



Office Use Only: PP#

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

Institution Submitting Proposal	
---------------------------------	--

*Each action below requires a separate proposal and cover sheet.*

- |   |   |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration       | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval       | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment \$850.00	Date 5/04/2022
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check #	Amount:	Submitted: 5/04/2022

Department Proposing Program	Computer Science		
Degree Level and Degree Type	Bachelor of Science (B.S.)		
Title of Proposed Program	B.S. in Web Design and Development		
Total Number of Credits	121		
Suggested Codes	HEGIS: 799.00	CIP: 11.0801	
Program Modality	<input type="radio"/> On-campus	<input checked="" type="radio"/> Distance Education ( <i>fully online</i> )	
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: 2022
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:	Dr. Richard Baker	
	Title:	Associate Dean, Graduate Programs	
	Phone:	(812) 249-9188	
	Email:	rebaker@captechu.edu	
President/Chief Executive	Type Name:	Dr. Bradford Sims	
	Signature:		Date: 05/12/2022
	Date of Approval/Endorsement by Governing Board:	05/12/2022	

Revised 1/2021



May 12, 2022

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 Web Design and Development**. 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 Web Design and Development**. This is also in response to a request by potential students who are seeking careers in the web design and development fields. The mission of Capitol Technology University is to provide practical education in engineering, computer science, information technology, counterterrorism, security 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 Web Design and Development** is consistent with this mission.

Tremendous career opportunities exist in multiple industries who are reporting significant workforce shortages of technical management personnel with a Bachelor's degree and experience in web design and web development. The **B.S. in Web Design and Development** degree is for new Bachelor's students and non-traditional students (i.e., experienced personnel) who desire to advance in their careers by gaining technical level skills in industry related directly and indirectly to web technologies.

**To respond to needs of the web and internet development fields, we respectfully submit for approval of a Bachelor of Science in Web Design and Development. 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



May 12, 2022

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 Web Design and Development**. As president of the university, I confirm that the library resources, including support staff, are more than adequate to support the **B.S. in Web Design and Development**. 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 'BLS', written over a light blue horizontal line.

Bradford L. Sims, PhD  
President

**PROPOSAL FOR:**

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



Institution Submitting Proposal

**Fall 2022**

Projected Implementation Date

**Bachelor of Science  
(B.S.)**  
Award to be Offered

0799.00  
Suggested H.E.G.I.S. Code

**Bachelor of Science in  
Web Design and Development**  
Title of Proposed Program

11.0801  
Suggested C.I.P. Code

**Computer Science**  
Department of Proposed Program

**Dr. Bharat Rawal**  
Name of Department Head

**Dr. Richard Baker**  
Associate Dean,  
Graduate Programs

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

**812-249-9188**  
Contact Phone Number

*RJB* 5-12-22  
Signature and Date

President/Chief Executive Approval

MAY 12, 2022  
Date

Date Endorsed/Approved by Governing Board

**Bachelor of Science in Web Design and Development**  
**Department of Business**  
**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 Web Design and Development Program Description:*

The **Bachelor of Science (B.S.) in Web Design and Development** provides an integrated approach that encompasses all aspects of the field, including programming, design, e-commerce, and infrastructure. Our Web Design and Development program provides a foundation in graphic design, storyboarding, scripting, content management systems, and e-commerce solutions. Topics of study include website visual design standards, programming languages, application development, database integration, user experience design, and marketing. Web design and development professionals are in high demand and students from this degree program will have a highly sought educational background in both design and development, putting them ahead of their competition.

*Relationship to Institutional Approved Mission:*

The **B.S. in Web Design and Development** is consistent with the University's mission to educate individuals for professional opportunities in engineering, computer science, information technology, and business. The University provides relevant learning experiences that lead to success in the evolving global community. The **B.S. in Web Design and Development** supports that philosophy in a significant growth area. The **B.S. in Web Design and Development** degree also complements the University's existing degree programs.

The **B.S. in Web Design and Development** degree will be offered online using the Canvas Learning Management System and Zoom. 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 the student with the necessary learning tools that the University believes vital to be successful in the web design and development field. The degree is also consistent with the interdisciplinary nature of the University.

- 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. An Assistant Vice President of Learning, Assessment & Educational Effectiveness is in charge of ensuring that all university courses demonstrate effective learning objectives and student 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 300 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 proposed **B.S. in Web Design and Development** program supports all the University's four strategic goals. The proposed degree builds upon the existing areas of degrees at the undergraduate level: B.S. in Astronautical Engineering, B.S. in Aviation Professional Pilot, B.S. in Computer Engineering, B.S. in Computer Engineering Technology, B.S. in Computer Science, B.S. in Construction Information Technology and Cybersecurity, B.S. in Construction Management and Critical Infrastructure, B.S. in Construction Safety, B.S. in Counterterrorism, B.S. in Cyber Analytics, B.S. in Cybersecurity, B.S. in Data Science, B.S. in Electrical Engineering, B.S. in Electrical Engineering Technology, B.S. in Engineering Technology, B.S. in Facilities Management and Critical Infrastructure, B.S. in Information 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 Software Engineering, and B.S. in Technology and Business Management, B.S. in Unmanned and Autonomous Systems, and B.S. in Web Development.

The proposed degree also supports the existing areas of degrees of graduate study, including the Master of Business Administration (M.B.A.), Master of Science (M.S.) in Astronautical Engineering, M.S. in Aviation, M.S. in Aviation Cybersecurity, M.S. in Computer Science, M.S. in Construction Cybersecurity, M.S. in Construction Safety, M.S. in Counterterrorism, M.S. in Critical Infrastructure, M.S. in Cyber Analytics, M.S. in Cybersecurity, M.S. in Information Systems Management, M.S. in Engineering Technology, M.S. in Internet Engineering, M.S. in Unmanned and Autonomous Systems Policy and Risk Management, Technical Master of Business Administration (T.M.B.A.) in Business Analytics and Data Science.

The University's programs have been preparing professionals for the rapid advances in information technology, intense global security competition and threats, and increasingly sophisticated technological environments. The **B.S. in Web Design and Development** follows that tradition.

The proposed **B.S. in Web Design and Development** is fully supported by the University's Vision 2025 and Strategic Plan 2017-2025. Funding to support the **B.S. in Web Design and Development** is already available within the existing budget.

- 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 will support the proposed program through the same process and level of support as the University's existing programs. The University has also budgeted funds 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 advanced budgeting of these funds. If approved, the program will be self-sustaining going forward.

- 4. Provide a description of the institution's 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. The institutional and departmental budgets for FY 2021-2022, as well as the forecasted budgets going forward, include funding for the administrative, financial, and technical support of the new degree.

- 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 proposed **B.S. in Web Design and Development** degree program for a sufficient period 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.**

The evolution of qualified leadership and effective multidisciplinary strategies, operations, tactics, methodologies, software technologies, and procedures in the Web Design and Development can only be achieved with a holistic and cutting-edge approach that combines a rigorous academic study with the practical requirements of government and the private sector. This is particularly the case with the expanding e-commerce arena, opportunities for internet use caused by pandemics, and other categories of multimedia use that require a multidisciplinary academic approach to address them. These advanced multidisciplinary skills and strategies 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 a 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 Web Design and Development** 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 a 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 Web Design and Development** will expand the field of opportunities for minorities and disadvantaged students. Given the substantial minority population of Capitol Technology University, it is also reasonable to assert that the **B.S. in Web Design and Development** program will add to the base of minority participation in the Web Design and Development field.

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

The 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 composition of the University's student body reflects the institution's commitment to diversity. 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 22% 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 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 into 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 numerous 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 Web Design and Development** program and University financial aid will be available to all Maryland residents who qualify academically for admission. The University has successfully managed to support Financial Aid for its students since its founding in 1927.

The **B.S. in Web Design and Development** program, with its academic rigor, will produce highly qualified Web Design and Development practitioners with the highest level of skills and abilities to advance their careers. The University has a proven record of rigorous high-quality education in all of its degrees. The University is fully accredited by five accrediting organizations. The University receives its 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), Accreditation Board for Engineering and Technology (ABET), National Security Agency (NSA), and Department of Homeland Security (DHS). The **B.S. in Web Design and Development** program is consistent with the MSCHE criteria for regional accreditation of the delivery of high-quality higher education.

## **Goal 2: Success**

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

The courses for the **B.S. in Web Design and Development** degree will be offered online using the Canvas Learning Management System and Zoom. 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. The University's Student Services 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 throughout the admissions process regarding the cost to attend the University. The information is also publicly available on the University website. The University's Admissions Office and Office of Financial Aid identify potential grants and scholarships for each student. The Office of Financial Aid also provides plans for each student to reduce potential student debt. The net cost versus gross costs is identified clearly for the student. Students receive advising from Financial Aid Advisors before enrolling in classes for the first time. Admissions personnel, Student Services Counselors, and Departmental Chairs advise students of the need for academic readiness as well as the degree requirements. Academic Advisors also develop a specific success pathway for each student.

The University's tuition increases have not exceeded 3%. The University also has a tuition guarantee for undergraduates, which means full-time tuition is guaranteed not to increase more than 1% per year above the rate at the time of initial enrollment. The tuition remains at this rate if the student remains enrolled full-time without a break in attendance.

The University provides services and learning tools to guide students to successful degree completion. Programs such as Early Alert give the University's faculty and staff opportunities for early student intervention on the pathway to graduation. This program 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 numerous 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 are 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 to enable student success in all classroom modalities 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 and agencies.

The University also employs online virtual simulations in a game-like environment to teach the application of knowledge in a practical hands-on manner. The University engages with a partner creating high-level virtual reality environments for use by students pursuing this degree. This use of current technology occurs in parallel with traditional, proven learning strategies. These elements of the University's online learning environment are purposeful and intended to improve the learning environment for both the student and faculty member. The approach is 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 that allow 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). The University's students launched their latest satellite aboard a NASA rocket from a location in Norway in the 2019 Fall Semester. We are also recruiting additional partners for the proposed **B.S. in Web Design and Development** for which real-world projects will provide students integrative learning opportunities in the Web Design and Development field. This will include partnering with firms that apply risk assessment software tools, which are used in the Web Design and Development field.

The University also supports prior learning assessment. Portfolio analysis is available. The University accepts professional certifications for credit for specific courses. The University also allows students to take a competency exam for credit for required courses up to the current state limits.

### **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 from the proposed **B.S. in Web Design and Development** will possess high-level knowledge in Web Design and Development with the ability to serve as subject matter experts in their field.

Graduates with the **B.S. in Web Design and Development** degree will be expected to fill mid-level analytical and managerial level positions in private sector companies and organizations as well as local, state, and federal government with a variety of titles such as:

- Web Designer
- Graphic Designer
- Media Specialist

- Digital Designer/Developer
- Digital Marketing Manager
- Web Production Manager
- Project Manager – Web Development
- Strategist, Web Design and Development

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 U.S. Bureau of Labor Statistics has two possible categories for Web Design and Development positions. These are Web Developers and Web and Digital Interface Designers. The following charts show multiple industries with opportunity and the Washington-Arlington-Alexandria, DC-VA-MD-WV metropolitan area to be fifth highest employment level.

Industries with the highest levels of employment in Web and Digital Interface Designers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<a href="#">Computer Systems Design and Related Services</a>	16,080	0.71	\$ 48.33	\$ 100,530
<a href="#">Software Publishers</a>	12,390	2.35	\$ 70.90	\$ 147,470
<a href="#">Advertising, Public Relations, and Related Services</a>	4,320	0.99	\$ 35.34	\$ 73,500
<a href="#">Other Information Services</a>	4,140	1.14	\$ 50.07	\$ 104,140
<a href="#">Management of Companies and Enterprises</a>	3,690	0.15	\$ 44.03	\$ 91,580

Industries with the highest concentration of employment in Web and Digital Interface Designers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<a href="#">Software Publishers</a>	12,390	2.35	\$ 70.90	\$ 147,470
<a href="#">Other Information Services</a>	4,140	1.14	\$ 50.07	\$ 104,140
<a href="#">Advertising, Public Relations, and Related Services</a>	4,320	0.99	\$ 35.34	\$ 73,500
<a href="#">Sound Recording Industries</a>	160	0.89	\$ 26.26	\$ 54,630
<a href="#">Electronic Shopping and Mail-Order Houses</a>	3,380	0.73	\$ 38.84	\$ 80,780

Top paying industries for Web and Digital Interface Designers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
<a href="#">Software Publishers</a>	12,390	2.35	\$ 70.90	\$ 147,470
<a href="#">Computer and Peripheral Equipment Manufacturing</a>	210	0.13	\$ 54.62	\$ 113,620
<a href="#">Securities, Commodity Contracts, and Other Financial Investments and Related Activities</a>	900	0.09	\$ 54.57	\$ 113,500
<a href="#">Personal Care Services</a>	(8)	(8)	\$ 52.88	\$ 109,990
<a href="#">Credit Intermediation and Related Activities (5221 and 5223 only)</a>	1,290	0.06	\$ 51.54	\$ 107,200

Metropolitan areas with the highest employment level in Web and Digital Interface Designers:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<a href="#">Seattle-Tacoma-Bellevue, WA</a>	13,910	7.25	12.40	\$ 69.58	\$ 144,720
<a href="#">New York-Newark-Jersey City, NY-NJ-PA</a>	7,680	0.89	1.51	\$ 57.82	\$ 120,270
<a href="#">Los Angeles-Long Beach-Anaheim, CA</a>	3,390	0.59	1.01	\$ 44.21	\$ 91,950
<a href="#">San Francisco-Oakland-Hayward, CA</a>	3,240	1.44	2.47	\$ 62.38	\$ 129,760
<a href="#">Washington-Arlington-Alexandria, DC-VA-MD-WV</a>	2,510	0.86	1.46	\$ 42.09	\$ 87,560
<a href="#">Boston-Cambridge-Nashua, MA-NH</a>	2,310	0.89	1.53	\$ 40.27	\$ 83,760
<a href="#">Dallas-Fort Worth-Arlington, TX</a>	1,860	0.52	0.89	\$ 44.89	\$ 93,370
<a href="#">Atlanta-Sandy Springs-Roswell, GA</a>	1,670	0.65	1.11	\$ 41.64	\$ 86,600
<a href="#">Chicago-Naperville-Elgin, IL-IN-WI</a>	1,620	0.38	0.65	\$ 32.05	\$ 66,670
<a href="#">San Jose-Sunnyvale-Santa Clara, CA</a>	1,470	1.38	2.36	\$ 66.21	\$ 137,720

Source: U.S. Bureau of Labor Statistics

**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 U.S. Bureau of Labor Statistics shows the category of Web Developers and Digital Interface Designers to be one of the occupational areas with the most openings each year on average until 2030.

**Table 2. Computer and engineering**

Occupations projected to have the most openings each year, on average, 2020–30



Occupation	Occupational openings, projected 2020–30 annual average	Median annual wage, 2020	Degree typically required for entry
Software developers and software quality assurance analysts and testers	189,200	\$110,140	Bachelor's
Computer systems analysts	47,500	93,730	Bachelor's
Civil engineers	25,000	88,570	Bachelor's
Network and computer systems administrators	24,900	84,810	Bachelor's
Industrial engineers	23,300	88,950	Bachelor's
Mechanical engineers	20,200	90,160	Bachelor's
Web developers and digital interface designers	17,900	77,200	Bachelor's
Information security analysts	16,300	103,590	Bachelor's
Computer network support specialists	15,500	65,450	Associate's
Database administrators and architects	13,900	98,860	Bachelor's

Note: Work experience in a related occupation is typically required for information security analysts.

Source: U.S. Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections.

Source: U.S. Bureau of Labor Statistics

<https://www.bls.gov/careeroutlook/2021/article/projected-openings-college-degree.htm#Computer%20and%20engineering>

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

There are no Bachelor's degrees in Web Design and Development in Maryland that combine the study of web design and web development. The proposed **B.S. in Web Design and Development** would be the first in Maryland to offer a combination of web design focused on e-commerce with development of user-experience-oriented development. This unique multidisciplinary studies program will appeal to prospective students who seek to graduate with a degree that will be highly attractive to prospective employers.

**D. Reasonableness of Program Duplication**

**1. Identify similar programs in the State and/or the same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

There are no Bachelor's degrees in Web Design and Development in Maryland that combine the study of web design and web development. As discussed earlier, the proposed **B.S. in Web Design and Development** would be the first in Maryland. The University of Maryland, College Park offers a B.S. in Immersive Media Design; however, it is a combined program offered by the computer science and art departments. The program offered by Capitol Technology University is focused on web design and development to support e-commerce. **If approved, Capitol Technology University's B.S. in Web Design and Development will position its graduates to fill the need for specialists in Web Design and Development in Maryland and other States in the U.S.**

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

The proposed **B.S. in Web Design and Development** program is strongly aligned with the University's strategic priorities and is supported by adequate resources. The proposed **B.S. in Web Design and Development** degree will strengthen and expand upon the university's existing studies programs in Counterterrorism, Computer Science, Critical Infrastructure Protection, and Cybersecurity by offering the students an expanded multi-disciplinary context for their studies and research.

**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 does not anticipate any impact on the implementation or maintenance of high-demand programs at HBIs. As discussed previously, there are no Bachelor's programs in Web Design and Development in Maryland at other HBI educational institutions in the United States.

**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 does not anticipate any impact on the uniqueness and institutional identities and missions of HBIs. There are no B.S. program degrees, in Web Design and Development in Maryland at HBI higher education institutions. The proposed **B.S. in Web Design and Development** would be the first.

**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. Please see Section I for a detailed list of the faculty's backgrounds and qualifications.

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

**Learning Objectives:**

1. Students will learn to integrate and synthesize theories about the roles of media in e-commerce and marketing through social media.
2. Students will learn to predict performance of brand-relevant marketing strategies across multiple content mediums.
3. Students will learn about design and development of websites through programming languages and data integration.
4. Students will learn about search engine strategies to improve website performance through testing.
5. Students will learn to describe user experience on websites using technical terminology from the field of digital marketing.
6. Students will learn how to incorporate website visual design standards, application development, data integration, user experience design, marketing and tools in their studies.

**Learning Outcomes:**

Upon graduation:

1. Graduates will be able to create user interface and process designs that are easy-to-use and intuitive by using design heuristics and usability principles.
2. Graduates will be able to design websites to improve conversion using best practices for search engine optimization and search engine marketing.
3. Graduates will be able to design and develop websites to create targeted content and to cultivate viral marketing campaigns.
4. Graduates will be able to detect problems with websites that negatively influence consumers.
5. Graduates will be able to create campaign strategies by leveraging industry best practices to engage consumers in social media activity and specific brands.
6. Graduates will be able to review and revise marketing strategies in collaboration with marketing professionals, business leaders, and consumers.



### 3. Explain how the institution will:

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

Capitol Technology University's Assistant Vice President for Learning, Assessment, and Education leads the assessment of student achievement of the learning outcomes per the regulations specified by the University's regional accreditation organization: the Middle States Commission on Higher Education (MSCHE).

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/standards/>, retrieved 7/22/2019)

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. [C]learly 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. [O]rganized 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. [C]onsideration 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. [I]f applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

5. [P]eriodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

(Source: <http://www.msche.org/wp-content/uploads/2018/06/RevisedStandardsFINAL.pdf>)

The University will also evaluate student achievement of the learning outcomes using the Quality Assurance Agency for Higher Education (QAA) Framework for Higher Education Qualifications and its related assessment tools.

**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 **B.S. in Web Design and Development** provides an integrated approach that encompasses all aspects of the field, including programming, design, e-commerce, and infrastructure. Our Web Design and Development program provides a foundation in graphic design, storyboarding, scripting, content management systems, and e-commerce solutions. Topics of study include website visual design standards, programming languages, application development, database integration, user experience design, and marketing. Web design and development professionals are in high demand and students from this degree program will have a highly sought educational background in both design and development, putting them ahead of their competition.

*Description of program requirements:*

Entrance Requirements

To be accepted into the **B.S. in Web Design and Development** program, students must be admitted to the university.

*Degree Requirements:*

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

**Bachelor of Science (B.S.) in Web Design and Development Courses**  
**Total Credits: 121**

**WEB DESIGN CORE: 33 CREDITS**

**CT-102 Introduction to Internet Applications (3 Credits)**

Introduces students to dynamic HTML Web pages, designed using tables, style sheets, cascading style sheets (CSS), images, and dynamic images, with emphasis on page layout, navigation bars and forms. Scripting languages are used to enhance Web page features. Graphic, video and audio file standards, such as GIF, TIF, JPEG, WAV and MIDI are discussed. SGML and XML are defined, and role of XML in enabling the communication of data between disparate applications is discussed. Students are required to complete assignments as part of the homework requirements.

**CT-152 Introduction to UNIX (3 Credits)**

Unix file and operating system. Understanding multi-user and multitasking concepts. Editors, X-windows, Awk, email, Internet commands, shell commands and shell scripts. Projects, which provide practical experience, are completed as part of the homework requirements. *Prerequisite: CS-120 or placement test.*

**CT-206 Scripting Languages (3 Credits)**

Introduces students to the use of scripting and the scripting languages of Perl and Python. The class will cover the use of scripting to solve short problems, automate routine tasks, integrate across pieces of software, and prototype code ideas. The merits of code-complete design versus on-the-fly coding as well as coding and code documentation styles will be discussed. Tasks involving input/output, regular expressions, and file operations are included. Students are expected to fully script solutions for real-world tasks assigned as part of the course. *Prerequisites: CS-120, CS-130, or CS-150.*

**CT-376 Javascript (3 Credits)**

This course introduces the student to client-side web programming. Students learn javascript. Topics include programming fundamentals using javascript, functions, event handlers, how to create and use javascript libraries. Labs include how to use the prototype and scriptaculous libraries for visual effects. Use of google maps from a programmer's perspective. Debugging of javascript code. Other topics include CSS style sheets, XML, JSON and AJAX. Programming projects are assigned as part of the homework requirements. *Prerequisites: CS- 130.*

**CT-406 Web Programming Languages (3 Credits)**

This course will explore how to make a dynamic website using Enterprise Java frameworks, which may include: Java Servlets, Java Server Pages, Java Server Faces, Web Services, Java Persistence API, among others. Students will use the Model-View-Controller design pattern to produce N-tier applications. These applications will be build on top of a modern Web Server and Relational Database Management System. *Prerequisites: CS-220 and CS-225 or CS-200 or CS-230.*

**DMC-I Social Media Marketing I (3 Credits)**

This course introduces the student to concepts of an average consumer spending nearly 2.5 hours per day on social media sites; so, it is no surprise that having a presence on social media has become a vital component of marketing strategy. Social media marketing allows marketers to

connect with customers in unique and powerful ways and so a strong understanding of how social media is used as part of a comprehensive marketing strategy has become a necessity for anyone wishing to enter the field. This course explores how to effectively use social media to move consumers to action in myriad contexts. By the end of this course, students will be comfortable with the principles of social media marketing strategy and will be able to integrate social campaigns into an effective marketing plan. *Prerequisite: BUS-376.*

### **DMC-III SEO and SEM (3 Credits)**

This course introduces the student to concepts of how you find what you're looking for on the internet. Students learn how companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course you'll learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website. *Prerequisite: BUS-376.*

### **DMC-V Viral and Organic Growth (3 Credits)**

This course provides the student with the principle that “Going Viral” is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach you what drives people to share content and how to build content that is shareable and meme-worthy. By the end of this course, you will understand what drives viral sharing and learn how to facilitate it. This online class has optional live sessions. *Prerequisite: None.*

### **WDM-I User Experience I: Understanding User Experience (3 Credits)**

Technology companies spend billions of dollars ensuring that their products are intuitive and delight users. This course will teach you how they do that. You'll learn what drives product usability, the basics of User Experience (UX) design and research, and how to build wireframes and prototypes. By the end of this course, you'll be on your way to building experiences that make customers happy. This online class has optional live sessions. *Prerequisite: None.*

### **WDM-II User Experience II: Building Compelling User Experiences (3 Credits)**

This course builds upon User Experience I and will teach you how to build effective user experiences through a rigorous process of implementing best practices, testing designs, and iterating. You will also cover topics such as branding, color palettes, user journeys, and designing for multiple platforms. By the end of this course, you will be able to build a mobile app or website prototype and iterate upon it based on user feedback. This online class has optional live sessions. *Prerequisite: WDM-I.*

### **WDM-III Goal-Oriented Web Design – Capstone Project (3 Credits)**

This course builds upon User Experience I and will teach you how to build effective user experiences through a rigorous process of implementing best practices, testing designs, and iterating. You will also cover topics such as branding, color palettes, user journeys, and designing for multiple platforms. By the end of this course, you will be able to build a mobile app or website prototype and iterate upon it based on user feedback. This online class has optional live sessions. *Prerequisite: CT-102, CS-130, WDM-I and WDM-II (or WDM-II concurrent).*

## ***COMPUTER SCIENCE AND DEVELOPMENT CORE: 21 CREDITS***

### **CS-100 Introduction to Programming Logic (3 Credits)**

This course will introduce students to the various techniques used in programming logic. The purpose of this course is to build baseline skills in the building of logic for procedural and object-oriented programming with minimal coding but with an in-depth approach to design. This course is an excellent choice for programming beginners that want to obtain a good foundation to program in various languages using various programming approaches.

### **CS-130 Introduction to Programming Using Java (3 Credits)**

Introduces students to the discipline, methodologies, and techniques of software development. The emphasis is on developing essential programming skills, an understanding of object-oriented design and good software engineering practices using the Java programming language. Program constructs include selection, looping, arrays, graphical output of data, the use of the standard Java class library, and construction of simple user-defined classes. Programming projects are assigned as part of the homework requirements. *Prerequisite: MA- 110, MA-112 or MA114.*

### **CS-220 Database Management (3 Credits)**

An overview of database systems, with an emphasis on relational databases. Terminology, basic analysis and design using Entity-Relationship diagrams and relational schemas. Database implementation, queries and updates in a modern relational database management system. An overview of database administration, transactions and concurrency. Data warehouses. Projects, which are assigned as homework, are implemented in Oracle. *Prerequisite: CS-120, CS-130, or CS-150. This course may be taken concurrently with CS-130.*

### **CS-225 Intermediate Java Programming (3 Credits)**

This course provides a deeper look into the Java language with a special emphasis on object-oriented design. Topics include multidimensional arrays, inheritance, interfaces, polymorphism, graphical user interfaces, exception handling, I/O, multithreading and Java Database Connectivity (JDBC). Programming projects are assigned as homework. *Prerequisite: CS-130 Corequisite: CS-220. Offered spring semester only.*

### **CS-350 Data Visualization (3 Credits)**

This course will introduce best practices and industry standards for data visualization. The students will learn topics such as effective graphical representation of big data, unbiased data representation, exploratory data analysis, and interactive and sharable visualization. *Prerequisite: CS-220 Database Management.*

### **CS-356 Dynamic Web Page Development (3 Credits)**

This course teaches the student how to generate dynamic web pages using data from a database. The course begins with an overview of the C# programming language and object-orientation. Using ASP.NET, this course explores the processing of web forms and controls, state management, validation and error handling, SQL database access and secure web site coding. Programming projects, including a group project, are assigned as part of the homework requirements. *Prerequisites: CS-220 and CS225 or CS-230 and CS-200.*

### **CS-432 Computer Graphics (3 Credits)**

Discussion of some basic types of computer graphic devices. Graphics and text modes, point plotting and line drawing, area filling image array plotting, mathematics and generation off two

and three-dimensional translations. Rotations, scaling, reflections, orthogonal and perspective transformations. Projects are assigned as part of the homework requirements. *Prerequisite: MA-330 and either CS-230 or CS-225. Offered on demand.*

### ***BUSINESS FUNDAMENTALS CORE: 12 CREDITS***

#### **BUS-174 Intro to Business & Management (3 Credits)**

This course presents a survey of the general business and management environment. Topics include an introduction to the various forms of business, organizational structure, and their legal implications. Modern management and supervision concepts, history and development of theory and practice, the roles of managers, and the relationship between manager and employee are examined. This is a seminar course with emphasis on class discussion and collaborative learning. *Prerequisite: None.*

#### **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.*

#### **BUS-301 Project Management (3 Credits)**

This course is an Introduction to project management. It covers the origins, philosophy, methodology, and involves actual applications and use of tools such as MS Project. The System Development Cycle is used as a framework to discuss project management in a variety of situations. Illustrative cases are used and project leadership and team building are covered as integral aspects of good project management. *Prerequisite: BUS-174.*

#### **BUS-376 Marketing Principles (3 Credits)**

The role of marketing and the strategies used by marketing managers to solve problems is the content of this course. Emphasis is placed on the relationship among consumers, business, and government is regard to product, promotion, pricing, and distribution strategies. Industry standards and ethical practice are focal points of the course. *Prerequisite: BUS-174.*

### ***GENERAL ELECTIVE COURSES: 12 CREDITS***

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

**General Elective #2 (3 Credits)**

**General Elective #3 (3 Credits)**

**General Elective #4 (3 Credits)**

### ***MATHEMATICS AND SCIENCE: 22 CREDITS***

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

Designed for students needing mathematical skills and concepts for MA-114 and MA-261. 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.*

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

Designed for students needing mathematical skills and concepts for MA-261; 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 placement test score.*

**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, or MA-111, or MA-112.*

**BUS-101 Introduction to Data Science (3 Credits)**

Fundamental coursework on the standards and practices for collecting, organizing, managing, exploring, and using data. Topics include preparation, analysis, and visualization of data and creating analysis tools for larger data sets. *Co-requisite: MA-112.*

**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. *Prerequisite: MA-114.*

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

Non-calculus-based physics intended for credit in engineering technology courses. Mechanics: units, conversion factors: vector diagrams, translational equilibrium, friction, torque and rotational equilibrium: uniformly accelerated motion, projectiles: Newton's Law, work energy and power: kinetic 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, physics of heat transfer; applications. *Prerequisite: MA-114.*

**Mathematics or Science Elective #1 (3 Credits)**

***HUMANITIES AND SOCIAL SCIENCE: 21 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.

**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.

**HU-225 Writing for the Internet (3 Credits)**

This course introduces students to writing for the Internet allowing more effective online communication in such forums as blogs and websites. Students will learn how to write in a more active voice, bringing more energy and vibrancy to their articles and commentaries. Course material examines the workflow and demands of Internet writing and publishing. Students will learn how to launch their own blog and develop an audience as well learn how to prepare articles for other blogs and web sites. This course is designed for all students, regardless of their communication, writing, or journalism experience. This is not a Web design course. *Prerequisite: EN-101.* (3-0-3)

**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.

**SS-171 Introduction to Psychology (3 Credits)**

This course is a fundamental study of human behavior exploring such topics as learning and cognition, memory, intelligence, motivation and emotion, consciousness, personality, and abnormal behavior. A discussion of the scientific character of psychology and the research methodology employed in the discipline will be included. Prerequisite or *Corequisite: EN-001 or EN-101.* (3-0-3)

**SS-220 Critical Thinking (3 Credits)**

This course explores the process of thinking critically and guides students in thinking more clearly, insightfully and effectively. Concrete examples from personal experience and contemporary issues help students develop the abilities to solve problems, analyze arguments and issues, as well as make informed decisions in their academic career and personal lives. Readings, structured writing assignments and ongoing discussions help students develop sophisticated thinking abilities. *Prerequisite: EN-102.* (3-0-3)

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

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: EN-102.



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

As an undergraduate program, students will be expected to enroll in all applicable general education courses, as well.

**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 University will also evaluate student achievement of the learning outcomes using the UK Quality Assurance Agency for Higher Education (QAA) Framework for Higher Education Qualifications.

**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.

**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 Web Design and Development** 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 e-mail as well as regular mail (by request). The expectations for faculty/student interaction are available to students during virtual open house events, literature, website, etc. This information is also part of the material distributed for each course. Students receive guidance on proper behavior/interaction with their Department Chair and faculty members both in-person and online to facilitate a high-level 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 our 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, the application process, the 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 **B.S. in Web Design and Development** program's advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available. The content for every new program is derived from the new program request sent to the Maryland Higher Education Commission is the source of the content for every new program at the University.

**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 the transfer as seamless as possible and to maximize the student's transfer credits as possible. There are University 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, or adjunct) and the course(s) each faculty member will teach.**

Almost all of the faculty listed below have been engaged with the University for at least several years. Dr. Baker, Dr. Butler, Dr. Rawal, Dr. Charles, Dr. Teeple and Dr. Fain, are fulltime faculty members. All of the faculty members hold terminal degrees. 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 Ph.D.-qualified faculty will be added as needed.

Instructors who will be engaged with the **B.S. in Web Design and Development** are:

Dr. Richard Baker. COL USAF (ret.) Full time	Ph.D. Information Systems M.S. Computer Science B.S. Mathematics Fellow, Royal Aeronautical Society AFSC 1555 Intelligence Officer	All CS, CT, WDM, and MA courses
Dr. Bharat Rawal Full-time	D.Sc. Information Technology M.B.A. Master of Business Administration M.S. Physics B.S. Physics	All CS, CT, Physics, and DMC courses

Dr. William Butler Full-time	D.Sc. Cyber Security M.S. Strategic Studies B.S. Computer Science NSTISSI No. 4011 CNSSI No. 4012 NSTISSI No. 4015 CNSSI No. 4016	All CS, CT, DMC and WDM courses
Dr. Kellep Charles Full-time	D.Sc. Cyber Security M.S. Computer Science B.S. Computer Science	All CS, CT, DMC and WDM courses
Dr. Eric Motycka Full-time	Ph.D. Higher Education Leadership M.B.A. Master of Business Administration B.A. Literature and Writing	All BUS and HU courses
Dr. Raymond Letteer Adjunct	D.Sc. Cyber Security M.S. Network Security/Information Assurance B.A. Political Science  <b>A.A.S. Communications Technology</b>	All CS, CT, and WDM courses
Dr. Malcolm Beckett Adjunct	D.B.A. Quality Systems Management in Homeland Security and Defense M.S. Information Systems Management B.S. Criminal Justice CISSP PMP	All CS, CT courses
Mrs. Pamela Opeka Full time	M.Ed. Math B.S. Biology & Chemistry	MA 112, MA 114, MA 128, MA 261
Dr Jamie Teeple Full time	PhD Management MS Management BS Humanities	All HU and SS courses and electives
Dr. Michael Fain Full Time	PhD, MS & BS Humanities/Business	Humanities & All Business

Additional doctoral-qualified faculty will be added in the near future.

**Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-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 on 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 University's Department of Online Learning and Information Technology Division supports the online program needs of faculty and students. The Department of Online Learning and IT Help Desk provide 24-hour support to the faculty. Canvas is the University's 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 the online delivery of teaching and learning to increase learner motivation is 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 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. 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 Aviation Professional Pilot, B.S. in Computer Engineering, B.S. in Computer Engineering Technology, B.S. in Computer Science, B.S. in Construction Information Technology and Cybersecurity, B.S. in Construction Management and Critical Infrastructure, B.S. in Construction Safety, B.S. in Intelligence and Global Securities, B.S. in Counterterrorism, B.S. in Cyber Analytics, B.S. in Cybersecurity, B.S. in Data Science, B.S. in Electrical Engineering, B.S. in Electrical Engineering Technology, B.S. in Engineering Technology, B.S. in Facilities Management and Critical Infrastructure, B.S. in Information 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 Military Technical Management, B.S. in Software Engineering, and B.S. in Technology and Business Management, B.S. in Unmanned and Autonomous Systems, and B.S. in Web Development.

The library is currently supporting the following degrees at the graduate level: Master of Business Administration (M.B.A.), Master of Research (M.Res.) in Astronautical Engineering, M.Res. in Sustainability, Master of Science (M.S.) in Astronautical Engineering, M.S. in Aviation, M.S. in Aviation Cybersecurity, M.S. in Computer Science, M.S. in Construction Cybersecurity, M.S. in Construction Safety, M.S. in Counterterrorism, M.S. in Critical Infrastructure, M.S. in Cyber Analytics, M.S. in Cybersecurity, M.S. in Healthcare Data Analytics, M.S. in Information Systems Management, M.S. in Engineering Technology, M.S. in Internet Engineering, M.S. in Unmanned and Autonomous Systems Policy and Risk Management, Technical Master of Business Administration (T.M.B.A.) in Business Analytics and Data Science, and T.M.B.A. in Cybersecurity, Doctor of Science (D.Sc.) in Cybersecurity, Doctor of Philosophy (Ph.D.) in Artificial Intelligence, Ph.D. in Aviation, Ph.D. in Business Analytics and Data Sciences, Ph.D. in Construction Science, Ph.D. in Critical Infrastructure, Ph.D. in Emergency and Protective Services, Ph.D. in Human Factors, Ph.D. in Manufacturing, Ph.D. in Occupational Health and Safety, Ph.D. in Product Management, Ph.D. in Quantum Computing, Ph.D. in Technology, Ph.D. in Technology/M.S. Research Methods Combination Program, Ph.D. in Unmanned Systems Applications.

Therefore, the library is fully prepared to support a **B.S. in Web Design and Development**.

Services provided to online students include:

- "Ask the Librarian"
- Research Guides
- Tutorials
- Videos
- Online borrowing

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 the 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 documents they need. Available databases include ProQuest, EBSCO, ACM, Lexis Nexis, Taylor Francis, and Sage Publications.

The Puente Library can provide access to historical management and decision science materials through its membership in the Maryland Independent College and University Association (MICUA) and the American Society of Engineering Education (ASEE). 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 decision science documents. The proximity of the University of Maryland, College Park, and other local area research and academic libraries provide the Puente Library with quick access to these materials as well.

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

**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 Zoom meet the needs of the degree program. The Business and Technology Lab, Computer Science Lab, Cyber Lab, Robotics Lab, and Unmanned Systems Lab 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 University requires the use of the email system by 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) through the use of the Canvas LMS by Instructure ([www.canvaslms.com](http://www.canvaslms.com)). The University pairs Canvas with Zoom ([zoom.us](http://zoom.us)) to provide a platform for every student and faculty member to meet face-to-face in a synchronous "live" mode of communication. The University requires Canvas for every class; as a result, every course has a classroom on Canvas and Zoom. All syllabi, grades, and assignments must be entered into 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 timesaving 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 helps 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 five years. Canvas has proven to be a wholly 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. Table 1: Resources.**

**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	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$350,060	\$687,940	\$1,065,072	\$1,449,072	\$1,851,644
a. Number of F/T Students	8	16	24	32	40
b. Annual tuition/Fee rate	\$27,808	\$28,503	\$29,216	\$29,946	\$30,695
c. Total F/T Revenue (a x b)	\$222,464	\$465,048	\$701,184	\$958,272	\$1,227,800
d. Number of P/T Students	7	13	19	25	31
e. Credit Hour Rate	\$1,519	\$1,557	\$1,596	\$1,636	\$1,677

f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$127,596	\$242,892	\$363,888	\$490,800	\$623,844
3. Grants, Contracts and Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$350,060	\$687,940	\$1,065,072	\$1,449,072	\$1,851,644

**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**

The University will not need to reallocate funds for the program.

**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. Table 2: Program Expenditures.**

**TABLE 2: EXPENDITURES**

<b>Expenditure Category</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$113,468	\$155,071	\$238,421	\$325,843	\$417,486
a. #FTE	1.5	2	3	4	5
b. Total Salary	\$94,557	\$129,226	\$198,684	\$271,536	\$347,905
c. Total Benefits (20% of salaries)	\$18,911	\$25,845	\$39,737	\$54,307	\$69,581
2. Admin Staff (b + c below)	\$5,942	\$6,091	\$6,244	\$6,400	\$6,559
a. #FTE	.08	.08	.08	.08	.08
b. Total Salary	\$4,952	\$5,076	\$5,203	\$5,333	\$5,466

c. Total Benefits	\$990	\$1,015	\$1,041	\$1,067	\$1,093
3. Support Staff (b + c below)	\$59,885	\$92,076	\$125,837	\$161,230	\$198,313
a. #FTE	1.00	1.5	2	2.5	3
b. Total Salary	\$49,905	\$76,730	\$104,864	\$134,358	\$165,261
c. Total Benefits	\$9,980	\$15,346	\$20,973	\$26,872	\$33,052
4. Technical Support and Equipment	\$840	\$1,425	\$2,320	\$3,145	\$4,140
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$5,850	\$14,210	\$25,370	\$39,330	\$56,090
TOTAL (ADD 1-7)	\$185,985	\$268,873	\$398,192	\$535,948	\$682,588

**A. 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 necessarily 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 Technology University will add additional support staff to facilitate the program.

**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 \$70 per student in Year 1. The rate is estimated to increase by \$5 per year.

**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.

**h. Total Year**

No additional explanation or comments needed.

**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 the 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 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 Academic Deans.
- Department Chairs and Academic Deans review the Graduating Student Survey data.
- Department Chairs and Academic Deans review student internship evaluations.
- Department Chairs and Academic Deans review grade distribution reports from the spring and summer semesters.
- Department Chairs and 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 the curriculum. Based on an analysis and evaluation of the results, the 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 occurs every two years. In most cases, the changes only require that the Academic Deans inform the Vice President of Academic Affairs and University President and provide a report that includes a justification and the impact of the changes as well as a strategic plan. Significant changes typically require the approval of the Executive Council.
- The Academic Deans 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 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 Academic Deans review grade distribution reports from the Fall Semester.
- Department Chairs and Academic Deans review the Graduating Student Survey data.
- Department Chairs and Academic Deans review student course evaluations from the Fall Semester and the Spring Semester (in May before the Summer Semester begins).
- Department Chairs and 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 the 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. The results also lead to implementation plans for improvement.
- 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 Academic Deans meet with the Department Chairs every week 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 from 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 Academic Deans. The report may include a recommendation or a request to move forward with a committee to examine the issue further. In most cases, the changes only require the Academic Deans to inform the Vice President of Academic Affairs and University President and provide a report that includes a justification and the impact of changes as well as a strategic plan. Significant changes typically require the approval of 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 Web Design and Development** will be measured using the instruments identified in Section G and Section M as well as the assessment measures dictated by the accreditation requirements of the University's regional accreditor [i.e., Middle States Commission in Higher Education (MSCHE)]. This program is designed to meet the requirements of MSCHE. The University will also evaluate student achievement of the learning outcomes using the Quality Assurance Agency for Higher Education (QAA) Framework for Higher Education Qualifications and its related assessment tools. 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 (i.e., 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 problems with 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 help correct 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 following semester through degree completion.

The Vice President for Student Engagement also meets regularly with the Vice President of Academic Affairs and Academic Deans to review 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 after each semester; the goal is to ensure up-to-date content, effective and efficient methods of delivery, and appropriate outcomes.

The Department Chairs and Academic Deans review the student evaluations for every course offered at the University. The Department Chairs and 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 upon approval of the Department Chairs and Academic Deans. If changes are required at the faculty level, the Department Chairs will make the changes. At the end of the following semester, appropriate stakeholders analyze the results of a follow-on evaluation for the effectiveness of the changes. This cycle is an ongoing process.

*Cost Effectiveness:*

Based on the year-long inputs, evaluations, and reviews described in Section M.1, the Department Chairs and Academic Deans prepare the proposed academic budget for each program for the upcoming year. Budget increases are tied to increasing student learning and performance as well as critical strategic initiatives.

The Interim Vice President of Finance and Administration also monitors each academic program 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 before 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 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 who are multiethnic and multicultural. The University actively recruits minority populations for all undergraduate and graduate-level degrees. Special attention is also provided to recruit females into the STEM and multidisciplinary programs at all degree levels – undergraduate, master's, and doctoral. The University will use the same approach for the **B.S. in Web Design and Development**.

**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 abide by the C-RAC guidelines with the proposed **B.S. in Web Design and Development**.

- 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 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, 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 classes. 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, goals, objectives, and outcomes as traditional classroom delivery. The University selects the learning platforms to ensure the high standards of the technical elements of each course. The Academic Deans monitor any course conversion from in-class to online to ensure the online course is academically equivalent to the traditionally offered course and that 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 Computer Science, where this degree will be sponsored, is staffed by a qualified Professor, Dr. Bharat Rawal. He is supported by the faculty identified in Section I as well as the rest of the University's faculty, administration, and senior leadership. Other appropriately credentialed faculty will be added as needed as 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. Student 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 Zoom 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. Faculty and highly-qualified tutors staff the laboratories and 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 record of accomplishment in supporting degree completion.

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

Current faculty serve on internal advisory boards that examine possible for program changes, including course and program development. All faculty are selected on domain expertise and program-related teaching experience.

When new faculty or outside consultants are necessary for the design of courses offered, the University's Human Resource Department initiates a rigorous search and screening process to identify appropriate faculty to design and teach online courses. Again, all faculty are selected on domain expertise and program-related teaching experience

The University online platforms offer several avenues to support instructors engaged in online learning. The Director of 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 Academic Deans, Department Chairs, and formal meetings.

The assessment for online learning classes/students is the same as for all academic programs at the University. An Assistant Vice President of Learning Assessment and Educational Effectiveness oversees all course assessments at the university. Faculty

provide required data on student achievement. The Learning Management System includes data on student achievement. Proof of these assessments is available during the class and following class completion to the Academic Deans and Department Chairs. On an annual basis, the information is reported to the University's accreditation authorities such as MSCHE and NSA/DHS.