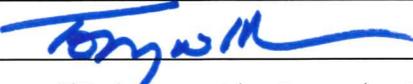**MHEC**
Creating a state of achievement

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: 2/1/2019

Department Proposing Program	Communications Humanities and Arts
Degree Level and Degree Type	Area of Concentration within A.A. degree
Title of Proposed Program	Mass Communication
Total Number of Credits	60
Suggested Codes	HEGIS: 06.05 CIP: 09.0120
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: https://www.frederick.edu/class-schedules/catalogs/fcc-catalog.aspx

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: Tony Hawkins
	Signature: Date: 2/12/19
	Date of Approval/Endorsement by Governing Board: 01/16/2019

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 new area of concentration within an existing degree program:

Existing Degree Program: Arts and Humanities A.A.
New Proposed Area of Concentration: Mass Communication

Mass Communication is a program designed to teach students to critically examine all types of media including film, television, advertising, journalism, and digital media; and to understand how it impacts, and is impacted by, society. Mass communication careers within this field often require specific expertise, so this program offers concentrations of courses leading to applied knowledge in areas such as graphic design, digital video production, and technical communication. This concentration outfits the student with practical knowledge to prepare them to continue media studies at other universities.

Mass Communication is an interdisciplinary field, with opportunities to specialize in particular areas (such as English, Graphic Design, Film and Video, and Speech Communication) or pursue a broader, more generalized skill set. The proposed Mass Communication Area of Concentration within the existing A.A. in Arts and Humanities degree provides foundations in all core areas and sufficient elective credits to allow students to customize the program to align with professional and transfer goals. The addition of the Area of Concentration in Mass Communication will allow FCC to provide students with cohort experiences and focused advising.

There is no new coursework associated with this degree. Instead, it provides degree architecture that better enables students to design a rigorous and coherent program of study in mass communication drawing on the existing resources already available at FCC.

This proposed Area of Concentration enables FCC to continue to fulfill its mission of preparing students to complete both their transfer and workforce goals by ensuring that instruction is provided in a format that best facilities student access, completion, and post graduate flexibility.

A check for administrative costs in the amount of **$250** is enclosed. The MHEC proposal with a copy of this letter will be transmitted electronically to MHEC.

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

Sincerely,

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

pc: Erin Peterson, FCC (epeterson@frederick.edu)
        Brian Stipelman, FCC (bstipelman@frederick.edu)
        Kathy Brooks, FCC (kbrooks@frederick.edu)

MHEC Academic Program Proposal

Frederick Community College

Mass Communication Area of Concentration within the A.A. in Arts & Humanities

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.

Mass Communication is a program designed to teach students to critically examine all types of media including film, television, advertising, journalism, and digital media; and to understand how it impacts, and is impacted by, society. Mass communication Careers within this field often require specific expertise, so this program offers concentrations of courses leading to applied knowledge in areas such as graphic design, digital video production, and technical communication. This concentration outfits the student with practical knowledge to prepare them to continue media studies at other universities.

Mass Communication is an interdisciplinary field, with opportunities to specialize in particular areas (such as English, Graphic Design, Film and Video, and Speech Communication) or pursue a broader, more generalized skill set. The proposed Area of Concentration in Mass Communication within the existing A.A. in Arts & Humanities provides foundations in all core areas and sufficient elective credits to allow students to customize the program to align with professional and transfer goals. The addition of the Area of Concentration in Mass Communication will allow FCC to provide students with cohort experiences and focused advising.

There is no new coursework associated with this degree. Instead, it provides degree architecture that better enables students to design a rigorous and coherent program of study in mass communication drawing on the existing resources already available at FCC.

This proposed Area of Concentration enables FCC to continue to fulfill its mission of preparing students to complete both their transfer and workforce goals by ensuring that 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 proposed program directly supports the mission of Frederick Community College by helping students to meet their career and transfer goals. 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.

This new Area of Concentration ensures students can receive more focused advising and make structured decisions regarding what coursework is appropriate for their professional and transfer goals in a field with a broad array of options.

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 associated with this degree. This degree enables majors to take advantage of the options that exist at FCC within the various disciplines that comprise Mass Communication in a structured way that will help facilitate transfer to a four-year college and identify a sequence of courses appropriate for their career goals within mass communication. Courses currently enroll at sufficient levels to ensure that they run, with room for growth.

4. *Provide a description of the institution's 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 oversight of the program will be managed by the Communications, Humanities and Arts Department Chair, while course-level oversight will be facilitated by existing program managers in the relevant areas. The Chair is supported by a full-time Academic Office Manager. As the coursework is all currently a part of viable programs, there are no concerns about course availability. Should demand increase, additional sections will be made available and taught by existing adjunct faculty.

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*

   Given the increasingly interdisciplinary nature of professional communications (drawing on a disparate combination of technical writing, oral communication, technological proficiency, and familiarity with multiple media platforms), interdisciplinary programs like Mass Communication become an essential training vehicle for students who will enter a broad array of fields requiring a wide variety of skills training in multiple areas.

With its strong liberal arts orientation, the proposed Mass Communication concentration also trains students in proficiencies employers find most lacking in new employees, and most essential for career advancement. These include effective oral and written communication, the ability to work effectively in teams, and critical and analytical reasoning skills.[1]

The A.A. in Arts and Humanities with an area of concentration in Mass Communication will enable FCC to create more effective transfer pathways and provide academic and career advising for students interested in entering the broad field of Mass Communication. The proposed degree creates more flexible options for students by allowing them to further customize their degree plan based on their professional goals, while ensuring they are making appropriate decisions towards achieving those goals.

*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)

It provides more flexible degree options that better align with student goals. Utilizing FCC's website, alongside new advising outreach processes such as milestone advising, the Department Chair, Mass Communication faculty, 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.*

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[1] "Fulfilling the American Dream: Liberal Education and the Future of Work. Selected Findings from Online Surveys of Business Executives and Hiring Managers. Conducted by Hart Research Associates on Behalf of the Association of American Colleges and Universities. July 2018. https://www.aacu.org/research/2018-future-of-work

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.*

There is a plethora of industries and career opportunities that exist under the umbrella of mass communication; it is helpful to divide the possibilities into broad categories. The first category is entertainment media, which includes careers involved in radio/television, social media specialists, and audio-visual designers. The second category is information media, which includes jobs in the fields of journalism, public relations, and advertising.

Occupational Title	Employment 2016 (in thousands)	Employment Change 2016-2026	2017 Median Annual Wage	Typical Entry Level Education
Communication Professors (Media Arts)	34.1	10%	$66,510	Doctorate
Audio/Visual Designers/Specialist	11.3	8.9%	$48,590	Bachelors
Media Relations Specialist/Publicist	259.6	8.8%	$59,300	Bachelors
Public Affairs Officers/ PR Manager	73.5	10.4%	$111.280	Bachelors
Media & Communication Workers	32.9	9.9%	$47,900	Bachelors

https://data.bls.gov/projections/occupationProj

The Mass Communication program prepares students for continued study and eventual careers in fields like in public relations, marketing, advertising, copywriting, journalism, and more.

According to the Bureau of Labor Statistics, jobs in Media and Communication nationally are projected to grow about 6% over the 10-year period of 2016-2026, with a median wage of $56,340, well above the national median wage of $37,690. In most cases, the entry level degree required is a Bachelors, which is why this program is designed to transfer.[2]

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[2] https://www.bls.gov/ooh/media-and-communication/home.htm

While the regional job market is not particularly robust in this area, there are opportunities statewide for careers in these fields; indicated below.[3]

Field	Regional Mean Annual Wage	Regional Supply	State Supply	Outlook
Copy Writers	$67,966	High	Medium	Stable
Reporters & Correspondents	n/a	High	Low	Stable
Public Relations Specialists	$56,608	High	Medium	Stable
Advertising and Promotions Managers	$114,385	High	Medium	Stable
Search marketing strategists	$104,745	High	Medium	Stable

Mass Communication Bachelor's programs at four-year institutions in Maryland have been growing significantly in popularity in the last ten years. Several of Frederick Community College's top transfer destinations offer this program, including Frostburg State (181 majors) and Towson (642 majors). Similar curriculum with program names like Media & Communication Studies, Communication Media, and Digital Communications exists at University of Maryland Baltimore County (236 majors) and University of Baltimore (139 majors).

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.*

Many community colleges offer more specialized programs (as does FCC) in the component parts of Mass Communication, such as Speech Communications or Media Production. Specific Mass Communication programs are less common, with College of Southern Maryland and Prince George's Community College offering similar programs to FCC, but outside its' geographic area.

FCC's Mass Communication program is designed with student customization in mind. This is essential given the wide variety of four-year degree options available to students, and the lack of a common curriculum between those programs, which is not uncommon in an

[3] *Data from Maryland Workforce Exchange, retrieved December 18, 2018.*

https://mwejobs.maryland.gov/vosnet/dashboards/defaultana.aspx?menuid=MENU_START_PAGE_SERVICES_ANA&apane=MENU_GROUP_LMI_CUR

interdisciplinary field. FCC's proposed degree requires the core courses that appear in almost every Mass Communication program and makes space for students to further specialize from that core based on their particular interests and the expectations of their transfer destination.

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.*

This is not a high demand program.

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

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

As this is a two year degree there should be minimal impact, although FCC will explore articulation agreements with HBIs.

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.*

This program was originally proposed by the program managers in Speech Communications, Film and Video, and Graphic Design, who recognized that students would benefit from the creation of a Mass Communication program that provided broad cross training across multiple interrelated disciplines, as opposed to the more narrow and concentrated focus of each individual program above. In collaboration with faculty from the English Department (who taught journalism and technical writing), and the Associate Vice President/Dean of Arts and Sciences and Assistant Dean of Arts and Sciences, the team carefully researched curriculum in existing programs at two and four year institutions. The existing proposal reflects the commonalities that exist across all two-year schools (or expected coursework taken in year one and two of a four-year degree), with program specific elective credits that allow students to continue to focus in the areas of concentration they may pursue as part of their four-year degree (i.e. graphic design, business and marketing, speech, or writing).

This program will be overseen by the Department Chair of Communications, Humanities and Arts (who receives 9 credits of release time per semester plus a summer stipend), and assisted by program managers in Film & Video and Graphic Design (who receive 3 credits of release time each per semester).

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

Program Educational Objectives

1. Enhanced competency in oral and written communication.

2. Enhanced critical thinking ability.

3. Increased understanding of the importance of ethics and values in media communication.

4. Increased understanding of the diversity of peoples and cultures with regards to the significance of mass communication in a global society.

5. Enhanced ability to gather and critically evaluate in-depth information from diverse sources.

6. Increased understanding of the ways the development of communication technologies have impacted individuals and society.

7. Apply convergent media technology in the production of mass media content.

Student Learning Outcomes

1. Demonstrate effective speaking and listening skills for communication in personal, public, and media areas

2. Demonstrate effective writing skills for communication in personal, public, and media areas.

3. Demonstrate an understanding of mass communication from a variety of philosophical, historical, theoretical and practical perspectives.

4. Analyze, describe and interpret the mass media content in the context of global society

5. Demonstrate the ability to gather and evaluate in-depth information from diverse, field-appropriate books, journals, databases and Internet sources.
6. Analyze effectively the potential consequences of newly emerging technologies.
7. Demonstrate an understanding of the history and development of communication technologies and processes and the ways in which this history has affected individuals and society.
8. Demonstrate enhanced analytical, critical and performance competencies that will assist students in participating effectively in a multimedia platforms.
9. Demonstrate the ability to create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography, and multimedia.

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.

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

Mass Communication

Area of Concentration within the A.A. in Arts & Sciences

Course Number	Course Title	Credits	Program requirement	Course 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

	Social & Behavioral Sciences	6	General Education Courses	Select from Gen Ed course list - Two courses from different disciplines
	Arts Elective	3	General Education Course	Select from Gen Ed course list
	Humanities Elective	3	General Education Course	Select from Gen Ed course list
	Communications Elective	3	General Education Course	Select from Gen Ed course list
	Biological & Physical Sciences	7	General Education Courses	Select from Gen Ed course list - Two courses, one of which must be a lab science
	General Education Elective	3	General Education Elective	Select from Gen Ed course list
	PE/Health & Nutrition Requirement	1	PE/Health	Select one PHED, HLTH, or NUTR course
ENGL 219	Technical Writing	3	Concentration Course	(formerly EN 219) Develops the skills necessary for effective business, scientific and technical communication through situational writing. Includes work in audience analysis, letter and resume writing, informal and formal reports, graphics and presentations.
FILM 144	Digital Video Production	4	Concentration Course	(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.
COMM 111	Introduction to Mass Communication	3	Concentration 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.
GRPH 111	Graphic Design I	3	Concentration Course	(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.
	Concentration Electives	6	Concentration Elective	Choose two of the following courses:

| | | | | | **GRPH 112 - Graphic Design II** (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 114 - Web Design I
(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 132 - Digital Photography I
(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.
				ENGL 241 - Journalism Publication Practicum (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.
				ENGL 212 - Newswriting and Reporting (formerly EN 212) Provides instruction and practice in news reporting and in the fundamentals of newswriting. Professional news stories in newspapers, magazines, and the Web will be analyzed and evaluated. The course concentrates on key rhetorical elements, organization, and structure of common news, features, and opinion articles, both in

				print and digital news mediums.
				BMGT 221 - Public Relations (formerly BU 221) Examines the field of public relations, defined as a strategic communication process that builds mutually beneficial relationships between organizations and their publics. Explores the field's beginnings, identifies influential professionals throughout its history, and analyzes the theories behind its practices, whether in business, nonprofits, or government. Contrasts the differences between public relations and marketing, utilizing consumer and community relations techniques.
				BMGT 225 - Marketing (formerly BU 225) Analyzes the marketing of goods, services, and organizations in a global economy. Develops a conceptual base for understanding the role of marketing in a business environment through activities and strategies employed by marketers. Explores major components of the marketing mix focusing on pricing, product, distribution, advertising, retailing, and wholesaling.
				COMM 105 - Small Group Communication (formerly CMSP 105) Offers skills development in verbal, non-verbal and intercultural communication, listening, observation,

				leadership, and participation in groups. Emphasizes collaborative learning through researching and analyzing questions of fact and policy, problem solving and decision making, interacting and reaching consensus. **COMM 107 - Career Communication** (formerly CMSP 107) Offers students knowledge and skills needed to communicate within their prospective professions and with others outside those professions. Assignments in interview, group discussion and extemporaneous speaking are adapted to individual students.
	Electives	9	Elective	Students should check with an advisor or the transfer institution (ARTSYS) before selecting their electives
	Cultural Competence Requirement	0		All degree-seeking students must complete a cultural competence requirement in order to graduate. This course may satisfy another requirement in the program (included elsewhere in the degree)
Total Credits		**60**		

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

General Education CORE requirements are incorporated into the degree program. The CORE meets the standards established by the Maryland legislature including ENGL 101, 3 credits of Math, 6 Social and Behavioral Science credits, 7 Science credits, 9 Arts, Humanities, and

Communications credits, and 3 General Education Elective Credits. FCC also requires students take 3 credits with a cultural competence designation and one credit of Physical Education.

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

   Not applicable

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

   Not applicable

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 College's 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 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 & 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 institution is working to develop seamless transition for students from the Mass Communication Area of Concentration within the A.A. in Arts & Humanities degree to four-year institutions. The institution currently has an articulation agreement with University of Maryland-Shady Grove for the current Communications (Speech) Area of Concentration within the A.A. in Arts & Humanities degree in addition to 65 total articulations with colleges and universities overall. A similar agreement with University of Maryland-Shady Grove will be considered once the new curriculum has been approved and the institution will work with other four-year institutions to determine additional pathways for students completing the associate degree. Hood College and Frostburg University both have Mass Communication programs that are carefully aligned with this proposed 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 faulty member will teach (in this program).

   Faculty who will be teaching in the Mass Communication program all have significant professional and instructional experience. 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
Marieke Bier	B.A., Psychology	Adjunct	GRPH 114	Part-time
Kathy Brooks	Ph.D., Speech Communication	Professor	COMM 105	Full-time
Arlene Chun	MBA, Business Administration	Assistant Professor	BMGT 221, BMGT 225	Full-time
Martin Crabbs	MBA, Business	Associate Professor	BMGT 221, BMGT 225	Full-time
Lawrence Devan	MBA, Finance	Assistant Professor	BMGT 221, BMGT 225	Full-time
Rhonda Fulton	Ph.D., Curriculum and Instruction	Adjunct	COMM 107, COMM 111	Part-time
David Hickman	M.A., Supervision and Human Relations	Professor	BMGT 221, BMGT 225	Full-time
Magin LaSov Gregg	M.F.A., Creative Writing	Assistant Professor	ENGL 219, ENGL 241	Full-time
Katrina Norfleet	M.A., Communications	Adjunct	COMM 111	Part-time
Krishna Reddi	M.A., Communication, Culture, and Technology	Adjunct	COMM 111	Part-time
Jason Santelli	M.A., Broadcast Media & Motion Graphics	Assistant Professor	FILM 144	Full-time
Lisa Sheirer	M.F.A., Fine Arts	Professor	GRPH 111, GRPH 112	Full-time
Christian Thompson	Ph.D., Media and Communications	Assistant Professor	COMM 105	Full-time
Karen Wilson	Ph.D., Health Care Administration	Assistant Professor	BMGT 221, BMGT 225	Full-time

2. *Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:*

   a) *Pedagogy that meets the needs of the students*

   b) *The learning management system*

c)   Evidenced-based best practices for distance education, if distance education is offered.

Through the Center for Teaching and Learning (CTL) and 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 College's 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
- Blackboard Basics, Blackboard Advanced, and Grade Center workshops offered multiple times each semester; often more than once a month
- 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, 1,500 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 program requires 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 institution's 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 program requires 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 tool 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.

   See attached

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).

> *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 creating a Mass Communications degree that is accessible, affordable, and portable, FCC hopes to make the degree more appealing and valuable to all students, but this degree is not designed to specifically address minority student access and success.

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.

Not applicable

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.

Academic Program Proposal Resources Guidelines

PROGRAM RESOURCES AND NARRATIVE RATIONALE – Mass Communication AOC (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: 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 for the Mass Communications program will be limited, as the credential is comprised entirely of existing classroom courses. Existing faculty and administrative support will be used for this program, except for two adjunct-taught sections, for a cost of $5,800 in the first two years and $5,974 in the subsequent three years (subtracted from the "Expenditures" calculation for this program).

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 the majority of enrollment in the Philosophy program to come from existing Communications, Arts & Humanities, or General Studies students, with an average of 15 majors annually; 4 part-time and 11 full time. Calculations utilize current tuition and fees and project a 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 Mass Communications 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 $98,861 in the first year of the program.

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	42623	42623	43813	43813	43813
2.Tuition/Fee Revenue (c + g below)	56238	56929	57372	57963	58517
a. Number of F/T Students	11	11	11	11	11
b. Annual Tuition/Fee Rate	4458	4503	4548	4593	4639
c. Total F/T Revenue (a x b)	49038	49533	50028	50523	51029
d. Number of P/T Students	4	4	4	4	4
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)	7200	7296	7344	7440	7488
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	98861	99452	101185	101776	102330

Maryland Higher Education Commission
Academic Program Proposal Expenditures Guidelines

PROGRAM EXPENDITURES AND NARRATIVE RATIONALE – Mass Communication AOC (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 AND NARRATIVE RATIONALE

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.)

    Expenses for the Mass Communications program will be limited, as the credential is comprised primarily of existing classroom courses. Existing faculty and administrative support will be used for this program, however an additional four course sections (two taught by full-time faculty) will be added annually to support the curriculum.

    The cost to the institution (at an average of $2,900/course part-time and an average of $6,908/course full time) is $27,632 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 Mass Communications program will be supported by one faculty department chair (one full-time faculty member with 18 annual credits of release supporting nine programs). At the rates enumerated above, this represents faculty salary for 1.6 credits of release time + benefits, or $9.182. 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.

    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 $48,423. All of the expenses associated with the Mass Communications degree except two adjunct-taught sections (cost of $5,800) are already being borne by the institution.

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)	23016	23016	23713	23713	23713
a. Number of FTE	.27	.27	.27	.27	.27
b. Total Salary	19616	19616	20204	20204	20204
c. Total Benefits	3400	3400	3509	3509	3509
2. Admin. Staff (b + c below)	9182	9182	9457	9457	9457
a. Number of FTE	.11	.11	.11	.11	.11
b. Total Salary	7369	7369	7590	7590	7590
c. Total Benefits	1813	1813	1867	1867	1867
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	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)	48423	48423	49787	49787	49787