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

Institution Submitting Proposal	Frederick Community College

Each __action__ below requires a separate proposal and cover sheet.

- ◉ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted:	◉ Yes ○ No	Payment Type: ○ R*STARS ◉ Check	Date Submitted: 1/16/19

Department Proposing Program	Social Sciences
Degree Level and Degree Type	A.A.S.
Title of Proposed Program	Addictions Counseling
Total Number of Credits	60
Suggested Codes	HEGIS: 5216.03 CIF 51.1501
Program Modality	○ On-campus ○ Distance Education (*fully online*) ◉ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	○ Fall ○ Spring ◉ Summer Year: 2019
Provide Link to Most Recent Academic Catalog	URL:

Preferred Contact for this Proposal	Name:	Erin Peterson
	Title:	Assistant Dean, Curriculum Systems and Scheduling
	Phone:	(301) 846-2651
	Email:	epeterson@frederick.edu

President/Chief Executive	Type Name: Elizabeth Burmaster
	Signature: *Elizabeth Burmaster* Date: 1/16/19
	Date of Approval/Endorsement by Governing Board: 1/16/19

Revised 6/13/18

Frederick Community College

January 17, 2019

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

Dear Dr. Fielder,

Frederick Community College (FCC) is requesting MHEC approval of the following program:

A.A.S. Degree: Addictions Counseling

The proposed Associate of Applied Science in Addictions Counseling prepares students who are seeking specific knowledge in substance abuse counseling to work with clients in a broad range of treatment settings. Basic counseling and interviewing skills, assessment and diagnosis of substance use and other mental disorders, treatment delivery, ethical practice, and field experience are emphasized.

The curriculum committee has approved the Addictions Counseling program proposal, which directly supports the mission of Fredrick Community College by preparing students for a career in addictions counseling. The proposed Addictions Counseling Program consists of all coursework and internship hours necessary for a graduate to apply to the Board of Professional Counselors and Therapists to become a Certified Associate Counselor – Alcohol and Drug (CAC-AD)

FCC currently offers a certificate and an area of concentration in Addictions Counseling as part of its A.A. in Social Sciences. While the A.A. degree is designed for transfer for students looking to earn more advanced degrees (which is required for further stages of licensure), the area of concentration did not have enough credits within the degree for students to complete an internship or all coursework necessary for state certification. This proposed degree includes all necessary requirements (ensuring that all courses are also eligible for financial aid). FCC is finalizing articulation agreements with Salisbury University and Stevenson University to accept all 60 credits in the proposed A.A.S. degree so students can qualify for licensure and seamlessly transfer. Salisbury offers their Social Work degree at the Hagerstown University Center, so students have a commutable option.

Statewide, Substance Abuse and Rehabilitation counselor jobs are expected to grow an average of 31% between 2014 and 2024, and there are currently fewer job seekers than there are open positions. Helping to ensure a steady stream of job applicants in the area helps FCC fulfill its mission and public responsibility to train the state's educated workforce.
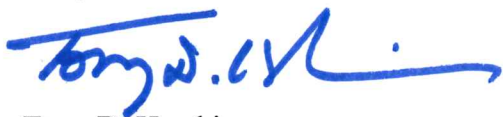
At this time, FCC would also ask that the A.A.S. in Addictions Counseling be added to MSDE's List A.

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

Please note that the subsequent discontinuance of the existing Addictions Counseling area of concentration within the A.A. in Social Science will be submitted if/when this program proposal for the A.A.S. in Addictions Counseling approved.

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/Vice President for Academic Affairs
thawkins@frederick.edu

pc: Erin Peterson, FCC (epeterson@frederick.edu)
       Brian Stipelman, FCC (bstipelman@frederick.edu)
       Natalie Bowers, FCC (nbowers@frederick.edu)

MHEC Academic Program Proposal

Addictions Counseling A.A.S.

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 proposed Associate of Applied Science in Addictions Counseling prepares students who are seeking specific knowledge in substance abuse counseling to work with clients in a broad range of treatment settings. Basic counseling and interviewing skills, assessment and diagnosis of substance use and other mental disorders, treatment delivery, ethical practice, and field experience are emphasized.

Upon approval of the Associate of Applied Science in Addictions Counseling, Frederick Community College would eliminate its current Addictions Counseling Area of Concentration within the Associates of Arts in Social Sciences. The state mandated 60 credit limit means there are several courses needed to qualify for FCC's Certificate in Addictions Counseling, or to prepare students for statewide certification, that fall outside of the current A.A. degree. These include six credits of internship and HUMS 204-Ethics and Practice Issues in Human Services and Addictions Counseling.

The Board of Professional Counselors and Therapists is the credentialing body in this field, with several levels of certification for Alcohol and Drug Counselling

Licensed Clinical Alcohol and Drug Counselor (LCADC);

Licensed Graduate Alcohol and Drug Counselor (LGADC);

Certified Associate Counselor – Alcohol and Drug (CAC-AD);

Certified Supervised Counselor – Alcohol and Drug (CSC-AD);

Alcohol and Drug Trainee (ADT).

FCC's certificate provides students with the qualifications needed for trainee status. The Addictions Counseling A.A.S degree would qualify students to be a Certified Supervised Counselor upon completion of the degree, pending a successful application to the Board.

By converting the program from an Area of Concentration within an A.A. degree to an A.A.S degree, FCC can ensure that all courses needed for state certification are eligible to be covered by federal financial aid. As students will need to earn a bachelor or master's degree to advance within the field, FCC has arranged for full articulation agreements transferring in all credits with Salisbury University's Social Work program operating out of the Hagerstown University Center, as well as the Social Work Program at Stevenson University. More articulation agreements will be developed upon approval of the degree.

This new degree structure (there are no new courses) enables FCC to continue to fulfill its mission of preparing students to complete both their transfer and workforce goals by ensuring that existing instruction is provided in a format that best facilities student access, completion, and post graduate flexibility.

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

This will enable FCC to continue to offer (and improve upon) career ready training in Addictions Counseling to interested students, while preserving transfer options for interested students. The proposed changes to the degree format enable students to earn a workplace credential while ensuring that future transitions to a four-year degree program in Social Work will apply all completed program credits towards the bachelor's degree.

This aligns with the following FCC 2020 Strategic Goals: 1) Enhance student persistence, success, and completion through collaborative and effective support systems; 2) Increase access, affordability, and student goal completion, and 3) Promote excellence in the design, delivery, and support of student learning.

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).*

As this new degree simply offers curriculum currently supported in FCC's A.A. in Social Sciences with an Area of Concentration in Addictions Counseling, FCC's A.A. in Social Sciences with an Area of Concentration in Human Services, and FCC's Certificate in Addictions Counseling, there are no new resources or institutional commitments required. This proposed A.A.S. degree is intended to revise the degree format that houses the curriculum to better enable students to qualify for statewide certification while ensuring that all coursework is both covered by financial aid and transferable to a four-year degree program in Social Work or an adjacent field. Currently student enrollments are adequate to run all program courses, while still allowing for growth.

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 program is supported by an Academic Office Manager, Internship and Apprenticeship Coordinator, Assistant Department Chair for Advising and Curriculum, Assistant Department Chair for Scheduling and Staffing, and Department Chair. The Academic Office Manager and Internship and Apprenticeship Coordinator are full time staff positions. The Assistant Chair and Chair positions are held by faculty receiving course release (6 credits per semester for assistant chairs and 9 credits per semester for the department chair). This team supports all of Social Sciences (Addictions Counseling, Criminal Justice, History, Human Services, Psychology, and

Sociology), with the exception of the Internship and Apprenticeship Coordinator, who supports the whole college.

Students would have full access to the college's robust student support services, including tutoring, emergency success funding, and counseling and advising.

Between the degrees and certificates, Addictions Counseling has been averaging around 30 students per year for the last three years, so there is a pool of students to continue to offer the necessary coursework. FCC has adopted a policy of establishing course rotations to help ensure student demand for upper level specialty courses within the degree program – offering the courses once a year in a time table that is clearly laid out on the student degree pathway, on FCC's program webpages, and communicated to students through sessions with advisors.

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*

This degree conversion directly supports the mission of Frederick Community College by helping students to meet career goals, enabling students to prepare for a career in Addictions Counseling at a time when all communities are looking for trained professionals to respond to the opioid epidemic.

While FCC offers an Area of Concentration in the field, the A.A.S. structure being proposed helps ensure that students can complete state certification requirements in a format eligible for financial aid while still having the full structure of the degree transfer. This helps make the program more affordable for Pell eligible students and enables students to earn an employable credential within their field, and immediately enter the workplace upon graduation with the option to transfer to a four-year institution if so desired.

The Addictions Counseling Certificate is currently an option for people pursuing a WIOA Occupational Training Program. This degree conversion would also enable FCC to add the A.A.S. in Addictions Counseling to the list of WIOA eligible programs.

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

The Maryland State Plan calls for the expansion of Access, Success, and Innovation in higher education. Improving the financial aid coverage of the degree speaks to the access concerns in the State Plan. It also speaks to three of the four strategies listed under Success.

Strategy 4 (Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions)

- Increasing financial aid coverage helps ensure equal education opportunities for all students.

Strategy 6 (Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements)

- By incorporating an internship and other certification requirements into the degree, FCC is facilitating the prompt completion of both degree and certification requirements simultaneously. By ensuring full 60 credit transfer articulations are arranged with area four year institutions, students no longer have to choose between the short term need to earn a credential and the long term educational attainment needed to advance within the field (a bachelor's or higher).

Strategy 7 (Enhance career advising and planning services and integrate them explicitly into academic advising and planning)

- By having an A.A.S. degree in Addictions Counseling to complement our Certificate in Addictions Counseling and our A.A. in Social Sciences with a concentration in Human Services, FCC is offering students a fuller set of degree options to help students adopt the right educational pathway to meet their short, medium, and long term goals.

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.*

The A.A.S. degree provides educational experiences that fulfill state requirements to become a Certified Supervised Counselor – Alcohol and Drug (CSC-AD);

The CSC-AD credential requires an Associate's degree as well as internship experiences to certify students to work in alcohol and drug treatment settings (inpatient, outpatient, prevention). Further advancement in the field requires a student to earn a bachelor's degree or beyond.

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

According to the data presented by the Maryland Workforce Exchange, opportunities for employment exist in the field[1]

Field	Mean Annual Wage	Regional Supply	State Supply
Substance Abuse and Behavioral Disorder Counselors	$49,928	Medium	Medium
Mental Health and Substance Abuse Social Workers	$38,387	High	Medium

Statewide, Substance Abuse and Rehabilitation counselor jobs are expected to grow an average of 31% between 2014 and 2024.[2] Helping to ensure a steady stream of job applicants in the area helps FCC fulfill its mission and public responsibility to train the state's educated workforce.

The Bureau of Labor Statistics predicts that the overall field of substance abuse, behavioral disorder, and mental health counseling is predicted to grow 23% from 2016-206, much faster than the average for all occupations. [3]

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

Between the aforementioned BLS and MWE statistics there is reason to believe that the current need for trained addictions counselors to fulfill the number of available positions will continue through the next five years.

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

FCC's Addictions Counseling Certificate and Area of Concentration programs have averaged over 30 students per year, though there was a noted decline between 2017 and 2018.

Year	Majors	Graduates
2016	36	13
2017	41	7
2018	27	9

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[1] https://mwejobs.maryland.gov/vosnet/lmi/profiles/profileSummary.aspx?session=occdetail&valueName=occupation
[2] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
[3] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Substance Abuse, Behavioral Disorder, and Mental Health Counselors, on the Internet at https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm (visited November 06, 2018).

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.*

2. *Provide justification for the proposed program.*

Human Services and Human Services-adjacent programs are common throughout the state's community colleges, but enrollments are generally strong enough to support the competition, and there is high demand for the field. The specific focus on Addictions Counseling is less common, with 25% of Maryland Community Colleges highlighting the field independent of Human Services.

College	A.A./A.A.S Degrees	Certificates
Allegany College of Maryland	Human Services Associate	-
Anne Arundel Community College	Addictions Counseling Human Services	Addictions Counseling/Human Services
Baltimore City Community College	Allied Human Services	-
Carroll Community College	-	-
Cecil Community College	Social Work	-
Chesapeake Community College	Human Services	-
College of Southern Maryland	Human Services	Human Services: Mental Health Technician Human Services
Community College of Baltimore County	Human Services Chemical Dependency Counselor	Human Services Chemical Dependency Counselor
Garrett College	-	-
Frederick Community College	Human Services	Addictions Counseling

	Addictions Counseling	
Hagerstown Community College	Human Services Technician	
Harford Community College	-	-
Howard Community College	Human Services	-
Montgomery College	Mental Health Associate	-
Prince George's Community College	Human Services	
Wor-Wic	Chemical Dependency Counseling	Chemical Dependency Counseling

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.*

As a two-year terminal program impact should be minimal.

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.*

As a two-year terminal program impact should be minimal.

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.*

The A.A. in Social Sciences with area of concentration in Addictions Counseling was proposed in 2016 as FCC moved its existing programs into its new degree structure (with 'umbrella' degrees in Arts and Humanities, Social Sciences, and STEM with numerous areas of concentration under each). The Office of Adult Services at FCC observed that students looking to complete an A.A. degree in Addictions Counseling while also hoping to qualify for certification had several courses that could not be fit into their 60 credit program, and therefore were not covered by financial aid. Based on those concerns, the Associate Vice President/Dean of Arts and Sciences, the Assistant Dean of

Articulations and Assessment, and the Department Chair for Social Sciences (which oversees Addictions Counseling) reached out to faculty and administrators at Salisbury University to draft an articulation for an A.A.S. degree in Addictions Counseling that would also fully transfer and enable a student to graduate within two full time semesters. Given the close proximity of the Salisbury program at Hagerstown University Center to Frederick Community College, FCC was confident that the college could offer an A.A.S. degree while maintaining viable transfer options for students.

The program will be overseen by Assistant Professor Natalie Bowers, Chair of the Department of Social Sciences. Professor Bowers has an M.S.W from the University of Baltimore, and prior to becoming chair was the program manager for Human Services. On the administrative front Professor Bowers is assisted by Professor Corwin Parker, Assistant Chair of Scheduling and Staffing, and Professor Debra Morlier, Assistant Chair of Advising and Curriculum, Nicole Welch, Academic Office Manager for Social Science, and Carla Milan, Internship and Apprenticeship Coordinator.

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

The degree in Addictions Counseling is intended to prepare students to earn certification in the area of Addictions Counseling. However, the coursework is also designed for students who plan to transfer to a 4-year academic institution in Social Work, Human Services or in Counseling-related fields.

The curriculum is designed in accordance with the Maryland Department of Health Title 10 requirement, subtitle 58 Board of Professional Counselors and Therapists, item 10,58.07 Alcohol and Drug Counselors – Requirements for Certification and Licensure from September 14, 2018. Specifically; that Certified Supervised Counselors – Alcohol and Drug participate in a program with the following (from http://www.dsd.state.md.us/comar/comarhtml/10/10.58.07.07.htm)

(4) Complete a minimum of 24 semester credit hours or 37 quarter credit hours in alcohol and drug counselor training from a regionally accredited educational institution including:

(a) A 3 semester credit hour or 5 quarter credit hour course taken at a regionally accredited educational institution in each of the following courses:

(i) Medical aspects of chemical dependency;

(ii) Addictions treatment delivery; and

(iii) Ethics that includes alcohol and drug counseling issues; and

(b) Any three of the following 3 semester credit hour or 5 quarter credit hour courses taken at a regionally accredited educational institution:

(i) Group counseling;

(ii) Individual counseling;

(iii) Family counseling;

(iv) Theories of counseling;

(v) Human development;

(vi) Abnormal psychology;

(vii) Topics in substance-related and addictive disorders; and

(viii) Treatment of co-occurring disorders;

(5) Complete one of the following:

(a) An internship in alcohol and drug counseling that totals 6 semester credit hours or 10 quarter credit hours; or

(b) A minimum of 1,000 hours of alcohol and drug counseling work completed under and verified by a Board-approved alcohol and drug counselor supervisor;

(4) Complete a minimum of 24 semester credit hours or 37 quarter credit hours in alcohol and drug counselor training from a regionally accredited educational institution including:

(a) A 3 semester credit hour or 5 quarter credit hour course taken at a regionally accredited educational institution in each of the following courses:

(i) Medical aspects of chemical dependency;

(ii) Addictions treatment delivery; and

(iii) Ethics that includes alcohol and drug counseling issues; and

(b) Any three of the following 3 semester credit hour or 5 quarter credit hour courses taken at a regionally accredited educational institution:

(i) Group counseling;

(ii) Individual counseling;

(iii) Family counseling;

(iv) Theories of counseling;

(v) Human development;

(vi) Abnormal psychology;

(vii) Topics in substance-related and addictive disorders; and

(viii) Treatment of co-occurring disorders;

(5) Complete one of the following:

(a) An internship in alcohol and drug counseling that totals 6 semester credit hours or 10 quarter credit hours; or

(b) A minimum of 1,000 hours of alcohol and drug counseling work completed under and verified by a Board-approved alcohol and drug counselor supervisor.

FCC's Program Learning Outcomes:

1. Describe the origins of social work and the other human service professions and discuss the current issues in the field through journal writing.

2. Use theoretical frameworks supported by empirical research to understand individual behavior across the life span and apply in case examples.

3. Identify and evaluate the major theories and techniques of social and clinical intervention applied in case examples.

4. Demonstrate proficiency in basic helping skills by conducting a series of videotapes helping interviews.

5. Apply critical thinking skills to professional human service practices.

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. This is completed on a five-year cycle and all general education courses are required to be assessed according to the cycle. This year, 2018-2019, the institution will be assessing critical thinking and communication in all general education courses. Other competencies will be assessed across the five years.

b) document student achievement of learning outcomes in the program

Programmatic learning achievement is assessed as part of the program review process. Faculty complete a curriculum map that documents assignments that measure student achievement of the learning outcomes across programmatic courses. Once this is complete, program managers identify key assessments and collect data to determine student achievement. The data collected is used as a tool to confirm programmatic learning objectives are met and to determine strategies for improvement of student learning in future semesters.

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

Course Number	Course Name	Number of Credits	Program requirement	Description
ENGL 101	English Composition	3	General Education Course	(formerly EN 101) Develops students' ability to use writing, reading, research, and thinking processes to create documented essays that demonstrate the conventions of academic writing.
	Mathematics Gen Ed Course	3	General Education Course	Select from Gen Ed course list (MATH 120-Statistics recommended)
	Communications Gen Ed Course	3	General Education Course	Select from Gen Ed course list (COMM 103-Public Speaking or COMM 105-Small Group Communication recommended)
PSYC 101	General Psychology	3	General Education Course	(formerly PS 101) Emphasizes the major factors that influence human behavior, including behavioral neuroscience, perceptual processes, consciousness, intelligence, personality and psychological disorders.
SOCY 101	Introduction to Sociology	3	General Education Course	(formerly SO 101) Introduces the student to the study of society and the impact of society upon the

				individual. Exemplifies social processes in cultural patterns and institutions. Examines group values at various levels of human relationship.
	Biological & Physical Sciences	4	General Education Course	Choose one lab course from GenEd course list (BSCI 117-Human Biology recommended)
HUMS 102	Human Relations	3	General Education Required Elective	(formerly HS 102) Introduces students to the fundamentals of interpersonal communication and examines such communication in the context of culture, ethnicity, gender, age, and race in particular. As an experiential course, it seeks to increase the skills and sensitivity necessary for successful human relationships in a diverse global, national and local community. The impact of the increasing use of interactive technologies is also examined.
	PE/Health Requirement	1	PE/Health	
	Cultural Competence Requirement	0	Cultural Competence	All degree seeking students must complete a cultural competence requirement in order to graduate. HUMS 102 satisfies this requirement.
HUMS 103	Introduction to Social Work & the Human Services	4	Departmental Requirement	(formerly HS 103) Surveys the philosophies of the field of social work and all of the human services. Examines the historical and theoretical approaches to the understanding of social work and the agencies that deal with delivery of services to members of society. Includes the interrelationship of human

				services and examines the knowledge, values and skills of the helping process. Particular emphasis is placed on the concept of human diversity and the impact of oppression and discrimination. This course will highlight the human needs that social workers address across the life span with particular emphasis on the needs of older adults.
HUMS 203	Introduction to Counseling & Interviewing	3	Departmental Requirement	(formerly HS 203) Presents an overview of counseling theory, with focus on the development of specific helping behaviors.
HUMS 204	Ethics & Practice Issues in the Human Services & Addictions Counseling	3	Departmental Requirement	(formerly HS 204) Integrates a study of ethical and practice issues in the human service field with the student s experience in the internship education practicum. Special attention will be given to the special ethical issues in the addictions field.
HUMS 205	Fundamentals of Addiction	3	Departmental Requirement	(formerly HS 205) Presents major theoretical approaches to the field of addictions, and introduction to the twelve core functions of the alcohol and drug abuse counselor. This course will include skill development training for the beginning alcohol and drug counselor.
HUMS 206	Pharmacology of Psychoactive Drugs	3	Departmental Requirement	(formerly HS 206) Presents the basic pharmacological and neurophysiological fundamentals of licit and illicit drug use. The primary focus of the course is the explanation of how drugs may alter body and brain

				function and how these alterations influence and mediate human behavior. Suggested for human service majors, especially those interested in addictions, current or potential health care professionals.
HUMS 207	Theory and Practice of Group Counseling	3	Departmental Requirement	(formerly HS 207) Presents the theory and practice of using groups as a counseling intervention in the human services. There will be a presentation of types of groups, general principles of groups, stages of evolution of groups, ethical and professional issues, and special emphasis on the use of groups in the drug and alcohol field.
PSYC 104	Issues of Drug/ Alcohol Use	3	Departmental Requirement	(formerly PS 104) Presents a comprehensive study of the use of legal and illegal drugs; an analysis of the addictive and recovery process for individuals and families; a study of treatment modalities and 12-step groups; a study of the physiological and legal consequences of substance use and abuse.
PSYC 206	Abnormal Psychology	3	Departmental Requirement	(formerly PS 206) Explores the nature, etiology, diagnosis, prognosis, treatment and possible prevention of the major classifications of psychological disorders including anxiety, mood, eating, substance-related, schizophrenic, dissociative, personality and childhood disorders.
EDPS 210	Human Growth & Development	3	Departmental Requirement	(formerly ED/PS 208)

				Presents central concepts related to parameters of human development through the life span. Includes physical, social, emotional and mental development at the various stages of life. Considers the influence of culture as well as individual differences.
SOCY 102	Social Problems	3	Departmental Requirement	(formerly SO 102) Offers the study of community problems and sociological processes involved in the analysis of universal and local sociological phenomena.
INTR 103	Internship	3	Departmental Requirement	Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student s chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student s program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experiences, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.

*INTR 103	Internship	3	Departmental Requirement	Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student s chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student s program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experiences, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.
				*Students are required to complete two 3-credit Internship courses (recommend one in the third semester and one in the fourth semester)
TOTAL CREDITS		**60**		

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

A.A.S. degrees require students to complete at least 20 credit hours including:

- 3 credits of English Composition (ENGL 101   English Composition)

- 3 credits of Arts, Humanities, or Communications (3 credits of Communications are required)
- 3 credits of Social and Behavioral Sciences (6 credits are required. PSYC 101 and SOCY 101)
- 3-4 Biology and Physical Science (4 credit lab science required)
- 3-4 credits of Mathematics (3 credits of Math are required)

The above requirements are included in the required coursework.

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

See Section G.2.

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.

Communication at the program and institutional level is accomplished through publication on the College website, through brochures, and the College catalog. The College will provide identical resources to students in the proposed program that other programs offered at FCC 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.

9. 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. Essential information is updated consistently in collaboration with all relevant departments, including 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 the proposed degree FCC, the Office of Institutional Effectiveness would activate an integrated marketing communications plan, working closely with Admissions and Counseling and Advising.

All web and printed materials are reviewed once a year in the Spring semester prior to annual publication., This review is timed to follow the end of FCC's internal submission deadlines for new curriculum to ensure all published materials are up to date. Program managers and Department Chairs review all materials with the Associate Vice President/Dean of Arts and Sciences once per semester, and any relevant changes are sent to marketing.

> Once per year all chairs and program managers meet with the entire advising and admissions teams to review any changes to existing programs.

H. Adequacy of Articulation

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

FCC embraces the opportunity to articulate credits with other institutions to minimize barriers and maximize transfer opportunities by providing seamless transition to FCC students when transferring to four-year institutions. The institution asks individuals to consider the flexibility of the agreement, the type of agreement, the appropriateness of the agreement in supporting associate degree completion, the minimization of loss of credits to students, the minimization of duplication of efforts, and the number of students that will benefit from any agreement when they begin to consider the negotiation of a new articulation agreement. Once they have done this, if the agreement meets the standards of the institution the Assistant Dean, Assessment and Articulation works with the partner institution to develop an agreement that is beneficial to both institutions, and more specifically, graduating students.

Currently, the institutions is working to develop seamless transition for students from the addictions counseling (A.A.S.) degree to four-year institutions. FCC is in negotiation with both Salisbury University and Stevenson University to articulate the addictions counseling program to ensure students have a pathway to further their education after completion of the associate degree and to expand their career opportunities.

Other information about general articulations can be found in FCC's 2018-2019 catalog.[4]

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

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[4] https://www.frederick.edu/class-schedules/catalogs/fcc-catalog.aspx p.19-26

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).*

Faculty in Addictions Counseling all have significant professional and instructional experience. functions. From semester to semester, the exact courses each faculty member teaches may change. General education courses are taught by a team of 70 full time faculty and supporting adjuncts, and are not included here.

Name	Degree/Field	Rank	Courses	Status
Bigham, Sarah	Ed.D., Curriculum and Teaching	Professor	EDPS 210	Full-time
*Bowers, Natalie	M.S.W., Social Work	Adjunct (was Assistant Professor)	HUMS 102, HUMS 103, HUMS 204, HUMS 207, PSYC 206	Part-time (was Full-time)
DiDonato, Lisa	Ph.D., Psychology	Assistant Professor	PSYC 101	Full-time
Hale, Jennifer	M.A., Professional Counseling	Adjunct	HUMS 102, HUMS 205, HUMS 206	Part-time
Morlier, Debra	M.A., Counseling Pscyhology	Assistant Professor	EDPS 210, PSYC 101, PSYC 206	Full-time
Parker, Corwin	M.A., Geography	Associate Professor	SOCY 101	Full-time
Schultz, Jill	Ph.D., Education Policy	Professor	SOCY 101, SOCY 102	Full-time
Sheldon, John	D.Ed., Counseling Psychology	Professor	PSYC 101	Full-time
Silliman, Jennifer	M.S.W., Social Work	Adjunct	HUMS 103, HUMS 205	Part-time

*Professor Bowers has recently left FCC for other employment. A search for a full-time position in Human Services/Addictions Counseling will begin in March 2019. She remains affiliated with the College as an adjunct faculty member.

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 Office of 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
- Blackboard Basics, Blackboard Advanced, and Grade Center workshops offered multiple times each semester; often more than once a month.
- 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.*

Library Services at Frederick Community College supports the research and information literacy needs of the college by partnering with departments to offer collections, instruction, and services for students, faculty, and staff. The print and digital collection supports the curriculum, and provides a variety of resources in various formats to meet teaching and learning needs. The library collection includes 12,000 print titles, 50,000 e-books, 1500 audiovisual materials, and over 100,000 electronic print serials. The library subscribes to over 25 databases providing full-text material, primary sources, bibliographic citations, images, audio, and films, dedicated to the scholarly disciplines in the arts, humanities, sciences, social sciences, education, law, and medicine. The library has also entered reciprocal borrowing agreements allowing FCC students to borrow resources from other Frederick County institutions of higher learning and from any community college in the State. Information about library resources and services can be found at https://www.frederick.edu/library.

As this is a reclassification of an existing program, with no new coursework, no new library resources are required. The President affirms that the program can be implemented with existing library 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 instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.*

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 complaint.

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 has access to 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.

As this is a reclassification of an existing program, with no new coursework, no new facilities resources are required. The President affirms that the program can be implemented with existing resources.

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. Students are provided with e-mail accounts and Blackboard access upon enrollment and may access technology support in person, by phone, or online at the IT Help Desk.

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.*

    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.*

See attached.

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.

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.*

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).

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.

Professional development and programming for faculty and staff is provided year round through the Center for Teaching and Learning and the Office of Diversity, Equity, and Inclusion. Several opportunities are made available each month.

By increasing the access, affordability, and portability of the Addictions Counseling degree FCC hopes to make the degree more appealing and valuable to all students, but this switch is not designed to specifically target minority student access and success. Currently only 7% of Addictions Counseling majors identify as non-white (against a college average of 35.6%), so there is clearly room for the college to diversify that population of students.

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.*

FCC has been approved to offer distance education programs by both the Maryland Higher Education Commission and the Middle States Commission on Higher Education.

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.

Maryland Higher Education Commission

Academic Program Proposal Resource₅ Guidelines

PROGRAM RESOURCES AND NARRATIVE RATIONALE – Addictions Counseling A.A.S. (FCC)

Finance data for the first five years of program implementation are to be entered in each cell in Table 1 – Program Resources and Narrative Rationale. Figures should be presented for five years and then totaled for each year. As an attachment, narrative explanation must accompany each category. Below is the format for Table 1 as well as directions for entering the data and writing the accompanying narrative.

TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE

1. **Reallocated Funds**

   Data: Enter the amount of funds for the first five years of implementation that will be reallocated from existing campus resources to support the proposed program. This would include funds reallocated from the discontinuance or downsizing of academic programs.

   Narrative: Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

   Expenses from the Addictions Counseling A.A.S. program are currently borne by the to-be-discontinued Addictions Counseling A.A. program. The college will incur no new expenses by changing the credential.

2. **Tuition and Fee Revenue**

   Data: Enter the estimated tuition and fee revenue that will be directly attributable to students new to the institution enrolled in this program each year. The revenue should be calculated by multiplying the tuition rate by the projected annual FTE enrollment.

   Narrative: Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

   We expect enrollment in the Addictions Counseling program to remain steady in the coming five years, with an average of 21 full-time students and 9 part-time students. Calculations utilize current tuition and fees and project 1% increase annually. The average number of credits taken per year by part-time students is 12.

3. **Grants and Contracts**

   Data: Enter the amount of grants, contracts or other external funding which will become available each of the five years as a direct result of this program.

   Narrative: Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available. **Conditional approval may be granted to a proposal that is dependent on grant funds that have not been officially awarded at the time of proposal submission, but in which substantial evidence has been provided to indicate a favorable review and an impending grant award is imminent.** Under these conditions, program approval may be granted for a twelve-month period. During this period, the program may not be implemented. Full program approval is granted only after funding documentation is accepted. Under extraordinary circumstances, a one-time extension to

conditional approval may be granted to an institution that provides compelling information to warrant an extension.

No grants are contracts are expected in the next five years in the Addictions Counseling program.

4.   **Other Sources**

Data: Enter any additional funds from sources other than in 1, 2, and 3 that have been specifically designated for the program.

Narrative: Provide detailed information on the sources of the funding, including supporting documentation.

Not Applicable

5.   **Total Year**

Data: Total the financial resources that will be available for each year of program implementation. Include cumulative as well as one-time resources.

Narrative: Additional explanation or comments as needed.

Total Year financial resources amount to $193,816 in the first year of the program.

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific resource category.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	83998	83998	86424	86424	86424
2.Tuition/Fee Revenue (c + g below)	109818	111069	112032	113193	114267
a. Number of F/T Students	21	21	21	21	21
b. Annual Tuition/Fee Rate	4458	4503	4548	4593	4639
c. Total F/T Revenue (a x b)	93618	94653	95508	96453	97419
d. Number of P/T Students	9	9	9	9	9
e. Credit Hour Rate	150	152	153	155	156
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	16200	16416	16524	16740	16848
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	193618	195067	198456	199617	200691

Maryland Higher Education Commission
Academic Program Proposal Expenditures Guidelines

PROGRAM EXPENDITURES – Addictions Counseling A.A.S. (FCC)

Finance data for the first five years of program implementation are to be entered in each cell in Table 2 – Program Expenditures. Figures should be presented for five years and then totaled for each year. Below is the format for Table 2 as well as directions for entering the data.

TABLE 2: PROGRAM EXPENDITURES

1. **Faculty (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new fulltime equivalent faculty needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member should be reported in Year 1, and the same information for both members should be reported in Year 2 and each successive year.)

   With a fairly consistent enrollment of 30 students per year, the Addictions Counseling program requires roughly eight directly program-related course sections that are taught by roughly .5 full-time faculty and .5 part-time faculty each academic year. The cost to the institution (at an average of $2,900/course part-time and an average of $6,908/course full time) is $39,232 in salary plus full-time faculty benefits of roughly $1,700/course, totaling $6,800. A 3% COLA is included in Year 3.

2. **Administrative Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent administrative staff needed to implement the program each year,(b) the related salary expenditures, and (c) the related fringe benefit expenditures.

   The Addictions Counseling program is supported by one faculty department chair (one full-time faculty member with 18 annual credits of release supporting six programs) and two assistant department chairs (both full-time faculty members with 12 credits of annual release supporting six programs). At the rates enumerated above, this represents faculty salary for 2.3 credits of release time + benefits, or $19,798. A 3% COLA is included in Year 3.

3. **Support Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent support staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefits expenditures.

   The program is supported by one support staff person who works with a total of seven academic programs with an average salary of $51,000 and a benefit cost of $10,211. The total expenses related to this program are 1/7 of the total cost, or $8,745. A 3% COLA is included in Year 3.

4. **Equipment:** Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.

This program is based in traditional classrooms and has no equipment cost.

5. **Library:** Enter the anticipated expenditures for library materials directly attributable to the new program each year.

    No new library holdings will need to be purchased for this program. Currently library loan mechanisms and electronic data retrieval methods can be utilized. The library exceeds state and national standards for community, junior, and technical college learning resource programs. There is a librarian who may be contacted for bibliographical searches and for the purchase of discipline-specific materials.

    Estimated annual total library expenditures are $490,000. The Addictions Counseling program represents one of 52 major credit program areas, or roughly $9,423. A 2% cost increase is included in Year 3.

6. **New and/or Renovated Space:** Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the new program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or new facilities will be necessary.

    This program requires no new or renovated space.

7. **Other Expenses:** Enter other expenditures required for the new program. Attach descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

    There are no other expenses associated with this program.

8. **Total Year:** Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.   The total expenses for the first year of the program are $83,998. All of the expenses associated with the Addictions Counseling A.A.S. degree are already being borne by the institution under the Addictions Counsling A.S. degree.

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Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific expenditure category.

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
TABLE 2: PROGRAM EXPENDITURES:					
1. Faculty (b + c below)	46032	46032	47413	47413	47413
a. Number of FTE	1	1	1	1	1
b. Total Salary	39232	39232	40409	40409	40409
c. Total Benefits	6800	6800	7004	7004	7004
2. Admin. Staff (b + c below)	19798	19798	20392	20392	20392
a. Number of FTE	.15	.15	.15	.15	.15
b. Total Salary	15888	15888	16365	16365	16365
c. Total Benefits	3910	3910	4027	4027	4027
3. Support Staff (b + c below)	8745	8745	9008	9008	9008
a. Number of FTE	.14	.14	.14	.14	.14
b. Total Salary	7286	7286	7505	7505	7505
c. Total Benefits	1459	1459	1503	1503	1503
4. Technical Support and Equipment	0	0	0	0	0
5. Library	9423	9423	9611	9611	9611
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	83998	83998	86,424	86,424	86,424