COLA is included in Year 3.

Administrative Staff (# FTE, Salary, and Benefits): The Physical Therapy Assistant program will be supported by one administrative clinical coordinator position. This position will be hired in year two of the program once the first cohort has begun the program. The clinical coordinator will be paid comparably to other clinical coordinators in the allied health areas at a grade 11 rate of \$48,267. There would also be expenses for benefits of \$10,221. A 3% COLA is included in Year 3.

Support Staff (# FTE, Salary, and Benefits): The program is supported by one support staff person who works with a total of five academic program areas (Health and Exercise Science, Medical Assisting, Physical Therapy Assistant, Respiratory Care, and Surgical Technology) with an average salary of \$51,000 and a benefit cost of \$10,211. The total expenses related to this program are 1/5 of the total cost, or \$12,242. A 3% COLA is included in Year 3.

Equipment: The Physical Education program will require a substantive investment in equipment and supplies. This will all be initially funded through the CTE Innovation Grant. Currently, the grant proposal provides resources to fund an initial investment of \$52,596 for

supplies and \$22,968 for equipment. Expenditures for equipment after year one when the grant ends were projected to mirror our surgical technology program that requires similar maintenance of equipment and supplies, requires maintenance of accreditation standards, and has a similar size cohort.

Library: No new library holdings will need to be purchased for this program. Projections for year three were based on current library expenditures in other areas. Estimated annual total library expenditures for the library are \$490,000. The Physical Therapy Assistant program represents one of 52 major credit program areas, or roughly \$9,423. This has been projected for year three to buy additional library resources for the PTA program.

New and/or Renovated Space: The Physical Therapy Assistant program is slated to be held in the newly renovated Monroe Center initially. Additional space for the program is slated to be included into one of two already scheduled capital improvement projects to renovate the institutions D building which houses the college Health and Exercise Science program and the L building which currently houses all the institution’s allied health programs. Space will be identified within these already scheduled renovation programs so there is currently no projected additional cost for new or renovated spaces.

Other Expenses: The Physical Therapy Assistant program has other expenses that will be initially covered by the CTE Innovation Grant. These expenses include \$15,000 for course-level curriculum development, \$1,670 for travel, \$20,000 for the pre-accreditation fee, \$4,250 for the annual accreditation fee, \$29,000 for program marketing, and \$4,514 related to indirect costs. This equates to an initial \$74,434 in year one. Years two through five do not include the initial accreditation expenses, curriculum development expense, and include a reduced marketing cost.

Total Year: The total expenses for the first year of the program are \$239,748 that is offset by grant funding and additional resources identified for a projected profit of \$66,872.

TABLE 2: PROGRAM EXPENDITURES:

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$77,508	\$77,508	\$79,833	\$79,833	79,833
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$72,000	\$72,000	\$74,160	\$74,160	\$74,160
c. Total Benefits	\$5,508	\$5,508	\$5,673	\$5,673	\$5,673
2. Admin. Staff (b + c below)	\$0	\$58,488	\$60,242	\$60,242	\$60,242
a. Number of FTE	0	1	1	1	1
b. Total Salary	\$0	\$48,267	\$49,715	\$49,715	\$49,715

c. Total Benefits	\$0	\$10,221	\$10,527	\$10,527	\$10,527
3. Support Staff (b + c below)	\$12,242	\$12,242	\$12,609	\$12,609	\$12,609
a. Number of FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$10,200	\$10,200	\$10,506	\$10,506	\$10,506
c. Total Benefits	\$2,042	\$2,042	\$2,103	\$2,103	\$2,103
4. Technical Support and Equipment	\$75,564	\$1,180	\$1,180	\$1,180	\$1,180
5. Library	\$0	\$0	\$0	\$9,423	\$9,423
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$74,434	\$20,435	\$20,435	\$20,435	\$20,435
TOTAL (Add 1 – 7)	\$239,748	\$169,853	\$174,299	\$183,722	\$183,722

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.

The Frederick Community College mission includes the phrase, “With teaching and learning as our primary focus”, therefore the foundation of student learning and instruction are student learning outcomes. These outcomes identify what the student will know, be able to accomplish, and value at the end of their academic courses and programs. Student Learning Outcomes Assessment formally began at Frederick Community College in 2006 with the advent of the first Outcomes Assessment Council 3- Year Course-Level Assessment Cycle. Since that date, assessment across campus has expanded and evolved to better understand and enhance the learning experience of students. The assessment process at FCC is:

- **Faculty Driven** (Faculty are best suited to determine the intended educational outcomes of their academic programs and activities, how to assess these outcomes, and how to use the results for program development and improvement),
- **Meaningful** (Assessment activities should be integrated learning activities that fit seamlessly into the course or program and provide meaningful results which impact student learning),
- **Sustainable** (Although the collection and reporting of data will take some additional effort, it should not be excessively burdensome to the faculty, staff, or the institution), and
- **Consistent and Reliable** (All courses and programs should have defined outcomes and similar expectations for student learning).

Course-Level Assessment

Course-level assessment is the foundation of all other assessment data collection activities. Course-level assessment is performed by faculty as designated in the syllabi of record for each course. Faculty use exams, projects, or other assignments to better understand how students are

learning in each individual course. This data is then mapped to general education or program level outcomes. For general education, each syllabi of record includes the general education goals along with the corresponding individual course-level learning outcomes. Data related to these outcomes is then collected in the observations portion of TK20 following the General Education CORE Assessment Schedule. For programmatic assessment, courses are mapped to programmatic outcomes using the curriculum map. Data for corresponding courses is then collected using the assessment planning platform in TK20 to ensure that students are achieving their outcomes.

The primary ways the institution measures student learning are through the processes previously described for course-level and program level assessment. In addition to these processes, the College also measures the institution through strategic planning. The challenge for the College at the institutional level is to create learning goals that fit a wide variety of educational offerings. OPAIR routinely administers surveys to students and faculty (i.e. Community College Survey of Student Engagement, Personal Assessment of the College Environment, etc.) and uses enrollment, transfer, graduation rate, and other data to inform the College about strengths and weaknesses of its planning and programs.

3. 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.

Program and certificate level assessment is performed as part of the program review process. The College current APR (Academic Program Review) process examines programs within the context of its mission, goals, and objectives; trends according to internal and external data; assessment of student learning; resources, support, and viability; and key findings and recommendations for the future. Moreover, this process along with quantitative measures can be used as guides for new program developments and budgetary allocations related to programmatic requests. The foundation of the programmatic learning outcomes assessment process is the curriculum map. The curriculum map serves as a diagram which identifies where specific student learning outcomes are introduced, enhanced, and assessed within program core courses. The program manager should submit their data into the assessment planning component of the TK20 platform annually to track achievement of programmatic learning outcomes. FCC requires all full-time and adjunct faculty to engage in student assessment in their classes as stated in the respective job descriptions. The first essential function noted in both the full-time and adjunct faculty job descriptions is to prepare, deliver and assess learning activities that are consistent with Core Learning Outcomes.

Students' retention rate is tracked to measure the continuity of students at a specific institution. In accordance with IPEDS guidelines, community colleges track first-time, degree seeking, and full-or part-time students who returned to the institutions to continue their studies the following fall. The latest available statewide data includes fall 2016 students returning in fall 2017. The fall 2016 to fall 2017 retention rate for full-time students at FCC was 67%, 5th highest among Maryland Community Colleges and well above the statewide retention rate for full-time students (61%). The retention rate of part-time students at FCC was 53% (tied for second highest alongside Montgomery College, Anne Arundel Community College and Harford Community College), eclipsing the statewide part-time student average retention rate of 31%.

Additional strategies for student retention activities include the development of Student Success Alert (SSA) process. The SSA was designed to provide early intervention and support for students. Student Success Funds are made available through FCC's Foundation to provide support to students and can help them through an array of financial emergencies, which empowers persistence and retention. Also, the Parents Lead program provides scholarships to parents in the

pursuit of a college degree. The program provides specialized curriculum and advising services, as well as a scholarship to offset the cost of attendance while parents are enrolled in evening classes. It is a cohort-based program with a combination of online and on-campus evening classes, and can be completed in as few as five semesters. The scholarships is also funded by the FCC Foundation and the program will begin in spring of FY 2018.

Student satisfaction is measured through evaluations that are conducted each semester. We conduct graduate surveys every two years and these tools are used to help the College improve develop targeted student retention initiative that impact a student quality of life and learning experiences.

Frederick Community College ranks 7th out of 16 community colleges related to cost-effectiveness (tuition and fees) for residents of the Frederick County service area as highlighted in the Maryland Association of Community Colleges 2018 Data Book. This data is based on dividing what a full-time student (taking 30 credits in an academic year) would pay on a “per credit” basis – that is dividing a total year’s tuition and fees by 30.

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.

The College has responded to the increased demographic diversity in Frederick County and the State of Maryland. The College offers four academic support programs that provide services to students who may be a part of a special population group (non-traditional college students, students of color, students with disabilities, and veterans). Adult Services, Multicultural Student Services, Services for Students with Disabilities, and Veteran Services are comprehensive programs offering specialized support services to address the specific needs of the students in their program, many of whom are often enrolled in developmental courses.

Co-curricular programming is developed through the Office of Student Engagement. Once each semester, the College holds a thematic co-curricular day where nationally-recognized speakers, artists, and professionals come to campus for thought provoking talks and presentations open to all students, faculty, staff, and the community. While diversity at FCC has traditionally been defined as “the wide range of cultural, racial, and ethnic backgrounds, human conditions and belief,” this outreach has come in the consolidated form of a single office. Respect for a plurality of age and experience is reflected through the Veteran’s Affairs Office, the Office of Adult Services, and the Disabilities Office. Students voluntarily sign-up to participate in these programs and receive support and services throughout the entire time they are enrolled. In addition, the College offers a number of College-wide activities and events to foster a climate of tolerance for diversity. The College makes an earnest effort to reach ethnical and racial minorities at FCC.

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.

The proposed program is not directly related to an identified low productivity program.

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.

The College launched its Online Course Program in 2000, gradually replacing a set of Tele-Courses (College of the Air). The program has grown from 15 courses with 272 enrollments in 1999-2000 to 367 sections with an annual enrollment of some 6300 in 2014-15. Quality assurance of the online courses is maintained formally with the Quality Matters (QM) course review protocol. The Colleges Institutional Values, Mission, Vision, and Strategic Goals guide the delivery of all instruction regardless of the delivery format. For more than 15 years, the College has demonstrated a commitment to offering a successful, high-quality online program with an appropriate academic and technical infrastructure.

Online learning has become an integral part of teaching and learning at FCC. Budget allocations support a staff in the Center for Distributed Learning as well as online program initiatives already in place such as curriculum development, Quality Matter course reviews, faculty training, and learning object database subscriptions. As part of the Center for Teaching and Learning, the Center for Distributed Learning (CDL) is fully integrated into the curriculum, governance, and administrative processes of the College. FCC faculty teaching online courses receive individual training and course development and guidelines from the Department of Distributed Learning.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

In compliance with C-RAC guidelines, all online instructors are subject to a peer course evaluation, and instructors can apply for Quality Matters certification. Students evaluate each course at the end of each semester. Program managers, department chairs, the AVP/Deans in Academic Affairs and the Provost have access to each student course evaluation in their area. Student feedback is used for course and program improvement, and faculty are expected to reflect on student evaluations in their annual self-evaluation. Program-level evaluation for Distributed Learning is ongoing and is documented in detail in a series of annual or bi-annual reports by the Center for Distributed Learning. The Quality Matters (QM) Peer Review protocol is at the center of the College's quality assurance efforts in course design. The QM protocol is based on a rubric with 43 key quality standards for an online course. The standards are used to peer-review existing online courses at FCC, to guide the design of new courses, and shape the training of online faculty. Sixty-nine percent of fully online courses have been formally QM reviewed.

A protocol for re-reviewing QM courses with expired review terms are in place. The College has made every effort to comply with relevant federal and state regulations for its Program of Online Courses, for example, the efforts to comply with Substantive Change in Degree Programs, ADA compliance requirements, compliance with the federal definition of a Credit Hour, compliance with current copy right provisions, and USDOE's State Authorization Regulations. As a member of Maryland Online (MOL), FCC is part of two interconnected contractual arrangements with MOL and Quality Matters (QM). The MOL course-sharing initiative (Seatbank) provides students from different Maryland Community Colleges with greater access to distance learning opportunities. Colleges share distance learning courses with the expectation that the shared courses meet the same quality standards as articulated in the rubric updated biannually for QM's peer review process.

MID-MARYLAND ALLIED HEALTHCARE EDUCATION CONSORTIUM AND
TUITION RECIPROCITY AGREEMENT
BETWEEN CARROLL, FREDERICK, AND HOWARD COMMUNITY COLLEGES
AND THE MARYLAND HIGHER EDUCATION COMMISSION

November, 2018

Resolution to Form and Operate the Mid-Maryland Allied Healthcare Education Consortium

Whereas healthcare careers constitute one of the high skill/high wage occupational areas with serious workforce shortages; and

Whereas, nearly all healthcare careers require post-secondary education for entry into the field, and

Whereas, healthcare programs occupy an important role in community college curricula; and

Whereas, healthcare programs are often prohibitively costly because of equipment, laboratory and clinical requirements; and

Whereas, county constituents need access to a wide variety of higher education healthcare program offerings that may not be provided by the home county institution; and

Whereas, under the provisions outlines in Section 16-310 (d) of the Education Article of the Annotated Code of Maryland, the Maryland Higher Education Commission may designate a region to address a health manpower shortage,

Now, therefore, be it resolved, that the presidents of Carroll Community College, Frederick Community College, Howard Community College, and the Secretary for Higher Education, Maryland Higher Education Commission (MHEC), establish the Mid-Maryland Allied Healthcare Education Consortium and Tuition Reciprocity Agreement.

This MOU shall be interpreted and enforced according to the laws of the State of Maryland.

The conditions for this agreement are set forth below and will be effective when fully executed by all parties.

Commented [1]: The Maryland Higher Education Commission is a necessary party to the Agreement per Section 16-310(d) of the Education Article of the Annotated Code.

Commented [2]: There is nothing in Section 16-310 of the Education Article of the Annotated Code that says anything about colleges being "encouraged to form partnerships and reciprocity agreements." Does this language come from a different source than the statute or the regs?

Commented [3]: It would be my advice that this Agreement should be executed by the respective boards of trustees rather than by the presidents.

Commented [KS4]: Most if not all of Carroll's agreements have the President sign on behalf of the Board of Trustees.

Commented [KS5]: The new language will make the agreement effective on the same date for all.

IN WITNESS WHEREOF, the parties have executed this MOU below:

_____	_____	_____	_____
James D. Ball, President	Date	Kathleen Hetherington, President	Date
Carroll Community College		Howard Community College	

_____	_____	_____	_____
Elizabeth Burmaster, President	Date	James D. Fielder, Secretary	Date
Frederick Community College		Maryland Higher Education Commission	

Conditions of Consortium and Reciprocity Agreement

I. Conditions of Admission

- A. With the intent of making opportunities available to students of Carroll, Frederick, and Howard Counties to participate in selective allied health related programs through the consortium, the partners will open selection to students from all three institutions who meet the criteria of the application process. If selected, the provider college will charge in-county tuition for students accepted and enrolled.
- B. On or by September 15 each year, representatives of the presidents of partner institutions will meet for the purposes of reviewing ongoing operating parameters and updating a Memorandum of Understanding (MOU) detailing operational agreements via a written and signed addendum to the current MOU. The MOU will be self-renewing. A copy of the MOU will be provided to each president and to MHEC by October 15 each year. Each college will update its catalog, web page, and other student facing information, as needed.
- C. Students must meet the academic standards of the home institution and maintain good academic standing.

II. Conditions of Tuition Reciprocity

- A. Provider colleges will charge in-county tuition for admitted students.
- B. Out-of-county tuition differential for students enrolled in statewide designated programs will not be reimbursed by MHEC, as is the procedure relating to tuition reimbursement for designated statewide programs.

III. Conditions of Partnership Administration

- A. All listed programs will be included in the schedule and catalog of each college.
- B. The institution approved to offer the program will confer the degree.

- C. Each institution will list the consortium programs and parameters in their respective catalogs, schedules, webpages and other appropriate marketing materials, and will ensure the proper use of the approved mark of each institution.
- D. New programs developed by partner institutions that have received MHEC approval may be added to the agreement at any time upon consent of all partners.
- E. When feasible, new programs will be developed jointly. This may include shared development costs, and joint degrees awarded. To that end, the partners will meet by at least September 15 each year to share information about employment demands and conduct joint environmental scans for potential programs.
- F. The partners will cooperate when feasible in making programs available via distance-learning strategies.
- G. A partner may terminate the agreement only after providing notice as of September 15; termination will become effective June 30 of the following calendar year. Termination by a single college will require a new agreement between the remaining partners, executed with the same terms and conditions as within the current MOU.
- H. In the event of termination of a program by a provider institution, a student enrolled under this agreement may continue to attend that institution at the in-county tuition rate as long as continuous and/or satisfactory progress, as defined by that institution, is maintained. (Include Teach Out process).
- I. An institution terminating the agreement or discontinuing a program will continue to track student progress until all students enrolled under the agreement have either completed the course of study, or failed to satisfy condition of continuous and/or satisfactory progress.
- J. Each institution warrants that it will carry sufficient insurance to cover any liability associated with the performance of this MOU.
- K. Each institution hereby agrees to defend and hold harmless the other parties, including their Boards of Trustees, officers, employees, agents, directors, volunteers, successors and assigns from claims, causes of action, suits, liabilities, damages, losses, demands, costs, expenses, or judgments including courts fees or attorneys' costs arising out of the parties participation under this MOU, except in the event of an occurrence as a result of the other's sole negligence. The duties arising under this paragraph shall survive the termination of this Agreement. All parties are subject to the protections of the Local and State Government Tort Claims Acts respectively and agree that nothing herein shall interfere with the tort immunities or other protections available under those laws and such duty to defend shall be limited to the applicable caps under the applicable Tort Claims Acts.

IV. Consortium Programs

Carroll Community College	Frederick Community College	Howard Community College
Physical Therapist Assistant	Respiratory Therapy	Cardiovascular Technology
Health Information Technology (HIT)	Surgical Technology	National Registered Paramedic (NRP)
Emergency Medical Technician (EMT)	Health Information Technology (HIT)	Emergency Medical Technician (EMT)
National Registered Paramedic (NPR)???	Military to Registered Nurse (RN)	Licensed Practical Nurse (LPN)
Licensed Practical Nurse (LPN) to Registered Nurse (RN)	Licensed Practical Nurse (LPN) to Registered Nurse (RN)	Licensed Practical Nurse (LPN) to Registered Nurse (RN)
		Medical Lab Technician
		Diagnostic Medical Sonography
		Dental Hygiene
		Military to Registered Nurse (RN)
		Paramedic to Registered Nurse (RN)
		Radiation Technology
		Physical Therapist Assistant

Appendix B:

FCC and FCPS Physical Therapist Assistant and Physical Rehabilitation Articulation Agreement.



ARTICULATION AGREEMENT

Between

Frederick County Public Schools and Frederick Community College

Career Pathway: Physical Rehabilitation/Physical Therapist Assistant

Frederick Community College has agreed to grant college credits to students completing certain programs at a Frederick County Public Schools. It was agreed the learning objectives and core learning outcomes of the courses listed below are similar at both the college and the high schools. The following criteria must be met for students to receive credits.

1. Credit for the applicable articulated courses will be awarded upon receipt of an official high school transcript by the Frederick Community College Registrar, and receipt of the "FCPS Articulation Agreements Credit Request" form.
2. The student must initiate the request for credit within two years of their graduation from high school.
3. Students will receive credit upon registration in at least one FCC course.

To receive credit for FCC Course #/Course Name, FCC Course #/Course Name, and FCC Course #/Course Name the student must have completed the following:

4. Successful completion of FCPS Course #/Course Name and FCPS Course #/Course Name with a grade of "B".
5. Successful completion of FCPS Course #/Course Name and FCPS Course #/Course Name with a grade of "B".

OR

Successful completion of FCPS Course #/Course Name and FCPS Course #/Course Name with a grade of "B".

Upon receipt of the transcript and the signed articulation agreement form, credits will be awarded as follows: **

- | | |
|-----------------------------------|----------------|
| • FCC Course #/Course Name | credits |
| • FCC Course #/Course Name | credits |
| OR | |
| FCC Course #/Course Name | credits |

This agreement will become effective Semester Year and continue to be effective unless a superseding agreement is reached.

For Frederick Community College:

Program Manager Name Date
Physical Therapy Assistant Program Manager

Deirdre Weilminster Date
Registrar/Executive Director, Welcome Center

Dr. Tony D. Hawkins Date
Provost/VP of Academic Affairs, Continuing
Education, and Workforce Development

For Frederick County Public Schools:

Michael Concepcion Date
CTC Principal

Dr. Kristine Pearl Date
Supervisor of Career and Technology Education

