



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.

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|---|---|
| <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 checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted: 1/17/19
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Department Proposing Program	Communications Humanities and Arts	
Degree Level and Degree Type	A.A.S.	
Title of Proposed Program	Graphic Design	
Total Number of Credits	60	
Suggested Codes	HEGIS: 1002.02	CIP: 50.0409
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input checked="" type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> 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:	<i>Elizabeth Burmaster</i> Date: 1/16/19
	Date of Approval/Endorsement by Governing Board:	1/16/19

Revised 6/13/18



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: Graphic Design

Frederick Community College's proposed A.A.S. in Graphic Design is intended for students whose career goals are oriented toward the fields of graphic and publication design. This program emphasizes the conception, planning, and creation of visual solutions across multiple communication platforms. Program curriculum provides students with training in current software as well as design and communication strategies. Students will produce a portfolio of designs including print, web, photography, and presentation graphics.

FCC proposes that the A.A.S. in Graphic Design replace the current Graphic Design Area of Concentration housed in the A.A. in Arts and Humanities. This is in response to concerns about transferability and a reflection of student usage and statewide trends. The curriculum includes very specialized coursework (courses like Graphic Design III) as well as internship and portfolio credits that do not generally transfer well, if at all. In addition, most transfer schools within the Maryland state system offer Graphic Design as a credential *within an Art degree* rather than as a standalone degree in Graphic Design.

The proposed degree includes a reduced core and extra discipline credits, allowing students to take additional classes that can be customized to their personal interests and professional aspirations (with a greater focus on web design, fine arts training, programming, etc.). At the same time, FCC will encourage students who wish to pursue a four-year degree in Graphic Design to either major in the A.A. in Arts and Humanities (which allows students to create a customizable degree focused in that broad area), possibly with a focus in the Art Concentration, or to select the A.A.S. degree with the understanding that some coursework may not transfer.

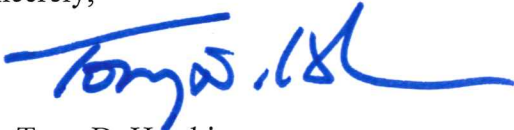
At this time, FCC would also ask that the A.A.S. in Addictions Counseling be added to MSDE's List A.

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 Graphic Design area of concentration in the A.A. in Arts and Humanities will be submitted if/when this program proposal for the A.A.S. in Graphic Design is 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)

MHEC Academic Program Proposal

Graphic Design 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.*

Frederick Community College's proposed A.A.S. in Graphic Design is intended for students whose career goals are oriented toward the fields of graphics and web design. This program emphasizes the conception, planning, and creation of visual solutions across multiple communication platforms. Program curriculum provides students with training in current software as well as design and communication strategies. Students will produce a portfolio of designs including print, web, photography, presentation, and interactive graphics.

FCC proposes that the A.A.S. in Graphic Design replace the current Graphic Design Area of Concentration housed in the A.A. in Arts and Humanities. This is in response to concerns about transferability and a reflection of student usage and statewide trends. The curriculum includes very specialized coursework (courses like Graphic Design III) as well as internship and portfolio credits that do not generally transfer well, if at all. In addition, most transfer schools within the Maryland state system offer Graphic Design as a credential *within an Art degree* rather than as a standalone degree in Graphic Design.

The proposed degree includes a reduced core and extra discipline credits, allowing students to take additional classes that can be customized to their personal interests and professional aspirations (with a greater focus on web design, animation, three-dimensional graphics, fine arts, and programming). At the same time, FCC will encourage students who wish to pursue a four-year degree in Graphic Design to either major in the A.A. in Arts and Humanities (which allows students to create a customizable degree focused in that broad area), possibly with a focus in the Art Area of Concentration, or to select the A.A.S. degree with the understanding that some coursework may not transfer.

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

The proposed degree enables FCC to continue to offer (and improve upon) career-ready training in Graphic Design to interested students, while preserving transfer options for interested students. These initiatives align 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.*

No additional funding will be required, as there is no new mandatory coursework created for this program. This degree enables majors to take further advantage of the options that exist at FCC within Graphic Design, Art, and related disciplines. The Graphic Design program was established in 1998, and has full time faculty, sufficient adjunct staffing, and resources devoted to program management that can be moved seamlessly into the new degree program. Courses currently enroll at sufficient levels to ensure that they run, with room for growth. In fact, the program has seen growth over the last several academic years, from 12 declared majors in 2016 to 36 in 2018.

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, Department Chair, Graphic Design Program Manager, Internship and Apprenticeship Coordinator, Mac Lab Supervisor, and several part time lab assistants. The Academic Office Manager, Internship and Apprenticeship Coordinator, and Mac Lab Supervisor are full time staff positions. The program manager and chair positions are held by faculty receiving course release (3 credits per semester for assistant chairs and 9 credits per semester for the department chair).

Given the aforementioned growth in majors, FCC does not anticipate any problems ensuring classes are available for students to complete the degree program.

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*

The A.A.S. in Graphic Design supports FCC's ability to train industry-ready graphic designers within two years. The A.A.S. creates efficient transfer pathways for students majoring in Arts and Humanities, where they can customize training and degree pathways towards their particular transfer goals. The proposed degree creates more flexible options for students by allowing them to further customize their degree plan based on professional goals, as opposed to the more proscribed transfer degree.

The A.A.S option also better prepares students to be working graphic designers while they continue to pursue a four-year degree option, and several select colleges (such as Stevenson University and Shepherd University) accept existing portfolio and internship credit to facilitate a more seamless transfer.

1. 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. This proposed degree supports Success Strategies 6 and 7 within the plan:

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

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

The proposed A.A.S. degree, in conjunction with our A.A. in Arts and Humanities, provides more flexible degree options that better align with student goals. Utilizing our website, alongside new advising outreach processes such as milestone advising, the program manager in Graphic Design and the professional staff in the Office of Counseling and Advising can more effectively ensure students have chosen the degree pathway most appropriate for their academic and professional 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.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
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.
4. Provide data showing the current and projected supply of prospective graduates.

This degree is intended to train graphic, web, and multimedia designers for entry level positions. FCC already provides this training through a certificate and Area of Concentration options in Graphic Design, but given the competition in the field, it is essential that the training offered to students be as advanced as possible. According to the Bureau of Labor Statistics, the graphic design field is experiencing a growth rate of 4%, slower than average¹, while web design shows a

¹ <https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm>

growth of 11%.² According to the Maryland Jobs Exchange the outlook in the field is stable, and supply and demand is medium³. There are currently an average of 2.19 candidates per available job in Maryland, so applicants must be competitive. Over 80% of the available jobs do not specify a specific level of degree attainment, which speaks to the importance of portfolio development and internships that are a better fit in the proposed A.A.S. degree.

The current supply of potential graduates looks strong enough to maintain the program.

Year	Majors	Graduates
2016	12	3
2017	16	5
2018	36	11

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.*

Graphic Design programs are common at community colleges throughout the state. FCC currently offers a certificate and an area of concentration underneath the A.A. in Arts and Humanities, whereas the A.A.S. degree is far more common throughout the state.

College	A.A.S. Degree	A.A. Degree	Certificate
Allegany College of Maryland	X		X
Anne Arundel Community College	X		X
Carroll Community College	X		

² Source of statistics: U.S. Bureau of Labor Statistics Occupational Outlook 2016–2026

³<https://mwejobs.maryland.gov/vosnet/lmi/profiles/profileSummary.aspx?enc=e7AKr7bjUGRBEdrMte14UU/yogJNLO8Pv84AeQ47o7TjrZ1sznElqAT74pr6DbavnoW7ditWZwgt/JXfR84RBW54oQIFakRIJfTiNfxTysMBJJzOeiWw73HPEyZl+uri>

Cecil College	X	X	X
College of Southern Maryland			X
Frederick Community College	Proposed	Students can create a customized transfer option under the A.A. in Arts and Humanities or the A.A. in Arts and Humanities area of concentration in Art	X
Garrett College	X		
Harford Community College		X	
Hagerstown Community College	X	X	X
Montgomery College	X	X	X
Prince George's Community College	X		X
Howard Community College		X	

While the names of courses and their structure vary from college to college (in some cases core areas like product layout and typography are standalone classes, while others are taught in an integrated fashion), the overall content is similar with a core focus on design, and opportunities to branch out in areas like web design, photography, and 3D modelling. FCC's Area of Concentration in Graphic Design did not leave space for students to take more advanced coursework in web design, modelling, or foundational art techniques as the other A.A.S. degrees do, which the proposed A.A.S. remedies.

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 existing A.A. in Arts and Humanities with an area of concentration in Graphic Design was instituted in the 2017-2018 academic catalog. In prior years, students interested in Graphic Design chose the Digital Media option under FCC's Arts and Sciences transfer degree. The areas of concentration split digital media into separate Graphic Design and Film and Video concentrations. While working on identifying specific transfer pathways to our common transfer institutions, FCC discovered that the existing A.A. degree/Area of Concentration did not transfer effectively, as the curriculum featured a great deal of specialized coursework that would not be expected of transfer students completing the first two years of their degree program. This current proposal recognizes that the existing degree neither fully transferred nor provided majors with as much professional training as could be incorporated into an A.A.S. degree.

The program will be overseen by Professor Lisa Sheirer, a full-time faculty member in Graphic Design. As program manager, she receives 3 credits of release time per semester to oversee the program.

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

Learning Outcomes

- Demonstrate proficiency in use of current industry standard software.
- Produce works of digital and interactive art in a variety of media.
- Demonstrate and appreciate the creative/problem solving process through research, development, and execution of digital media.
- Comprehend the responsibilities associated with professional behavior by participating in an internship.
- Enhance skills as critical thinkers, effective problem solvers, and effective ethical communicators who demonstrate professional behaviors consistent with industry standards.
- Demonstrate ability to plan, produce, and edit digital productions that reflect an awareness of current visual and interactive media standards appropriate for entry or intermediate level professional work.

- Demonstrate current digital media skills, procedures, and techniques in order to function successfully as entry-level employees in a professional production facility.

3. *Explain how the institution will:*

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

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.

The program is evaluated in two additional ways: 1) graduating or near graduating students have a professional portfolio review. Regional professional designers and photographers come on campus to evaluate student work and give them feedback. These reviewers complete forms of evaluation, and the results are compiled by our office of assessment, and 2) students completing the internship course in graphics or photo are evaluated by their professional employers. The results of these evaluations are 100% positive.

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 Elective	3	General Education Course	Select from Gen Ed course list
	Social & Behavioral Sciences	3	General Education Course	Select from GenEd course list (Cultural Competence Gen Ed course recommended)
ARTT 101	Foundations of Studio Art I	3	General Education Course	(formerly AR 101) Introduces the elements of composition and the principles of design. Through theories, practices, and drawing techniques of two-dimensional design, this course will develop skills critical to fine artists, illustrators, graphic designers, and those interested in organizing visual information necessary to engage in creative problem solving. Students will acquire the visual literacy needed to create an assess works of art. Students will work primarily in black and white. Students must furnish supplies.
COMM 111	Introduction to Mass Communication	3	General Education Course	(formerly CMM 101) Surveys the history, structure, functions, and effects of mass media, and explores careers in the field of mass media. Focuses on the application and significance of media literacy in analyzing the impact of the various media on society and the individual, and examines how the media effectively fulfill their purposes as deliverers of information,

				persuasion, entertainment, and culture.
	Biological & Physical Sciences	3	General Education Core	Select from Gen Ed course list
ARTT 106	Drawing I	3	General Education Required Elective	(formerly AR 106) Introduces the development of observational skills and rendering techniques through the use of still life and other subject matter. Develops an understanding of the elements of composition and arts vocabulary. These skills will be used to assess works of art. Students will work primarily in black and white, though color pastels may be explored. Students must furnish supplies.
	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. This course may satisfy another requirement in the program. See Social & Behavioral Sciences recommendation above.
ARTT 204	Illustration I	3	Departmental Requirement	(formerly AR 204) Concentrates on the development of hand skills and concepts, which are an important part of the magic of narrative picture making. Explores material resources and their proper use for visual communication. Students must furnish supplies.
GRPH 111	Graphic Design I	3	Departmental Requirement	(formerly CMM 111) Prepares the student for the print graphic design field through the use of the computer as a tool. Introduces design vocabulary, methods, and

				technology through lecture, examples, and hands-on project work. Emphasizes Adobe Illustrator, Adobe Photoshop, and Adobe InDesign.
FILM 144	Digital Video Production	4	Departmental Requirement	(formerly CMM 152) Develops digital video production skills pertaining to camera operation, set design, studio lighting, audio recording, video editing, and professional crew roles and responsibilities. Extensive hands-on active learning provides an insight into on set studio productions and real world applications. As a member of a production team, students participate in the design and execution of an effective digital video production.
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.
GRPH 112	Graphic Design II	3	Departmental Requirement	(formerly CMM 112) Emphasizes solving a variety of design problems using the computer and contemporary graphics software. Includes real world design assignments to gain experience in dealing with clients, meetings, project management, cost effectiveness, and color printing prepress. Provides an overview of the historical and functional use of design. Emphasizes intermediate design skills using the industry standard Adobe Creative Suite.
GRPH 212	Graphic Design III	3	Departmental Requirement	(formerly CMM 212) Offers an advanced level approach to graphic design including the development of a well-rounded graphic design portfolio containing professional quality graphic design and illustration. Focuses on using current graphics software to generate print graphics such as corporate identity, advertising, collateral, and package designs. Emphasizes Adobe InDesign, Adobe Photoshop, and Adobe Illustrator.
GRPH 132	Digital Photography I	3	Departmental Requirement	(formerly CMM 132) Designed for students interested in digital photographic processes. The class will introduce basic concepts for acquiring digital images and the process of manipulating the image through the use of a Macintosh computer with Adobe Photoshop software. Hands-on instruction with

				Photoshop will include making selections, cropping images, using paint and editing tools and working with color and brush palettes. A portfolio of digital photographic work will be produced by the end of the semester.
GRPH 114	Web Design I	3	Departmental Requirement	(formerly CMM 114) Presents beginning level design for the Internet. Taught from a design perspective. Students learn software, hardware, and design principles used to produce successful web sites. Assignments include the design and creation of web publications. Lectures cover the study and critique of contemporary web design. Emphasizes HTML, Adobe Dreamweaver, Adobe Photoshop, and website content management systems.
GRPH 214	Web Design II	3	Departmental Requirement	(formerly CMM 214) Presents intermediate level web design. Students will design and produce multimedia web sites consisting of typography, graphics, animations, and sound. Emphasis on user interface design and web site planning through hands-on skills using HTML, BBEdit, Macromedia Dreamweaver, Macromedia Flash, Macromedia Fireworks, Adobe Photoshop, and Adobe ImageReady.
GRPH 215	Professional & Transfer Portfolio	1	Departmental Requirement	(formerly CMM 115) Designed for communications graphics students who are ready to transfer to a Bachelor's program, or are applying for an internship, or are seeking

				a job. Students will revise existing portfolios and design self-promotion materials including an effective resume and cover letter for the computer graphics profession.
	Electives	9	Electives	<p>Choose 9 credits from the following list:</p> <p>ARTT 102 - Foundations of Studio Art II (3) (formerly AR 102) Builds on the design concepts of ARTT 101. Explores the principles of visual organization and communication using color and three-dimensional form.</p> <p>ARTT 103 - The History of Art: Non-Western (3) (formerly AR 103) Surveys the major developments in painting, sculpture, and architecture created in non-western cultures around the world. Emphasizes a global perspective and illuminates the historical/artistic interaction of world cultures. Provides an overview of the visual arts created in India, China, Japan, Islam, Africa, Oceania, and the pre-Columbian cultures of North and South America. A visit to an art museum is required.</p> <p>ARTT 104 - The History of Art: Prehistoric to Early Renaissance (3) (formerly AR 104) Surveys the major developments in painting, sculpture and architecture from prehistoric times to the Italian Renaissance. Explores multi-cultural</p>

			<p>diversity through the study of the history of civilization, religion, myth, literature, politics and the human condition as manifested in the visual arts. A visit to an art museum is required.</p> <p>ARTT 105 - The History of Art: Renaissance to Modern (3) (formerly AR 105) Surveys the major developments in painting, sculpture and architecture from the Italian Renaissance to the present. Explores multi-cultural diversity through the study of the history of civilization, religion, myth, literature, politics and the human condition as manifested in the visual arts. A visit to an art museum is required.</p> <p>CMIS 106 - Object Design and Programming (3) (formerly CIS 106) Covers basics of object-oriented programming, fundamentals of computer information systems, impact of information technology on the economic, political and cultural development of society as well as the ethical, societal, and legal aspects of information technology. Students will design, implement, document, and debug object-oriented programs to solve problems by utilizing various data types and algorithms, control structures, encapsulation, and inheritance. Students will participate in structured walkthroughs and discussions, create Unified</p>
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			<p>Modeling Language (UML) diagrams in designing solutions, and debug errors within the designed solutions. Requires no prior programming experience.</p> <p>CMIS 178 - 3D Modeling and Animation (3) (formerly CIS 178) Introduces fundamentals of creating and animating 3 dimensional (3D) computer modeling. The industry standard 3D modeling and animation software are surveyed and explored. This course covers Autodesk Maya Certified Professional exam topics and objectives. Topics include 3D modeling concepts and 3D animation process. Students learn to create and animate 3D models using 3D modeling tools.</p> <p>ENGL 241 - Journalism Publication Practicum (3) (formerly EN/CMM 241) Provides instruction and laboratory experience in writing, editing, designing, and publishing print and digital content for The Commuter. Students receive practical experience in journalistic and social media content, curation, editing, design, photography, and digital production using industry standard software. Students will create and produce three journalistic publications per semester.</p> <p>FILM 222 – Television Studio Directing and Operations (4) (formerly CMM 256)</p>
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			<p>Develops managerial and technical skills of directing television productions in a multi-camera studio. Script formats, scene blocking, managing cast and crew and technical aspects required to create successful programming are emphasized in a series of hands-on production sessions.</p> <p>FILM 255 - Advanced Postproduction & Motion Graphics (4) (formerly CMM 261) Develops advanced skills in digital postproduction and motion graphics through a series of demonstrations and intensive hands-on exercises. By studying various editing styles and philosophies, students will design and complete assigned postproduction projects using professional software packages.</p> <p>GRPH 131 - Darkroom Photography I (4) (formerly CMM 131) Provides a basic understanding of photography as technique and craftsmanship, photography in communications, as a method of expression and the scientific basis of photography. Covers the basic techniques with cameras, exposure of film, developing of film, printmaking, composition, light, action photography, manipulation of the image in the darkroom, basic chemistry of photography, sensitometry and color as it</p>
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				is seen. Students provide cameras and accessory equipment.
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 Social and Behavioral Sciences
- 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.*

N/A

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 catalogue. 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](https://www.frederick.edu/handbook.aspx?cid=resources-top-link). 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.

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 graphic design (A.A.S.) degree to four-year institutions. The institution currently has an articulation agreement with Stevenson University for the current graphic design area of concentration in addition to 65 total articulations with colleges and universities overall. Since the curricular changes will be minimal, this agreement will be renegotiated once the new curriculum has been approved and the institution will work with other four year institutions, including Shepherd University, to determine additional pathways for students completing the associate degree.

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

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

Faculty teaching in the Graphic Design program have significant professional and instructional experience. General education courses are taught by a team of 70 full time faculty and supporting adjuncts, and are not included here.

Name	Degree	Rank	Courses	Status
Laura Bailey	M.F.A., Photography	Adjunct	GRPH 131, GRPH 132	Part-time
Cynthia Bausch	M.F.A., Drawing	Associate Professor	ARTT 101, ARTT 106	Full-time
James Bellucci	M.F.A., Fine Arts	Adjunct	GRPH 131, GRPH 132	Part-time
Marieke Bier	B.A., Psychology	Adjunct	GRPH 114, GRPH 214	Part-time
Kathy Brooks	Ph.D., Speech Communication	Professor	COMM 111	Full-time
Ivy Chevers	Ph.D., Arts Education	Associate Professor	ARTT 104, ARTT 105	Full-time
John Dean	B.F.A., Graphic Design	Adjunct	GRPH 111, GRPH 112	Part-time
Susan Johnson	M.S., Telecommunications	Professor	CMIS 178	Full-time
Samuel Martin	M.F.A., Fine Arts	Adjunct/Staff	ARTT 102	Full-time
Wendell Poindexter	M.A., Publication Design	Professor	ARTT 106, ARTT 204	Full-time
Jason Santelli	M.A., Broadcast Media & Motion Graphics	Assistant Professor	FILM 152, FILM 256, FILM 251, GRPH 132	Full-time
Lisa Sheirer	M.F.A., Fine Arts	Professor	GRPH 111, GRPH 112, GRPH 212, GRPH 215	Full-time
Marc Weinberg	L.L.M., Securites and Financial Regulation	Adjunct	GRPH 132	Part-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 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
- 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>.

An outside free source for graphics students is access to Lynda.com, the industry standard for instruction. Students possessing a Frederick County Library Card can access this state of the art instruction any time it is needed.

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 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 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 Graphic Design program already has a dedicated specialized classroom and an open lab for students to complete coursework and receive tutoring. The President affirms that the program can be implemented with existing resources. These resources include an Instructional lab with 16 computers and open lab with 19 computers, scanners, and 2 freestanding large format printers. The classroom and lab contain industry standard software, computers, and peripherals. These resources are replaced approximately every five years, in accordance with the Instructional Technology replacement cycle.

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.

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 scholarship 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.

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 level of industry readiness in the degree, and steering Graphic Design students targeting a four-year degree to more effective transfer options, FCC hopes to make the degree more appealing and valuable to all students. However, this switch is not designed to specifically target minority student access and success. The existing program is 37% non-white, which is slightly more diverse than the institutional average of 35.6%

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 Resources Guidelines

PROGRAM RESOURCES AND NARRATIVE RATIONALE – Graphic Design 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

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 Graphic Design A.A.S. program are currently borne by the to-be-discontinued Graphic Design A.A. program. The college will incur no new expenses by changing the credential.

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 Graphic Design program to remain steady in the coming five years, with an average of 32 full-time students and 13 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.

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 Graphic Design program.

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

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.

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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 resource category.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	133753	157143	171698	150098	132098
2. Tuition/Fee Revenue (c + g below)	166056	167808	169404	171156	172784
a. Number of F/T Students	32	32	32	32	32
b. Annual Tuition/Fee Rate	4458	4503	4548	4593	4639
c. Total F/T Revenue (a x b)	142656	144096	145536	146976	148448
d. Number of P/T Students	13	13	13	13	13
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)	23400	23712	23868	24180	24336
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	299809	324951	341102	321254	304882

Maryland Higher Education Commission
Academic Program Proposal Expenditures Guidelines

PROGRAM EXPENDITURES – Graph Design 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 45 students per year, the Graphic Design program requires roughly 15 directly program-related course sections, 8 of which are taught by full-time faculty and 7 of which are taught by 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 \$75,564 in salary plus full-time faculty benefits of roughly \$1,700/course, totaling \$13,600. 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 Graphic Design program is supported by one faculty department chair (one full-time faculty member with 18 annual credits of release supporting nine programs) and a full-time faculty program manager (with 6 credits of annual release). At the rates enumerated above, this represents faculty salary for 8 credits of release time + benefits, or \$22,954. 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 nine academic programs with an average salary of \$51,000 and a benefit cost of \$10,211. The total expenses related to this program are 1/9 of the total cost, or \$6,802. 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.

The Graphic Design program's two labs utilize IT and AV equipment that is replaced on a regular cycle. A total of \$19,600 in AV equipment and \$72,200 in IT equipment (grand total \$91,800) is estimated for the next four years on the following replacement schedule:

Audio Visual	Cost	Information Technology	Cost
2020			
Console	\$ 1,000.00	2 Epson wide format color	\$ 2,000.00
Screen	\$ 1,200.00		
Screen	\$ 1,200.00		
2021			
		16 iMac	\$ 28,800.00
2022			
		22 iMac	\$ 39,600.00
2023			
AppleTV	\$ 150.00	1 Epson wide format color printer	\$ 1,800.00
ATV mount	\$ 50.00		
BluRay	\$ 100.00		
BR Mount	\$ 50.00		
Cables and misc	\$ 150.00		
Installation	\$ 1,600.00		
PoleVault	\$ 4,100.00		
Projector	\$ 1,300.00		
AppleTV	\$ 150.00		
ATV mount	\$ 50.00		
BluRay	\$ 100.00		
BR Mount	\$ 50.00		
Cables and misc	\$ 150.00		
Custom System	\$ 800.00		
Installation	\$ 1,600.00		
Network Jacks	\$ 400.00		
PoleVault	\$ 4,100.00		
Projector	\$ 1,300.00		
Totals	\$ 19,600.00		\$ 72,200.00

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 FCC library expenditures are \$490,000. The Graphic Design 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 \$133,753. All of the expenses associated with the Graphic Design A.A.S. degree are already being borne by the institution under the Graphic Design 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.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	89164	89164	91838	91838	91838
a. Number of FTE	1.6	1.6	1.6	1.6	1.6
b. Total Salary	75564	75564	77830	77830	77830
c. Total Benefits	13600	13600	14008	14008	14008
2. Admin. Staff (b + c below)	22954	22954	23643	23643	23643
a. Number of FTE	.26	.26	.26	.26	.26
b. Total Salary	18421	18421	18974	18974	18974
c. Total Benefits	4533	4533	4669	4669	4669
3. Support Staff (b + c below)	6802	6802	7006	7006	7006
a. Number of FTE	.11	.11	.11	.11	.11
b. Total Salary	5667	5667	5837	5837	5837
c. Total Benefits	1135	1135	1169	1169	1169
4. Technical Support and Equipment	5400	28800	39600	18000	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)	133753	157143	171698	150098	132098