



July 15, 2022

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

Dear Dr. Fielder,

The purpose of this letter is to submit a new academic program proposal for a Associate of Applied Science degree in Technical and Professional Studies (HEGIS: 5312.00; CIP: 15.0612) at Carroll Community College. The complete proposal accompanies this cover letter.

Thank you in advance for the Commission's consideration of this new program.

If there are questions regarding the program or materials, please direct them to Dr. Melody Moore, Associate Vice President for Program Development and Partnerships, memoore@carrollcc.edu or 410-386-8412.

Sincerely,

A handwritten signature in black ink that reads "Rosalie V. Mince".

Dr. Rosalie V. Mince
Provost

cc: Dr. Melody Moore
Mr. Robert Brown



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

Institution Submitting Proposal

Carroll Community College

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 Yes
 Submitted: No

 Payment R*STARS
 Type: Check

Date Submitted: July 15, 2022

| | | | |
|--|---|---|---|
| Department Proposing Program | Academic Affairs | | |
| Degree Level and Degree Type | Associate of Applied Science (A.A.S.) | | |
| Title of Proposed Program | Technical and Professional Studies | | |
| Total Number of Credits | 60 | | |
| Suggested Codes | HEGIS: 5312.00 | CIP: 15.0612 | |
| Program Modality | <input type="radio"/> On-campus | <input type="radio"/> Distance Education (fully online) | <input checked="" type="radio"/> Both |
| Program Resources | <input checked="" type="radio"/> Using Existing Resources | <input type="radio"/> Requiring New Resources | |
| Projected Implementation Date | <input type="radio"/> Fall | <input checked="" type="radio"/> Spring | <input type="radio"/> Summer Year: 2023 |
| Provide Link to Most Recent Academic Catalog | Carroll Community College Catalog 2022-2023.pdf (carrollcc.edu) | | |
| Preferred Contact for this Proposal | Name: Melody L. Moore | | |
| | Title: Associate Vice President for Program Development and Partnerships | | |
| | Phone: (410) 386-8412 | | |
| | Email: memoore@carrollcc.edu | | |
| President/Chief Executive | Type Name: James Ball | | |
| | Signature: | | Date: July 15, 2022 |
| | Date of Approval/Endorsement by Governing Board: | | June 15, 2022 |

Revised 6/13/18

MARYLAND HIGHER EDUCATION COMMISSION

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Technical and Professional Studies A.A.S. Carroll Community College

Overview

Carroll Community College (CCC) is proposing a new Associate of Applied Science (A.A.S.) degree in Technical and Professional Studies.

The program is designed to serve the career goal needs of the student and workforce shortage needs of the state with specific program requirements not readily met by existing degree programs. Based upon the general education core requirements of the associate of applied science degree, this degree program will provide significantly greater flexibility in degree content relative to choice of courses. This flexibility will have advantages for students as well as for the state, business, and industry in that it will allow for tailoring of programs to meet specific career and job training needs.

The Technical and Professional Studies A.A.S. program provides students who do not plan to transfer the opportunity, through the careful selection of elective courses, to develop a career associate degree adapted to their own unique career goals. Additionally, it is anticipated that students taking courses focused on career-related instruction and who have accumulated significant hours, but not necessarily program-specific hours, will also benefit from the program. This will help the community college deal with concerns about failure of students to complete programs, instead of the growing tendency to take a variety of courses applicable to career objectives and not actually finish any particular degree program.

Employers will find that the college will be much more flexible and quicker to respond when designing two-year degree programs to meet the focused demands of particular businesses or industries. In effect, this program will become the framework for a rapid response when a need is determined for a specific business or industry application. By having the program in place, the institution can analyze the need and tailor a particular degree from existing courses already in the college inventory of courses, without the need to design a specific degree program and go through the approval process each time.

The employment needs of the state are served with a new and quicker response to contemporary personnel shortages. Further, this customized Associates degree and similar Bachelor degree programs fill a clear need at minimum costs.

In addition to requiring a general education core, students will be able to take several program core courses that are selected, with the help of the Career Navigator, that provide the necessary skills and competencies for a particular occupation. The restricted elective credits are fulfilled via credit for apprenticeship, recognized industry training and/or Carroll Community College courses that are designated based on employer needs. To structure the program and assure academic integrity, the student making application to the program would select areas of concentration in consultation with an advisor and have the program plan approved and on file with the institution.

The same controls would be in place when the program would be tailored to meet the needs of a partner in the state or private business and industry community. An academic advisor (typically, a division chair) would develop, in consultation with the specific partner, those parameters and courses applicable to the defined needs of that workforce niche and would then approve, and file with the institution, documentation of that particular pathway. Following this example, individuals interested in employment with the agency, business, or group and/or existing employees referred to the institution, would register for the necessary courses to follow the pathway developed to fulfill a need.

A. Centrality to institutional mission statement and planning priorities:

1. Provide a description of the program, including the certificate to be awarded, each area of specialization/concentration (if applicable), purpose or objective, and how it relates to the institution's approved mission.
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.
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 noted in section L).
4. Provide a description of the institution's commitment to:
 - a. ongoing administrative, financial, and technical support of the proposed program
 - b. continuation of the program for a period of time sufficient to allow enrolled students to complete the program

Carroll Community College is a public, open admission, associate-degree-granting college serving Carroll County, MD with baccalaureate preparation programs, career education, workforce and business development, and personal and cultural enrichment opportunities. As a vibrant, learner-centered community, the College engages students as active learners, prepares them for an increasingly diverse and changing world, and encourages their lifelong learning.

The College mission is to provide "accessible, high-quality educational opportunities to advance careers, enrich lives, and strengthen the community" it serves. This mission is conveyed through seven College goals, two of which are expressly addressed by the proposed Associate of Applied Science (A.A.S.) degree in Technical and Professional Studies. Those two are:

Goal 1: Provide associate degree programs, career, and credentialing preparation, job skill enhancement, continuing professional education, and career resources and support to strengthen the regional workforce.

Goal 3: Delivers training and essential services to businesses and entrepreneurs and creates and sustains strategic community partnerships to support business and economic development.

Through engaging lab, field, and classroom activities, the College strives to provide students with the current knowledge and skills necessary to prepare them for their educational and career goals.

The Associate of Applied Science (A.A.S.) degree in Technical and Professional Studies directly

supports the College's strategic goals in its *FY2021 Strategic Initiatives*, particularly Goal II: Career and Economic Development (Carroll Community College, 2020).

Goal II: Career and Economic Development

Support economic development in Carroll County by creating new programs and partnerships to meet emerging workforce needs and attract new student populations to the College.

The new program in Technical and Professional Studies is expected to generate new enrollment for the College. It is being developed in response to local and regional workforce needs.

The main underlying mission of community colleges is to serve their communities. The College makes it a priority to meet local workforce needs by developing long-term relationships with business and industry partners. Success comes from taking great care to listen to the needs of industry partners on multiple levels—individual students, businesses, the economy—locally, regionally, and nationally. It is through these connections that it was determined that the College needed to develop an A.A.S. degree in Technical and Professional Studies to prepare students for further study and ultimately supply the area workforce.

CCC expects that tuition revenue will be sufficient to fund the program adequately.

The program will be housed in the Business and Technology Division and the Division Chair is Mr. Robert Brown. Through the Division, administrative and financial support for the program will be provided. Technical support will be provided by the College's Network and Technology Services Department.

If in the future, a decision is made to discontinue the A.A.S. in Technical and Professional Studies program, a teach-out plan will be developed and executed to ensure that all students in the program will have the opportunity to obtain all courses needed 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 the advancement and evolution of knowledge
 - b. societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - c. the need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs
2. Provide evidence that the perceived need is consistent with the 2017-2021 Maryland State Plan for Postsecondary Education.
 - a. Statewide Plan Goal #1: Student Access
 - b. Statewide Plan Goal #2: Student Success
 - c. Statewide Plan Goal #3: Innovation in Higher Education

There is a great need within our community for the advancement and evolution of knowledge. As identified by the *2017-2021 Maryland State Plan for Postsecondary Education* "The completion of workforce training programs, credentials, and certificates hold tremendous value for those who

complete them.” The proposed degree is designed to address the state’s workforce shortage by providing pathways to various occupations. Additionally, individuals are working in increasingly complex environments which require technical, management, and communications skills. In order to keep up and remain competitive, the citizens of Maryland must continue to advance and evolve their knowledge. One way to do this is to add to their current skill set in order to adapt to the changing environment and changing demands of the workplace and society in this century. Students who successfully complete the degree will be able to add value to their organization and their career by expanding their skill set.

Apprenticeship and internship experiences are highlighted throughout the State Plan, particularly in Strategy 7, where higher education institutions are encouraged to create workforce partnerships that provide credit for on-the-job training and/or competency-based learning. The State Plan goes on to explain how postsecondary education should support programs like apprenticeships by awarding credit where appropriate and “where the required instruction may culminate in a credential that is portable” (State Plan, p. 62).

Source:

Maryland State Plan for Postsecondary Education, 2017-2021. Maryland Higher Education Commission. Retrieved April 14, 2022 from: <https://mhec.maryland.gov/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex. mid-level management*) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Data showing the current and projected supply of prospective graduates.

The business composition in Carroll County includes a significant number of firms (46.9%) in manufacturing, transportation, health services, business services, retail, food service, and agriculture. Many of these jobs are classified as middle-skill which means the jobseeker needs to have more than a high school diploma but less than a four-year degree and extensive experience or specialized skills. Despite hiring demand and many available middle-skilled jobs, employers report difficulty in finding qualified individuals to fill these positions. Employment in these middle-skilled occupations, which are expected to grow, requires jobseekers to possess soft/essential skills including effective communication, organizational skills, critical thinking and problem solving, adaptability, customer service, and computer skills. In order to ensure that jobseekers obtain these skills, Carroll County needs to provide training opportunities, such as career training, stackable credentials, and apprenticeships to low-skilled workers so that they can acquire the skills and credentials to qualify for middle-skill jobs.

Carroll County Local Workforce Area Plan, 2020-2024. Carroll County Workforce Development Board. Retrieved April 14, 2022 from:
<https://www.labor.maryland.gov/wdplan/wioacarrollcountyplan2021.pdf>

Maryland Workforce Innovation and Opportunity Act State Plan. Maryland Department of Labor, Licensing, and Regulation. Retrieved April 15, 2022 from:
<https://www.dllr.state.md.us/employment/wdstateplan.pdf>

D. Reasonableness of program duplication (search by CIP or HEGIS codes or check other institution's websites):

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same certificate to be awarded.
2. Provide justification for the proposed program.

A search of the Maryland Higher Education Commission program inventory database for Technical and Professional Studies indicates that there are only four programs at the community college level in the State. They are Chesapeake College, whose program focuses on Emergency Medical Technicians, Garrett College, whose program focuses on Machining, Harford Community College whose program focuses on Business, and Hagerstown, whose program has several technical pathways. The closest of these colleges is 58 miles from Carroll, and the furthest if 163 miles, making it highly unlikely that the programs will be competing for the same students. The Carroll program will allow local students an accessible and affordable program near their residence.

The Associate of Applied Science degree in Technical and Professional Studies is intended to prepare students for careers in a rapidly changing work environments that often require expertise in several areas. Opportunities in the workplace exist for students who possess multi-skills, particularly in high demand as well as emerging technical and professional areas. The Technical and Professionals Studies A.A.S. program will match the workforce needs of employers with educational opportunities for students.

Source:

Academic Program Inventory. Maryland Higher Education Commission. Retrieved March 31, 2022 from: https://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

E. Relevance to high demand programs at Historically Black Institutions (HBIs) (do not put N/A as a response):

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

The proposed A.A.S. in Technical and Professional Studies program will not have an impact on the development and continuance of high demand programs at HBI's. None of the four HBIs in the State of Maryland have a related bachelor's level degree program.

F. Relevance to the identity of Historically Black Institutions (HBIs) (do not put N/A as a response):

1. Address any potential collaboration between an HBCU and the proposing institution. Refer to the articulation of the proposed program into undergraduate programs at an HBCU, or the development of joint or dual certificates.

Currently, no collaborative agreements exist between Carroll and the HBCUs in the State of Maryland.

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.
2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
3. Explain how the institution will:
 - a. provide for the assessment of student achievement of learning outcomes in the program
 - b. document student achievement of learning outcomes in the program
4. Provide a list of courses with the title, semester credit hours and course descriptions, along with a description of program requirements.
5. Discuss how general education requirements will be met, if applicable.
6. Identify any specialized accreditation or graduate certification requirements for this program and its students.
7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.
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 certificate 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.
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 A.A.S. in Technical and Professional Studies is a career-oriented program that focuses on applied technical and professional skills. It is designed to support the diverse needs of today's employers and prepares students for in-demand careers in Carroll County and the region.

Upon completion of the Associate of Applied Science degree in Technical and Professional Studies, students will be able to:

1. Communicate complex ideas and information through writing, speaking, presenting, and using technology.
2. Locate, organize, and analyze information from multiple sources in order to develop informed, reasoned, and substantiated arguments.
3. Apply mathematical skills, quantitative reasoning, and scientific reasoning to solve problems and interpret quantitative information.

4. Explain the significance of social diversity, respect for cultural values, and appreciation of differences among students, including race, religion, age, gender, sexual orientation, nationality, ethnicity, and ability.
5. Demonstrate an understanding of the skills required in the specific occupation through the successful completion of an approved apprenticeship, internship, or training program
6. Acquire career competencies to meet individual career goals.

Student Learning Outcomes Assessment is a deliberate, systematic, and collaborative process driven by the College's commitment to improving student learning. It is a purposeful course of action that defines student accomplishments in terms of expected learning outcomes and core competencies. Actual student achievement is measured using established internal standards and external benchmarks. The assessment process is learning-centered and accumulates data from numerous sources to determine what students know, what skills they possess, how they conceptualize, and how they will continue to learn. The overall goal of assessment is to create a quality learning environment under ideal conditions through the use of best practices that inspire creativity, innovation, and critical thinking.

Student Learning Outcomes Assessment is an ongoing component of the instructional process. All members of the institution share responsibility for student learning. Continuous improvement of learning is a collaborative enterprise upon which the success of instruction depends. The results of assessments are never used in a punitive manner toward students, faculty, or staff. The data collected during the assessment process is used to provide feedback to students and faculty, reinforcing and improving educational practices that facilitate learning.

The Associate of Applied Science degree in Technical and Professional Studies program will be evaluated at the course and program level on an annual basis. Resource allocation is driven by the needs addressed in the assessment process.

Each program at the College is required to assess one or two of its student learning goals yearly. In addition, each program is subject to a comprehensive review every five years. Data from these processes are used for program improvement.

Technical and Professional Studies Associate of Applied Science

Program Description

This 60-credit hour associate degree consists of 18 credit hours of general education courses, 18 program credits, 18 credit hours of restricted electives/apprenticeship/ACE approved training, and 12 credits of free electives.

General Education Requirements: 18 credits

An approved list of general education and diversity courses can be found in the Academic Information section of the catalog. Choose general education courses from the following topics:

Arts and Humanities: 3 credits

See Arts and Humanities General Education requirements for a list of approved courses.

Biological and Physical Sciences: 3 credits

See Biological and Physical Sciences General Education requirements for a list of approved courses.

English Composition: 3 credits

ENGL 101 – College Writing

Mathematics: 3 credits

See Mathematics General Education requirements for a list of approved courses.

Social and Behavioral Sciences: 3 credits

See Social and Behavioral Sciences General Education requirements for a list of approved courses.

General Education Elective: 3 credits

See General Education Elective requirements for a list of approved courses.

All associate degree-seeking students must complete one or more General Education Diversity designated course(s). These courses explore differences across world cultures, historically marginalized populations, and systems of injustice. Diversity designated courses are marked. Diversity designated courses may satisfy another General Education area requirement.

Program Core: 18 credits

The program requirements consist of 15 credits that are variable and tailored to each student's individual needs.

Restricted Electives/Apprenticeship/ACE Approved Training: 18 credits

This program is exclusive for students who have completed, or will complete, an apprenticeship, internship, American Council for Education endorsed training program, other recognized training program provided by the student's employer. The training will be evaluated by faculty and appropriate credits will be articulated. The articulated credit will be used to fulfill the restricted elective requirement.

Free Electives: 6 credits

Students will select any combination of 12 credits of college level courses to fulfill the free elective requirement.

Associate of Applied Science degrees require 18 credits of general education and diversity courses. This program requires 42 major program credits and 18 credits for diversity and general education courses. Carroll has General Education goals that meet the Code of Maryland Regulations (COMAR 13B.06.01.03). Six courses have been identified within the program that will assess general education competencies.

1. Communicate ideas in written, oral, and other modes as appropriate to a situation and audience.
2. Apply quantitative and scientific reasoning skills relevant to a field of study.

3. Employ various thinking strategies to develop well-reasoned judgments.
4. Evaluate sources of information for accuracy, relevance, and reliability.
5. Use technology tools to manage, integrate, and evaluate digital information.
6. Explore issues through creative, interdisciplinary, and innovative approaches.
7. Cultivate intellectual and ethical practices that promote the wellness of self, community, and environment.
8. Identify their roles as global citizens in a multicultural country and world.

There are no specialized accreditation or graduate certification requirements for this program. Students who complete this program will receive an A.A.S. in Technical and Professional Studies from Carroll Community College.

Currently, there are no agreements with other educational institutions or non-collegiate organizations.

The College will provide similar resources to students in the Technical and Professional Studies program as are provided for other programs. Information regarding curriculum, course, and certificate requirements, including a suggested course sequence that demonstrates how the program can be completed in two years, is provided via the College website and the Carroll Community College Catalog and the Student Academic Planning tool, WebAdvisor, which requires a secure login and is individualized for each program and each student. Information about the learning management system (Canvas), the availability of academic support services and financial aid resources, and costs and payment policies are found on various pages within the Carroll website.

The Carroll Community College homepage links to seven major sections, two of which (Apply & Register and Programs & Courses) contain advertising, recruiting and admissions information. The information available includes, but is not limited to, admissions criteria and deadlines, financial aid information, tuition, and other information of interest to prospective students and their families. In addition, each program of study has its own page to provide students with an overview of the program, the program goals, the curriculum, and faculty information. The Office of Academic Affairs works closely with the Offices of Admissions and Enrollment Development and Planning, Marketing, and Assessment to develop and maintain clear and accurate program-specific marketing materials.

H. Adequacy of Articulation

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

The Technical and Professional Studies degree will be an Associate of Applied Science degree; it is designed for students to enter the workforce and is not intended or designed for transfer. However, much of the coursework is transferrable to other institutions. Also, the College is not averse to working with four-year institutions to investigate potential articulation agreements.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11):

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal certificate title and field, academic title/rank, status

(full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

2. 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
 - b. the learning management system
 - c. evidenced-based best practices for distance education, if distance education is offered

No additional new faculty is needed for the A.A.S. in the Technical and Professional Studies program at this time. Students will be enrolled in previously approved courses drawn from various disciplines. Current faculty, as listed in the catalog, will teach the courses.

Training in pedagogy that meets the needs of students is provided yearly through the use of Teaching Squares, mentoring, faculty coaching, and faculty workshops and supported by evidence-based best practices. Training for those new to the College's learning management system, Canvas, is offered through open drop-in workshops every week. The College supports faculty attendance at related regional and national conferences.

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.

The Technical and Professional Studies program is supported by the Carroll Community College Library and Media Center, which purchases print and electronic reference sources, DVDs, and books, subscribes to periodical database and streaming media services, and provides other resources to facilitate student research and learning. An assigned librarian serves as the divisional liaison and coordinates material purchasing and collection development with full- and part-time faculty depending upon departmental and class learning outcomes.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13):

1. Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.
2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a. an institutional electronic mailing system, and
 - b. a learning management system that provides the necessary technical support for distance education

Current physical facilities and infrastructure at Carroll are adequate to offer the new degree program without the need for additional resources. Classrooms are equipped with the latest and updated instructional equipment which includes computers and audio/visual devices including projectors. Carroll's Information Technology department supports this equipment with software updates and any maintenance or repairs necessary to maintain quality instruction.

Computers are available for student, faculty and staff use in classrooms, computer labs, and the library. Free printing and wireless internet access can be found in all those locations.

The Testing Center is available to instructors for students with disability accommodation needs.

The advising staff provides course information that will assist students interested in pursuing the study of Technical and Professional Studies.

The College complies with the American with Disabilities Act and has the necessary infrastructure and instructional equipment for ADA accommodations. The Office of Student Support Services provides the evaluations for ADA accommodations.

Carroll Community College faculty receive an employee e-mail address and access to the College e-mail system on their first day of employment. Students receive a student e-mail address upon enrollment. Students receive access instructions at the e-mail address listed on their application. Students are requested to activate their College e-mail account immediately and must use that e-mail address for all College correspondence. Once activated, this is also the only e-mail address that the College will use to contact students. Students are asked to check their Carroll e-mail, even when classes are not in session.

To facilitate learning, all credit-courses use Canvas, Carroll's learning management system. Canvas sites support easy access to course materials, interactions with the instructor and other students, course grades, and much more. Students are automatically enrolled into Canvas course sites. Faculty members are given Canvas assess and training within their first week of employment. At a minimum, faculty members are required to use Canvas to post their syllabus, faculty contact information, and announcements and course communications. In addition, the grade book within Canvas must be used to provide students with a reasonable understanding of the status of their grades through the duration of the course.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14):

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of the program implementation. Enter figures into each cell and provide a total for each year. Also, provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.
2. Complete Table 2: Program expenditures and Narrative Rationale. Provide finance data for the first five years of the program implementation. Enter figures into each cell and provide a total for each year. Also, provide a narrative rationale for each expenditure category.

TABLE 1: RESOURCES:

| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
| 1. Reallocated Funds | 0 | 0 | 0 | 0 | 0 |
| 2. Tuition/Fee Revenue (c + g below) | \$36,120 | \$47,825 | \$65,646 | \$73,210 | \$87,054 |
| a. Number of F/T Students | 5 | 7 | 9 | 10 | 12 |
| b. Annual Tuition/Fee Rate | \$5,160 | \$5,315 | \$5,474 | \$5,638 | \$5,807 |
| c. Total F/T Revenue (a x b) | \$25,800 | \$37,205 | \$49,266 | \$56,380 | \$69,684 |
| d. Number of P/T Students | 4 | 4 | 6 | 6 | 6 |
| e. Credit Hour Rate | \$172 | \$177 | \$182 | \$187 | \$193 |
| f. Annual Credit Hour Rate | 15 | 15 | 15 | 15 | 15 |
| g. Total P/T Revenue (d x e x f) | \$10,320 | \$10,620 | \$16,380 | \$16,830 | \$17,370 |
| 3. Grants, Contracts & Other External Sources | 0 | 0 | 0 | 0 | 0 |
| 4. Other Sources | 0 | 0 | 0 | 0 | 0 |
| TOTAL (Add 1 – 4) | \$36,120 | \$47,825 | \$65,646 | \$73,210 | \$87,054 |

Narrative for Table 1: Resources

1. Reallocated Funds: Carroll Community College does not anticipate any need to reallocate funds from any other area to support this program.
2. Tuition and Fee Revenue: The cost of both full-time and per-credit tuition is subject to a 3% increase each year.
3. Grants and Contracts: Not applicable.
4. Other Sources: Not applicable.

| TABLE 2: EXPENDITURES: | | | | | |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
| 1. Faculty (b + c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |

| | | | | | |
|--------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2. Admin. Staff (b + c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Support Staff (b + c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Equipment | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5. Library | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| 6. New or Renovated Space | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7. Other Expenses | \$14,500 | \$14,500 | \$14,500 | \$14,500 | \$14,500 |
| TOTAL (Add 1 – 7) | \$15,500 | \$15,500 | \$15,500 | \$15,500 | \$15,500 |

Narrative for Table 2: Expenditures

1. **Faculty (#FTE, Salary, and Benefits):** Carroll Community College already has full-time faculty members on staff that will teach the program's content courses. With program growth, it is estimated that an additional faculty member will be needed beginning in year four.
2. **Administrative Staff:** No additional administrative staff is expected in the first five years of the program.
3. **Support Staff:** No additional support staff is expected in the first five years of the program.
4. **Equipment:** No additional equipment is expected in the first five years of the program.
5. **Library:** The current library loan mechanism and the electronic retrieval methods will be used for the Health Sciences program. Even though it is not anticipated that any new library holdings will be required, for the betterment of students who wish to become members of professional organizations or go beyond the required expectations, the Division will request that the library invests in subscriptions to one or two additional professional journals.

6. New or Renovated Space: No new or renovated space needs are expected in the first five years of the program
7. Other Expenses: Marketing and faculty development expenses are expected in the first five years of the program.

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.
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.

Students in the Technical and Professional Studies A.A.S. program will be required to demonstrate their competency regarding the stated learning outcomes for each course and the program. This will be achieved through various deliverables, which include projects, written quizzes and exams, exercises, written assignments, and oral presentations.

Courses and faculty will be evaluated based on how effective they cover the stated learning goals, as well as through the parameters outlined in the student evaluation process.

The College has a rigorous course and program assessment process. Data from these course and program assessments are collected and analyzed to improve courses and to ensure program learning outcomes are met.

At the program level, the Program Director and faculty conduct and document an annual assessment report of select goals that are chosen and responded to on a yearly basis. In addition, as part of the quality improvement process, a comprehensive program review is conducted once every five years. The purpose of the review is to evaluate the effectiveness of the academic program through the evaluation of curriculum, faculty, student enrollment and retention, and student learning goals. Each program has an advisory board consisting of professionals in the field to assist in the construction and analysis of program review data. The information collected is used to determine many things, including cost-effectiveness and program viability. The review process ensures that the following are reflected in the document:

1. The mission of the College and how the needs of the community are met
2. Student performance
3. Transferability and /or workforce applicability
4. Curriculum strengths and weakness
5. Adequacy of resources to support the program

The Provost, along with the Student Learning Improvement Committee, the General Education Committee, and the Program Review Committee coordinate these processes.

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education):

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

Carroll Community College is committed to the recruitment and retention of minority students and will expand its services and policies to include the Technical and Professional Studies program students. The College employs broad recruitment efforts to attract a racially diverse student body and support them with the services they need to be retained and successful. The entire staff supports the College goal of providing a "safe learning environment that models respect, acceptance, inclusion, and empathy towards diverse ways of thinking and being." Statements of non-discrimination are included in College publications and will appear in any marketing pieces for the programs.

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.

Currently, there are no low-productivity programs at the College from which resources can be redirected.

P. Adequacy of Distance Education Programs (as outlined in COMAR13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide distance education.
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

In January 2018, the Middle States Commission on Higher Education confirmed that Carroll Community College had completed the review process and was approved to offer academic programs for which 50 percent or more of the certificate or degree program will be offered through an alternative method of delivery without additional approvals. Notification of such was sent to the Maryland Higher Education Commission on April 27, 2018.

The College follows the C-RAC guidelines to assure comparable national standards for interstate offering of postsecondary distance education courses and programs.