



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

Institution Submitting Proposal	Capitol Technology University
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***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

Department Proposing Program	Department of Business and Information Sciences	
Degree Level and Degree Type	Bachelor of Science (B.S.)	
Title of Proposed Program	B.S. in Construction Safety	
Total Number of Credits	121	
Suggested Codes	HEGIS: 1299	CIP: 51
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education ( <i>fully online</i> ) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer     Year: 2019	
Provide Link to Most Recent Academic Catalog	URL: <a href="https://www.captechu.edu/current-students/academic-resources">https://www.captechu.edu/current-students/academic-resources</a>	

Preferred Contact for this Proposal	Name:	Professor Soren Ashmall
	Title:	Director, Assessment & Accreditation
	Phone:	(571) 332-4344
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President/Chief Executive	Type Name:	Dr. Bradford Sims
	Signature:	<i>[Handwritten Signature]</i> Date: 2-12-19
Approval/Endorsement by Governing Board	Type Name:	Dr. Bradford Sims
	Signature:	<i>[Handwritten Signature]</i> Date: 2-12-19

Revised 5/15/18



February 12, 2019

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

Dear Dr. Fielder,

Capitol Technology University is requesting approval to offer a **Bachelor of Science (B.S.) in Construction Safety**. The degree curriculum will be taught using a significant number of existing faculty at our university and will be supplemented by new courses supporting the **B.S. in Construction Safety**. The mission of Capitol Technology University is to provide practical education in engineering, computer science, information technology, and business that prepares individuals for professional careers and affords the opportunity to thrive in a dynamic world. A central focus of the university's mission is to advance practical working knowledge in areas of interest to students and prospective employers within the context of Capitol's degree programs. The university believes that a **B.S. in Construction Safety** is consistent with this mission.

The construction industry is reporting significant workforce shortages of trained safety personnel with a bachelor's degree. Moreover, the shortage is growing each year with increasing demand and the annual departure of large cohorts of existing professionals who are reaching retirement age. This program is in response to that need; the **B.S. in Construction Safety** degree is for new undergraduates and non-traditional students (i.e., experienced construction personnel without a bachelor's degree) who desire to advance in their careers by gaining skills in occupational health and safety as it is applied to the Construction field.

**To respond to needs of the construction industry, we respectfully submit for approval a Bachelor of Science (B.S.) in Construction Safety. The required proposal is attached as well as the letter from me as university president confirming the adequacy of the university's library to serve the needs of the students in this degree.**

Respectfully,

A handwritten signature in blue ink, appearing to read 'Bradford L. Sims'.

Bradford L. Sims, PhD  
President



February 12, 2019

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

Dear Dr. Fielder,

This letter is in response to the need for confirmation of the adequacy of the library of Capitol Technology University to support the proposed a **Bachelor of Science (B.S.) in Construction Safety**. As president of the university, I confirm that the library resources, including support staff, are more than adequate to support the **B.S. in Construction Safety**. In addition, the university is dedicated to, and has budgeted for, continuous improvement of its library resources.

Respectfully,

A handwritten signature in blue ink, appearing to read "B. L. Sims".

Bradford L. Sims, PhD  
President

**PROPOSAL FOR:**

- NEW INSTRUCTIONAL PROGRAM**
- SUBSTANTIAL EXPANSION/MAJOR MODIFICATION**
- COOPERATIVE DEGREE PROGRAM**
- WITHIN EXISTING RESOURCES or**  **REQUIRING NEW RESOURCES**



**CAPITOL  
TECHNOLOGY  
UNIVERSITY**

<sup>1927</sup>  
Institution Submitting Proposal

**Fall 2019**  
Projected Implementation Date

**Bachelor of Science**  
Award to be Offered

**Construction Safety**  
Title of Proposed Program

1299  
Suggested HEGIS Code

51.2206  
Suggested CIP Code

**Business and Information Sciences**  
Department of Proposed Program

**Professor Claude Rankin**  
Name of Department Head

**Prof. Soren Ashmall**  
Director, Assessment  
and Accreditation

**spashmall@captechu.edu**  
Contact E-Mail Address

**571-332-4344**  
Contact Phone Number

*[Handwritten Signature]* 2-12-19  
Signature and Date

President/Chief Executive Approval

2-12-19  
Date

Date Endorsed/Approved by Governing Board

**Proposed Bachelor of Science in Construction Safety**  
**Department of Business and Information Sciences**  
**Capitol Technology University**  
**Laurel, Maryland**

**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.**

*Bachelor of Science in Construction Safety Program Description:*

The **Bachelor of Science (B.S.) degree in Construction Safety** provides the student with the necessary knowledge and training to become a Construction Safety professional in the diverse field of occupational health and safety. The **B.S. in Construction Safety** prepares students for wide range of safety careers in construction-related fields. The Construction Safety program develops the leadership and communications skills required to work in management positions in construction and government safety organizations. The degree provides a firm foundation in construction, safety, risk management, and management skills. Construction Safety majors learn management principles that keep construction worksites running safely and smoothly. They study everything from hiring employees to meeting government safety regulations to making sure day-to-day work activities are safe. Graduates of the program will have the knowledge and skills necessary to be employed as a safety manager or specialist by construction companies, state agencies, governmental agencies, and corporate employers.

The need for a **B.S. in Construction Safety** is a product of the natural growth in the market for safety individuals. The overall need for highly trained Occupational Health and Safety professionals (headed to all industry sectors) is growing at a significant rate, but the supply of Occupational Health and Safety professionals is not keeping up with the demand. According to The Bureau of Labor Statistics Occupational Outlook Handbook, the Job Outlook for Occupational Health and Safety Specialists and Technicians from 2016-2026 is projected to have as fast as average growth of 8% -- a need for 8,600 new Occupational Health and Safety Specialists and Technicians. The shortage has a direct impact on the construction industry where laws and regulations require builders to have Construction Safety personnel at every job site.

(Source: <https://www.bls.gov/ooh/healthcare/occupational-health-and-safety-specialists-and-technicians.htm>).

When the U.S. environmental health and safety market size is viewed by market segment, construction along with the industrial sectors of energy, mining, chemical, and petrochemical account for approximately 75% of the market.

(Source: <https://www.grandviewresearch.com/industry-analysis/environmental-health-and-safety-market/>)

*Relationship to Institutional Approved Mission:*

The **B.S. in Construction Safety** is consistent with the University mission to educate individuals for professional opportunities in technology, engineering, computer science, information technology, and business. The University provides relevant learning experiences that lead to success in the evolving global community. Fundamental to the degree programs in the Department of Business and Information Sciences are opportunities to produce highly skilled systems-oriented managers who can use the latest technological developments as a leader in their chosen field. The **B.S. in Construction Safety** is consistent with that philosophy. This same philosophy is supported by existing degree programs and learning opportunities. The **B.S. in Construction Safety** degree is an integral part of the Strategic Plan for FY 2017-2025. Funding to support the new degree has been included in institutional and departmental budgets for FY 2019-2020 and forecasted budgets going forward.

The **B.S. in Construction Safety** degree will be offered online using the Canvas Learning Management System and Adobe Connect. The result is the convenience required by the 21<sup>st</sup> Century learner and provides the interaction with faculty and fellow students that is critical to the high-level learning experience. The curriculum provides students real-world opportunities through simulator labs, and the use of the latest technology; as a result, it provides the student with the necessary practical experience the University believes critical to success in the modern safety environment. The degree is consistent with the interdisciplinary nature of the University. This opportunity will be available to all University students.

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

Capitol Technology University operates on four strategic goals:

- 1. Expand Educational Offerings, Increase Program Completion:** *Capitol Technology University is an institution that offers career-relevant curricula with quality learning outcomes. The strategy includes continuing to expand educational offerings, increasing program completion, and raising learner qualifications and outcomes.*
- 2. Increase Enrollment and Institutional Awareness:** *Capitol will accelerate its goal pursuit to become more globally renowned and locally active through student, faculty and staff activities. Enrollment will grow to 650 undergraduates, 350 masters' students and 250 doctoral candidates.*
- 3. Improve the Utilization of University Resources and Institutional Effectiveness While Expanding Revenue:** *Capitol will likely continue to be 80% financially dependent on student tuition and fees. We plan to enhance our resources by expanding the range and amount of funding from other streams and aligning costs with strategic initiatives.*
- 4. Increase the Number and Scope of Partnerships:** *Capitol's service to our constituents and sources of financial viability both depend upon participation with continuing and new partner corporations, agencies, and schools.*

The **B.S. in Construction Safety** program supports all the University's four strategic goals. The proposed degree builds upon the University's already successful undergraduate and graduate areas of study. Those areas of study include 18 current undergraduate degrees as well as the following graduate degrees: Doctor of Science (D.Sc.) in Cybersecurity, Doctor of Philosophy (Ph.D.) in Aviation, Doctor of Philosophy (Ph.D.) in Business Analytics and Decision Sciences, Doctor of Philosophy (Ph.D.) in Critical Infrastructure, Doctor of Philosophy (Ph.D.) in Technology, Doctor of Philosophy (Ph.D.) in Technology/Master of Science (M.S.) in Research Methods Combination Program, Doctor of Philosophy (Ph.D.) in Unmanned Systems Applications, Master of Business Administration (M.B.A.), Master of Science (M.S.) in Aviation, Master of Science (M.S.) in Critical Infrastructure, Master of Science (M.S.) in Cyber Analytics, Master of Science (M.S.) in Electrical Engineering, Master of Science (M.S.) in Internet Engineering, Master of Science (M.S.) in Cyber and Information Security, Master of Science (M.S.) in Computer Science, Master of Science (M.S.) in Information Systems Management, Master of Science (M.S.) in Unmanned and Autonomous Systems Policy and Risk Management, Technical Master of Business Administration (T.M.B.A.) in Cybersecurity, and Technical Master of Business Administration (T.M.B.A.) in Business Analytics and Data Science. The University's terminal degree programs prepare students to provide critical expert leadership as well as technical and business expertise at the highest level to meet the needs of a modern technology and information-dependent organization. The University's programs teach students the leadership and technical skills necessary to meet the needs of a modern technology-dependent society. These programs have been preparing professionals for rapid advances in technology, intense global competition, and more complex technical environments for decades. The **B.S. in Construction Safety** degree is in line with this tradition and will allow our students to move their skills and careers to the next level within the evolving global technical community and expanding industry of construction safety.

The new **B.S. in Construction Safety** is fully supported by the University's Vision 2025 and Strategic Plan 2017-2025. Funding to support the degree has been included in forecasted budgets going forward.

If approved, the new **B.S. in Construction Safety** will use the Capitol Technology University's Information Literacy Path in the same manner as all the other degrees at the institution. Information Literacy is infused in to the University's curriculum and the undergraduate experience. The University's Information Literacy Path begins during Orientation and Freshman Seminar. The experience continues every semester through the University's Writing Across the Curriculum program where there are writing assignments in all courses -- some of which require significant research. During the Freshman year, students are required to take English Communications I (EN-101) and English Communications II (EN-102). Both courses have a series of writing assignments that begin during Week 1 and continue to Week 16 of the semester. In addition to examining literature, EN-102 requires a team project in global research. There are two other courses that are required by every degree at the university: Ethics (SS-351) and Arts and Ideas (HU-331). Both courses are focused on research and experiential learning. All students also have access to information videos on the University's portal that support Information Literacy through the University library. All students at the University will experience all the markers in the Information Literacy Path regardless of learning modality (i.e., online, on ground, and hybrid).

The University has active partnerships (e.g., Leidos, Patton Electronics, Lockheed Martin, Northrup Grumman, IRS, Parsons Corporation, Textron Systems, Whiting-Turner, and NCS) in

the private and public arenas. The **B.S. in Construction Safety** degree will provide new opportunities for partnerships as well as research with the Occupational Safety and Health Administration (OSHA). Potential partnerships for internships are numerous. The increase in partnerships and placement of our interns and graduates in our partner institutions will serve to expand the University's enrollment and reputation. While additional enrollment will increase financial resources, additional partnerships and grants in the Construction Safety field will help diversify and increase financial resources. Graduates with the **B.S. in Construction Safety** degree will find numerous employment opportunities, making the degree extremely relevant now and into the future.

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.)**

Capitol Technology University has reallocated funds during Year 1 to support program and course development, online support, office materials, travel, professional development, and initial marketing. There is no substantial impact to the institution due to the reallocation of these funds. The reallocated funds will be recovered after the first year. The program is expected to be self-sustaining after Year 1.

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

- a) **Ongoing administrative, financial, and technical support of the proposed program**

The proposed degree is an integral part of the University's Strategic Plan for FY 2017-2025 and forward. Funding for the administrative, financial, and technical support of the new degree has been included in the institutional and departmental budgets for FY 2019-2020 as well as the forecasted budgets going forward.

- b) **Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

Capitol Technology University is fully committed to continuing the **B.S. in Construction Safety** degree program for a sufficient period of time to allow enrolled students to complete the 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 advancement and evolution of knowledge.**

Our nation, state, and society are faced with an urgent need to provide Construction Safety professionals to support the growing demand in occupational health and safety. Leaders in the occupational safety and health industry are facing an ever-increasing need to expand the application of new technology to their industry in order to remain competitive, efficient, and viable now and in the future. Safety companies today depend and thrive on timely, accurate and relevant information. As technology enables the creation and capture of ever-increasing amounts of data, the effective management and understanding of resource needs is becoming



an enormous challenge. Safety is no longer just the task of protecting an employee. The era of disposable workers is long gone. Occupational health and safety now protects institutional image, success, profits, and longevity while limiting potential liabilities across the board. Effective leadership in this industry can only be achieved with a holistic approach and the health and safety skills that will be covered in this proposed degree.

**b. Societal needs, including expanding educational opportunities and choices for minorities and educationally disadvantaged students at institutions of higher education.**

Capitol Technology University is a diverse multiethnic and multiracial institution with a long history of serving minority populations. The University has a 51% minority student population with 7% undisclosed. The Black/African American population is 34%. The university has military/veteran population of 22%. The University also has a 22% female population – a significant percentage given its status as a technology institution. If approved, the proposed **B.S. in Construction Safety** will expand the field of opportunities for minorities and disadvantaged students.

**c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

While Capitol Technology University is not a historically black institution, the University is a diverse multiethnic and multiracial institution with a long history of serving minority populations. The University has a 51% minority student population with 7% undisclosed. The Black/African American population is 34%. The University has military/veteran population of 22%. The university also has a 22% female population – a significant percentage given its status as a technology institution. If approved, the proposed **B.S. in Construction Safety** will expand the field of opportunities for minorities and disadvantaged students.

Given the substantial minority population of Capitol Technology University, it is reasonable to assert that the **B.S. in Construction Safety** program will add to this base of minority participation in the Occupational Health and Safety profession.

**2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

The 2017-2021 Maryland State Plan for Postsecondary Education articulates three goals for postsecondary education:

1. Access
2. Success
3. Innovation

**Goal 1: Access**

*“Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.”*

Capitol Technology University is committed to ensuring equitable access to affordable postsecondary education for all Maryland residents. The University meets its commitment in this arena through its diverse campus environment, admissions policies, and academic rigor.

The Capitol Technology University community is committed to creating and maintaining a mutually respectful environment that recognizes and celebrates diversity among all students, faculty, and staff. The University values human differences as an asset and works to sustain a culture that reflects the interests, contributions, and perspectives of members of diverse groups. The University delivers educational programming to meet the needs of diverse audiences. We also seek to instill those values, understanding, and skills to encourage leadership and service in a global multicultural society.

The University's commitment to diversity is reflected in its student body. Capitol Technology University has a 51% minority student population with 7% undisclosed. The Black/African American population is 34%. The University has a military/veteran population of 22%. The University also has a 17% female population – a significant percentage given its status as a technology university.

**Achievement gaps:** The University provides leveling courses in support of individuals attempting a career change to a field of study not necessarily consistent with their current skills. There are situations where additional graduate and/or undergraduate courses best serve student needs in subject areas. The University makes those courses available.

The University engages in diversity training for its institutional population, including students. Diversity and inclusiveness are built in to the curriculum allowing graduates to operate effectively in a global environment. The University supports multiple diversity enhancing actions, including team projects and grants across degrees. This has proven effective at supporting multiple aspects of diversity.

Capitol Technology University does not discriminate on the basis of race, color, national origin, sex, age, sexual orientation, or handicap in admission, employment, programs, or activities.

Through its academic programs, Capitol Technology University seeks to prepare all of its graduates to demonstrate four primary characteristics:

- **Employability:** The ability to enter and advance in technical and managerial careers, appropriate to their level and area of study, immediately upon graduation.
- **Communications:** Mastery of traditional and technological techniques of communicating ideas effectively and persuasively.
- **Preparation of the Mind:** The broad intellectual grounding in technical and general subjects required to embrace future technical and managerial opportunities with success.
- **Professionalism:** Commitment to life-long learning, ethical practice and participation in professions and communities.

The proposed **B.S. in Construction Safety** program and university financial aid will be available to all Maryland residents who qualify academically for admission. The University has successfully managed supporting Financial Aid for undergraduate students since its founding in 1927.

The **B.S. in Construction Safety** program, with its academic rigor, will produce the highest qualified occupational health and safety professionals for this advancing field of study and employment. The University has a proven record of rigorous high-quality education. The

University is fully accredited by three accrediting organizations. In addition to regional accreditation from the Middle States Commission on Higher Education (MSCHE), the University also has specialized accreditation from the International Accreditation Council of Business Education (IACBE) and Accreditation Board for Engineering and Technology (ABET). The **B.S. in Construction Safety** program is consistent with the MSCHE criteria for regional accreditation of the delivery of high quality higher education as well as the specialized IACBE accreditation requirements.

### Goal 2: Success

*“Promote and implement practices and policies that will ensure student success.”*

The courses for the **B.S. in Construction Safety** will be offered online. The online modality provides learning opportunities for students unable or unwilling to attend an on-campus institution of higher education. The University provides a tuition structure that is competitive with its competitors. The University tuition structure does not differentiate between in-state and out-of-state students. Student services are designed to provide advising, tutoring, virtual job fair attendance, and other activities supporting student completion and employment for both on-ground and online students.

Students receive information through Admissions regarding the cost to attend the University. The information is also publicly available on the University website. Admissions and Financial Aid identify potential grants, scholarships, and state plans for each student to reduce potential student debt. The net cost versus gross costs are identified clearly for the student. Students receive advising from Financial Aid prior to enrolling in classes for the first time. Admissions, Student Services and the Dean of University Academics advise students of the need for academic readiness as well as the degree requirements. A specific success pathway is developed for each student.

The University’s tuition increases have not exceeded 3%. The University also has a tuition lock, which means full-time tuition is locked at the rate applied at time of enrollment. The tuition remains at this rate if the student remains enrolled full-time without a break in attendance.

The University has in place services and learning tools to guide students to successful degree completion. Programs such as Early Alert provide the University’s faculty and staff opportunities for early student intervention on the pathway to graduation. This applies to all students regardless of the mode of course delivery or degree program. Capitol Technology University is also a transfer friendly institution and participates in multiple programs for government and military credit transfer. Capitol Technology University participates in the Articulation System for Maryland Colleges and Universities (ARTSYS) and has multiple transfer agreements with local institutions at all degree levels.

The University has in place services, tutoring, and other tools to help ensure student graduation and successful job placement. The University hosts a career (job) fair twice a year. The University has an online career center available to all students covering such topics as career exploration, resume writing, job search techniques, social media management, mock interviews, and assistance interpreting job descriptions, offers, and employment packages.

The University also works with its advisory boards, alumni, partners, and faculty to help ensure the degrees offered at the University are compatible with long-term career opportunities in support of the state’s knowledge-based economy.

### **Goal 3: Innovation**

***“Foster innovation in all aspects of Maryland higher education to improve access and student success.”***

Capitol Technology University’s past, present, and future is inextricably intertwined with innovation. The University has a long tradition of serving as a platform for the use of new and transformative approaches to delivering higher education. New technology and cutting-edge techniques are blended with proven strategies with the goal of enabling student success in the classroom as well as in a successful career after graduation. As a small institution, Capitol Technology University has the agility to rapidly integrate new technologies into the curriculum to better prepare students for the work environment. The University designs curriculum in alliance with its accreditation and regulating organizations/agencies.

The University also employs online virtual simulations in a game-like environment to teach practical hands-on application of knowledge. For the **B.S. in Construction Safety** this will include simulations and modeling all of the resources involved in the field. The University is engaged with a partner creating high-level virtual reality environments for specific courses in the degree. This use of current technology occurs in parallel with traditional proven learning strategies. These elements of the University online learning environment are purposeful and intended to improve the learning environment for both the student and faculty member. In addition, these elements are intentionally designed to increase engagement, improve outcomes, and improve retention and graduation rates. The University believes that innovation is the key to successful student and faculty engagement.

Example: The University engages its students in ‘fusion’ projects, which allows students to contribute their skills in interdisciplinary projects such as those in our Astronautical Engineering and Cyber Labs. In those labs, students become designers, builders, and project managers (e.g., to send a CubeSAT on a NASA rocket) and data analysts (e.g., to analyze rainforest data for NASA). We are recruiting partners for this proposed degree for that will provide students potential research and integrative learning opportunities in real projects.

### **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.**

Graduates with the **B.S. in Construction Safety** degree will be expected to fill entry-level to mid-level management positions in existing government organizations and private companies. The job titles include:

- Construction Onsite Safety Manager
- Corporate Safety Manger

- Safety, Security, Health & Environment Manger
- Safety Manager
- Regional Safety Manager
- Facilities Manager
- Health and Safety Specialist
- Construction Safety Specialist
- Safety Coordinator
- Construction Safety Manager
- Site Safety Manger
- Safety Compliance Manager
- Construction Site Safety Manger
- Corporate Safety Program Manager

Graduates will also possess the required knowledge in Construction Safety to serve as subject matter experts and to form their own commercial construction safety company.

Opportunities exist at all levels of government, private industry, and cross-sector organizations for professionals with the proposed **B.S. in Construction Safety**. There are currently 3,250 jobs listed on glassdoor.com under Construction Safety Manager.

(Source: [https://www.glassdoor.com/Job/construction-safety-manager-jobs-SRCH\\_KO0,27\\_IP3.htm](https://www.glassdoor.com/Job/construction-safety-manager-jobs-SRCH_KO0,27_IP3.htm))

Opportunities also exist for the graduates outside of the Construction Safety arena. There are currently 17,828 jobs listed on glassdoor.com under the broader Safety Manager field where they will be qualified to work health and safety issues.

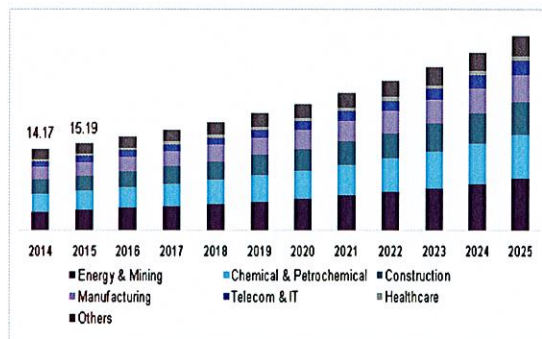
(Source: [https://www.glassdoor.com/Job/safety-management-jobs-SRCH\\_KE0,17.htm](https://www.glassdoor.com/Job/safety-management-jobs-SRCH_KE0,17.htm))

#### Industry Insights

The global environmental health and safety market size was USD 49.8 billion in 2015 and is expected to witness significant growth over the forecast period due to rising investments in key end-use segments such as oil & gas, petrochemicals, and construction for ensuring effective compliance.

Increasing risk of environmental damage due to poor compliance by companies operating in the aforementioned industries led to more stringent regulations across industries; this also resulted in increasing investments by companies for the implementation of advanced EHS software and efficient consulting services from EHS specialists and managers, among others. These trends can be observed mainly in industrial economies such as China and the U.S.

U.S. environmental health & safety market, by end-use, 2014 - 2025 (USD billion)



(Source: <https://www.grandviewresearch.com/industry-analysis/environmental-health-and-safety-market>)

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

The recent dramatic growth in the safety industry is increasing the demand for occupational health and safety professionals. The safety industry is thriving as the economy continues to grow and the impact of the recent reduction in the corporate tax rate to 21% becomes evident.

According to the U.S. Bureau of Labor Statistics, demand for safety professionals is expected to grow respectively by 7% - 11% between 2019 and 2022. The primary industries in need of health and safety expertise are the construction and manufacturing sectors. At the same time, many other businesses are also recognizing the need and financial justification for employing health and safety professionals to prevent costly accidents and lawsuits.

A survey conducted in 2011 by the National Institute for Safety and Health (NIOSH) concluded that “the national demand for safety and health services will significantly outstrip the number of men and women with the necessary training, education, and expertise to provide such services”.

**Table 3-1** Industries with the largest numbers of occupational health and safety (OHS) specialists covering 75 percent of the total OHS specialist employment

Industries by 4-digit NAICS		OHS specialist employment	Percent of the total OHS specialist employment
NAICS Code	Description		
211100	Oil and Gas Extraction	480	0.93
212100	coal Mining	220	0.42
212200	Metal Ore Mining	160	0.31
213100	Support Activities for Mining	770	1.49
221100	Electric Power Generation, Transmission and Distribution	940	1.81
311600	Animal Slaughtering and Processing	320	0.62
322100	Pulp, Paper, and Paperboard Mills	160	0.31
324100	Petroleum and Coal Products Manufacturing	310	0.60
325100	Basic Chemical Manufacturing	530	1.02
325200	Resin, Synthetic Rubber, and Artificial Synthetic Fibers and Filaments Manufacturing	380	0.73
325400	Pharmaceutical and Medicine Manufacturing	370	0.71
331100	Iron and Steel Mills and Ferroalloy Manufacturing	120	0.23
331300	Alumina and Aluminum Production and Processing	140	0.27
331400	Nonferrous Metal (except Aluminum) Production and Processing	180	0.35
331500	Foundries	180	0.35
336300	Motor Vehicle Parts Manufacturing	230	0.44
336400	Aerospace Product and Parts Manufacturing	670	1.29
482100	Rail Transportation	160	0.31
491100	Postal Service	410	0.79
492100	Couriers and Express Delivery Services	360	0.69
541600	Management, Scientific, and Technical Consulting Services	3,370	6.51
541700	Scientific Research and Development Services	1,110	2.14
551100	Management of Companies and Enterprises	1,450	2.80
611300	Colleges, Universities, and Professional Schools	1,650	3.19
622100	General Medical and Surgical Hospitals	3,040	5.87
622300	Specialty (except Psychiatric and Substance Abuse) Hospitals	190	0.37
999100 <sup>1/</sup>	Federal Executive Branch (OES Designation)	6,820	13.17
999200 <sup>1/</sup>	State Government (OES Designation)	7,330	14.15
999300 <sup>1/</sup>	Local Government (OES Designation)	6,790	13.11
<b>Subtotal</b>		<b>38,840</b>	<b>74.98</b>
<b>All Remaining Industries</b>		<b>12,960</b>	<b>25.02</b>
<b>Total</b>		<b>51,800</b>	<b>100.00</b>

Source: 2008 OES survey, Occupational Employment and Wage Estimates. [http://www.bls.gov/oes/oes\\_d1.htm](http://www.bls.gov/oes/oes_d1.htm).

Note: 1/ This is not a regular NAICS code. It is a special code assigned by BLS.

The same survey noted that roughly 10% of all health and safety professionals will retire in the next 1-10 years and those remaining will be not be far off since most are 50 years old and above. As summarized by Carl Heinlein, a senior safety consultant at American Contractors Insurance Group, the population of professionals in the field is aging rapidly, and with so many aging and retiring, the employers seeking competent, qualified individuals are “begging for quality safety folks”.

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

The projected need for entry-level and mid-level health and safety positions is significant through 2026. According to O\*Net Online, the projected growth for Occupational Health and Safety Technicians during 2016-2026 is 10% to 14%. Positions as Occupational Health and Safety Specialists are projected to also grow during 2016-2026 at 5% to 9%.

### Occupational Health and Safety Technicians

#### Wages & Employment Trends

**Median wages (2017)** \$24.02 hourly, \$49,960 annual

**State wages**



**Employment (2016)** 18,000 employees

**Projected growth (2016-2026)** ■■■ Faster than average (10% to 14%)

**Projected job openings (2016-2026)** 1,100

**State trends**



**Top industries (2016)** Government (18% employed in this sector)  
Manufacturing (15%)  
Professional, Scientific, and Technical Services (12%)

(Source: <https://www.onetonline.org/link/details/29-9012.00>)

## Occupational Health and Safety Specialists

### Wages & Employment Trends

**Median wages (2017)** \$34.51 hourly, \$71,780 annual

**State wages**  Local Salary Info

**Employment (2016)** 84,000 employees

**Projected growth (2016-2026)** ■■■ Average (5% to 9%)

**Projected job openings (2016-2026)** 5,000

**State trends**  Employment Trends

**Top industries (2016)** [Government](#) (26% employed in this sector)  
[Manufacturing](#) (16%)  
[Professional, Scientific, and Technical Services](#) (11%)


(Source: <https://www.onetonline.org/link/details/29-9011.00>)

Quick Facts: Occupational Health and Safety Specialists and Technicians	
<b>2017 Median Pay</b> ?	\$67,720 per year \$32.56 per hour
<b>Typical Entry-Level Education</b> ?	<a href="#">See How to Become One</a>
<b>Work Experience in a Related Occupation</b> ?	None
<b>On-the-job Training</b> ?	<a href="#">See How to Become One</a>
<b>Number of Jobs, 2016</b> ?	101,800
<b>Job Outlook, 2016-26</b> ?	8% (As fast as average)
<b>Employment Change, 2016-26</b> ?	8,600

(Source: <https://www.bls.gov/ooh/healthcare/occupational-health-and-safety-specialists-and-technicians.htm>)

The data presented by the State of Maryland also projects growth in the occupational health and safety field as well as growth in the construction industry.

### Maryland Long Term Occupational Projections (2016 - 2026)

Occupation (keyword search)		Education Value	
Safety		<input type="checkbox"/> (All) <input type="checkbox"/> Null <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Doctoral or professional ... <input checked="" type="checkbox"/> High school diploma or e... <input checked="" type="checkbox"/> Master's degree <input type="checkbox"/> No formal educational cr... <input type="checkbox"/> Postsecondary non-degr... <input type="checkbox"/> Some college, no degree	
<b>Number of Openings</b>	<b>Percent Change</b>		
-561	5,926 -10.68%	75.26%	
			
Occupation	2016	2026	Pct Change
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	667	711	44 6.60%
Occupational Health and Safety Specialists	1,204	1,258	54 4.49%
Occupational Health and Safety Technicians	271	281	10 3.69%
		<b>Job Training Value</b>	
		<input checked="" type="checkbox"/> (All)	



(Source: <http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>)

### Maryland Long Term Occupational Projections (2016 - 2026)

Occupation (keyword search)		Education Value			
Construction		<input type="checkbox"/> (All) <input type="checkbox"/> Null <input type="checkbox"/> Associate's degree <input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Doctoral or professional ... <input checked="" type="checkbox"/> High school diploma or e... <input checked="" type="checkbox"/> Master's degree <input checked="" type="checkbox"/> No formal educational cr... <input checked="" type="checkbox"/> Postsecondary non-degr... <input checked="" type="checkbox"/> Some college, no degree			
Number of Openings	Percent Change				
-561	5,926	-18.85%		75.26%	
Occupation	2016	2026	Change	Pct Change	
Construction Laborers	27,176	30,227	3,051	11.23%	
Construction Managers	10,115	11,068	953	9.42%	
Construction and Building Inspectors	2,846	2,962	116	4.08%	
Construction and Related Workers, All Other	752	819	67	8.91%	
First-Line Supervisors of Construction Trades and Extraction Workers	16,451	18,259	1,808	10.99%	
Helpers, Construction Trades, All Other	907	1,007	100	11.03%	
Operating Engineers and Other Construction Equipment Operatore	5,510	6,067	557	10.11%	
Painters, Construction and Maintenance	8,512	9,470	958	11.25%	

(Source: <http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>)

#### 4. Data showing the current and projected supply of prospective graduates.

Industry watchdog Risk & Insurance recently published an online article, “Safety professionals are retiring, and newcomers cannot fill the gap in numbers or experience,” that highlights the shortage of graduates needed for the industry.

In an October 2011 study prepared for the National Institute for Occupational Safety and Health (NIOSH), for example, concluded that the need for health and safety engineers in the next five years “is substantially higher than the number estimated to be produced from ... training programs.”

In addition, a survey of members by the American Society of Safety Engineers (ASSE) found about 1 percent unemployment in the field...

Some experts... said what organizations are missing are competent professionals who are knowledgeable about both the industry in question, and the resources and tools that professionals can offer.

As Skip Smith, senior director of risk management and insurance at HOA Inc. (Hooters of America) said in a recent Risk Insider article, “But these days, if you’re charged with overseeing a corporate risk management department, it is very difficult to fill a safety position. There are a limited number of qualified candidates with the required educational background, experience and unique set of skills.”

It takes time, obviously, to gain the credentials, experience and even the terminology necessary to make an impact on a worksite. But the clock may be ticking on the

profession as baby boomers get ready to retire and the influx of professionals is lower than necessary to fill the gap.”

(source: <http://riskandinsurance.com/in-demand/>)

#### **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.**

There are no Bachelor of Science (B.S.), or Bachelor of Arts, degrees in Construction Safety in the State of Maryland. However, there are bachelor's degrees in Maryland that focus on the adjacent and much broader areas of community health, health sciences, environmental studies, occupational therapy, and public health, or just on construction management. Coppin State University (CSU) has a B.S. in Health Sciences that focuses on the broad area of health services, health promotion, and health education. Frostburg State University (FSU) has a B.S. in Health Science that focuses on preparation for graduate work in health-centered fields like medicine, dentistry, pharmacy, optometry, and veterinary medicine. Johns Hopkins University (JHU) has a B.S. in Environmental Engineering that focuses on alternative energy sources, population growth, air pollution, urban sprawl, and depletion of natural resources. JHU also offers a B.A. in Public Health that focuses on the broad area of public health. Mount Saint Mary's University (MSMU) has a B.S. in Health Sciences that focuses on preparation for graduate work in nursing, physical therapy, or occupational therapy. Morgan State University (Morgan) has a B.S. in Construction Management that focuses on construction management with one 3-credit class on safety. Morgan also has a B.S. in Health Education that focuses on educating the public on health. Salisbury University (SU) has a B.A. in Environmental Studies that focuses on defining and understanding the environment as well as on environmental conflicts and challenges from the local to global levels. SU also has a B.S. in Community Health that focuses on health education throughout the community. Towson University has a combined B.S./M.S. in Occupational Therapy that focuses on preparation to become a certified occupational therapist. The University of Maryland Baltimore County (UMBC) has a B.S. in Environmental Science and Geography that focuses human activities and their environmental consequences. UMBC also has a B.A. in Health Administration and Policy that focuses on preparation for a managed care setting. The University of Maryland College Park (UMCP) has a B.S. in Community Health that focuses on individual and community level needs for health promotion and disease prevention. UMCP also has a B.S. in Public Health Science that focuses on recognizing and addressing public health issues at the state, national, and global levels. The University of Maryland University College (UMUC) has a B.S. in Environmental Management focused on environmental issues like global warming, air quality and water scarcity with one 3-credit class on occupational health and safety. **In contrast to the degrees just described, the University's proposed degree will produce entry-level and mid-level managers and specialists who are focused on safety in the construction workplace in order to preserve the health of workers and eliminate institutional financial liabilities. The proposed Capitol Technology University degree will be delivered online.**

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

The **B.S. in Construction Safety** program is strongly aligned with the University's strategic priorities and is supported by adequate resources. The new **B.S. in Construction Safety** degree will strengthen and expand upon existing technology, management, and applied engineering

degree programs at the University. The degree will present study in a rapidly changing and highly complex discipline of safety in the construction workplace. Research shows a significant shortage of Construction Safety professionals needed in this emerging discipline. The proposed degree will provide graduates to help fill the need. There is a thorough discussion of the need in sections B and C of this document.

**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 HBIs.**

The University is not aware of any similar high-demand programs at the Maryland HBIs. Coppin State University (CSU) has a B.S. in Health Sciences focused on the broad area of health services, health promotion, and health education. Morgan State University (Morgan) has a B.S. in Construction Management focused on construction management with one 3-credit class on safety. Morgan also has a B.S. in Health Education that focuses on educating the public on health. **Capitol Technology University's proposed degree is fundamentally different. The B.S. in Construction Safety degrees is primarily focused on the occupational health and safety of workers in the construction workplace and eliminating institutional financial liabilities.**

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

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

The University is not aware of any impact on the uniqueness and institutional identities and missions of Maryland 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.**

The University's New Programs Group established the proposed program through a rigorous review of unmet needs. The group includes selected representation from the University's faculty, administrators, and Executive Council. The program will be overseen by a diverse group of faculty members with backgrounds in occupational health and safety, unmanned and autonomous systems, engineering, cybersecurity, construction science and management, mechanical engineering, environmental engineering, architectural engineering, strategic studies, computer science, building construction technology, and business. Please see Section I for a detailed list of the faculty's backgrounds.

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

*Educational Objectives:*

- a. Prepare students to critically analyze problems in a variety of Construction Safety sub-disciplines and to identify relevant and useful information to support the attainment of desired outcomes.
- b. Prepare students to think critically by drawing appropriate conclusions from examining the output of methodological applications in the Construction Safety environment.
- c. Prepare students to conceptualize, integrate and apply effective strategies in the Construction Safety environment.
- d. Prepare students to apply knowledge in occupational health and safety and adapt to emerging occupational health and safety trends in construction.
- e. Prepare students to conduct themselves professionally and ethically.
- f. Prepare students to understand and analyze the role of occupational health and safety in construction and within the larger occupational health and safety industry.
- g. Prepare students to independently work and safely operate equipment for which they are trained.

*Learning Outcomes:*

Upon graduation:

- a. Graduates will demonstrate an understanding of the legal and ethical principles applicable to Construction Safety and demonstrate the ability to apply these principles in the leadership decision-making process.
- b. Graduates will demonstrate traditional and technological techniques of communicating ideas effectively and persuasively in the occupational health and safety environment in construction.
- c. Graduates will demonstrate and apply in-depth knowledge as it relates to the Construction Safety.
- d. Graduates will demonstrate an understanding of, and evaluate, the possible economic, social, legal, ethical, and environmental impacts of the occupational health and safety environment in construction.
- e. Graduates will demonstrate leadership, teamwork, managerial abilities, and organizational skills within the Construction Safety industry.
- f. Graduates will be able to analyze and assess construction operations at the workplace and government regulations from an occupational health and safety perspective.
- g. Graduates will speak and communicate clearly and decisively using standard construction industry and Construction Safety phraseology.
- h. Graduates will demonstrate knowledge of the principles of risk, response, and recovery with regard to occupational health and safety in construction.

**3. Explain how the institution will:**

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

Capitol Technology University will assess student achievement of the learning outcomes per the regulations specified by two of the university's accreditation organizations: Middle States Commission on Higher Education (MSCHE) and International Accreditation Council for Business Education (IACBE).

Under MSCHE, the University will use Standard V, Educational Effectiveness Assessment, of the Standards for Accreditation and Requirements of Affiliation. Standard V requires:

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

(Source: <https://www.msche.org/?Nav1=About&Nav2=FAQ&Nav3=Question07>)

Per the MSCHE's accreditation requirements, Capitol Technology University will measure Standard V by using the following criteria:

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
  - a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
  - b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
  - c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
  - a. assisting students in improving their learning;
  - b. improving pedagogy and curriculum;
  - c. reviewing and revising academic programs and support services;
  - d. planning, conducting, and supporting a range of professional development activities;
  - e. planning and budgeting for the provision of academic programs and services;
  - f. informing appropriate constituents about the institution and its programs;
  - g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
  - h. implementing other processes and procedures designed to improve educational programs and services;
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

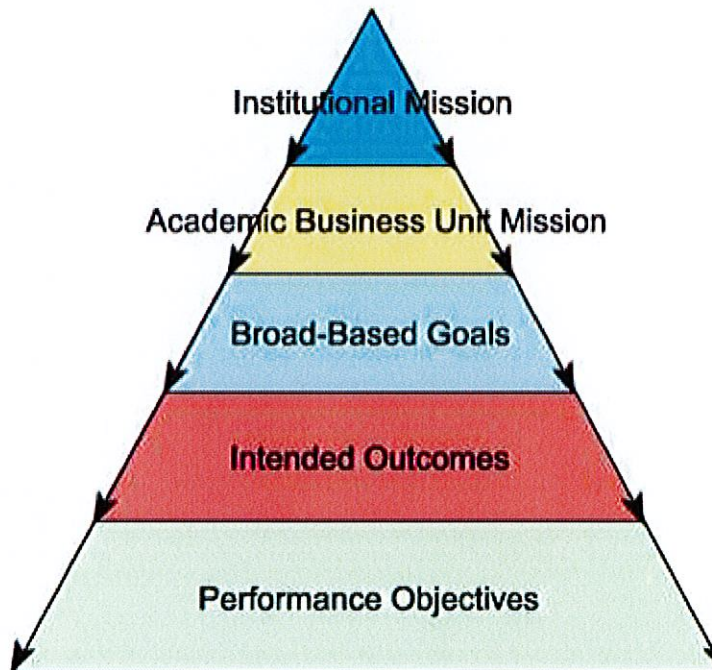
5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

(Source: <https://www.msche.org/publications/RevisedStandardsFINAL.pdf>)

Under IACBE, the University will also use IACBE's Assessment Pyramid to assess student achievement of the learning outcomes in the program:

The Assessment Pyramid below illustrates the general hierarchical relationships among mission, goals, outcomes, and objectives:

### **The Assessment Pyramid**



The Assessment Pyramid represents the flow from the institutional mission at the apex of the pyramid, which provides purpose and direction for the institution as a whole, followed by the mission of the academic business unit (and other academic units of the institution), and then down to the broad-based goals of the business unit, followed by intended outcomes, and then finally down to performance objectives associated with the intended outcomes at the base of the pyramid.

The widening and downward flow from the institutional mission in this hierarchical structure indicates that:

- The mission of the academic business unit flows from the institutional mission and should be consistent with and contribute to the institutional mission.
- The broad-based goals flow from the mission of the academic business unit with multiple goals associated with the business unit's mission and each goal relating to some aspect of the mission.

- Intended outcomes flow from the broad-based goals with multiple intended outcomes associated with each goal.
- Performance objectives flow from the intended outcomes with multiple objectives associated with each intended outcome.
- Consequently, evidence of accomplishment of desired results at a given level in the pyramid hierarchy would then constitute evidence of accomplishment of the desired results in the level above it.

### **Institutional and Academic Business Unit Mission**

The institutional mission statement is a concise statement that defines the general purpose of the institution as a whole, provides direction for all of its activities and operations, and guides decision making for all of its academic and non-academic functional units. Similarly, the academic business unit mission statement provides direction for and guides decision making of the academic business unit. Furthermore, the mission of the business unit should be consistent and consonant with the institutional mission in the sense that each element of the business unit's mission should be associated with and contribute to some aspect of the institutional mission.

### **Broad-Based Goals vs. Intended Outcomes**

Goals and intended outcomes are similar in that they describe desired results of the various activities of the business unit and establish the foundation for assessment. The difference between the two lies in the degree of specificity and measurability. Goals are broad, clear, and general statements of what the academic business unit intends to accomplish in terms of student learning and operational effectiveness. They describe the general aims and aspirations of the business unit and provide the general framework for determining the more specific intended outcomes for the unit. In addition, they should be consistent with the academic business unit's mission in the sense that each broad-based goal should be associated with, contribute to, and mapped to some aspect of the unit's mission.

The main function of the goals is to provide a link between the academic business unit's broadly-stated mission and the more specific intended outcomes for the unit (as described in the discussion of the pyramidal structure above). The broad-based goals then become a blueprint for implementing the business unit's mission and for developing measurable intended outcomes relating to student learning and operational effectiveness. Goals are generally too broadly stated in order to be measurable in and of themselves. Therefore, intended outcomes need to be articulated in order to make the goals specific and to describe what the goals actually mean, i.e., in order to be able to determine the extent to which the goals have been met.

Intended outcomes are clear statements that describe in precise and measurable terms the specific, observable, and desired results pertaining to student learning and the operational effectiveness of the academic business unit. They flow from the academic business unit's broad-based goals and represent what students must specifically learn and what the academic business unit must achieve operationally in order to accomplish these goals. Consequently, each broad-based goal will usually have multiple intended outcomes associated with it. In addition, a particular intended outcome can support or contribute to the accomplishment of more than one goal.

### **Intended Outcomes vs. Performance Objectives**

Once intended outcomes have been developed, the academic business unit must specify the ways in which it will measure the extent to which students and the business unit are achieving the intended outcomes. In other words, the specific instruments, tools, and metrics that will be used to assess the intended outcomes must be determined.

Whereas intended outcomes are expressed in terms of the specific knowledge, skills, and abilities that students are expected to acquire and in terms of the desired operational results of the academic business unit, performance objectives on the other hand are the desired quantitative performance results (or performance targets) on the assessment instruments, tools, and metrics that are used to measure the intended outcomes.

So, for example, if an academic business unit has defined an intended student learning outcome relating to the global dimensions of business and is measuring this outcome with a locally-developed examination (the assessment instrument), then a performance objective on this instrument for this outcome might be that 80% or more of the students will achieve a sub-score of at least 70% on the set of examination questions dealing with the international and global dimensions of business. Therefore, performance objectives are even more specific than intended outcomes in as much as they identify concrete quantitative targets for the assessment methods used to measure the achievement of the outcomes. Furthermore, each intended outcome should be capable of being measured by more than one assessment method and would therefore have multiple performance objectives associated with it.

### **Summing Up**

...As we move downward along the Assessment Pyramid, we progress from the broad and general to the narrow and specific. Intended outcomes and performance objectives provide the necessary degree of specificity and measurability required in order to determine the extent of student learning, operational effectiveness, and mission accomplishment.

(Source: <http://iacbe.org/wp-content/uploads/2017/08/Outcomes-Assessment-Plan-Guidelines.pdf>)

The following pages provide an example of how the IACBE Assessment Pyramid is implemented by the Capitol Technology University (using two of the University's existing bachelor's degrees):



**OUTCOMES ASSESSMENT PLAN**  
*Capitol Technology University*  
*Department of Business and Information Sciences*

**Section I: Mission and Broad-Based Goals**

**MISSION STATEMENT**

**Mission of the Department of Business and Information Sciences:**

*Mission Statement:*

The mission of the School of Business and Information Sciences is to provide students a practical education in an environment supportive of academic excellence and high student achievement, preparing them to thrive in professional careers.

**BROAD-BASED GOALS**

**Broad-Based Student Learning Goals:**

1. **Employability:** Graduates will have an understanding of the difference between theory and practice and how to extract from theory and extend its application to real-world situations.
2. **Communications:** Graduates will be able to effectively communicate their ideas in both written and oral form (technical and non-technical) understanding that communication is a cooperative process in both the one-on-one and team environment.
3. **Preparation of the Mind:** Graduates will have a broad intellectual grounding in business and/or technology. Graduates will be able to analyze situations and successfully determine cause and effect. Graduates will know how to use contemporary research tools as well as more traditional methods to locate and analyze information and develop knowledge.
4. **Professionalism:** Graduates will have an understanding of their professional and ethical responsibilities. Graduates will have an understanding of the possible social, economic, cultural and environmental impact of their business and/or technical solutions in a global and social context. Graduates will recognize that lifelong learning is essential to the ongoing process of professional and personal development.

**BROAD-BASED OPERATIONAL GOALS**

**Broad-Based Operational Goals:**

1. The School of Business and Information Sciences will be successful in retaining its students based on the University's historical data. (see pg. 13)

2. The School of Business and Information Sciences will recruit, retain and develop qualified faculty committed to academic excellence.

3. The School of Business and Information Sciences will provide students a practical hands-on education.

4. The School of Business and Information Sciences will offer strong, comprehensive, and contemporary degree programs that successfully prepare students for academic and professional careers, graduate school and professional advancement.

5. The School of Business and Information Sciences will provide a supportive learning environment that fosters student success and contributes to excellence in business education.

**Section II: Student Learning Assessment**  
**STUDENT LEARNING ASSESSMENT: BACHELOR'S-LEVEL PROGRAMS**

Student Learning Assessment for the Bachelor of Science in Business Administration (BSBA)	
Program Intended Student Learning Outcomes (Program ISLOs)	
1.	<p>Graduates will be able to explain the major concepts in the functional areas of core business courses.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3</p>
2.	<p>Graduates will be able to explain and evaluate possible economic, social, legal, ethical, and environmental impacts of their business solutions in a global environment in a management role.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2, 4</p>
3.	<p>Graduates will be able to describe the global business environment.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 4</p>
4.	<p>Graduates will be able to employ decision-support tools to business decision-making.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 1, 3</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5</p>
5.	<p><b>Graduates will be able to demonstrate</b> a mastery of traditional and technological techniques of communicating ideas effectively and persuasively.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2</p>

<p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6</p>	<p>6. Graduates will be able demonstrate knowledge as it relates to the BSBA core courses in an integrated manner within a global business environment.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1, 3</p>	<p>7. Graduates will be able to collaborate effectively with a team of colleagues on diverse projects.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 7</p>	<p><b>Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Direct Measures:</b></p> <p>At least 75% of the students will score 70% or higher on the case study evaluation rubric.</p> <p>Rubric: See Appendix A, C, D</p>
<p>2. Capstone Senior Project (BUS 458)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 4, 5, 6</p>	<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p>1. Graduating Student Survey (Undergraduate)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p> <p>On the exit survey instrument, at least 80% of graduating seniors in business will indicate that they were “successful” or “very successful” in achieving the intended learning outcomes.</p>	

	Instrument: See Appendix E
<p>2. End-of-course survey (contains overall course and curriculum questions)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p>At least 70% of the students “agree” or “strongly agree” that the overall quality of the course has met their expectations of quality and intended learning outcomes of the course.</p> <p>Instrument: See Appendix F</p>

Student Learning Assessment for Bachelor of Science in Management of Cyber and Information Technology (BS MCIT)

Program Intended Student Learning Outcomes (Program ISLOs)

1. Graduates will be able to explain the major concepts in the functional areas of the degree program.  
Broad-Based Student Learning Goals Associated with this Outcome: 1, 3  
Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1
2. Graduates will be able to demonstrate a working knowledge of cybersecurity.  
Broad-Based Student Learning Goals Associated with this Outcome: 1, 3  
Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 1
3. Graduates will be able to explain and evaluate possible economic, social, legal, ethical, and environmental impacts of their business solutions in a global environment in a management role.  
Broad-Based Student Learning Goals Associated with this Outcome: 4  
Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 2
4. Graduates will be able to describe the global business environment.  
Broad-Based Student Learning Goals Associated with this Outcome: 3, 4  
Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 4
5. Graduates will be able to employ decision-support tools to business decision making.  
Broad-Based Student Learning Goals Associated with this Outcome: 1, 3  
Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 5
6. **Graduates will be able to demonstrate** a mastery of traditional and technological techniques of communicating ideas effectively and persuasively.

<p>Broad-Based Student Learning Goals Associated with this Outcome: 2</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 6</p>	<p>7. Graduates will be able to demonstrate in depth knowledge as it relates to the core business courses in an integrated manner within a global environment.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 3, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3</p>
<p>8. Graduates will be able to collaborate with a team of colleagues on diverse projects.</p> <p>Broad-Based Student Learning Goals Associated with this Outcome: 2, 4</p> <p>Key Learning Outcomes for Bachelor's-Level Business Programs to which this Outcome is Linked: 3, 7</p>	<p><b>Assessment Instruments for Intended Student Learning Outcomes—</b></p> <p><b>Direct Measures of Student Learning:</b></p> <p>1. Capstone Strategic Management (BUS 410) Case Study</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8</p> <p><b>Performance Objectives (Targets/Criteria) for Direct Measures:</b></p> <p>At least 75% of the students will score 70% or higher on the case study evaluation rubric.</p> <p>Rubric: See Appendix A, C, D</p>

<p>2. Capstone Senior Project (BUS 458)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 4, 5, 6</p>	<p>At least 75% of graduating seniors will score 80% or higher on the Capstone Senior Project evaluation rubric.</p> <p>Rubric: See Appendix B, C, D</p>
<p><b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b></p>	<p><b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b></p>
<p>1. Graduating Student Survey (Undergraduate)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p>On the exit survey instrument, at least 75% of graduating seniors in management will indicate that they were “successful” or “very successful” in achieving the intended learning outcomes</p> <p>Instrument: See Appendix E</p>
<p>2. End-of-course survey (contains overall course and curriculum questions)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7</p>	<p>At least 70% of the students “agree” or “strongly agree” that the overall quality of the course has met their expectations of quality and intended learning outcomes of the course.</p> <p>Instrument: See Appendix F</p>



### Section III: Operational Assessment

#### INTENDED OPERATIONAL OUTCOMES: SCHOOL OF BUSINESS AND INFORMATION SCIENCES

Intended Operational Outcomes for the School of Business and Information Sciences:	
<p>1. The School of Business and Information Sciences will be successful in placing its undergraduates in appropriate entry-level positions or in graduate school on an annual basis.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 4</p>	
<p>2. Faculty members in the School of Business and Information Sciences will engage in appropriate professional development activities on an annual basis.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 2</p>	
<p>3. The School of Business and Information Sciences will be successful in providing high-quality instruction to its students.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 4</p>	
<p>4. The School of Business and Information Sciences will be successful in providing high-quality advising to its students.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 5</p>	
<p>5. Students in the School of Business and Information Sciences will participate in relevant internships on an annual basis.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 3, 4</p>	
<p>6. The School of Business and Information Sciences will provide a practical hands-on experience.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 3</p>	
<p>7. The School of Business and Information Sciences will be successful in retaining its students on an annual basis.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 1</p>	
<p>8. The School of Business and Information Sciences will be successful in contributing to the professional advancement of its MBA and MSISM graduates.</p> <p>Broad-Based Operational Goals Associated with this Outcome: 4</p>	
<b>Assessment Measures/Methods for Intended Operational Outcomes:</b>	<b>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</b>

<p>1. <i>Report of the Office of Career Services and Graduate Student Support</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 1, 8</p>	<p><i>The School of Business and Information Sciences will place 75% or more of its undergraduate students in degree related positions or in graduate school within nine months of graduation.</i></p>
<p>2. <i>Graduating Student Survey</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 3</p>	<p><i>At least 75 % of graduating students agreed or strongly agreed that the University provided high quality instruction.</i></p>
<p>3. <i>Performance Review</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 2</p>	<p><i>At least 75% of full-time faculty will participate in professional development activities (webinars, publication, conferences, workshops) on an annual basis.</i></p> <p><i>At least 50% part-time faculty will participate in professional development activities (webinars, publication, conferences, workshops) on an annual basis.</i></p>
<p>4. <i>Continuation Rates Report</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 7</p>	<p><i>At least 50% will graduate.</i></p>
<p>5. <i>Course Survey—to include only those questions related to student satisfaction with course instruction and academic advising</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 3, 4, 6</p>	<p><i>At least 75% of students will agree or strongly agree that they were provided high quality instruction in the course.</i></p> <p><i>At least 75% of students will agree or strongly agree that they were provided high quality advising.</i></p> <p><i>At least 75% will agree or strongly agree that they were provided hands on experiences.</i></p>
<p>6. <i>Internship Report</i></p> <p>Intended Operational Outcomes Assessed by this Measure: 5</p>	<p><i>At least 40% of the students will participate in internships.</i></p>

**b) Document student achievement of learning outcomes in the program**

The university will document student achievement of the learning outcomes in the **B.S. in Construction Safety** program in the same fashion as its current programs. The University will also publicly post the results of the assessment on its website. The following pages are an example of the University's public disclosure of its assessment of the learning outcomes (for programs under IACBE):

## Report of Student Learning and Achievement

### Capitol Technology University Department of Business and Information Sciences

#### Mission of the Department of Business and Information Sciences

The mission of the Department of Business and Information Sciences is to provide students a practical education in an environment supportive of academic excellence and high student achievement, preparing them to thrive in professional careers.

#### Student Learning Assessment for the Bachelor of Science in Business Administration (BSBA)

##### Program Intended Student Learning Outcomes (Program ISLOs)

1. Graduates will be able to explain the major concepts in the functional areas of core business courses.
2. Graduates will be able to explain and evaluate possible economic, social, legal, ethical, and environmental impacts of their business solutions in a global environment in a management role.
3. Graduates will be able to describe the global business environment.
4. Graduates will be able to employ decision-support tools to business decision-making.
5. Graduates will be able to demonstrate a mastery of traditional and technological techniques of communicating ideas effectively and persuasively.
6. Graduates will be able demonstrate knowledge as it relates to the BSBA core courses in an integrated manner within a global business environment.

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
<p>1. Capstone Strategic Management (BUS 410) Case Study</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p>	<p>At least 75% of the students will score 70% or higher on the case study evaluation rubric.</p>
<p>2. Capstone Senior Project (BUS 458)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 4, 5, 6</p>	<p>At least 75% of graduating seniors will score 80% or higher on the Capstone Senior Project evaluation rubric.</p>
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. Graduating Student Survey (Undergraduate)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p>	<p>On the exit survey instrument, at least 80% of graduating seniors in business will indicate that they were “successful” or “very successful” in achieving the intended learning outcomes.</p>
<p>2. End-of-course Survey (contains overall course and curriculum questions)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p>	<p>At least 70% of the students “agree” or “strongly agree” that the overall quality of the course has met their expectations of quality and intended learning outcomes of the course.</p>
<p>Assessment Results: Bachelor of Science in Business Administration (BSBA)</p>	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	

1. Capstone Strategic Management (BUS 410) Case Study:

Percentage of Students Achieving a Score of 70% or Higher on the Capstone Strategic Management Case Study:

Capstone Strategic Management Case Study (Program ISLO 1, 2, 3, 4, 5, 6): 100% of Total (Class average score: 93.3%)

2. Capstone Senior Project (BUS 458):

Percentage of Students Achieving a Score of 80% or Higher on the Capstone Senior Project:

Capstone Senior Project (Program ISLO 1, 2, 3, 4, 5, 6): 100% of Total (Class average score: 99%)

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. Graduating Student Survey (Undergraduate):

1.	<u>ISLO #1</u> Understanding of issues related to my profession Ability to identify, formulate and solve business problems	85.7% 85.7%
2.	<u>ISLO #2</u> Ability to make timely and informed decisions Ability to apply appropriate business knowledge in an integrated manner within a global environment	85.7% 85.7%
3.	<u>ISLO #3</u> Understanding of issues related to my profession Ability to apply appropriate business knowledge in an integrated manner within a global environment	85.7% 85.7%
4.	<u>ISLO #4</u>	

	Ability to use appropriate business tools to solve problems	100%
	Ability to use current technological tools relating to the business environment	71.4%
	Ability to analyze and interpret data	71.4%
	Ability to apply management skills to business problem	100%
5.	<u>ISLO #5</u> Ability to apply project management principles Ability to present information effectively using current technology Ability to prepare formal business communications (letters, memos, reports)	85.7% 100% 71.4%
6.	<u>ISLO #6</u> Ability to design and use research tools (questionnaires, surveys, interviews) Ability to apply appropriate business knowledge in an integrated manner within a global environment Ability to design a system or process to meet desired needs	85.7% 85.7% 85.7%
2.	<u>End-of-course Survey:</u> (contains overall course questions, curriculum questions, and percentage of students who “agree” and “strongly agree”)	
	1. The instructor was well prepared to present and discuss course material.	88.4%
	2. The instructor presented content in a systematic and organized fashion, relating parts to the whole.	89.3%
	3. The instructor used supplemental technology to present material (ex., audio visual aids, Canvas, www, etc.)	93.9%
	4. The instructor posed questions to students designed to promote critical thinking and analysis.	94.5%
	5. The instructor promoted free-flow of communication: instructor and student, and between students.	90.7%
	6. The instructor introduced divergent viewpoints in areas where different points of view exist.	88.5%
	7. The instructor clarified abstract and complex ideas, using examples within students	89%
	8. The instructor periodically evaluated students.	89.2%
	9. The instructor assigned homework which reinforces the lecture materials.	87.5%

10.	The instructor provided useful feedback on submitted materials.	86.2%
11.	The instructor was available outside of scheduled class hours.	81.4%
12.	Course objectives were clearly defined.	89.4%
13.	Dates for the submission of major materials were specified.	87.9%
14.	Guidelines and requirements for presentations and written assignments were clearly stated.	88.4%
15.	Clear, well-developed policies and procedures for evaluating student performance and grading were explained.	90.5%
16.	Expectations of students including, but not limited to attendance, make-up work, and honor code policies were clearly explained.	94.4%
17.	The course objectives were accomplished.	91.8%
18.	Exams and quizzes were designed to test the course outcomes (covered appropriate subject matter).	89.2%
19.	The required text(s) were valuable in contributing to my overall understanding of the course content.	88.9%
20.	The labs demonstrated and reinforced the course objectives.	88.3%

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
Program ISLOs	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Graduates will be able to explain the major concepts in the functional areas of core business courses.	Met	Met			Met	Met		
2. Graduates will be able to explain and evaluate possible	Met	Met			Met	Met		

economic, social, legal, ethical, and environmental impacts of their business solutions in a global environment in a management role.								
3. Graduates will be able to describe the global business environment.	Met	Met	Met	Met	Met	Met	Met	Met
4. Graduates will be able to employ decision-support tools to business decision-making.	Met	Met	Met	Met	Met	Met	Met	Met
5. Graduates will be able to demonstrate a mastery of traditional and technological techniques of communicating ideas effectively and persuasively.	Met	Met	Met	Met	Met	Met	Met	Met
6. Graduates will be able demonstrate knowledge as it relates to the BSBA core courses in an integrated manner within a global business environment.	Met	Met	Met	Met	Met	Met	Met	Met
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>								
N/A.								



**Student Learning Assessment for the Bachelor of Science in Management of Cyber and Information Technology (BS MCIT)**

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Graduates will be able to explain the major concepts in the functional areas of the degree program.
2. Graduates will be able to demonstrate a working knowledge of cybersecurity.
3. Graduates will be able to explain and evaluate possible economic, social, legal, ethical, and environmental impacts of their business solutions in a global environment in a management role.
4. Graduates will be able to describe the global business environment.
5. Graduates will be able to employ decision-support tools to business decision making.
6. Graduates will be able to demonstrate a mastery of traditional and technological techniques of communicating ideas effectively and persuasively.
7. Graduates will be able to demonstrate in depth knowledge as it relates to the core business courses in an integrated manner within a global environment.
8. Graduates will be able to collaborate with a team of colleagues on diverse projects.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. Capstone Strategic Management (BUS 410) Case Study  
 Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6  
 At least 75% of the students will score 70% or higher on the case study evaluation rubric.

2. Capstone Senior Project (BUS 458)  
 Program ISLOs Assessed by this Measure: 1, 2, 4, 5, 6  
 At least 75% of graduating seniors will score 80% or higher on the Capstone Senior Project evaluation rubric.

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
<p>1. Graduating Student Survey (Undergraduate)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3 4, 5, 6</p>	<p>On the exit survey instrument, at least 75% of graduating seniors in management will indicate that they were “successful” or “very successful” in achieving the intended learning outcomes.</p>
<p>2. End-of-course survey (contains overall course and curriculum questions)</p> <p>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6</p>	<p>At least 70% of the students "agree" or "strongly agree" that the overall quality of the course has met their expectations of quality and intended learning outcomes of the course.</p>
<p>Assessment Results: Bachelor of Science in Management of Cyber and Information Technology (BS MCIT)</p>	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	
<p>1. <u>Capstone Strategic Management (BUS 410) Case Study:</u></p> <p>Percentage of Students Achieving a Score of 70% or Higher on the Capstone Strategic Management Case Study:</p> <p>Capstone Strategic Management Case Study (Program ISLO 1, 2, 3, 4, 5, 6, 7, 8):      100% of Total      (Class average score: 93.3%)</p>	
<p>2. <u>Capstone Senior Project (BUS 458):</u></p> <p>Percentage of Students Achieving a Score of 80% or Higher on the Capstone Senior Project:</p> <p>Capstone Senior Project (Program ISLO 1, 2, 3, 4, 5, 6, 7, 8):      100% of Total      (Class average score: 99%)</p>	

**Summary of Results from Implementing Indirect Measures of Student Learning:**

**1. Graduating Student Survey (Undergraduate):**

<b>1.</b>	<b><u>ISLO #1</u></b> Understanding of issues related to my profession Ability to identify, formulate and solve business problems	85.7% 85.7%
<b>2.</b>	<b><u>ISLO #2</u></b> Understanding of issues related to my profession Ability to use current technological tools relating to the business environment Ability to analyze and interpret data	85.7% 71.4% 71.4%
<b>3.</b>	<b><u>ISLO #3</u></b> Ability to make timely and informed decisions Ability to apply appropriate business knowledge in an integrated manner within a global environment	85.7% 85.7%
<b>4.</b>	<b><u>ISLO #4</u></b> Understanding of issues related to my profession Ability to apply appropriate business knowledge in an integrated manner within a global environment	85.7% 85.7%
<b>5.</b>	<b><u>ISLO #5</u></b> Ability to use appropriate business tools to solve problems Ability to use current technological tools relating to the business environment Ability to analyze and interpret data Ability to apply management skills to business problem	100% 71.4% 71.4% 100%
<b>6.</b>	<b><u>ISLO #6</u></b> Ability to apply project management principles Ability to present information effectively using current technology Ability to prepare formal business communications (letters, memos, reports)	85.7% 100% 71.4%

- |    |  |                                 |
|----|--|---------------------------------|
| 7. | <u>ISLO #7</u><br>Ability to design and use research tools (questionnaires, surveys, interviews)<br>Ability to apply appropriate business knowledge in an integrated manner within a global environment<br>Ability to design a system or process to meet desired needs | 85.7%<br>85.7%<br>85.7%         |
| 8. | <u>ISLO #8</u><br>Understanding of issues related to my profession<br>Ability to identify, formulate and solve business problems<br>Ability to apply project management principles<br>Ability to present information effectively using current technology              | 85.7%<br>85.7%<br>85.7%<br>100% |

2. End-of-course Survey:  
(contains overall course questions, curriculum questions, and percentage of students who “agree” and “strongly agree”)

- |     |   |       |
|-----|---|-------|
| 1.  | The instructor was well prepared to present and discuss course material.                                    | 88.4% |
| 2.  | The instructor presented content in a systematic and organized fashion, relating parts to the whole.        | 89.3% |
| 3.  | The instructor used supplemental technology to present material (ex., audio visual aids, Canvas, www, etc.) | 93.9% |
| 4.  | The instructor posed questions to students designed to promote critical thinking and analysis.              | 94.5% |
| 5.  | The instructor promoted free-flow of communication: instructor and student, and between students.           | 90.7% |
| 6.  | The instructor introduced divergent viewpoints in areas where different points of view exist.               | 88.5% |
| 7.  | The instructor clarified abstract and complex ideas, using examples within students                         | 89%   |
| 8.  | The instructor periodically evaluated students.   | 89.2% |
| 9.  | The instructor assigned homework which reinforces the lecture materials.                                    | 87.5% |
| 10. | The instructor provided useful feedback on submitted materials.   | 86.2% |
| 11. | The instructor was available outside of scheduled class hours.  | 81.4% |
| 12. | Course objectives were clearly defined.   | 89.4% |

13.	Dates for the submission of major materials were specified.	87.9%
14.	Guidelines and requirements for presentations and written assignments were clearly stated.	88.4%
15.	Clear, well-developed policies and procedures for evaluating student performance and grading were explained.	90.5%
16.	Expectations of students including, but not limited to attendance, make-up work, and honor code policies were clearly explained.	94.4%
17.	The course objectives were accomplished.	91.8%
18.	Exams and quizzes were designed to test the course outcomes (covered appropriate subject matter).	89.2%
19.	The required text(s) were valuable in contributing to my overall understanding of the course content.	88.9%
20.	The labs demonstrated and reinforced the course objectives.	88.3%

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	Direct Measure 1 Performance Target Was...	Direct Measure 2 Performance Target Was...	Direct Measure 3 Performance Target Was...	Direct Measure 4 Performance Target Was...	Indirect Measure 1 Performance Target Was...	Indirect Measure 2 Performance Target Was...	Indirect Measure 3 Performance Target Was...	Indirect Measure 4 Performance Target Was...
1. Graduates will be able to explain the major concepts in the functional areas of the degree program.	Met	Met			Met	Met		
2. Graduates will be able to demonstrate a working knowledge of cybersecurity.	NA	Met			Met	Met		
3. Graduates will be able to	Met	Met			Met	Met		

explain and evaluate possible economic, social, legal, ethical, and environmental impacts of their business solutions in a global environment in a management role.								
4. Graduates will be able to describe the global business environment.	Met	Met	Met	Met	Met	Met	Met	Met
5. Graduates will be able to employ decision-support tools to business decision making.	Met	Met	Met	Met	Met	Met	Met	Met
6. Graduates will be able to demonstrate a mastery of traditional and technological techniques of communicating ideas effectively and persuasively.	Met	Met	Met	Met	Met	Met	Met	Met
7. Graduates will be able to demonstrate in depth knowledge as it relates to the core business courses in an integrated manner within a global environment.	Met	Met	Met	Met	Met	Met	Met	Met

8. Graduates will be able to collaborate with a team of colleagues on diverse projects.	Met	Met	Met	Met	Met	
<b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>						
<p>1. Program ISLO 2: Program ISLO 2 is not currently measured in BUS-410, but is currently measured in IAE-301, Comprehensive Computer Network Security. In the future, we will modify the Capstone Strategic Management Case Study in BUS-410 for the BS MCIT students. The modified Capstone Strategic Management Case Study for BS MCIT students will include the requirement to demonstrate a working knowledge of cybersecurity (i.e., Program ISLO 2) within the case study.</p>						

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

*Program description, as it will appear in the catalog:*

The **Bachelor of Science (B.S.) degree in Construction Safety** provides the student with the necessary knowledge and training to become a Construction Safety professional in the diverse field of occupational health and safety. The **B.S. in Construction Safety** prepares students for wide range of safety careers in construction-related fields. The Construction Safety program develops the leadership and communications skills required to work in management positions in construction and government safety organizations. The degree provides a firm foundation in construction, safety, risk management, and management skills. Construction Safety majors learn management principles that keep construction worksites running safely and smoothly. They study everything from hiring employees to meeting government safety regulations to making sure day-to-day work activities are safe. Graduates of the program will have the knowledge and skills necessary to be employed as a safety manager or specialist by construction companies, state agencies, governmental agencies, and corporate employers.

*Description of program requirements:*

Entrance requirements

To be fully accepted into the program, students must be accepted to the University.

*Degree Requirements:*

The following is a list of courses for the **B.S. in Construction Safety** degree. Students expecting to complete this degree must meet all prerequisites for the courses listed below.

**Bachelor of Science in Construction Safety  
Courses**

**Total Credits: 121**

***CONSTRUCTION SAFETY CORE COURSES: 42 CREDITS***

**SAF-100 Construction Safety Regulations (3 Credits)**

This course examines the Occupational Safety and Health Administration (OSHA) 29 CFR 1926 regulations, policies and procedures for the construction industry. Consideration is given to work tasks and practices in the construction industry that account for the most fatalities and injuries. The groundwork for creating safety and health programs that comply with OSHA and other regulatory standards and best practices as they build a compliance model for occupational health and safety programs in construction will be laid. Prerequisite: None. (3-0-3)

**SAF-120 EM385 and DOD Construction (3 Credits)**

This course covers the health and safety requirements for U.S. Army Corps of Engineers (USACE) activities and operations that apply to contractors, military and government employees



who are tasked with enforcing or complying with the EM 385-1-1 USACE Safety and Health requirements on Department of Defense (DOD) sites. Compatibilities, comparisons and contrasts between the EM 385-1-1 manual requirements and OSHA general industry and construction standards is an essential part of this course. Prerequisite: SAF-100. (3-0-3)

**SAF-214 Hazardous Materials (3 Credits)**

This course will examine the hazards related to using, transporting, storing, disposing of hazardous materials. Elements of hazard communication, such as the Globally Harmonized System and transportation safety (placarding/manifesting), spill prevention and response, hazardous waste disposal, material substitution and sustainable alternatives, and storage (UST/AST) containment, permitting and design will be covered. Prerequisite: MA-114, MA-128, and PH-201. (3-0-3)

**SAF-216 Fire Prevention and Protection (3 Credits)**

This course covers the foundational principles of fire prevention and protection. Topics covered in this course include: chemical, electrical, natural, structural, and mechanical explosion hazards; fundamentals of fire science; fire detection; fire suppression; hazardous materials segregation/separation; and, housekeeping. Written safety and emergency action plans, procedures, work practices and elements of site and facility design will be covered as they relate to fire prevention and protection. Prerequisite: MA-114, MA-128, and PH-201. (3-0-3)

**SAF-300 Industrial Hygiene I (3 Credits)**

Industrial Hygiene I provides an introduction to industrial hygiene and occupational/environmental health concepts. This course introduces students to environmental risk, epidemiology, toxicology, policy, and regulation. Industrial hygiene concepts and calculations related to corrosives, flammables, toxic materials (particulates, liquids, gases and vapors), and related chemical reactions are covered. Biological and chemical hazards are the primary occupational health topics covered in this course. Application of the industrial hygiene principles of anticipation, recognition, evaluation and control to the unique exposure scenarios in construction are highlighted. Prerequisite: MA-114, MA-128, and PH-201. (3-0-3)

**SAF-302 Industrial Hygiene II (3 Credits)**

Industrial Hygiene II reinforces the foundational industrial hygiene concepts discussed in Industrial Hygiene I. A continuation of the examination of chemical hazards and the introduction of the many physical hazards that fall under the occupational health discipline are covered. Industrial hygiene concepts and calculations related to electricity, radiation, ventilation, noise, climate conditions, illumination, vibration, noise, and fall protection are covered. Application of the industrial hygiene principles of anticipation, recognition, evaluation and control to the unique exposure scenarios in construction are highlighted. Prerequisite: SAF-300. (3-0-3)

**SAF-304 Ergonomics (3 Credits)**

This course covers basic ergonomic and human factors concepts, such as anatomy, kinesiology, physiology, biomechanics, anthropometry, and physical/psychosocial ergonomic risk factors. Mechanisms of injury for common musculoskeletal disorders (MSDs), preventative measures, compensation, rehabilitation and return to work strategies will be discussed. Common tools and strategies used to recognize and analyze work tasks for ergonomic risks and the evaluation of common work environments, including the mechanics of recommending and supporting ergonomic improvements, use of ergonomic innovations, and task/work environment redesign will be examined. Prerequisite: MA-114 and PH-201. (3-0-3)

**SAF-316 Safety Management Systems (3 Credits)**

This course examines the concepts and principles involved in organizing and managing safety performance within an organization. The integration of company-wide safety programs/policies/procedures, safety performance metrics, and the importance of management support. Key elements of a safety management system and the associated systems, processes and procedures used in achieving high safety standards in organization are discussed with an emphasis on the importance of critical thinking with regard to the implementation of safety management systems in the construction industry. ANSI Z10 and ISO 45001 will be used as the framework for these discussions. Prerequisite: SAF-120. (3-0-3)

**SAF-318 Training and Adult Education (3 Credits)**

This course covers adult learning theory and techniques, data collection, needs analysis and feedback, behavior and performance modification, presentation tools, competency assessment, conflict resolution, mentoring, negotiation strategy, multidisciplinary teamwork, methods of facilitating teams, and strategies for interpersonal communications. This course will explore the role of construction safety professional's role in maintaining workplace safety competencies and outcomes as they relate to safety education required for employee onboarding, regulatory compliance, competent person requirements, and refresher training. Prerequisite: None. (3-0-3)

**SAF-400 Environmental Permitting and Management (3 Credits)**

Environmental permitting (NPDES, air, solid waste, etc.) required by federal, state and local regulatory agencies, emergency action planning, disaster preparedness, and environmental hazards awareness topics (hazardous waste, chemical spills, soil and groundwater pollution, site remediation) are discussed in this course. Engineering and administrative controls, required training (HAZWOPER), signs, written plans, work practices (decontamination), and environmental management systems standards are covered and environmental principles related to sustainable construction, building and development are examined. Prerequisite: SAF-214. (3-0-3)

**SAF-402 Construction Safety Management (3 Credits)**

This course will examine the use of financial principles, statistics, and performance metrics and indicators as they apply to influencing project management and safety outcomes in a construction setting. Management processes related to emergency, crisis, disaster planning and business continuity will be explored and the role of construction safety in the evaluation of cost, schedule, performance and risk will be discussed. Specific programs requiring special consideration and training, such as cranes, materials handling, confined spaces, fall protection, hazard communication, control of hazardous energy, excavation/trenching/shoring, workplace violence and physical security are covered. Prerequisite: SAF-120. (3-0-3)

**SAF-414 Construction Risk Management (3 Credits)**

This course will examine risk management as a key component of a successful construction safety program. Hazard identification, risk analysis, risk evaluation, risk treatment, risk communication and risk monitoring and review concepts and tools will be discussed as they relate to the development and implementation of effective hazard prevention and mitigation during facility renovations, small- and large-scale construction projects, and management of general industry contractors. Prevention through Design (PtD) and sustainability in building practices and materials are highlighted in this course. Prerequisite: SAF-316 and SAF-402. (3-0-3)

**SAF-416 Current Issues in Construction Safety (3 Credits)**

This course will cover current issues in the construction industry that present unique safety concerns for construction sites and personnel. Emphasis will be placed on understanding current and emergent work exposure issues, such as silica, lead, asbestos and nanotechnology. In addition, topics such as work site automation, robotics, workplace violence, substance abuse, wellness programs and new regulations will be discussed. Prerequisite: SAF-120. (3-0-3)

**SAF-455 Construction Safety Senior Project (3 Credits)**

The student proposes, designs, completes and construction industry safety-based capstone project. Students write a report according to specifications. Prerequisite: SAF-414 and CM-250. (3-0-3)

***CONSTRUCTION CORE COURSES: 12 CREDITS***

**CM-120 Intro to Construction Management (3 Credits)**

This course will introduce the basic history and management concepts of the construction industry to students with the expectation that upon completion students will have an overview of the industry. Career choices, industry firms, and key players in the Construction Management process will be explored. Prerequisite: None. (3-0-3)

**CM-125 Construction Graphics and Plan Reading (3 Credits)**

This is an introductory course designed to prepare students to identify, read and interpret construction drawings. The course will be delivered from an applied perspective with an emphasis on understanding the processes involved in construction and interpreting them from drawings. Prerequisite: CM-120 (3-0-3)

**CM-220 Construction Graphics and Plan Reading (3 Credits)**

This course focuses on vertical construction, emphasizing comprehensive analysis of materials, design and specifications, installation methods, testing and inspection, and appropriate construction methodology for application. Prerequisite: CM-120 and MA-114 (3-0-3)

**CM-250 Legal Issues in Construction (3 Credits)**

The course is an overview of standard construction contracts traditionally used between contractors, owners, design professionals and subcontractors from a general contractor's point of view. Prerequisites: EN-102 and CM-220. (3-0-3)

***GENERAL EDUCATION COURSES: 40 CREDITS***

**Arts and Humanities: 6 Credits**

**HU 331 Arts and Ideas (3 Credits)**

This course enables students to study and appreciate various forms of art, including painting, sculpture, architecture, music, drama, film, and literature through in-class and on-site experiences. The arts are also surveyed from an historical perspective, focusing primarily on eras in Western civilization. This enables students to sense the parallel development of the arts, of philosophy, and of sociopolitical systems and to recognize various ways of viewing reality. Prerequisite: EN-102. (3-0-3)

**Humanities Elective #1 (3 Credits)**

## **English, Business, and Social Science: 18 Credits**

### **EN-101 English Communications I (3 Credits)**

This introductory college-level course focuses on effective oral and written communication skills and the development of analytical abilities through various reading and writing assignments. Students must demonstrate competence in writing mechanics, including grammar, sentence structure, logical content development, and research documentation through 2 essays and 2 research papers. Rhetorical modes may include description, comparison/contrast, narrative, and process analysis. Students are expected to develop effective oral communication skills through speeches. Group projects will develop effective team skills such as decision-making, time management, and cooperation. Prerequisites: acceptance based on placement test scores (3-0-3)

### **EN-102 English Communications II (3 Credits)**

This sequel to EN-101 involves more sophisticated reading, writing, speaking, and research assignments. Students must demonstrate competence in writing mechanics, as well as advanced research skills, the ability to handle complex information, and effective team skills. Students write research papers: an information paper, a cause-and-effect paper, an argument paper, and a final research paper. Course includes group work. Presentations are required. Prerequisite: EN-101 (3-0-3)

### **BUS-200 Business Communications (3 Credits)**

This course includes preparation for various kinds of both written and oral business communication. The course will develop and sharpen the critical thinking and writing skills, including report/proposal preparation and presentation, needed in the workplace. Strategies for effective communication will also be explored. Prerequisite: EN-101. (3-0-3)

### **SS-351 Ethics (3 Credits)**

Prerequisite: EN-102: This course is designed to help students improve their ability to make ethical decisions. This is done by providing a framework that enables the student to identify, analyze, and resolve ethical issues that arise when making decisions. Case analysis is a primary tool of this course. Prerequisite: None. (3-0-3)

### **Social Science Elective #1 (3 Credits)**

### **Social Science Elective #2 (3 Credits)**

## **Mathematics: 10 Credits**

### **MA-112 Intermediate Algebra (3 Credits)**

Designed for students needing mathematical skills and concepts for MA-114 and MA-216. In this course students are introduced to equations and inequalities and learn the language of algebra and related functions, including polynomial, rational, exponential and logarithmic functions. Other topics include solving equations, inequalities and systems of linear equations; performing operations with real numbers, complex numbers and functions; constructing and analyzing graphs of functions; and using mathematical modeling to solve application problems. Prerequisite: MA-005 or placement test score. (3-0-3)

**MA-114 Algebra & Trigonometry (4 Credits)**

Prerequisite: MA-112 or placement test score: Designed for students needing mathematical skills and concepts for MA-216; topics in this course are as follows. Algebra: basic operations on real and complex numbers, fractions, exponents and radicals. Determinates. Solution of linear, fractional, quadratic and system equations. Trigonometry: definition and identities, angular measurements, solving triangles, vectors, graphs and logarithms. Prerequisite: MA-112 or acceptable based on placement test score. (4-0-4)

**MA-128 Introduction to Statistics (3 Credits)**

Probability: definitions, theorems, permutations and combinations. Binomial, hypergeometric, Poisson and normal distributions. Sampling distribution and central limit theorem, estimation and hypothesis testing. Prerequisite: MA-110 and MA-111 or MA-112. (3-0-3)

**Biological and Physical Sciences: 6 Credits**

**PH-201 General Physics I (3 Credits)**

Non-calculus physics. The course will cover mechanics (units), conversion factors (vector diagrams), translational equilibrium (uniformly accelerated motion), projectiles (Newton's Law), work energy and power (kinetics and potential energy), conservation of energy (impulse and momentum), heat (temperature scales), thermal properties of matter, heat and temperature change, heat and change of phase, and the physics of heat transfer (applications). Prerequisite: MA-114. (2-2-3)

**CH-120 Chemistry (3 Credits)**

Metric system and significant figures; stoichiometry; fundamental concepts of atomic structure and its relationship to the periodic table; electron configuration; bonds and electronegativity; gases; oxidation states and redox; solutions, acids and bases, changes of state, thermodynamics, chemical kinetics and equilibrium. Prerequisites: MA-114 (2-2-3)

***BUSINESS or TECHNICAL ELECTIVES: 27 CREDITS***

**Business or Technical Elective #1 (3 Credits)**

**Business or Technical Elective #2 (3 Credits)**

**Business or Technical Elective #3 (3 Credits)**

**Business or Technical Elective #4 (3 Credits)**

**Business or Technical Elective #5 (3 Credits)**

**Business or Technical Elective #6 (3 Credits)**

**Business or Technical Elective #7 (3 Credits)**

**Business or Technical Elective #8 (3 Credits)**

**Business or Technical Elective #9 (3 Credits)**

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

The general education requirements will meet or exceed the specifications in The Code of Maryland Regulations (COMAR). Please see Section G.4 to review the general education requirement for the proposed degree.

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

The program will be accredited regionally by Middle States Commission on Higher Education (MSCHE). The program will also receive specialized accreditation by International Accreditation Council for Business Education (IACBE) for its management and leadership content. Capitol Technology University is currently accredited by both organizations.

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

The University will not be contracting with another institution or non-collegiate organization for this degree.

**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.**

The **B.S. in Construction Safety** 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.

Curriculum, course and degree information will be available on the University website and via email as well as regular mail (by request). The expectations on faculty/student interaction are available to students during virtual open house events, literature, website, etc. In addition, this information is part of the material distributed for each course. Students receive guidance on proper behavior and interaction with their professors in-person as well as in the online environment to facilitate a high-level undergraduate learning experience. Technology competence and skills and technical equipment requirements are part of the material distributed for each course. The technical equipment requirements are also listed on the University website and provided to students in the welcome package.

The University's academic support services, financial aid resources, costs and payment policies, and Learning Management System are covered in the University open houses, application process, welcome aboard process, orientation, student town halls, and individual counseling.

- 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 University will provide students with clear, complete, and timely information on the program's 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.

Curriculum, course and degree information will be available on the University website and via email as well as regular mail (by request). The expectations on faculty/student interaction are available to students during virtual open house events, literature, website, etc. In addition, this information is part of the material distributed for each course. Students receive guidance on proper behavior/interaction in the online environment to facilitate a high-level learning experience. The required technology competence and skills, plus the technical equipment requirements, are part of the material distributed for each course. The technical equipment requirements are also listed on the University's website and provided to students in the welcome package.

The University's academic support services, financial aid resources, costs and payment policies, and Learning Management System are covered in the University open houses, application process, welcome aboard process, orientation, online student town halls, and individual counseling.

#### **H. Adequacy of Articulation:**

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

This program does not currently have articulation partners. However, the articulation process will work as it does for the University's current degrees. The University is very active with its transfer partners throughout the state and beyond. The goal of the University is to work with partners to make transfer as seamless as possible and to maximize the student's transfer credits as allowable. There are transfer admissions personnel to guide the student through the process.

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

- 1. Provide a brief narrative demonstrating the quality of the program faculty. Include a summary list of the 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.**

All faculty listed below have been engaged with the University for at least several years. Dr. Abu-Ageel, Dr. Antunes, Lt.Col. Ashmall, Dr. Bajracharya, Dr. Bajwa, Dr. Baker, Prof. Burke, Prof. Opeka, Prof. Rankin, and Dr. Sims are fulltime faculty members. Seventeen of the twenty-two faculty members below hold terminal degrees. Prof. Burke and Prof. Weideman are professionally qualified given their significant years of experience and positions held in Construction Safety. Their resumes and curriculum vitae have reviewed and each one is deemed professionally qualified to teach courses at this level. The University leadership is confident in

the quality of the faculty and their abilities to provide a learning environment supportive of the University goals for student success. Additional doctorally-qualified faculty will be added as needed.

Instructors who will be engaged with the B.S. in Construction Safety degree:

<b>INSTRUCTOR</b>	<b>BACKGROUND</b>	<b>COURSES ALIGNED TO BE TAUGHT</b>
Dr. Nayef Abu-Ageel Full time	Ph.D. Electrical and Computer Engineering M.S. Electrical Engineering B.S. Electrical Engineering	Technical Electives
Dr. Alex "Sandy" Antunes Full time	Ph.D. Computational Astrophysics M.S. Astronomy B.S. Astronomy and Physics	Technical Electives
Lt. Col. Soren Ashmall, USMC (Ret.) Full time	M.A. Broadcast Journalism B.A. Theatre MOS 3450 Planning, Programming, & Budget Systems Officer MOS 8055 Information Management Officer MOS 0202 Intelligence Officer MOS 2602 Signals Intelligence Officer/Ground Electronic Warfare Officer Licensed Real Estate Agent/REALTOR Facilities Security Officer, National Industrial Security Program (NISP)	All Liberal Arts, Humanities courses EN-101 EN-102
Dr. Chandra Bajracharya Full time	Ph.D. Electrical and Computer Engineering M.S. Applied Computing M.S. Electrical Power Engineering B.E. Electrical Engineering	Technical Electives
Dr. Garima Bajwa Full time	Ph.D. Computer Science and Engineering M.S. Electrical and Computer Engineering B.S. Electronics and Communications Engineering	Technical Electives
Dr. Richard Baker Full time	Ph.D. Information Systems M.S. Computer Science B.S. Mathematics	Technical Electives
Dr. Hasna Banu Adjunct	Ph.D. Theoretical Physics M.S. Mathematics B.S. Mathematics	All Math and PH courses
Prof. Gary Burke Full time	M.B.A. B.S. Building Science Authorized OSHA Outreach Trainer; Construction Licensed General Contractor (North Carolina)	All SAF and CM courses



Dr. Craig Capano Adjunct	Ph.D. Civil Engineering with Concentration in Construction Engineering and Management and a focus on Business M.C.S.M. (Master of Construction Science and Management) B.S. Construction Management A.S. Architectural Engineering	All CM courses
Dr. Jami Carroll Adjunct	D.Sc. Cyber Security M.S. Cyber Security M.B.A.	BUS and Cyber courses
Dr. Emily Darraj Adjunct	D.Sc. Cybersecurity M.S. Information Assurance	All Cyber courses
Dr. George Ford Adjunct	Ed.D. Educational Leadership M.E. Environmental Engineering M.B.A. B.S. Mechanical Engineering Professional Engineer (P.E.)	All CM courses
Dr. Raymond Godfrey Adjunct	NIOSH Fellowship for Graduate Studies - Occupational Injury Prevention Research & Training Ph.D. Design, Construction & Planning - Construction Safety Management M.S. Building Construction Management B.S. Psychology	All SAF and CM Courses
Dr. Priscilla Lewis Adjunct	D.M. Leadership M.B.A. M.P.S. Managerial Policy B.S. Economics/Mathematics	All BUS courses
Dr. Linda Martin Adjunct	Ph.D. Safety Sciences (expected 2019) M.S. Occupational Safety and Health Management M.B.A General Management B.S. Geology Certified Industrial Hygienist: CP-10409 Certified Safety Professional: CSP-21861 Associate Safety Professional: ASP-A15411 Safety Management Specialist: SMS-2 Occupational Health and Safety Technologist: OHST-4264 Construction Health and Safety Technician: CHST-C3978 Safety Trained Supervisor – Construction: IEX11851 Certified Environmental Safety & Health Trainer: CET-13003 Certified Hazardous Materials Manager: CHMM-17198	All SAF courses

	Construction Risk and Insurance Specialist (CRIS) Authorized OSHA Outreach Trainer: General Industry Authorized OSHA Outreach Trainer: Construction	
Dr. Ronald Mau Adjunct	Ph.D. Business M.B.A. M.S. Civil Engineering B.S. Civil Engineering	All CM courses
Prof. Pamela Opeka Full time	M.Ed. Math B.S. Biology & Chemistry	MA 112, MA 114, MA 128, CH 120
Dr. Alexander Perry Adjunct	D.Sc. Cyber Security M.S. Computational Mathematics	All Math courses
Prof. Claude Rankin Full time	M.A. Communication Arts B.A. Political Science & Speech (Professionally qualified)	All BUS Electives. All Liberal Arts and Humanities MA 112
Dr. Bradford Sims Full time	Ph.D. Curriculum Instruction Design M.S. Building Construction Management B.S. Building Construction Technology	All CM courses
Prof. Nathan Weideman Adjunct	M.S. Astronautical Engineering B.S. Professional Aeronautics	PH 201 and Technical Electives
Dr. Blake Wentz Adjunct	Ph.D. Technology Management with Construction Management Focus M.E. Construction Management B.S. Business Administration with Finance Major Certified Professional Constructor (CPC) Leadership in Energy and Environmental Design (LEED) Advanced Professional (AP)	All CM courses

Most General Education Faculty are not shown above; however, the University has a robust number of highly qualified professors teaching in each general education area.

Additional faculty with doctoral degrees will be added in the near future to the Construction Safety degree program.

**ADDITIONAL JUSTIFICATION:**

Capitol Technology University's Occupational health and safety Instructors are leading experts in the construction safety fields:

- 1.

2. Prof. Linda Martin

Prof. Linda Martin is currently serving as the President of the Board of Directors for the Board of Certified Safety Professionals. She maintains a full time position with Bay Crane, Inc. as their Corporate Safety Director and has built and taught many safety courses as an adjunct faculty for both the general occupational health and safety areas and in construction safety. She has nearly thirty years of industry experience in safety fields. Her list of safety certifications include: Certified Industrial Hygienist: CP-10409, Certified Safety Professional: CSP-21861, Associate Safety Professional: ASP-A15411, Safety Management Specialist: SMS-2, Occupational Health and Safety Technologist: OHST-4264, Construction Health and Safety Technician: CHST-C3978, Safety Trained Supervisor – Construction: IEX11851, Certified Environmental Safety & Health Trainer: CET-13003, Certified Hazardous Materials Manager: CHMM-17198, Construction Risk and Insurance Specialist (CRIS), Authorized OSHA Outreach Trainer: General Industry, and Authorized OSHA Outreach Trainer: Construction.

3. Prof. Gary Burke

Prof. Gary Burke has forty years of experience working in the construction industry as well as teaching construction and Construction Safety courses. He is a certified OSHA authorized construction trainer and managed his own residential construction company as a licensed general contractor for fourteen years where jobsite safety was part of his daily responsibility. He is a full-time Associate Professor with Capitol Technology University with program oversight.

4. Dr. Raymend Godfrey

Dr. Raymond Godfrey has a significant background of construction and has completed the NIOSH Fellowship for Graduate Studies - Occupational Injury Prevention Research & Training. Dr. Godfrey has held faculty positions at other universities in both construction programs and occupational health and safety programs. His area of expertise is bridging the needs for construction job site with occupational health and safety.

**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**

The primary pedagogy for faculty at Capitol Technology University is the Active Learning model. The University believes strongly in a highly-interactive, thinking, and hands-on experience for students in each class to the maximum extent possible.

It was two Missouri State professors, historian Charles Bonwell and psychologist James Eison, who coined the term “active learning.” In their 1991 book on the subject, *Active Learning: Creating Excitement in the Classroom*, they offered this definition of the concept: “active learning involves students in doing things and thinking about the things they are doing.”

The definition, though it seems circuitous, marks a definitive pedagogical shift in college teaching and learning. Rather than think about what they are watching, hearing, or reading, students are first encouraged to be “doing” something in class, and then to apply critical thought and reflection to their own classroom work and activity. Their argument was backed up by research. Even Bligh, 20 years earlier, had pointed out that the immediate rehearsal of new information and knowledge

had a significant impact upon learning.

This approach is as helpful in the sciences as it is in the arts or humanities: whether it's organic chemistry, creative writing, or behavioral economics, concepts are all best understood through repeated practice and open, social exploration. The central tenet of active learning is that practice matters, and that classroom time is better spent giving students opportunities to work with concepts over and over, in a variety of ways and with opportunities.

The central tenet of active learning — that practice and interaction matters— can be applied across disciplines for immediate feedback, so that knowledge can take hold in their own minds.

(Source: Preville, P. Active Learning: The Perfect Pedagogy for the Digital Classroom: An Essential Guide for the Modern Professor)

All faculty receive regular periodic and recurring pedagogical training during the academic year. Those training sessions occur in a hybrid format – simultaneously live online and live on-ground in the classroom. The sessions are designed to reach all faculty, both fulltime and adjunct, in order to ensure everyone receives the training. Additionally, the sessions are recorded for those faculty who are unable to attend the live training session due to other professional and teaching commitments.

#### **b) The learning management system**

The Department of Online Learning (formerly the University's Department of Distance Learning) and the instructional technology division support the online program needs of faculty and students. The University's Department of Online Learning and the IT Help Desk provide 24-hour support to the faculty. The Canvas portion of the program is the online Learning Management System. When a new faculty member is assigned to teach an online course, the Department of Online Learning provides formal training for the instructor. New faculty are assigned an experienced faculty mentor to ensure a smooth transition to the online environment as well as to ensure compliance with the institution's online teaching pedagogy. The University believes this provides the highest-level learning experience for the faculty member and, in turn, students attending online classes.

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

Faculty at Capitol Technology University receive training in Keller's ARCS Motivational Model and his associated strategies for distance education/online learning.

A model used in online delivery of teaching and learning to increase learner motivation is the Keller's ARCS motivational model. This model has been considered an important element in online education because of its implications on increased learner motivation and learning outcomes. The Keller's model consists of motivating students by maintaining and eliciting attention (A), such as virtual clinical simulations; making the content and format relevant (R), by modeling enthusiasm or relating content to future use; facilitating student confidence (C), by providing "just the right challenge"; and promoting learner satisfaction (S), by providing reinforcement and praise when appropriate.

Examples of the Keller's model include increasing motivation including the arousal of curiosity of students, making the connection between learning objectives and future learning goals, autonomous thinking and learning, and fostering student satisfaction. Keller's ARCS model has been researched by various educational online programs to analyze student motivation and learning outcomes. The Keller's model serves as an example and guide for instructors to motivate and increase online engagement with their students as well as research purposes.

A qualitative study by Chan Lin investigated online student learning and motivation. Discussion boards, student projects, and reflection data were collected and analyzed from a 12-week web-based course. Respondents indicated the importance of online feedback from the instructor and peer modeling of course tasks to visualize learning progress. The study revealed using Keller's ARCS strategies fosters greater student online engagement by fostering self-efficacy and a sense of accomplishment.

In a mixed method study, assessing the use of Keller's ARCS on instructional design, the use of educational scaffolding fostered positive levels of student motivation. Relevancy, attention, confidence, and satisfaction were all common factors associated with student success in the course and course completion.

(Source: Pinchevsky-Font T, Dunbar S. Best Practices for Online Teaching and Learning in Health Care Related Programs. The Internet Journal of Allied Health Sciences and Practice. January 2015. Volume 13 Number 1.)

All faculty receive regular periodic and recurring training on evidence-based practices for distance education/online learning during the academic year. Those training sessions occur in multiple formats: asynchronous, synchronous (i.e., live online), hybrid (i.e., simultaneously live online and live on-ground), and on-ground in the classroom. The sessions are designed to reach all faculty, both fulltime and adjunct, to ensure all members receive the training. Additionally, the live sessions are recorded for those faculty who are unable to attend the live training session due to other professional commitments or who are teaching classes at the training delivery time.

#### **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:* The Puente Library offers extensive services and a wide collection for Capitol Technology University students to be academically successful. Library resources are available digitally. The library also provides a mailing service for materials borrowed through the Maryland system. The library is currently supporting the following degrees at the undergraduate level: B.S. in Astronautical Engineering, B.S. in Business Analytics and Data Science, B.S. in Computer Engineering, B.S. in Computer and Cyber Operations Engineering, B.S. in Computer Science, B.S. in Construction Management and Critical Infrastructure, B.S. in Cyber Analytics, B.S. in Cyber and Information Security, B.S. in Electrical Engineering, B.S. in Electrical Engineering Technology, B.S. in Engineering Technology, B.S. in Management of Cyber and Information Technology, B.S. in Mechatronics Engineering, B.S. in Mechatronics and Robotics

Engineering Technology, B.S. in Mobile Computing, B.S. in Software Engineering, and B.S. in Technology and Business Management, and B.S. in Unmanned and Autonomous Systems. The library is currently supporting the following degrees at the graduate level: M.S. in Aviation, M.S. in Computer Science, M.S. in Critical Infrastructure, M.S. in Cyber Analytics, M.S. in Cyber and Information Security, M.S. in Electrical Engineering, M.S. in Information Systems Management, M.S. in Internet Engineering, M.S. in Unmanned and Autonomous Systems Policy and Risk Management, M.B.A., T.M.B.A. Business Analytics and Data Science, T.M.B.A. in Cybersecurity, D.Sc. in Cybersecurity, Ph.D. in Business Analytics and Decision Sciences, Ph.D. in Critical Infrastructure, Ph.D. in Technology, Ph.D. in Technology/M.S. in Research Methods Combination Program, and Ph.D. in Unmanned Systems Applications. Therefore, the library is fully prepared to support a **B.S. in Construction Safety**.

Services provided to on line students include:

- “Ask the Librarian”
- Research Guides
- Tutorials
- Videos
- Online borrowing

Capitol Technology University’s online library as well as the on-campus library provides faculty and students with reference documents as well as texts appropriate to their learning experiences. Information about those services may be found at: <https://www.captechu.edu/current-students/puente-library>

The John G. and Beverley A. Puente Library provides access to management, decision science, and research methods materials through its 10,000-title book collection, e-books, and its 90 journal subscriptions. The library will continue to purchase new and additional materials in the management, decision science, and research methods area to maintain a strong and current collection in this subject area. Students can also access materials through the library’s participation in Maryland’s Digital eLibrary Consortium. This online electronic service provides access to numerous databases (Access Science, NetLibrary) that supply students with the materials they need. Available databases include ProQuest, EBSCO, ACM, Lexis Nexis, Taylor Francis, and Sage Publications.

The Puente Library can provide additional access to Occupational Safety and Health materials through its membership in the Maryland Independent College and University Association (MICUA) and the American Society of Engineering Education (ASEE). The University also has connections with the Board of Certified Safety Professionals (BCSP) for any certification related content. Reciprocal loan agreements with fellow members of these organizations provide the library access to numerous research facilities that house and maintain archives of management and data science documents. The proximity of the University of Maryland, College Park and other local area research and academic libraries provides the Puente Library with quick access to these materials as well.

The library currently supports the needs students at the undergraduate, masters and doctoral level.

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

- 1. Provide an assurance that the 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 regarding adequate equipment and facilities to meet the program's needs.**

No new facilities are required for the program. The online class platform is web based and requires no additional equipment for the institution. The current Learning Management System, Canvas and Adobe Connect, meets the needs of the degree program. The Business and Technology lab, Computer Science Lab, Cyber Lab, Robotics Lab, and Unmanned Systems Lab together meet the potential research needs of the students. The labs provide both local and virtual support.

- 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**

Capitol Technology University provides an institutional electronic mailing system to all students and faculty. The capability is provided to all students and faculty in all the institution's modalities of course delivery. Capitol Technology University students and faculty are required to use the institution's email addresses (e.g., xxxxxxxx@captechu.edu) in all university matters and communications. The University uses the email capabilities in Microsoft Office 365 and Microsoft Outlook.

- b. A learning management system that provides the necessary technological support for distance education**

Capitol Technology University provides a robust Learning Management Systems (LMS) using the Canvas LMS by Instructure ([www.canvaslms.com](http://www.canvaslms.com)). The University connects Canvas with Adobe Connect ([www.adobe.com/products/adobeconnect.html](http://www.adobe.com/products/adobeconnect.html)) to provide a platform for every student and faculty member to meet face-to-face in a synchronous "live" mode of communication. The use of Canvas is required for every course offered at the University; as a result, every course has a classroom on Canvas and Adobe Connect. All syllabi, grades, and assignments must be entered in to Canvas on a timely basis throughout the semester.

Canvas provides the world's most robust LMS. It is a 21st Century LMS; Canvas is a native cloud, Amazon Web Service hosted system. The system is adaptable, reliable, and customizable. Canvas is easy to use for students and faculty. The system is fully mobile and has proven to be time-saving when compared to other systems. The following list provides the features of the system:

Time and Effort Savings

- CANVAS DATA

Canvas Data parses and aggregates more than 280 million rows of Canvas usage data generated daily.

- **CANVAS COMMONS**  
Canvas Commons makes sharing a whole lot easier.
- **SPEEDGRADER ANNOTATIONS**  
Preview student submissions and provide feedback all in one frame.
- **GRAPHIC ANALYTICS REPORTING ENGINE**  
Canvas Analytics help you turn rich learner data into meaningful insights to improve teaching and learning.
- **INTEGRATED MEDIA RECORDER**  
Record audio and video messages within Canvas.
- **OUTCOMES**  
Connect each learning outcome to a specific goal, so results are demonstrated in clearly measurable ways.
- **MOBILE ANNOTATION**  
Open, annotate, and submit assignments directly within the Canvas mobile app.
- **AUTOMATED TASKS**  
Course management is fast and easy with automated tasks.
- **NOTIFICATION PREFERENCES**  
Receive course updates when and where you want - by email, text message, even Twitter or LinkedIn.
- **EASE OF USE**  
A familiar, intuitive interface means most users already have the skills they need to navigate, learn, and use Canvas.
- **IOS AND ANDROID**  
Engage students in learning anytime, anywhere from any computer or mobile device with a Web-standard browser.
- **USER-CUSTOMIZABLE NAVIGATION**  
Canvas intelligently adds course navigation links as teachers create courses.
- **RSS SUPPORT**  
Pull feeds from external sites into courses and push out secure feeds for all course activities.
- **DOWNLOAD AND UPLOAD FILES**  
Work in Canvas or work offline—it's up to you.
- **SPEEDGRADER**  
Grade assignments in half the time.

#### Student Engagement

- **ROBUST COURSE NOTIFICATIONS**



Receive course updates when and where you want—by email, text message, and even Facebook.

- **PROFILE**  
Introduce yourself to classmates with a Canvas profile.
- **AUDIO AND VIDEO MESSAGES**  
Give better feedback and help students feel more connected with audio and video messages.
- **MULTIMEDIA INTEGRATIONS**  
Insert audio, video, text, images, and more at every learning contact point.
- **EMPOWER GROUPS WITH COLLABORATIVE WORKSPACES**  
By using the right technologies in the right ways, Canvas makes working together easier than ever.
- **MOBILE**  
Engage students in learning anytime, anywhere from iOS or Android, or any mobile device with a Web-standard browser.
- **TURN STUDENTS INTO CREATORS**  
Students can create and share audio, video, and more within assignments, discussions, and collaborative workspaces.
- **WEB CONFERENCING**  
Engage in synchronous online communication.
- **OPEN API**  
With its open API, Canvas easily integrates with your IT ecosystem.
- **BROWSER SUPPORT**  
Connect to Canvas from any Web-standard browser.
- **LTI INTEGRATIONS**  
Use the tools you want with LTI integrations.
- **MODERN WEB STANDARDS**  
Canvas is built using the same Web technologies that power sites like Google, Facebook, and Twitter.

#### Lossless Learning

- **CANVAS POLLS**  
Gauge comprehension and incorporate formative assessment without the need for “clicker” devices.
- **MAGICMARKER**  
Track in real-time how students are performing and demonstrating their learning.
- **QUIZ STATS**  
Analyze and improve individual assessments and quiz questions.
- **LEARNING MASTERY FOR STUDENTS**

Empower students to take control of their learning.

(Source: <https://www.canvaslms.com/higher-education/features>)

Capitol Technology University has been using Canvas for over four years. Canvas has proven to be a completely reliable LMS system that provides the necessary technological support for distance education/online learning.

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

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

**TABLE 1: RESOURCES**

<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	\$39,000	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$676,873	\$1,209,255	\$1,934,453	\$2,536,145	\$3,498,714
a. Number of F/T Students	23	39	61	79	102
b. Annual tuition/Fee rate	\$26,003	\$26,393	\$26,789	\$27,191	\$27,871
c. Total F/T Revenue (a x b)	\$598,069	\$1,029,327	\$1,634,129	\$2,148,089	\$2,842,842
d. Number of P/T Students	9	18	29	37	61
e. Credit Hour Rate	\$813	\$833	\$853	\$874	\$896
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$87,804	\$179,928	\$300,324	\$388,056	\$655,872
3. Grants, Contracts and Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$715,873</b>	<b>\$1,209,255</b>	<b>\$1,934,453</b>	<b>\$2,536,145</b>	<b>\$3,498,714</b>

This proposal builds upon an existing degree programs at the University.

- A. Provide a narrative rationale for each of the resource categories. If resources have been or will be reallocated to support the proposed program, briefly discuss those funds.**

**1. Reallocated Funds**

Capitol Technology University has reallocated funds during Year 1 for support of program and course development, online support, office materials, travel, professional development, and initial marketing. There is no substantial impact on the institution because of the reallocation of these funds. The reallocated funds will be recovered after the first year.

**2. Tuition and Fee Revenue**

Tuition is calculated to include an annual 2.5% tuition increase. A 20% attrition rate has been calculated.

**3. Grants and Contracts**

There are currently no grants or contracts.

**4. Other Sources**

There are currently no other sources of funds.

**5. Total Year**

No additional explanation or comments needed.

2. Complete Table 2: Program Expenditures. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.

**TABLE 2: EXPENDITURES**  
Courses are taught by adjunct professors.

Expenditure Category	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$65,741	\$126,342	\$138,134	\$159,289	\$235,841
a. Number of FTE	4	7.5	8	9	13
b. Total Salary	\$54,784	\$105,285	\$115,112	\$132,741	\$196,534
c. Total Benefits (20% of salaries)	\$10,957	\$21,057	\$23,022	\$26,548	\$39,307
2. Admin Staff (b + c below)	\$4,798	\$5,090	\$5,243	\$5,374	\$5,508
a. Number of FTE	.07	.07	.07	.07	.07
b. Total Salary	\$4,084	\$4,207	\$4,333	\$4,441	\$4,552
c. Total Benefits	\$858	\$883	\$910	\$933	\$956
3. Support Staff (b + c below)	\$57,475	\$88,369	\$114,950	\$120,770	\$185,676
a. Number of FTE	1.00	1.5	1.75	2	3
b. Total Salary	\$47,500	\$73,032	\$83,125	\$99,810	\$153,450
c. Total Benefits	\$9,975	\$15,337	\$16,625	\$20,960	\$32,226
4. Technical Support and Equipment	\$3,920	\$5,805	\$8,500	\$11,005	\$15,448
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$71,587	\$120,925	\$193,445	\$253,614	\$349,871
TOTAL (ADD 1-7)	\$203,521	\$346,531	\$460,272	\$550,052	\$792,344

1. Provide a narrative rationale for each expenditure category. If expenditures have been or will be reallocated to support the proposed program, briefly discuss those funds.

**a. Faculty**

Table 2 reflects the faculty hours in total, but this does not imply that these are new hire requirements.

**b. Administrative Staff**

Capitol Technology University will continue with current the administrative staff through the proposed time period.

**c. Support Staff**

Capitol will continue with current administrative staff through Year 2. Additional support staff will be added in Years 3-5.

**d. Equipment**

Software for courses is available free to students or is freeware. Additional licenses for the LMS will be purchased by the university at the rate of \$60 per student in Year 1. Construction safety equipment will also be procured on an annual basis.

**e. Library**

Money has been allocated for additional materials to be added to the on campus and virtual libraries to ensure the literature remains current and relevant. However, it has been determined that the current material serves the needs of this degree due to the extensive online database.

**f. New or Renovated Space**

No new or renovated space is required.

**g. Other Expenses**

Funds have been allocated for office materials, travel, professional development, course development, marketing, and additional scholarships.

**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 assessment process at the University consists of a series of events throughout the Academic Year. The results of each event are gathered by the University Assessment Team and stored in Canvas for analysis and use in annual reports, assessments, etc. The University Assessment Team analyzes the results, develops any necessary action plans, and monitors implementation of the action plans.

Academic Year Assessment Events:

Fall Semester:

- At the August Faculty Retreat, the faculty reviews any outstanding student learning challenges that have not been adequately addressed. The issues are brought to the University Academic Deans for review and development of implementation plans.

- Faculty submit performance plans consistent with the mission and goals of the University and department. The documents are reviewed and approved by the University Academic Deans.
- Department Chairs and University Academic Deans review the Graduating Student Survey data.
- Department Chairs and University Academic Deans review student internship evaluations.
- Department Chairs and University Academic Deans review grade distribution reports from the spring and summer semesters.
- Department Chairs and University Academic Deans review student course evaluations from the Summer Semester.
- Departments conduct Industrial Advisory Board meetings to review academic curriculum recommendations. The Advisory Board meets to begin curriculum review or address special issues that may arise related to curriculum. Based on an analysis and evaluation of the results, the University Academic Deans, faculty and the advisory boards will develop the most effective strategy to move the changes forward.
  - NOTE: A complete curriculum review for degrees in the Doctoral Programs occurs every 2 years. In most cases, the changes only require that the University Academic Deans inform the Chief Academic Officer and provide a report that includes a justification and the impact of the changes as well as a strategic plan. Significant changes normally require the approval of the Chief Academic Officer and the Executive Council.
- University Academic Deans and the Vice President for Academic Affairs attend the Student Town Hall and review student feedback with department chairs.
- Department Chairs conduct interviews with potential employers at our Career Fair.
- Post-residency, the University Academic Deans meet with the faculty to review the student learning progress and discuss needed changes.

#### Spring Semester:

- Faculty Performance Plans are reviewed with faculty to identify issues of divergence and to adjust the plan as needed.
- Department Chairs and University Academic Deans review grade distribution reports from the Fall Semester.
- Department Chairs and University Academic Deans review the Graduating Student Survey data.
- Department Chairs and University Academic Deans review student course evaluations from the Fall Semester and the Spring Semester (in May before the Summer Semester begins).
- Department Chairs and University Academic Deans meet to review the content of the graduating student, alumni, and course surveys to ensure the surveys continue to meet the university's assessment needs.
- At Annual Faculty Summit in May, the faculty review and discuss student learning challenges from the past academic year and provide recommendations to the Academic Deans for review and development of implementation plans.
- Department Chairs conduct interviews with potential employers at our Career Fair.
- Departments conduct Industrial Advisory Board meetings to review academic curriculum recommendations.

In addition to these summative assessments, the University Academic Deans meets with the Department Chairs on a weekly basis to review current student progress. This formative

assessment allows for immediate minor changes, which increase faculty effectiveness and, ultimately, student outcomes.

The Faculty Senate meets monthly during August through April. The Faculty Senate addresses issues that impact student outcomes as those issues emerge. The leadership of the Faculty Senate then provides a report on the matter to the University Academic Deans. The report may include a recommendation or a request to move forward with a committee to further examine the issue. In most cases, the changes only require the University Academic Deans to inform the Chief Academic Officer and provide a report that includes a justification and the impact of changes as well as a strategic plan. Significant changes normally require the approval of the Chief Academic Officer and the Executive Council.

- 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.**

*Student Learning Outcomes:*

Student learning outcomes for the proposed **B.S. in Construction Safety** will be measured using the instruments identified in Section G and Section M (i.e., those instruments tailored for this specific bachelor's degree), the assessment measures indicated in each module of the doctoral program, and the accreditation requirements of the University's regional accreditor [i.e., Middle States Commission in Higher Education (MSCHE)] and our degree specific accrediting organizations (i.e., IACBE, ABET, NSA, DHS). This program is designed to meet the requirements of MSCHE and IACBE. The program will be reviewed for accreditation by MSCHE and IACBE. The University is in good standing with all its accrediting bodies.

*Student Retention:*

The University maintains a comprehensive student retention program under the Vice President for Student Engagement. The program assesses student retention at all levels, including the individual course, major, and degree. During the semester and term, the University's Drop-Out Detective capability, within its Learning Management System (Canvas), provides an early alert at the course level to potential issues related to retention. Within the Office of Student Life, Academic Advisors monitor Drop-Out Detective and contact students who appear to have issues affecting their academic performance. The Academic Advisors work with each student to create a plan to remove any barriers to success. The Academic Advisors also work with the course instructors as needed to gain additional insight that may be helpful to correcting the situation.

Each student also meets with their Academic Advisor each semester to evaluate their progress toward degree completion. An updated plan of action is developed for each student for their next semester's registration and each succeeding semester through degree completion.

The Vice President for Student Engagement also meets on a regular basis with the Vice President of Academics/Chief Academic Officer to review the student retention within each degree program and address any issues that appear to be impediments to degree completion.

*Student and Faculty Satisfaction:*

Evaluations and assessment of Student and Faculty satisfaction occur every semester. Faculty members are evaluated every semester by students enrolled in their courses. Students are required

to complete a course evaluation online within a specified time frame at the end of the semester for every enrolled course or they are locked out of Canvas (the University's Learning Management System) until they complete each survey. Every faculty member is also required to review each of their courses for the semester.

The Department Chairs and University Academic Deans review the student evaluations for every course offered at the University. The Department Chairs and University Academic Deans also review faculty satisfaction every semester. If changes are needed at the course level, the changes are developed and implemented by the faculty responsible for the courses upon approval of the University Academic Deans. If changes are needed at the faculty level, the Department Chairs and University Deans will make the changes. At the end of this cycle, an evaluation is repeated, and the results are analyzed with the appropriate stakeholders regarding the effectiveness of the changes. This is an ongoing process. The University has a team in charge of outcomes and assessment supporting the formal assessment measures.

*Cost Effectiveness:*

Based on the year-long inputs, evaluations, and reviews described in Section M from faculty, students, industry representatives, and Department Chairs, the University Academic Dean prepares the proposed academic budget for each program for the upcoming year. Budget increases are tied to intended student learning improvements and key strategic initiatives.

Each academic program is also monitored by the Vice President for Finance and Administration throughout every semester and term for its cost effectiveness. Additionally, the revenue and costs of every University program are reviewed annually by the Executive Council and Board of Trustees prior to approving the next year's budget.

**N. Consistency with the State's Minority Student Achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Post-Secondary Education):**

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

Capitol Technology University is a majority/minority school. Our programs attract a diverse set of students. Special attention is provided to recruit females and minorities into the STEM and multidisciplinary programs at all degree levels – undergraduate, master's, and doctoral. The University also recruits veterans and active duty military personnel for all of its undergraduate degrees as well as for its graduate level degrees: M.S. in Aviation, M.S. in Computer Science, M.S. in Cyber Analytics, M.S. in Cyber and Information Security, M.S. in Electrical Engineering, M.S. in Information Systems Management, M.S. in Internet Engineering, M.S. in Unmanned and Autonomous Systems Policy and Risk Management, M.B.A., T.M.B.A. Business Analytics and Data Science, T.M.B.A. in Cybersecurity, D.Sc. in Cybersecurity, Ph.D. in Aviation, Ph.D. in Business Analytics and Decision Sciences, Ph.D. in Critical Infrastructure, Ph.D. in Technology, Ph.D. in Technology/M.S. in Research Methods Combination Program, and Ph.D. in Unmanned Systems Applications. The same attention will be given to the **B.S. in Construction Safety**.

**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.**

This program is not associated with a low productivity program identified by the Commission.

**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.**

Capitol Technology University is fully eligible to provide distance education. The university has a long history of providing high-quality distance education. The university is accredited regionally by the Middle States Commission in Higher Education (MSCHE) and through four specialized accrediting organizations: International Accreditation Council of Business Education (IACBE), Accreditation Board for Engineering and Technology (ABET), NSA, and DHS. All five accrediting organizations have reviewed the University's distance education program as part of their accreditation process. Capitol Technology University is fully accredited by MSCHE, IACBE, ABET, NSA, and DHS. The University is in good standing with all its accrediting bodies.

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

Capitol Technology University has a long history of providing high quality distance education/online learning that complies with the Council of Regional Accrediting Commissions (C-RAC) Interregional Guidelines for the Evaluation of Distance Education. The university will also continue to comply with the C-RAC guidelines with the proposed **B.S. in Construction Safety** program.

- a. Council of Regional Accrediting Commissions (C-RAC) Interregional Guidelines for the Evaluation of Distance Education.**

- 1. Online learning is appropriate to the institution's mission and purposes.**

Online learning is consistent with the institution's mission, purpose and history. Please refer to Section A of this proposal.

- 2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.**

All programs at the university – online, hybrid, and on-ground – are subject to the same regular planning, assessment, and evaluation processes. Please see Section M of this proposal for the detailed process.

- 3. Online learning is incorporated into the institution's systems of governance and academic oversight.**

All programs at the University – online, hybrid, and on-ground – are subject to the same

regular planning, assessment, and evaluation processes. Please see Section M of this proposal for the detailed process.

- 4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

Online programs/courses meet the same accreditation standards, goals, objectives, and outcomes as traditional on-ground instruction at the University. The online course development process incorporated the Quality Matters research-based set of standards for quality online course design to ensure academic rigor of the online course is comparable to the traditionally offered course. The University Academic Deans, Department Chairs, and faculty review curriculum annually. Courses are reviewed at the end of each term of course delivery. This process applies to online and traditional courses. In addition, advisory boards are engaged in the monitoring of course quality to ensure quality standards are met regardless of the delivery platform.

- 5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.**

Online programs/courses meet the same accreditation standards, goal, objectives, and outcomes as traditional classroom delivery. Learning platforms are chosen to ensure high standards of the technical elements of the course. The University Academic Deans monitor all course conversions from in-class to online to ensure the online course is academically equivalent to traditionally offered course and the technology is appropriate to support the expected rigor and breadth of the course.

- 6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.**

The Department of Business and Information Sciences, where this degree will be sponsored, is supervised by a qualified University Academic Dean, Dr. Nayef Abu-Ageel. Other appropriately credentialed faculty with multi-disciplinary level skills will be part of the delivery process.

The evaluation of the courses in the program will be done using the same processes as all other programs at the University. (Please see Section M.) All Capitol Technology University faculty teach in the traditional classroom environment and online. (Please see faculty qualifications in Section I of this document.)

- 7. The institution provides effective student and academic services to support students enrolled in online learning offerings.**

Students can receive assistance in using online learning technology via several avenues. Aides are available to meet with students and provide tutoring support in both subject matter and use of the technology. Tutors are available in live real-time sessions using Adobe Connect or other agreed upon tools. Pre-recorded online tutorials are also available.

In addition to faculty support, on ground and online tutoring services are available to students in a one-on-one environment.

Laboratories (on ground and virtual) are available for use by all students and are staffed by faculty and tutoring staff who provide academic support.

Library services and resources are appropriate and adequate. Please refer to Section J of this document and the attached letter from the university president. The library adequately supports the students learning needs.

**8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.**

The University has made the financial commitment to the program. (Please refer to Section L). The University has a proven track-record of supporting degree completion for several years and this is expanding currently to support students synchronous and asynchronous demands.

**9. The institution assures the integrity of its online offerings.**

Faculty currently employed at the University will act as an Internal Advisory Board for program changes, including course and program development. All current faculty were selected based on domain experience and program-related teaching experience.

When new faculty or outside consults are necessary for the design of courses offered, our Human Resource Department initiates a rigorous search and screening process to identify appropriate faculty to design and teach online courses. All new faculty are selected on domain experience and program-related teaching experience.

The University online platform offers several avenues to support instructors engaged in online learning. The Director of our Online Learning Division is highly skilled and trained in faculty development. Several seminars and online tutorials are available to the faculty every year. Mentors are assigned to new faculty. Best practice sharing is facilitated through the University Academic Deans, Department Chairs, and formal meetings.

The assessment for distance learning classes and students in this program will be the same as for all doctoral programs at the University. Faculty will provide required data on student achievement. The Learning Management System provides data on student achievement. Proof of these assessments is available during the class and post-class to the Vice President of Academic Affairs, University Academic Deans, and Department Chairs. On an annual basis, the information is reported to the University's accreditation authorities (e.g., MSCHE, IACBE, ABET).