



**BOARD OF TRUSTEES
Regular Monthly Meeting**

**Wednesday, March 20, 2024 – 4:30 p.m.
Conference Center (E126AB)**

Zoom Option:

<https://frederick-edu.zoom.us/j/81674427126?pwd=TVhLbnRkZ2FmbG81VWJrTUVKQlFwUT09>

Call-in Option:

Phone Number: 301-715-8592 | Meeting ID: 816 7442 7126 | Passcode: 996641

1. Call to Order

2. Approval of Minutes: February 21, 2024 (Regular Meeting)

3. Board & CEO Comments

4. Consent Agenda

- * A. Approval of Piggyback Contract with Anthology Inc. (Blackboard LMS) for LMS Software & Services Agreement in the amount not to exceed \$356,997.66; Piggyback of the Maryland Education Enterprise Consortium (MEEC) Master LMS Software & Services Agreement #54321
- * B. Approval of Piggyback Contract with Sierra-Cedar for IT Professional Consulting Services – PeopleSoft, not to exceed \$235,640; Piggyback of the Maryland Education Enterprise Consortium (MEEC) Contract #91372

5. Information/Discussion Items

- * A. Review of Draft Executive Limitations Policy – Access to Education
- * B. Review of Draft Governance Process Policy – Board Job Contributions
- * C. Review of Draft Governance Process Policy – Board Linkage with External Organizations
- * D. Review of Draft Governance Process Policy – Board Linkage with Ownership
- * E. Review of Draft Governance Process Policy – Board Planning Cycle and Agenda Control

6. Action Items

- * A. Approval of FY 2025 Credit Tuition and Fees
- * B. Approval of Health Sciences Associate of Science (A.S.) Degree
- * C. Approval of Exercise Science Area of Concentration (AOC) within the Health Sciences Associate of Science (A.S.) Degree
- * D. Approval of Public Health Science Area of Concentration (AOC) within the Health Sciences Associate of Science (A.S.) Degree
- * E. Approval of Tactical Strength and Conditioning Certificate

7. Closed Session

The Board of Trustees will hold a public vote to meet in closed session in accordance with the Maryland Open Meetings Act, Section 3-305(b)(1) to discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of an appointee, employee, or official over whom this public body has jurisdiction; or any other personnel matter that affects one or more specific individuals; Section 3-305(b)(7) to consult with counsel to obtain legal advice; Section 3-305(b)(9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations; and Section 3-305(b)(13) to comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter. The topics are: to discuss the evaluation of the President; to obtain legal advice related to potential unionization and collective bargaining strategy and potential positions; and review and approval of closed session minutes from February 21, 2024 pursuant to Section 3-306(c)(3)(ii) of the General Provisions Article of the Maryland Annotated Code.

8. Adjournment

NEXT MEETINGS:

Thursday – April 11, 2024

▪ **9:00 a.m. – Board Retreat**

Wednesday – April 17, 2024

▪ **4:30 p.m. – Regular Monthly FCC Board Meeting**

Under the ADA and Section 504, Frederick Community College (FCC) makes every effort to accommodate individuals with disabilities for College-sponsored events and programs. For FCC employees needing accommodations, including interpreting, please email humanresources@frederick.edu. For students and others with accommodation needs or questions, please call 301-846-2408, or to request sign language interpreter services, please email Interpreting@frederick.edu. Sign language interpreters will not be automatically provided for College-sponsored events without a request for services. Requests must be made at least five workdays before a scheduled event to guarantee accommodations.

*Backup documentation is available for this agenda item in the meeting packet.

**BOARD OF TRUSTEES
FREDERICK COMMUNITY COLLEGE**

**February 21, 2024
Regular Meeting**

The Board of Trustees of Frederick Community College met in regular session on Wednesday, February 21, 2024 in the Conference Center (E126AB). A virtual option to participate was provided. Participating in person were: Trustees Carolyn Kimberlin, Chair; Theodore Luck; Tracey McPherson; Dr. John Molesworth; Dr. William Reid; and Myrna Whitworth. Vice Chair Tom Lynch arrived late to the meeting due to a commitment with The City of Frederick as Chair of the Charter Review Committee.

Also attending in person were President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board; Janice Spiegel, Special Projects Manager/Budget Office Frederick County Government; Edmund O'Meally, PK Law, College legal counsel; Avis Boyd, Chief of Staff to the President; Jerry Boyd, Special Assistant to the President for Institutional Effectiveness; Dr. Bridgette Cofield, Vice President (VP) for Talent and Culture; Dr. Barbara Larson, Interim VP for Finance and Administration; Adam Reno, Interim Chief Information Officer (CIO); Dr. Molly Carlson, Associate Vice President (AVP) for Continuing Education and Workforce Development; Lewis Godwin, Chief of Operations; Dr. Vell Lyles, AVP for Strategic Enrollment and Innovation; Amy Stake, AVP for Finance; Pamela Murphy, Labor Relations Specialist; Kathy Francis, Executive Director of the Mid-Atlantic Center for Emergency Management and Public Safety; Esther Slack-Metellus, Support Staff Association (SSA) Executive; Theresa Dorsey, Administrative Coordinator, President's Office; Kari Melvin, Recording Secretary; and other guests.

Participating virtually were Dr. Anne Davis, Provost and VP for Teaching, Learning and Student Success; Deborah Powell, Executive Director for the Office of

Institutional Advancement and the FCC Foundation; Dr. Benita Rashaw, Interim VP for Student Affairs; Nichole Pollard, AVP for Student and Financial Support Services; Dr. Daniel Phelan, Consultant; Dr. Leslie Puzio, Chair, Faculty Association; Dr. Kevin Martin, Administrative Staff Association (ASA) Executive; Jillian Atelsek, Education Reporter from the Frederick News-Post; and other guests.

CALL TO ORDER

The meeting was called to order by Chair Kimberlin at 4:30 p.m. She provided a statement regarding this evening being a regularly scheduled meeting that has been published on the College calendar, and the agenda not being posted within the required timeframe was an unintended oversight which was rectified immediately after it was known.

APPROVAL OF MINUTES

Chair Kimberlin called for approval of the minutes of the January 24, 2024 regular meeting.

On a motion made by Trustee Molesworth, the Board approved the January 24, 2024 regular meeting minutes 6-0-1, as presented, with Vice Chair Lynch absent.

BOARD & CEO COMMENTS

Chair Kimberlin had no comments.

President Cheek shared photos from recent events: Student Advocacy Day in Annapolis where the FCC Student Government Association leadership met with Delegates Kris Fair, Dr. Ken Kerr, Dr. April Miller, Karen Simpson, and William Wivell, and also had a chance encounter with Governor Wes Moore; President Cheek, Trustees Whitworth and Reid and Chief of Staff Boyd attended the Association of Community College Trustees National Legislative Summit where they had the opportunity to meet with Senator Van

Hollen and representatives from the offices of Senator Cardin and Congressman Trone; and the FCC Cougar Mart grand opening, an initiative to support students facing food insecurities. Cougar Mart provides access to free perishable and non-perishable food, hygiene, and clothing items. She recognized everyone who has been integral in the development of the Cougar Mart, especially Director of Student Wellness and Support Sergio Washington, Interim AVP for Student Affairs Jeanni Winston-Muir, and Interim VP for Student Affairs Dr. Benita Rashaw.

President Cheek then announced that for the ninth consecutive year, *The Tuscarora Review*, FCC's literary and visual arts magazine, has been acknowledged by the American Scholastic Press Association with a first-place award. She thanked Magin LaSov Gregg, faculty advisor for the magazine.

CONSENT AGENDA

The following items were submitted and distributed to the Trustees in their meeting packet:

- Approval of Recommendation to Award – RFB 24-CPPM-06 for Asphalt Sealing and Resurfacing to C. William Hetzer Inc. in the amount of \$375,290 plus a 10% contingency of \$37,529 to cover any potential unforeseen or hidden conditions, at a total project cost of \$412,819
- Approval of Recommendation to Award – RFP 24-FS-01 for Grants Consulting Services to Maximus US Services, Inc. in the amount of \$105,000

Chair Kimberlin asked if any Board member wanted to remove an item from the consent agenda. Hearing none, she asked for a motion for approval.

On a motion made by Trustee Luck, the Board approved the consent items 6-0-1, as presented, with Vice Chair Lynch absent.

INFORMATION/DISCUSSION ITEMS

Schedule of Expenditures of Federal Awards Together with Reports of Independent Public Accountants (Single Audit Report) for the period ending June 30, 2023 – The results of the Single Audit were presented to the Board. The opinion of the auditor, SB & Company, is that Frederick Community College complied, in all material respects, with the requirements that are applicable to each of its major programs for the year ended June 30, 2023.

This item was presented for information only – no action was taken or requested.

Fiscal year-to-date Financial Report through the quarter ending December 31, 2023 – Interim VP Larson went through the report in detail with the Board. It was clarified that the scholarships and transfers expenses are 99% spent at midway through the fiscal year due to the consolidated service fees being booked at the start of the fiscal year.

This item was presented for information only – no action was taken or requested.

ACTION ITEMS

Vice Chair Lynch arrived.

Approval of One-Year Contract Renewal with SB & Company in the amount of \$38,000 for Professional Auditing Services for the College and the Foundation for FY 2024 – President Cheek presented this item. The College jointly solicited with Frederick County Public Schools and Frederick County Government proposals for professional auditing services, and awarded to SB & Company in 2021. The award was for an initial three-year contract with the option to renew an additional three years. Both Frederick County Government and Frederick County Public Schools have recommended a one-year contract renewal for FY 2023. The cost of the services for the FY 2024 audit is \$38,000 and will be funded through the FY 2025 College operating budget. This amount is under the

procurement threshold requiring Board approval. However, it was brought to the Board in line with the draft Board Governance Process Policy titled “Board Job Contributions,” which states “The Board may at its discretion engage in additional options to assist the Board in its decision-making, including but not limited to, appointment, compensation and oversight of the College auditor ...”

On a motion made by Trustee Molesworth, the Board unanimously approved the one-year contract renewal with SB & Company, as presented.

Approval of FY 2025 Proposed Operating Budget to be submitted to the County Executive – President Cheek and Interim VP Larson provided a presentation on the FY 2025 proposed operating budget. A copy of the presentation is available from the President’s Office.

Operating Revenues proposed for FY 2025 total \$72,403,803, which represent an increase of \$5,617,648 or 8.4% over the FY 2024 adopted budget. It includes \$20,095,188 from tuition and fees (credit and non-credit). After three years of holding tuition and fee rates flat, a 2% increase in tuition rates for in-district, out-of-county, and out-of-state is proposed. No increases in the consolidated service fee or student activity fee are proposed. The in-county credit tuition will go from \$129/credit to \$131.58/credit; out-of-county credit tuition from \$282/credit to \$287.64/credit; and out-of-state credit tuition from \$382/credit to \$389.64/credit. State funding includes \$20,209,612 in Cade formula aid and \$2,951,200 for State benefits. The Governor’s proposed budget “rebased” the Cade Funding formula from a 29% funding tie to selected four-year institutions, to 26.5%, effectively reducing Cade Funding to all community colleges. Due to FCC’s strong enrollment growth, the College is one of just three community colleges slated for an increase in the Governor’s proposed budget. The County funding request includes \$26,455,452 (cash) and \$480,393

(in-kind), which reflects an additional \$2,200,000 to help fund additional costs to meet enrollment demand and ensure institutional sustainability. Other income of \$2,211,958 includes interest income and contract training. The FY 2025 budget recommends the use of strategic reserves in the amount of \$2,442,000 for one-time initiatives. This funding targets student success initiatives, unplanned capital needs, technology improvements to improve data analysis and processes, innovation and future-proofing.

Operating expenses proposed for FY 2025 total \$72,403,803, an increase of \$5,617,648 over the FY 2024 adopted budget. When Strategic Reserve one-time projects are added, total proposed expenses are \$74,845,803, resulting in a balanced budget. Key expense allocations include:

- Additional funding to meet enrollment demand. Notable increases include additional credit and non-credit adjunct faculty, as well as clinical instructors for healthcare programs.**
- Investments to continue to attract and retain talent.**
- Fringe benefit costs correspond to salary and wage projections. The budget includes a 10% increase for health insurance.**
- Post-pandemic, the proposed budget includes increased funding for out-of-state professional development.**
- Despite enrollment growth and inflationary pressures, the total proposed budget for non-compensation for FY 2025 is up just 4% over the adopted FY 2024 non-compensation budget.**
- The non-compensation budget includes a proposed operating contingency of approximately 1% of expenditures, totaling \$725,000 in FY 2025. The contingency is**

available for unforeseen expenditures or to respond to opportunities that may arise outside of the annual planning and budgeting cycle.

- As noted above, the FY 2025 budget includes the proposed use of \$2,442,000 from Strategic Reserves. These reserves are established per Board policy, and provide opportunities to address strategic, one-time needs. For FY 2025, projects include student success initiatives, unplanned capital needs, technology improvements, and establishing an Executive-in-Residence position (two-year limited term assignment) to assist in identifying innovative partnership and revenue opportunities for the College.

On a motion made by Trustee Molesworth, the Board unanimously approved the FY 2025 Proposed Operating Budget to be submitted to the County Executive, as presented.

Approval of Revised FY 2025 – FY 2030 Capital Improvement Program (CIP) and County Capital Budget Request – In November 2023, the Board of Trustees approved the College’s most recent CIP plan for submission to the County. Based on recent meetings with County officials, feedback received from the State, and after considering other internal/external factors that influence the College’s long-term facilities planning, College administration re-envisioned the previously proposed Health and Wellness Center and reduced the program scope. The other projects included in the CIP (Campus Services Building, Innovation and Technology Center, as well as Systemics and Technology projects) remain unchanged from the November 2023 submission.

The revised project is the Health Education and Athletics Center. The building addition was reduced from approximately 91,500 GSF to 43,000 GSF. The new proposed cost for the total project, renovation plus smaller addition, is \$65,830,000 (\$29.3 million or 31% less than the original \$95.1 million project cost). With the proposed changes to the

Health Education and Athletics Center, the College's six-year funding request to the County has been reduced by \$12.5 million over the next six years.

The total CIP request (State and County funding) has been reduced by \$29.3 million, with the six-year total proposed budget for all projects going from \$171.8 million to \$142.4 million.

There was discussion regarding decreasing space, activities, and equipment for students despite an anticipated increase in enrollment. The decision was explained as a response to financial constraints from State and County funding sources, with projections of budget shortfalls in the coming years. Capital projects are typically 100% externally funded. A phased approach to development was proposed, allowing for future expansion as needs arise. The revised Health Education and Athletics Center optimizes existing space and prioritizes health education to address current and future workforce needs.

On a motion made by Vice Chair Lynch, the Board unanimously approved the Revised FY 2025 – FY 2030 Capital Improvement Program (CIP) and County Capital Budget Request, as presented.

Approval of Board-CEO Delegation Policy – Monitoring President Performance –

The Board considered this policy.

On a motion made by Trustee Molesworth, the Board unanimously approved the Board-CEO Delegation Policy – Monitoring President Performance, as presented.

Approval of Executive Limitations Policy – Planning – The Board considered this policy.

On a motion made by Trustee McPherson, the Board unanimously approved the Executive Limitations Policy – Planning, as presented.

Approval of Executive Limitations Policy – Land Use – The Board considered this policy.

On a motion made by Trustee Molesworth, the Board unanimously approved the Executive Limitations Policy – Land Use, as presented.

Approval of Governance Process Policy – Global Governance Commitment – The Board considered this policy.

On a motion made by Trustee Luck, the Board unanimously approved the Governance Process Policy – Global Governance Commitment, as presented.

Approval of Governance Process Policy – Role of the Board Chair – The Board considered this policy. There was discussion regarding the Office Responsible. It was noted that the President’s Office is the default for Office Responsible during the initial creation of these policies, but ultimately the Board Chair would be responsible as the Chief Governance Officer. In the future, the Board may assign Trustees to review these policies.

On a motion made by Trustee Luck, the Board unanimously approved to amend the Office Responsible from President’s Office to Board Chair.

On a motion made by Vice Chair Lynch, the Board unanimously approved the Governance Process Policy – Role of the Board Chair, as amended.

Approval of Governance Process Policy – Role of the Vice Chair – The Board considered this policy.

On a motion made by Vice Chair Lynch, the Board unanimously approved to amend the Office Responsible from President’s Office to Board Chair.

On a motion made by Vice Chair Lynch, the Board unanimously approved the Governance Process Policy – Role of the Vice Chair, as amended.

Approval of Governance Process Policy – Board Code of Conduct – The Board

considered this policy.

It was noted this policy is the responsibility of the full Board of Trustees.

On a motion made by Trustee Molesworth, the Board unanimously approved to amend the Office Responsible from President's Office to Board of Trustees.

On a motion made by Vice Chair Lynch, the Board unanimously approved the Governance Process Policy – Board Code of Conduct, as amended.

CLOSED SESSION

At 5:37 p.m., the motion was made by Vice Chair Lynch to convene in closed session and unanimously approved by the Board.

This action was taken in accordance with Maryland's Open Meetings Act, Section 3-305(b)(7) to consult with counsel to obtain legal advice; Section 3-305(b)(9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations; and Section 3-305(b)(13) to comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter. Attending in person were: Trustees Carolyn Kimberlin, Chair; Tom Lynch, Vice Chair; Theodore Luck; Tracey McPherson; Dr. William Reid; and Myrna Whitworth. Trustee Dr. John Molesworth had to leave after the regular meeting and was unable to participate. Also attending in person were President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board; Edmund O'Meally, PK Law, College legal counsel; Avis Boyd, Chief of Staff to the President; Dr. Bridgette Cofield, VP for Talent and Culture; Dr. Barbara Larson, Interim VP for Finance and Administration; Pamela Murphy, Labor Relations Specialist; and Kari Melvin, Recording Secretary.

Dr. Anne Davis, Provost and VP for Teaching, Learning and Student Success

participated virtually.

The Board reviewed closed session minutes from January 24, 2024.

On a motion made by Trustee Reid, the January 24, 2024 closed session minutes were approved 6-0-1, as presented, with Trustee Molesworth absent.

The Board obtained legal advice on matters related to potential unionization and collective bargaining strategy and potential positions. No action was taken.

The meeting adjourned at 6:35 p.m.

NEXT MEETING

The next regular meeting of the Board will be held on Wednesday, March 20, 2024.

Dr. Annesa Payne Cheek

Secretary/Treasurer

**Prepared by Kari Melvin
Office of the President
Frederick Community College**



To: Dr. Annesa Payne Cheek, President
Frederick Community College Board of Trustees

From: Adam Reno, Interim Chief Information Officer

Date: March 20, 2024

Subject: Consent Item
Approval of Piggyback Contract with Anthology Inc. (Blackboard LMS) for LMS Software & Services Agreement in the amount not to exceed \$356,997.66;
Piggyback of the Maryland Education Enterprise Consortium (MEEC) Master LMS Software & Services Agreement #54321

OVERVIEW

The College has been utilizing the Anthology, formerly Blackboard, Learning Management System platform for more than a decade. The Blackboard “LMS” is the online management solution faculty use to deliver course content and instruction to students. The College is approaching the end of a 5-year contract with Blackboard and intends to renew the contract for up to three years. During this timeframe, the College will conduct an extensive evaluation of the Blackboard LMS product as well as alternative Learning Management Systems.

ANALYSIS

- This agreement allows the College to continue to use and license the Blackboard LMS for up to three years, with individual one-year renewals in the amount of \$118,999.22 each.
- The initial renewal is for FY 2025. The contract may be renewed for two additional one-year terms for FY 2026 and FY 2027, at the discretion of the College.
- The Online Learning & Instructional Innovation team, partnering with teams across the College, will lead an evaluation of Learning Management System platforms and recommend the future platform for Frederick Community College.

RECOMMENDATION

It is recommended that the Board of Trustees approve the use of the Maryland Education Enterprise Consortium (MEEC) Master LMS Software & Services Agreement #54321, with Anthology/Blackboard in the amount not to exceed \$356,997.66 for the three-year period.

ATTACHMENT(S)

None



To: Dr. Annesa Payne Cheek, President
Frederick Community College Board of Trustees

From: Adam Reno, Interim Chief Information Officer

Date: March 20, 2024

Subject: Consent Item
Approval of Piggyback Contract with Sierra-Cedar for IT Professional Consulting Services – PeopleSoft, not to exceed \$235,640; Piggyback of the Maryland Education Enterprise Consortium (MEEC) Contract #91372

OVERVIEW

In order to further leverage and maximize our investment in PeopleSoft Campus Solutions application, we are seeking consulting assistance to implement 29 targeted initiatives for the Student Affairs team.

ANALYSIS

- This consulting project will improve business processes and provide automation for Financial Aid, Records and Registration, Career and Academic Planning Services, and Admissions.
- The targeted initiatives support the adoption of industry best practices and involve implementation of new features, modification to existing business processes, and customizations to meet College needs.
- Sierra-Cedar consultants will work closely with FCC staff to implement these enhancements and provide related training support.
- Work is expected to begin during spring 2024 and be completed sometime during FY 2025.

RECOMMENDATION

It is recommended that the Board of Trustees approve the use of the Maryland Education Enterprise Consortium (MEEC) Contract #91372, with Sierra-Cedar Inc., for IT Professional Consulting Services – PeopleSoft, not to exceed \$235,640.

ATTACHMENT(S)

None



FCC BOARD OF TRUSTEES POLICY

Policy Type: Executive Limitations

Policy Title: Access to Education

Policy Number: EL-X

Date Adopted: XX.XX.XX

Version: 1.0

Date Last Reviewed: XX.XX.XX

Office Responsible: President's Office

Reviewing Committee: Board of Trustees

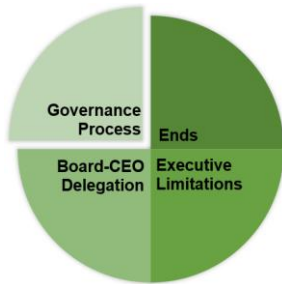
The President shall not allow conditions that unnecessarily restrict student or potential student access to education.

Further, without limiting the scope of the above statement by the following list, the President shall not:

1. Cause or allow the setting of tuition and/or fees that do not provide for a reasonable balance of fiscal responsibility between students and taxpayers, that do not consider County and State appropriations, forecasted enrollment, major strategic initiatives, requirements for total cost recovery, or a contribution to the overhead of the College.
2. Fail to communicate to students and potential students plans for future tuition and/or fee increases to allow students in educational programs to do long-term financial planning.
3. Be without a consistent method that provides for appropriate recognition of prior learning and/or demonstrated competency obtained outside of Frederick Community College provided educational programs.
4. Permit academically qualified students with disabilities, or insufficient economic means, to be without a supportive environment that, without compromising academic standards, wherever possible enables them to complete their educational programs.
5. Permit activities, circumstances, or decisions that jeopardize the ability of students to enroll in and complete available courses, programs, or assessments, or to obtain the instructional hours required to complete their program of study.

Date Of Change	Version	Description of Change	Responsible Party
XX	1.0	First release following Policy Governance consulting work.	President

DRAFT



FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Job Contributions

Policy Number: GP-X

Date Adopted: XX.XX.XX

Version: 1.0

Date Last Reviewed: XX.XX.XX

Office Responsible: President's Office

Reviewing Committee: Board of Trustees

As an informed agent of the Ownership (the residents of Frederick County), the Frederick Community College Board of Trustees' specific responsibilities are those that ensure appropriate organizational performance.

Accordingly, the Board has direct responsibility to:

1. Create the link between the Owners and the College.
2. Create written governing policies that address the broadest levels of all organizational decisions and situations:
 - 2.1. Ends: What good or benefit the organization is to produce, for which recipients, at what worth.
 - 2.2. Executive Limitations: Constraints on executive authority that establish the boundaries of prudence and ethics within which all executive activity and decisions must take place.
 - 2.3. Governance Process: Specification of how the Board conceptualizes, carries out, and monitors its own performance of its responsibilities.
 - 2.4. Board-CEO Delegation: How authority is delegated and its proper use monitored, including the President role, authority, and accountability.
3. Provide assurance of organizational performance on Ends and Executive Limitations.
 - 3.1. Continuity of the President's role and function.

- 3.2. Structured monitoring of the President as outlined in Board-CEO Delegation policies.
4. Have ongoing awareness of federal, state, and local governmental bodies, as well as with other public and private organizations, regarding the immediate and prospective requisites of the College in fulfilling its Ends.
 - 4.1. The Board shall engage in an annual strategic exercise to ascertain and prioritize the College's requirements for representation and advocacy before governmental bodies, as well as public and private institutions.
 - 4.2. When deliberating on whether to endorse proposals (or proposed initiatives) submitted by governmental entities, public organizations, or private sector entities, the Board shall apply the following evaluative criteria:
 - 4.2.1. The likelihood of the proposed initiative impeding the College's ability to achieve the stated Ends.
 - 4.2.2. The potential ramifications of the proposed action on the long-term strategic interests of the College.
 - 4.2.3. The possibility that the proposed initiative could infringe upon, and/or dilute the CEO's vested authority in managing operational Means decisions.
 - 4.2.4. The maintenance of political neutrality, not adopting political positions or political endorsing candidates.
5. At all times, have at least two (2) Trustees who have completed the Maryland Open Meetings Act Training conducted by the Maryland Attorney General's Office, and evidenced by a certificate of completion. All Trustees are encouraged to complete the training no later than the end of their first year as a Trustee.
 - 5.1. The Chair is the designated member under the Maryland Open Meetings Act who is required to attend an open meeting where the Board of Trustees votes to hold a closed session.
 - 5.2. In the Chair's absence, the Vice Chair is the designated member under the Maryland Open Meetings Act who is required to attend an open meeting where the Board of Trustees votes to hold a closed session.
 - 5.3. In the absence of the Chair and Vice Chair, any other Trustee who has taken the training may serve as the designated member under the Maryland Open Meetings Act who is required to attend an open meeting where the Board of Trustees votes to hold a closed session.
6. Without compromising legal privileges and confidentiality, provide a transparent process of review and disclosure that enhances owner and stakeholder confidence in the organization's legal counsel and auditor utilization.

- 6.1. The Board may at its discretion engage in additional options to assist the Board in its decision-making, including but not limited to, appointment, compensation and oversight of the College attorney; designation of specific area(s), if any, of legal focus; and liaison with legal counsel on behalf of Board.
- 6.2. The Board may at its discretion engage in additional options to assist the Board in its decision-making, including but not limited to, appointment, compensation and oversight of the College auditor; designation of specific area(s), if any, of financial areas of focus; and liaison with the auditor on behalf of Board.

DRAFT

Date Of Change	Version	Description of Change	Responsible Party
XX	1.0	First release following Policy Governance consulting work.	President

DRAFT



FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Linkage with External Organizations

Policy Number: GP-X

Date Adopted: XX.XX.XX

Version: 1.0

Date Last Reviewed: XX.XX.XX

Office Responsible: President's Office

Reviewing Committee: Board of Trustees

The Frederick Community College Board of Trustees shall identify other organizations with which it requires good working relationships in order to share and enhance its role as Owner representative in determining the most appropriate Ends.

1. The Board shall establish mechanisms for maintaining open communication with federal, state, and local governing bodies as well as other public and private entities regarding Ends. Such mechanisms may include, but are not limited to:
 - a. Inviting representatives of those organizations to Board meetings
 - b. Meeting jointly with other Boards on occasion
2. For organizational memberships relevant to governance, the Board shall consider the merits of membership in other organizations annually.

Date Of Change	Version	Description of Change	Responsible Party
XX	1.0	First release following Policy Governance consulting work.	President

DRAFT



FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Linkage with Ownership

Policy Number: GP-X

Date Adopted: XX.XX.XX

Version: 1.0

Date Last Reviewed: XX.XX.XX

Office Responsible: President's Office

Reviewing Committee: Board of Trustees

The Owners of Frederick Community College are defined as the residents of Frederick County. The Frederick Community College Board of Trustees shall be accountable for the organization to its Owners as a whole. Trustees shall act on behalf of the Owners as a whole, rather than being advocates for specific geographic areas, individuals, ethnic groups or other interest groups.

1. When making governance decisions, Trustees shall maintain a distinction between their personal interests and those as fiduciaries and members of the Board, as well as their obligation to speak for others as a representative of the Owners as a whole. As the agent of the Owners, the Board is obligated to identify and know what the Owners want and need.
2. The Board shall educate itself by reviewing available information reflecting the diversity of the Ownership. It shall meet with, gather input from, and otherwise interact with Owners in order to understand the diversity of their values and perspectives.
3. The Board will establish and maintain a three-year Ownership linkage planning cycle, in order to ensure that the Board has intentional and constructive dialogue and deliberation with the Owners, primarily around the organization's Ends. The plan will include selection of representative Owners for dialogue, methods to be used, and questions to be asked of the Owners. The information obtained from this dialogue with Owners will be used to inform the Board's policy deliberations.
 - 3.1. All Trustees are accountable to the Board for participating in the linkage with Owners as identified in the plan.
4. The Board will consider its Ownership linkage successful if, to a continually increasing degree:

- 4.1. When developing or revising Ends, the Board has access to diverse viewpoints that are representative of the Ownership regarding what benefits this organization should provide, for whom, and the relative priority of those benefits.
- 4.2. The Owners are aware that the Board is interested in their perspective, as Owners and not as customers.
- 4.3. If asked, the Owners would say that they have had opportunity to let the Board know their views.
- 4.4. The Owners are aware of how the Board has used the information they provided.
- 4.5. The outcomes of the deliberations with the Owners are policy related matters rather than operational or customer-based matters.

DRAFT

Date Of Change	Version	Description of Change	Responsible Party
XX	1.0	First release following Policy Governance consulting work.	President

DRAFT



FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Planning Cycle and Agenda Control

Policy Number: GP-X

Date Adopted: XX.XX.XX

Version: 1.0

Date Last Reviewed: XX.XX.XX

Office Responsible: President's Office

Reviewing Committee: Board of Trustees

To accomplish its responsibilities with a governance style consistent with Frederick Community College Board of Trustees' policies, the Board will develop and follow a multi-year cycle that includes all elements of the Board's work.

1. The Board shall maintain control of its own agenda by developing an annual schedule based on the multi-year cycle.
 - 1.1. Review of the Ends in a timely fashion which allows the President to build a budget based on accomplishing a one-year segment of the Board's most recent statement of long-term Ends.
 - 1.2. Linkage with the Ownership to gain a representative mix of Owner values, perceptions and expectations, prior to the above review.
 - 1.3. Education and professional development related to development and revision of Ends. The Board will consider including environmental scanning, review of professional articles and publications, conference attendance, participation in presentations by thought leaders or experts, and activities which develop strategic foresight.
 - 1.4. Risk assessment, including probability of risks and impact of particular risks, as background context for policy review.
 - 1.5. Content review of selected Executive Limitations, Governance Process and Board – CEO Delegation policies, consistent with a multi-year schedule that includes all policies.

- 1.6. Self-evaluation of the Board's own compliance with Governance Process and Board – CEO Delegation policies, consistent with the schedule in the policy *Investment in Governance*.
- 1.7. Documentation of monitoring compliance by the President with Executive Limitations and Ends policies. Monitoring reports will be read in advance of the Board meeting, and discussion will occur only if Board members assess interpretations as unreasonable, identify non-compliance, or identify potential need for policy amendments.
- 1.8. Education and professional development about the process of policy governance.
- 1.9. The Board will have planning sessions as needed or at the President's request. The Board will schedule a Summer retreat no later than July.
2. Based on the outline of the annual schedule, the Board delegates to the Board Chair the authority to fill in the details of the meeting content. Potential agenda items shall be carefully screened. Screening questions shall include:
 - 2.1. Does the issue clearly belong to the Board or the President?
 - 2.2. What category does the issue relate to? Ends, Executive Limitations, Governance Process, Board-President Delegation?
 - 2.3. What has the Board already said in this category (i.e., via policy review), and how is the current issue related?
3. Throughout the year, the Board will work to limit the number of, and attend to Required Approvals Agenda items as expeditiously as possible. When an item is brought to the Board via the Required Approvals Agenda, deliberation, if any, will only be in regard to whether or not the President's decision complies with relevant Board policies.

Date Of Change	Version	Description of Change	Responsible Party
XX	1.0	First release following Policy Governance consulting work.	President

DRAFT



To: Dr. Annesa Payne Cheek, President
Frederick Community College Board of Trustees

From: Dr. Barbara Larson, Interim Vice President for Finance and Administration

Date: March 20, 2024

Subject: **Action Item**
Approval of FY 2025 Credit Tuition and Fees

OVERVIEW

The Board of Trustees approved the proposed FY 2025 operating budget on February 21, 2024. The budget includes a 2% increase for in-county, out-of-county and out-of-state tuition rates, a modest increase after three years of no increases. The proposed FY 2025 credit tuition and fees schedule will be effective for Fall 2024 registration (begins on April 22, 2024).

ANALYSIS

- An increase to transcript fees is recommended. Staff identified a technology solution to improve service to students through faster, more accurate transcript evaluation and advising. An increase to the transcript fees will offset the cost of the new technology.
- While the consolidated service fee and student activity fee are not increasing, it is common to charge course fees for some instructional courses to account for expenses in certain high-cost programs:
 1. Modest 2% increases are proposed for several building trades classes.
 2. The College has been subsidizing a specialized testing instrument associated with the Nursing Program's Assessment Technology Institute. A fee increase of \$126.64 is recommended to cover the actual cost of the test.
 3. Two new fees are recommended for the Physical Therapy Assistant program. Historically, students in the Physical Therapy Assistant program were referred to

a third-party vendor to pay for program-related fees. Assigning these additional costs to students' bills allows the fees to be covered by Federal Student Financial Aid for those students who receive aid.

4. The *Essentials of Personal Training* fee will be discontinued due to a change in the program.
- Tuition and Fees recommended for change are highlighted on the attached Credit Tuition and Fees Schedule.

RECOMMENDATION

Recommend approval of proposed FY 2025 credit tuition and fee schedule.

ATTACHMENT(S)

Credit Tuition and Fees Schedule for Fiscal Year 2025

Frederick Community College
Credit Tuition and Fees Schedule for Fiscal Year 2025

TUITION (PER CREDIT)	FY24	FY25
IN COUNTY	\$129.00	\$131.58
OUT-OF-COUNTY	\$282.00	\$287.64
OUT-OF-STATE	\$382.00	\$389.64
DUAL ENROLLMENT -OPEN CAMPUS (not applicable to summer terms)	\$96.75	\$98.68
DUAL ENROLLMENT – HIGH SCHOOL BASED W/FCPS FACULTY	\$55.47	\$56.57
DUAL ENROLLMENT – HIGH SCHOOL BASED W/ FCC FACULTY	\$96.75	\$98.68
FEES (PER CREDIT)		
CONSOLIDATED SERVICE FEE	\$26.00	\$26.00
STUDENT ACTIVITY PER CRED. HR. – 10 CREDIT MAX PER SEMESTER (INCL SUMMER)	\$3.34	\$3.34
OTHER FEES		
EXTERNAL TEST PROCTORING	\$42.00	\$42.00
EXPEDITED TRANSCRIPTS (through website delivered electronically)	\$5.00	\$8.00
EXPEDITED TRANSCRIPTS (through website delivered via mail)	\$7.50	\$10.50
DEPARTMENTAL EXAM	50% OF TUITION	50% OF TUITION
CREDIT BY PORTFOLIO PER CREDIT	50% OF TUITION	50% OF TUITION
MUSIC PRIVATE LESSONS PER CLASS	\$490.00	\$490.00
CULINARY ARTS – COOKING CLASSES – PER CLASS	\$121.00	\$121.00
BUILDING TRADES PER CLASS – HVACR & ELECTRICAL	\$71.40	\$73.00
BUILDING TRADES PER CLASS – WELDING	\$100.00	\$102.00
FUNDAMENTALS SURG TECH I – DRUG TESTING/FINGERPRINTING	\$100.00	\$100.00
FUNDAMENTALS SURG TECH II – CERTIFICATION EXAM	\$250.00	\$250.00
SURGERY ESSENTIALS – PER CLASS	\$425.00	\$425.00
ESSENTIALS OF PERSONAL TRAINING – NASM EXAM FEE	\$499.00	\$0.00
RESPIRATORY CARE – PROFESSIONAL SEMINAR FEE	\$325.00	\$325.00
AMERICAN SIGN LANGUAGE STUDIES (ASLS 250)-ASL IMMERSION EXPERIENCE	\$120.00	\$120.00
NURSING PROGRAM – ASSESSMENT TECHNOLOGY INSTITUTE (ATT) FEE – PER SEM.	\$293.36	\$420.00
PHYSICAL THERAPY ASST, PTHA 105, BACKGROUND CHECK & DRUG TESTING FEE	\$0.00	\$143.99
PHYSICAL THERAPY ASST, PTHA 101, ELECTRONIC HEALTH RECORD PLATFORM	\$0.00	\$220.00
EMERGENCY MANAGEMENT MODULE EXAM FEE	\$100.00	\$100.00
FEMA FEE PER CREDIT HOUR	\$90.00	\$90.00

ALL RATES EFFECTIVE BEGINNING WITH FALL SEMESTER 2024



To: Dr. Annesa Payne Cheek, President
Frederick Community College Board of Trustees

From: Dr. Anne P. Davis, Provost and Vice President for
Teaching, Learning and Student Success

Date: March 20, 2024

Subject: Action Item
Approval of Health Sciences Associate of Science (A.S.) Degree

OVERVIEW

The Maryland Higher Education Commission (MHEC) requires the approval/endorsement of new degree programs by the College's governing board.

This transfer degree program has been approved by the Curriculum Committee, Provost, and President and is being presented to the Board of Trustees for approval and will offer two areas of concentration: Exercise Science and Public Health Science.

ANALYSIS

- The global COVID-19 pandemic placed a spotlight on the importance of health and wellness in our society and exposed stark health inequities across populations. As a result, a heightened focus on public health, preventive care, and holistic well-being of workers, families, and communities has emerged.
- The creation of this degree is a response to labor market data showing a higher-than-average growth with strong earning potential in health sciences occupations, such as health education specialists, dietitians and nutritionists, epidemiologists, and exercise physiologists.
- The program provides state of the art practices and evidence-based content that aligns with the standards and guidelines set forth by the Committee on Accreditation for the Exercise Sciences (CoAES) and the Council on Education for Public Health (CEPH).
- The program equips students with the knowledge and skills to promote and monitor health in individual, local, national, and global settings including disease

prevention, environmental health, behavioral health, fitness and wellness, nutrition, and mental health.

- The Health Sciences Associate of Science (A.S.) transfer degree:
 - prepares students to transfer to 4-year institutions where they can continue their education to bachelor's and master's degree programs including health sciences, public and community health, exercise science, and kinesiology and is the foundational step in a path toward doctoral level professional programs including medical, dental, physical therapy and occupational therapy; and
 - provides entry level employment in the field upon completion of the associate degree, thus allowing individuals to work while pursuing advanced education.

- FCC's primary transfer partners are:
 - UMD Public Health Science at Shady Grove; and
 - Salisbury Exercise Science at Shady Grove.

- Regional employers of graduates of these programs include:
 - Frederick Health;
 - Frederick and Maryland Health Departments;
 - Frederick County Parks and Recreation; and
 - US Department of Health and Human Services (e.g., CDC, NIH, HRSA).

RECOMMENDATION

Approval by the Board of Trustees is requested.

ATTACHMENT(S)

MHEC proposal – Health Science Associate of Science (A.S.) degree

**MHEC Academic Program Proposal
Frederick Community College
Health Sciences Associate of Science (A.S.) Degree
New Degree Program**

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.

The proposed Health Sciences Associate of Science (A.S.) transfer degree is designed to prepare students to transfer to 4-year institutions where they can continue their education to bachelor's and master's degree programs in Health Sciences, Public and Community Health, Allied Health, Exercise Science, Kinesiology, Rehabilitation Science, Gerontology, Epidemiology, and Pre-Professional. This will allow students to pursue careers in a wide variety of settings including hospitals, health departments, nursing homes, government agencies, educational health settings, and worksite wellness programs. The creation of this degree and areas of concentration under it will support the mission of Frederick Community College by focusing on teaching and learning, and providing affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community.

This proposed transfer degree program will have two areas of concentration within it, the Exercise Science Area of Concentration and the Public Health Science Area of Concentration. Students will have the option to major in the Health Sciences A.S. program alone or have the option to select one of the Areas of Concentration within the A.S. degree program. The areas of concentration will be covered in greater detail in separate proposals.

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

This proposed program update directly supports the mission of Frederick Community College by helping students meet their career goals and aligns with the following FCC Forward Strategic Plan 2020-2025

- 1) Enhance student success and completion through collaborative and effective academic support by creating a more succinct academic pathway
- 2) Increase access, affordability, and retention through planned academic advising and degree pathways.
- 3) Promote excellence in the design and delivery of curriculum, and support of student learning.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The proposed new program will be funded by tuition and fees collected by students enrolled within the program. FCC currently has sufficient full-time and part-time faculty and administrative staff to meet the needs of the program, no new hiring will be necessary. The program recently received \$149,213 in Perkins grant funding to update lab equipment to current state of the art instrumentation and course development costs.

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

a) ongoing administrative, financial, and technical support of the proposed program

The current Program Manager for Health and Exercise reports to the Associate Vice President for Teaching, Learning and Student Success/Dean of Health, Business, Technology, and Science. The Program Manager leads the development of specific curriculum and courses, procurement of programmatic equipment and supplies, and will actively contribute to the ongoing administrative, financial, and technical support of the proposed programs.

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

FCC is committed to the success of all students and anticipates the continuation of this proposed program beyond the time needed for students to complete the program. College policy allows up to a five-year teach-out period. The College offers a variety of support programs including tutoring, academic success, program specific advisors, and faculty advisors.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan (effective December 2022, must reference new plan & specific outcomes):

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) The need for the advancement and evolution of knowledge**
- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

The need for advancement and evolution of knowledge in this field and the contribution to societal needs is evidenced by the increased focus on health and wellness in a post-pandemic world. The global COVID-19 pandemic placed a the spotlight on the importance of health and wellness in our society and exposed stark health inequities across populations. As a result, a heightened focus on public health, preventive care, and holistic well-being of workers, families, and communities has emerged. In response to labor market data showing a higher-than-average growth with strong earning potential in health sciences occupations, such as health education

specialists, dietitians and nutritionists, epidemiologists, and exercise physiologists, the college is proposing a new transfer degree.

Health Sciences is an interdisciplinary field that emphasizes evidence-based practices grounded in robust data collection and interpretation. The proposed program will provide state of the art and evidence-based content that aligns with the standards and guidelines set forth by the Committee on Accreditation for the Exercise Sciences (CoAES) and the Council on Education for Public Health (CEPH). The program equips students with the knowledge and skills to promote and track health in individual, local, national, and global settings including disease prevention, environmental health, behavioral health, fitness and wellness, nutrition, and mental health.

Community colleges provide access to high quality, affordable educational programming. By creating the proposed program, we will provide state of the art and evidence-based content that aligns with the standards and guidelines set forth by the Committee on Accreditation for the Exercise Sciences (CoAES) and the Council on Education for Public Health (CEPH).

2. Provide evidence that the perceived need is consistent with the [2022 State Plan](#) (be sure to relate at least one priority)

The Maryland State Plan for Postsecondary Education outlines the below goals and strategies-

Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Success: Promote and implement practices and policies that will ensure student success.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.

The proposed program will create better prepared and credentialed graduates which will allow stronger employability with local and regional hospitals, health departments, nursing homes, government agencies, educational health settings, and worksite wellness programs. These updates improve workforce development and increase workforce readiness.

By increasing the number of prepared graduates in the Health Sciences, we will contribute to meeting the need for qualified professionals.

These curricula align with CoAES and CEPH standards and guidelines which ensure high-quality educational content.

Priority 6: Improve systems that prevent timely completion of an academic program

The proposed new program creates a clear pathway to graduation and transfer with specific course requirements in sequential order.

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.

Health Sciences graduates have the opportunity to be employed in hospitals, health departments, nursing homes, government agencies, educational health settings, and worksite wellness programs. Employment opportunities in the fitness industry include personal trainers or group fitness instructors at for-profit and non-profit fitness centers; corporate wellness centers; university or college fitness/wellness centers; self-owned and operated training studios; boutique training studios; medical fitness centers; municipal or county recreation centers; government or military fitness centers; worksite health promotion programs; or cruise ship, resort, or spa fitness centers. Other Health Science employment settings include government health departments; pharmaceutical, biotechnology, or health information firms; healthcare providers; non-profits; and colleges and universities.

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

	Health Education Specialist	Exercise Physiologist	Epidemiologist	Dietitian/Nutritionist	Personal Trainer
Average Regional Salary	\$95,498	\$58,495	\$90,393	\$84,887	\$71,000
Projected Growth through 2033	7%	10%	27%	7%	14%

The U.S. Bureau of Labor Statistics projects Health Education Specialists to grow "faster than average" for all occupations between 2022 and 2033, predicted to be 7%. As of 2021, there were 60,400 jobs in the field, and this is predicted to increase by 6,600 annually over the decade.

The U.S. Bureau of Labor Statistics projects Fitness professions to grow "much faster than average" for all occupations between 2022 and 2032, predicted to be 14%. As of 2021, there were 329,500 jobs in the field, and this is predicted to increase by 69,000 jobs by 2033. The U.S. Bureau of Labor Statistics projects Exercise Physiologists to grow "much faster than average" for all occupations between 2022 and 2033, predicted to be 10%. As of 2021, there were 16,500 jobs in the field, and this is predicted to increase by 1,200 annually over the decade.

The U.S. Bureau of Labor Statistics projects Dietitians and Nutritionists to grow "faster than average" for all occupations between 2022 and 2033, predicted to be 7%. As of 2022, there were 78,600 jobs in the field, and this is predicted to increase by 5,600 annually over the decade.

The U.S. Bureau of Labor Statistics projects Epidemiologists to grow "much faster than average" for all occupations between 2022 and 2033, predicted to be 27%. As of 2022, there were 10,000 jobs in the field, and this is predicted to increase by 800 annually over the decade.

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.

FCC's close proximity to the Baltimore-Washington metropolitan area, where the location quotient is in the top 5 nationally, is a dense concentration of fitness industry, health education, and public health jobs (US Bureau of Labor and Statistics, 2021). This will be a consistent and growing demand over the next five years. Location quotient, as defined by the Bureau of Economic Analysis, is an analytical statistic that measures a region's industrial specialization relative to a larger geographical unit, usually the nation.

According to Lightcast.io, in the Washington DC and Baltimore metro areas and surrounding 11 counties, the median advertised salary for Personal Trainers is \$71,000 and \$58,495 for Exercise Physiologists annually and \$84,887 for Dietitians and Nutritionists. Additionally, Health Education Specialists median advertised salary is \$95,498 which is 62% higher than the national average.

4. Provide data showing the current and projected supply of prospective graduates.

The above data includes current Pre-Health Professions students, which is being phased out in preparation for the start of the new Health Science AS. We anticipate 50% or about 50-60 Pre-Health Professions students will switch to this new pathway and incoming students that would have previously chosen Pre-Health Professions will enroll in the new programming. The new Health Sciences programming increases transferability which will improve student outcomes compared to the current Pre-Health Professions program.

Current and Projected Supply of Prospective Graduates					
	Year 1 (AY 2024-25)	Year 2 (AY 2025-26)	Year 3 (AY 2026-27)	Year 4 (AY 2027-28)	Year 5 (AY 2028-29)
Proposed Enrollment	50	60	65	70	75
Prospective Graduates*		35	42	46	49
*assumes 70% completion rate					

This data will be collected by the Health Sciences program manager and be reported to the Program Advisory Committee annually, as well as to the Health, Business, Technology, and Science Dean, and Faculty and Staff.

D. Reasonableness of Program Duplication:

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

No other Maryland Community Colleges have a broad Health Sciences degree to allow for transfer to a wide-range of 4-year programs in Health Sciences, Public or Community Health, or Exercise Science programs.

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

The proposed Health Sciences Associate of Science (A.S.) transfer degree is designed to prepare students to transfer to 4-year institutions where they can continue their education to bachelor's and master's degree programs in Health Sciences, Public and Community Health, Allied Health, Exercise Science, Kinesiology, Rehabilitation Science, Gerontology, Epidemiology. These health science bachelor's degrees better prepare students for entry into doctoral level professional programs including medical, dental, physical therapy and occupational therapy.

While designed as a transfer degree, students are employable into entry level positions in the field upon completion of the associate degree, and thus can work while pursuing their bachelors. FCC's primary transfer partners are UMD Public Health Science @ Shady Grove and Salisbury Exercise Science @ Shady Grove. Regional employers of graduates of these programs include Frederick Health, Frederick Health Department and Parks and Rec, MD Health Department, US Department of Health and Human Services (e.g., CDC, NIH, HRSA).

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

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

The proposed new program would have an impact on programs at HBIs. We anticipate a positive effect, as the improved skill and quantity of FCC program graduates might, in turn, increase the amount of students available to transfer to similar programs at HBIs including University of Maryland Eastern Shore Exercise Science, Bowie State University Public Health Informatics and Technology, Coppin State University Rehabilitation Services or Health Sciences, and Morgan State University Health Education, Interdisciplinary Health and Human Sciences or Nutritional Sciences.

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.

Given the aforementioned 4-year HBI programs in this area, the level of interaction between this proposal and any elements of Maryland 4-year HBIs should increase and, as 4-year institutions enhance academic offerings, the additions of this FCC 2-year program should improve transferability.

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.

Previous program updates were proposed through a Perkins grant for the 2022/2023 academic year and approved. This work was to completely overhaul the Health and Exercise Science program at FCC. These updates include the curriculum updates to fit within CoAES accreditation guidelines and build two new academic labs – cardiometabolic and strength labs – with state of the art, modern equipment. The program also realigned affiliation with leading academic and credentialing organizations to the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA).

Upon further analysis, it became clear more academic programming was necessary for increased student opportunities in the Health Sciences to include a broader transfer pathway to Health Sciences, Public and Community Health, Allied Health, Exercise Science, Kinesiology, Rehabilitation Science, Gerontology, Epidemiology, and Pre-Professional programs.

The Health Sciences curriculum development was completed by Noah Gibson, Program Manager for Health and Exercise Sciences with consultations by Dr. Jennifer Hodgson, Associate Clinical Professor, Public Health Science Program Director, Public Health Science at the University of Maryland, and Dr. Tracy Zeeger, Assistant Dean and Associate Clinical Professor, Behavioral and Community Health Director of Undergraduate Studies at the University of Maryland. Mr. Gibson will continue program operations and accreditation work. He has been teaching in the Health Sciences for 15 years, is a published author on Exercise Oncology focusing on the effects of exercise on cardiovascular health with cancer treatments, and he is certified by the NSCA as a Certified Strength and Conditioning Specialist and USA Weightlifting Sports Performance Coach, both since 2007. He is also a Subject Expert Instructor in the University of Maryland School of Public Health.

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

Program Learning Outcomes:

- Define the role of health professionals in individual, community, regional, and global levels.

- Apply knowledge from behavioral, social, and physical health sciences to health-related wellness and disease prevention.
- Describe human health, disease, wellness, and fitness.
- Identify health-related needs and understand interventional approaches to promote and protect health.

3. Explain how the institution will:

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

The College assesses the effectiveness of its academic programs using a well-structured five-year review process. The process consists of an analysis of program mission, goals, and objectives, assessment of the program according to internal and external data, assessment of the curriculum, assessment of student learning outcomes, assessment of resources and viability, a summary of key findings and recommendations, a review by two external reviewers, and a submission of a formal action plan. The action plan then serves as the foundation for improvements made to the program over the next four years.

- b) document student achievement of learning outcomes in the program**

Programs collect data from individual courses to record student achievement of learning outcomes based on the established cycles, relevant to the measures identifiable above for each of the learning objectives and program goals. The data collected are evaluated to determine the level of student achievement that has occurred based on the learning outcomes. Data will be analyzed, and updates will be made as deemed necessary.

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

Health Sciences A.S. Program Requirements:

English

ENGL 101	English Composition	3
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Mathematics

Mathematics Elective (Gen Ed course list) (MATH 120 or higher) ^{1,2,3}	3
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Social & Behavioral Sciences

Social & Behavioral Sciences Elective (Gen Ed course list) - Recommended course(s) below:	6
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PSYC 101	General Psychology
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SOCY 101	Introduction to Sociology
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Arts & Humanities

Arts Elective (Gen Ed course list)	3
Humanities Elective (Gen Ed course list)	3
Communication Elective (Gen Ed course list)	3

Biological & Physical Sciences

BSCI 150	Principles of Biology I	4
BSCI 201	Anatomy and Physiology I	4
General Education Elective		3
PHED 165	Fitness for Living (required)	
Physical Education, Health, or Nutrition Requirement		
PHED 165	Fitness for Living (satisfies this requirement)	

Departmental Requirements

EXSC 170	Introduction to Health and Exercise Science	3
or PBHL 170	Foundations of Public Health	
NUTR 102	Nutrition in a Changing World	3
or NUTR 200	Principles and Application of Nutrition	
or HLTH 160	Stress Management	
NUTR 100	Nutrition Basics	1
or HLTH 100	Stress Management Techniques	

Electives ^{2,3}

Select 21 credits of program electives below		21
BSCI 202	Anatomy and Physiology II	
BSCI 223	Microbiology for Allied Health	
BSCI 240	Genetics (Spring)	
BSCI 263	Elements of Microbiology (Fall)	
CHEM 100	Chemistry and Society ¹	
CHEM 101	General Chemistry I ¹	

CHEM 201	Organic Chemistry I
EDPS 210	Human Growth and Development
EXSC 180	Care and Prevention of Athletic Injuries
EXSC 227	Principles of Resistance Training Technique and Program Design
EXSC 230	Fitness Instruction
EXSC 240	Fitness Assessment and Programming
EXSC 250	Essentials of Personal Training
EXSC 260	Psychology of Sport
HLTH 150	Health Education
HLTH 160	Stress Management
PBHL 225	Human Sexuality
PBHL 240	Introduction to Health Behaviors
MEDA 109	Medical Terminology
MEDA 222	Federal Healthcare Programs and Laws
PHYS 101	Survey of Physics (Spring) ¹
PHYS 121	Fundamentals of Physics I (Fall) ¹
PSYC 104	Issues of Drug/Alcohol Use
Total Credits	60

1

Select course based on prerequisites needed for CHEM or PHYS course you plan to take at FCC

2

Select course based on transfer goals. Determine how these courses transfer to bachelor's degree requirements

3

Select course based on graduate school goals. Determine how these courses apply to prerequisites for graduate school admissions

Course Descriptions for Required Courses:

ENGL 101 - English Composition (3)

Gen Ed English

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 or satisfactory performance on the writing assessment and satisfactory performance on the reading assessment (formerly EN 101)

Develops students' ability to use writing, reading, research, and thinking processes to create documented essays that demonstrate the conventions of academic writing.

BSCI 150 - Principles of Biology I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly BI 101)*

Explores the basic biological principles common to all living organisms, including biological chemistry, bioenergetics and metabolism, cellular and molecular biology, and classical and molecular genetics. Methods of scientific inquiry and data analysis are studied and practiced. BSCI 150 is the first of a two semester series that together with BSCI 160 is a comprehensive survey of modern biology and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 201 - Anatomy and Physiology I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] AND (BSCI 55 or BSCI 150 or BI101 or BSCI 223 or BI 120 or CHEM 101) *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly BI 103)*

Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes basic anatomical terminology, concepts of cell biology, histology, integumentary system, skeletal system, muscular system, nervous system, special senses, and endocrine system. BSCI 201 is the first course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied Health majors. Meets the requirement for a general education science lab course.

PHED 165 - Fitness for Living (3)

Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100 (formerly PE 154)

Covers the components of physical fitness, stress, care of the back, nutrition and weight control. Evaluations in all areas included through laboratory experiences.

EXSC 170 - Introduction to Health and Exercise Science (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100
(formerly PHED 170)

Provides an introduction to the exercise science discipline including historical perspectives, sub-disciplines, career opportunities and outlooks, certifications and credentialing opportunities. Provides an introduction to basic exercise science lab techniques and fitness assessments.

Or

PBHL 170 - Foundations of Public Health (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100

Provides a comprehensive introduction to the field of public health, equipping students with the foundational knowledge and critical thinking skills necessary to understand and address complex issues related to the health of populations. Explores the core principles, concepts, and practices of public health. Students will apply critical thinking to social, behavioral, environmental, and biological factors that contribute to community health outcomes.

NUTR 102 - Nutrition in a Changing World (3)

Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100
(formerly HE 102)

Presents the basic principles of human nutrition with emphasis on the nutrients and factors that affect their use in the human body.

Or

NUTR 200 - Principles and Application of Nutrition (3)

Prerequisite: BSCI 100 or BSCI 150 or BI 101 or BSCI 201 or BI 103 or BSCI 107 or BI 117
(formerly HE 200)

Introduces the principles of nutrition for the maintenance of good health throughout the life-cycle. Applications of nutritional principles are presented via the connection between diet and the prevention and treatment of disease. Investigates the socioeconomic, ecological and political factors that shape national nutritional policy and ultimately affect personal health.

Or

HLTH 160 - Stress Management (3)

Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100
(formerly HE 201)

Examines current theories regarding the nature and sources of stress in life. Students are introduced to the physiology and psychology of stress. A variety of stress management techniques and coping strategies are explored.

NUTR 100 - Nutrition Basics (1)

(formerly HE 110)

Applies a basic knowledge of nutrition to enable the students to make good dietary decisions. Provides a basis for discerning healthy diets.

Or

HLTH 100 - Stress Management Techniques (1)

(formerly HE 115)

Introduces the basic concepts of stress management and focuses on coping strategies and techniques to reduce stress.

For this umbrella degree, if students choose to major in it without an area of concentration selection, there are 21 credits students can choose from 23 courses. The course numbers and course titles are listed for each of those courses in the Electives list above. The course credits and course descriptions can be found on the following course description pages in our catalog: BSCI, CHEM, EDPS, EXSC, HLTH, PBHL (new – will be added to 2024-2025 catalog), MEDA, PHYS, and PSYC.

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

General Education requirements will be met in the degree as outlined in the requirements section above (the requirements specific to each AOC are covered in the separate AOC proposals).

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

No certification is required; however, students have the opportunity to obtain gold standard credentials during and at the culmination of the program. Material will be directly presented to pass these. Core material for specialized credentials will be taught and can be obtained.

Gold Standard Credentials:

- ACSM Certified Personal Trainer
- ACSM Group Fitness Instructor
- NSCA Certified Personal Trainer

Specialized Credentials:

- NCSA Tactical Strength and Conditioning Facilitator
- ACSM Autism Exercise Specialist
- ACSM/NCHPAD Certified Inclusive Fitness Trainer
- National Academy of Sports Medicine Certified Nutrition Coach
- American Council on Exercise Health Coach
- American Council on Exercise Medical Exercise Specialist

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

N/A

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Communication at the program and institutional level is accomplished through publication on the college website, brochures, semester schedules, and the College academic catalog. The College will provide resources to students in the program that other programs offer at the College to provide clear, complete, and precise information. Information regarding curriculum, courses, degree requirements, including suggested sequence pathways, program brochures and handbook, admission information, financial aid resources, and cost and payment policies are available on the college websites.

Information related to faculty/student interactions, assumption of technology competence and skills, technical equipment requirements, and the learning management system can be found under the Resources tab on the college website.

All students will receive an assigned advisor based out of the Office of Career and Academic Planning Services. This advisor will work closely with the Health and Exercise Science program manager to ensure that all information, including information related to transfer is up to date and communicated to the student.

Not only is it essential that the College measure student achievement, but it must also provide students with clear information on how they are expected to achieve each core learning outcome. This is accomplished at the course level through information communicated in the syllabi.

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 FCC website is managed by the College marketing department and the academic catalog is managed by the Assistant Dean, Curriculum Systems and Scheduling. Updates of essential program and course information are made in collaboration with all College departments to include Teaching, Learning and Student Success, Student Affairs, Financial Aid, Registration

and Records, Student Development, and Enrollment Services. This process ensures the materials available are clear and accurate and contain pertinent information regarding all program offerings and services available. Upon confirmation of a new Health Sciences program, the Institutional Effectiveness Department at FCC would activate an integrated marketing plan.

H. Adequacy of Articulation (effective December 2022, must include either a program-specific articulation agreement or a justification for why an articulation agreement is not feasible or applicable; the articulation agreement must be specific to the proposed academic program and must be with another public institution in Maryland.)

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

The program supports transfer articulations with surrounding 4-year institutions. This would allow FCC to create articulations with any public Maryland Universities that have a Health Sciences, Public Health, Exercise Science, or Kinesiology bachelor's degree.

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

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

The proposed degree will require oversight by one full-time faculty member who also serves as the program manager. The program manager has been teaching in the Health Sciences for 15 years, is a published author on Exercise Oncology focusing on the effects of exercise on cardiovascular health with cancer treatments, and he is certified by the NSCA as a Certified Strength and Conditioning Specialist and USA Weightlifting Sports Performance Coach, both since 2007. He is also a Subject Expert Instructor in the University of Maryland School of Public Health. Further, all other program faculty have appropriate degrees, applicable certifications, and practical experience in the field along with substantial teaching experience.

Faculty Name	Appointment Type	Terminal Degree Title and Field	Academic Rank/Title	Status	Courses to be Taught
Noah Gibson	Faculty	MS in Applied Health Physiology 48 Doctoral Credits in	Assistant Professor/Program Manager	Full-time	Able to teach all Health and Exercise Courses – EXSC 170, EXSC 240, EXSC 250

		Exercise Physiology			
Kristina Nixon	Adjunct	MS in Exercise Science	Level 2 Adjunct	Part-Time	EXSC 227
Colleen Parsons	Adjunct	MS in Applied Health Physiology and MEd in Science Education	Level 1 Adjunct	Part-Time	EXSC 230
Isaac Colbert	Adjunct	MS in Health Promotion and Sport Administration	Level 3 Adjunct	Part-Time	EXSC 180
Gayle Reznikov	Adjunct	MPH in International Community Health Education	Level 3 Adjunct	Part-Time	All PBHL Courses

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

- a) **Pedagogy that meets the needs of the students**
- b) **The learning management system**
- c) **Evidenced-based best practices for distance education, if distance education is offered.**

Through the Center for Teaching and Learning (CTL) and the Diversity, Equity, and Inclusion office, Teaching, Learning and Student Success offers adjunct and full-time faculty a responsive, innovative system of professional development in teaching and learning that reflects the characteristics and needs of FCC students. Blackboard is used as the College's learning management system.

Pedagogy and evidence-based practices programming includes:

- New full-time faculty orientation, a yearlong series focused on introducing new full-time faculty and learning administrators to best practices in teaching and learning, and the policies, procedures, and practices of the College

- New adjunct faculty orientation, adjunct faculty professional development evenings, and for adjuncts only monthly themed gatherings
- Professional development services, provides teaching and learning resources, consultations, facilitates conference funding approval, houses Alternative Credit Approval Team (ACAT), and supports the organization of Academic Affairs Faculty and Leadership Retreats.
- Teaching and Learning Hours, four tracks of professional development sessions designed to inspire faculty to engage student minds and support their success through active learning, innovation, and scholarship, including Culturally Responsive Teaching and Cultural and Global Competence Development; Scholarship of Teaching and Learning; Technology, Teaching and Innovation; and Faculty Leadership and Academic Management.
- CTL Faculty Scholars Program, designed to support the professional development needs of full-time and adjunct faculty by providing faculty subject matter experts the opportunity to create and deliver Teaching and Learning Hours in support of professional development priorities.
- Academic department chairs, program managers, and fellow faculty provide discipline specific training and professional development for adjunct and full-time faculty such as lab safety, clinical orientation, outcomes assessment, curricular requirements, and equipment use.
- Further, full-time faculty are supported in their pathways to promotion through the Faculty Appointment and Promotion Process. The myriad pathways to promotion include alternative credit options which are approved by ACAT.
- Finally, in collaboration with Human Resources Employee Development Advisory Team (EDAT) and other college stakeholders, Academic Affairs ensures that development of faculty and staff by supporting the orientation of new employees; the ongoing training of faculty and staff on college policies and procedures, business practices, wellness, and hiring.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. *If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.***

No new holdings will be needed for this program update. The Library subscribes to database content that would support this program and has a robust collection of print and ebooks. Collection development guidelines are focused on supporting the curriculum of the College, and resources are allotted to fulfill faculty and program requests to update materials as needed.

The President supports the adequacy of library resources to meet this program's needs.

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.**

The program received a Perkins innovations grant to equip lab facilities and create two new labs – a cardiometabolic lab and strength lab. This includes funds to purchase a metabolic cart, BODPOD air displacement plethysmograph, 8 cycle ergometers, and two clinical grade treadmills. Additionally, the program received funding to purchase an electrocardiograph stress testing console, and all necessary equipment for a new strength lab.

The President supports the adequacy of equipment and facilities to meet this 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 technological support for distance education**

While the proposed program is not distance education/fully online, some courses in the program may be offered online and/or have a companion Blackboard course site. At the time of registration, all students will sign up for their myFCC account to gain access to the myFCC Student Portal. All students make a Required Orientation, Advising and Registration (R.O.A.R.) appointment. At this time, they are issued an FCC email address for electronic mail communication. During their respective orientations and regularly thereafter, students and faculty are strongly encouraged to sign up to the College emergency and closing alert system "FCC Alerts". In the event of a campus emergency or weather-related school closing, FCC Alert subscribers receive text, phone calls, and/or email notifications.

FCC utilizes Blackboard as its Learning Management System (LMS) and provides IT assistance to students for technological support. Blackboard LMS allows faculty to administer and teach courses online by providing students with access to course materials and the ability to interact with their peers/faculty through the LMS. Blackboard Collaborate is the primary web conferencing platform for instruction. Zoom is also available for programs with specific requirements that cannot be met through Blackboard Collaborate.

The student portal has easy access links to the LMS Online Learning tool, Microsoft Outlook Email, PeopleSoft Registration and Student Account, IT Help Desk, and more.

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

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

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$158,340	\$300,846	\$338,847.60	\$367,348.80	\$392,683.20
a. Number of F/T Students	50	95	107	116	124
b. Annual Tuition/Fee Rate	\$3,166.80	\$3,166.80	\$3,166.80	\$3,166.80	\$3,166.80
c. Total F/T Revenue (a x b)	\$158,340	\$300,846	\$338,847.60	\$367,348.80	\$392,683.20
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 – 4)	\$183,340.00	\$325,847.80	\$363,847.60	\$392,348.80	\$417,683.20

RESOURCES NARRATIVE RATIONALE

Reallocated Funds

No funds will need to be reallocated.

Staffing (Administrative, Faculty, and Support)

Currently the program has in place 1 fulltime faculty member and 3 adjuncts who will be used to teach courses within this program no additional funding will be required. We have

administrative and support staff who are already assigned to work and support this program.

Tuition and Fee Revenue

The College is expecting enrollment in the Health & Exercise Science AAS, with AOC in Exercise Science will start with a class of 6 students to start in Fall 2023. By the fourth year, the College plans to expand the program by offering a day as well as an evening classes when enrollment reaches 16 students. This will expand the total number of students by year 5 to 20. Calculations utilize current tuition and fees.

Grants and Contracts

The Health & Exercise Sciences AOC received a CTE Innovation Grant for \$150,000 and HEERF funding in the amount of \$96,559 to provide the equipment and supplies needed to support the start-up and development of the program.

Other Sources

Not Applicable

Total Year

Total Year financial resources amount to \$403,608 over the first five years of the program. This includes already awarded grant funding in year 1 and eligible allocations of grant funding for each year afterwards.

**** No assumptions have been made for tuition, fees, salaries or general expenditure cost and increases.**

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	89,039	91,708	94,459	97,292	100,210
a. Number of FTE	1	1	1	1	1
b. Total Salary	66,126	68,109	70,152	72,256	74,423
c. Total Benefits	22,913	23,599	24,307	25,036	25,787
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of 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)	45,446	46,450	47,843	49,295	50,757
a. Number of FTE	.60	.60	.60	.60	.60
b. Total Salary	33,774	34,514	35,549	36,615	37,714
c. Total Benefits	11,672	11,936	12,294	12,680	13,043
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	18,900	18,900	18,900	18,900	18,900
TOTAL (Add 1 – 7)	153,385	157,058	161,202	165,487	169,867

PROGRAM EXPENDITURES NARRATIVE RATIONALE

Faculty

There is one full-time faculty member. Costs include salary, 3% COLA added to current salary for year 1 and then each year after. The benefits are based on 7.65% FICA and 27% benefits.

Administrative Staff

The full-time faculty member is also the program manager, so that is why the administrative staff costs are 0.

Support Staff

These figures combine costs of 3 employees providing support divided over 6 programs. The salaries include a 3% COLA added in each year. The salaries and the cost of benefits are divided over the 6 programs they support.

Other Expenses

This includes the cost of 21 adjunct credits each year at approximately \$900 per credit.

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.

Continuous Program Evaluations					
Data for Review	Frequency	Timeframes	Data Source	Data Collector	Reporting
Student Course Evals	Each semester	1 week after term ends	Evaluation Kit in Blackboard	Faculty and HES Program Manager	Included in faculty evaluations, faculty meetings, PAC Meetings
Faculty Observations/Evaluations	Annually for faculty	Faculty evaluations – week after term ends	Direct classroom observations, student course evals	Program Manager	Annual Faculty Evaluation
Graduation Exit Survey	Annually	Last week of graduation term	Survey results	Program Manager	Faculty Meetings, PAC Meetings
6-month graduate survey	Annually	6-months following end of graduation term	Survey results	Program Manager	Faculty Meetings, PAC Meetings
Enrollment Data	Each semester	1 week after term start	PeopleSoft (PS)	Program Manager	Faculty Meetings,

					PAC Meetings
Graduation Data	Annually	June	PS/OPAIR	OPAIR Staff	Faculty Meetings, PAC Meetings
Retention Rate	Annually	June	PS/OPAIR	OPAIR staff	Faculty Meetings, PAC Meetings
Completion Rate	Annually	June	PS/OPAIR	OPAIR Staff	Faculty Meetings, PAC Meetings
Program Mission, Goals, Student Learning Outcomes	Annually	Fall PAC Meeting	Various	Program Manager and other faculty	Website, Faculty meetings, PAC Meeting
Formal Program Review	Every 5 years	October-June	All data sources identified	Faculty; PAC subcommittee	PAC Meetings; Dean of Health, Business, Technology, and Science
Additional Tracking	Ongoing	Throughout each term		HES Faculty and Staff	

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

FCC has long been committed to the recruitment and retention of minority students and providing a learning environment that is open, welcoming, and supportive of cultural diversity. FCC's Strategic Plan for 2022-2025 identifies the following goals and strategies.

Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion. [MSCHE Standards III and V].

b. strengthen faculty and staff technology skills, cultural competence, instructional effectiveness, leadership, and innovation

d. eliminate the achievement and opportunity gaps for underrepresented students and emerging populations

g. increase student cultural and global competence through innovation and alignment of curricular and co-curricular programming.

Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems [MSCHE Standard IV]

optimize enrollment in all learning environments with intentional focus on underrepresented and emerging populations by enhancing access, improving success, and accelerating completion.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable. The proposed program is not related to an identified low productivity program.

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.**

While the proposed program is not a distance education/fully online, program, FCC has been approved to offer distance education programs by both the Maryland Higher Education Commission and the Middle States Commission on Higher Education.

Quality assurance of the online courses is maintained formally with the Quality Matters (QM) course review protocol. The Colleges Institutional Values, Mission, Vision, and Strategic Goals guide the delivery of all instruction regardless of the delivery format. For more than 15 years, the College has demonstrated a commitment to offering a successful, high-quality online program with an appropriate academic and technical infrastructure.

Online learning has become an integral part of teaching and learning at FCC. Budget allocations support a staff in the Center for Distributed Learning as well as online program initiatives already in place such as curriculum development, Quality Matter course reviews, faculty training, and learning object database subscriptions. As part of the Center for Teaching and

Learning, the Online Learning and Learning Innovation (OLLI) unit is fully integrated into the curriculum, governance, and administrative processes of the College. FCC faculty teaching online courses receive individual training and course development and guidelines from OLLI.

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

In compliance with C-RAC guidelines, all online instructors are subject to a peer course evaluation, and instructors can apply for Quality Matters certification. Students evaluate each course at the end of each semester. Program managers, department chairs, the AVP/Deans in Academic Affairs and the Provost have access to each student course evaluation in their area. Student feedback is used for course and program improvement, and faculty are expected to reflect on student evaluations in their annual self-evaluation. Program-level evaluation for Distributed Learning is ongoing and is documented in detail in a series of annual or bi-annual reports by the Center for Distributed Learning. The Quality Matters (QM) Peer Review protocol is at the center of the College's quality assurance efforts in course design. The QM protocol is based on a rubric with 43 key quality standards for an online course. The standards are used to peer-review existing online courses at FCC, to guide the design of new courses, and shape the training of online faculty. Sixty-nine percent of fully online courses have been formally QM reviewed.

A protocol for re-reviewing QM courses with expired review terms is in place. The College has made every effort to comply with relevant federal and state regulations for its Program of Online Courses, for example, the efforts to comply with Substantive Change in Degree Programs, ADA compliance requirements, compliance with the federal definition of a Credit Hour, compliance with current copy right provisions, and USDOE's State Authorization Regulations. As a member of Maryland Online (MOL), FCC is part of two interconnected contractual arrangements with MOL and Quality Matters (QM). The MOL course-sharing initiative (Seatbank) provides students from different Maryland Community Colleges with greater access to distance learning opportunities. Colleges share distance learning courses with the expectation that the shared courses meet the same quality standards as articulated in the rubric updated biannually for QM's peer review process.



To: Dr. Annesa Payne Cheek, President
Frederick Community College Board of Trustees

From: Dr. Anne P. Davis, Provost and Vice President for
Teaching, Learning and Student Success

Date: March 20, 2024

Subject: Action Item
Approval of Exercise Science Area of Concentration (AOC) within the Health
Sciences Associate of Science (A.S.) Degree

OVERVIEW

The Maryland Higher Education Commission (MHEC) requires the approval/endorsement of new AOC programs by the College's governing board.

This AOC has been approved by the Curriculum Committee, Provost, and President and is being presented to the Board of Trustees for approval and will fall under the new proposed Health Sciences A.S. degree program. The area of concentration allows students to focus their studies on a more specific path in Exercise Science.

ANALYSIS

- The College currently offers an AOC in Health and Exercise Science within the Arts & Sciences A.A. degree with a curriculum similar to the Exercise Science AOC proposed here.
- As a scientific-based program, the exercise science curriculum is better aligned with the new Health Sciences A.S. degree (versus the A.A. degree).
- In Fall 2023 there were 57 students in the current Health and Exercise Science AOC, demonstrating student demand.
- Upon MHEC approval of the new Health Sciences A.S. and Exercise Science AOC, the existing Health and Exercise Science within the Arts & Sciences A.A. degree will be discontinued.
- The fitness industry is rapidly moving toward greater healthcare involvement to prevent and treat lifestyle-related diseases in at-risk populations. Exercise is shown

to be the best method to prevent, treat, and reduce costs of lifestyle-related disease such as heart disease, stroke, and diabetes. The educational needs of professionals in the field have expanded beyond traditional fitness training.

- The proposed Exercise Science Area of Concentration (AOC):
 - includes evidence-based curriculum that aligns with the standards and guidelines set forth by the Committee on Accreditation for the Exercise Sciences (CoAES), a national accrediting body;
 - prepares students to transfer to 4-year institutions where they can continue their education to bachelor's and master's degree programs and obtain entry level positions in clinical exercise physiology, health and wellness, or sports performance and is the foundational step in a path toward doctoral level professional programs including medical, dental, physical therapy and occupational therapy; and
 - prepares students to enter the workforce as personal trainers or group fitness instructors with corporate wellness centers, university or college fitness/wellness centers, self-owned and operated training studios, and physician referred exercise programs.

RECOMMENDATION

Approval by the Board of Trustees is requested.

ATTACHMENT(S)

MHEC Proposal – Exercise Science Area of Concentration

**MHEC Academic Program Proposal
Frederick Community College
Exercise Science Area of Concentration (within the proposed Health Sciences A.S. Degree)
New Area of Concentration**

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.

The proposed Exercise Science Area of Concentration (AOC) which will go under the proposed Health Sciences Associate of Science (A.S.) degree is designed to prepare students to enter the workforce in the Fitness and Personal Training industry as a Certified Personal Trainer or transfer to 4-year institutions where they can continue their education to bachelor's and master's degree programs and obtain entry level positions in Clinical Exercise Physiology, Health and Wellness, or Sports Performance. The proposed new program supports the mission of Frederick Community College through preparation of students to become credentialed with nationally recognized organizations and successfully enter the workforce based on needs of local, regional, and global communities.

Please note: the proposed Exercise Science AOC is nearly the same as the current Health and Exercise Sciences AOC within the Arts & Sciences A.A.), but it is a better fit under the new proposed Health Sciences A.S. Following MHEC approval of this new AOC, the existing Health and Exercise Sciences AOC will be suspended or discontinued. Current students will be encouraged to switch their major to the new Exercise Science AOC but will have the option to complete the current Health and Exercise Sciences AOC within a 5-year teach-out period, if desired.

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

This proposed program directly supports the mission of Frederick Community College by helping students meet their career goals and aligns with the following FCC Forward Strategic Plan 2020-2025.

- 1) Enhance student success and completion through collaborative and effective academic support by creating a more succinct academic pathway
- 2) Increase access, affordability, and retention through planned academic advising and degree pathways.
- 3) Promote excellence in the design and delivery of curriculum, and support of student learning.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The proposed new program will be funded by tuition and fees collected by students enrolled within the program and will not incur more costs than what is currently part of the Health and Exercise Sciences AOC that this program will ultimately replace. FCC currently has sufficient full-time and part-time faculty and administrative staff to meet the needs of the program, no new hiring will be necessary. The program recently received \$149,213 in Perkins grant funding to update lab equipment to current state of the art instrumentation and course development costs.

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

a) ongoing administrative, financial, and technical support of the proposed program

The current Program Manager for Health and Exercise reports to the Associate Vice President for Teaching, Learning and Student Success/Dean of Health, Business, Technology, and Science. The Program Manager leads the development of specific curriculum and courses, procurement of programmatic equipment and supplies, and will actively contribute to the ongoing administrative, financial, and technical support of the proposed programs.

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

FCC is committed to the success of all students and anticipates the continuation of this proposed program beyond the time needed for students to complete the program. College policy allows up to a five-year teach-out period. The College offers a variety of support programs including tutoring, academic success, program specific advisors, and faculty advisors.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan (effective December 2022, must reference new plan & specific outcomes):

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**

As noted above, the College currently offers an Area of Concentration (AOC) in Health and Exercise Sciences within the Arts & Sciences A.A. degree with a curriculum similar to the Exercise Science AOC proposed here. As a scientific-based program, the exercise science curriculum is better aligned with the new Health Sciences A.S. degree than the Arts & Sciences A.A. Further, in fall 2023 there were 57 students in the current Health and Exercise Science AOC, demonstrating current student demand. Hence, the new Exercise Science AOC is

proposed. Upon MHEC approval of the new Health Sciences A.S. and Exercise Science AOC, the existing program will be discontinued.

The fitness industry is rapidly moving toward greater healthcare involvement to prevent and treat lifestyle-related diseases in at-risk populations. Exercise is shown to be the best method to prevent, treat, and reduce costs of lifestyle-related disease such as heart disease, stroke, and diabetes. The educational needs of professionals in the field have expanded beyond traditional fitness training. Employment opportunities in the fitness industry include personal trainers or group fitness instructors at for-profit and non-profit fitness centers, clinical exercise physiologist, corporate wellness centers, university or college fitness/wellness centers, self-owned and operated training studios, and physician referred exercise programs.

Community colleges provide access to high quality, affordable educational programming. By replacing the existing Health and Exercise Sciences AOC with this new proposed Exercise Science AOC, we will continue to provide state of the art and evidence-based content that aligns with the standards and guidelines set forth by the Committee on Accreditation for the Exercise Sciences (CoAES), a national accrediting body.

2. Provide evidence that the perceived need is consistent with the [2022 State Plan](#) (be sure to relate at least one priority)

The Maryland State Plan for Postsecondary Education outlines the below goals and strategies-

Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Success: Promote and implement practices and policies that will ensure student success.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.

The proposed program will create better prepared and credentialed graduates which will allow stronger employability with local and regional fitness centers, healthcare providers, and corporate wellness. These updates improve workforce development and increase workforce readiness.

By increasing the number of prepared graduates in the fitness industry and healthcare, we will contribute to meeting the need for qualified fitness professionals.

These curricula also align with Committee on Accreditation in the Exercise Sciences (CoAES) standards and guidelines which ensure high-quality educational content.

Priority 6: Improve systems that prevent timely completion of an academic program

The proposed program creates a clear pathway to graduation with specific course requirements in sequential order.

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.

Employment opportunities in the fitness industry include personal trainers or group fitness instructors at for-profit and non-profit fitness centers; corporate wellness centers; university or college fitness/wellness centers; self-owned and operated training studios; boutique training studios; medical fitness centers; municipal or county recreation centers; government or military fitness centers; worksite health promotion programs; or cruise ship, resort, or spa fitness centers.

The healthcare industry is a rapidly growing aspect of need for fitness professionals as the emergence of physician referred exercise programs continues.

The expected level of entry into this profession upon completion of the program would be entry level with potential for rapid growth based on performance.

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 projects this field to grow “much faster than average” for all occupations between 2021 and 2031, predicted to be 19%. As of 2021 there were 306,400 jobs in the field, and this is predicted to increase by 57,800 jobs by 2031. In 2018 there were 38,477 health/fitness clubs with 62.3 million members for a total U.S. fitness industry revenue of \$32.3 Billion. The District of Columbia ranks 2nd nationally for annual mean wage for Exercise Trainers. Furthermore, according to Lightcast.io, in the Washington DC and Baltimore metro areas and surrounding 11 counties, the median advertised salary for Personal Trainers is \$71,000 annually and \$58,495 for Exercise Physiologists.

<https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm>

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.

FCC’s close proximity to the Baltimore-Washington metropolitan area, where the location quotient is in the top 5 nationally, is a dense concentration of fitness industry jobs (US Bureau of Labor and Statistics, 2021). This will be a consistent and growing demand over the next five years. Location quotient, as defined by the Bureau of Economic Analysis, is an analytical statistic that measures a region’s industrial specialization relative to a larger geographical unit, usually the nation.

4. Provide data showing the current and projected supply of prospective graduates.

Our current data indicates there are 17 students in the Health and Exercise Science AOC with 5 on track to complete the program within the next two semesters. With these data, we set goals to increase students completing the program to 10 in the first cohort then an increase in enrollment and completion by 25% in future cohorts during the first 5 years. This update increases the transferability of the program and creates a smoother transition to 4-year programs, which should increase student completion.

Current and Projected Supply of Prospective Graduates					
	Year 1 (AY 2024-25)	Year 2 (AY 2025-26)	Year 3 (AY 2026-27)	Year 4 (AY 2027-28)	Year 5 (AY 2028-29)
Proposed Enrollment	10	13	16	20	25
Prospective Graduates*		8	11	13	16
*assumes 80% completion rate					

This data will be collected by the Exercise Science program manager and be reported to the Program Advisory Committee annually, as well as to the Health, Business, Technology, and Science Dean, and Faculty and Staff.

D. Reasonableness of Program Duplication:

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

The state of Maryland currently offers 8 associate degrees in Exercise Science or Kinesiology. However, this proposal includes curriculum to fit the Standards and Guidelines set forth by CoAES. **It is important to note there are only five (5) programs nationally that are accredited at the associate degree and certificate levels by CoAES.**

School Name	Program Name	Program Type	Total Credits
Anne Arundel Community College	Kinesiology	A.A.	60
Carroll Community College	Exercise Science	A.A.	60

Cecil College	Exercise Science	A.A.	60
Chesapeake College	Exercise Science	A.A.	60
Community College of Baltimore County	Kinesiology	A.A.	60
Harford Community College	Exercise Science	A.A.	60
Howard Community College	Exercise Science	A.A.	60
Montgomery College	Exercise Science	A.A.	60

2. Provide justification for the proposed program.

As previously stated, the College currently offers an Area of Concentration (AOC) in Health and Exercise Sciences within the Arts & Sciences A.A. degree with a curriculum similar to the Exercise Science AOC proposed here. As a scientific-based program, the exercise science curriculum is better aligned with the new Health Sciences A.S. degree than the Arts & Sciences A.A. Further, in fall 2023 there were 57 students in the current Health and Exercise Science AOC, demonstrating current student demand. Hence, the new Exercise Science AOC is proposed. Upon MHEC approval of the new Health Sciences A.S. and Exercise Science AOC, the existing program will be discontinued.

The proposed Exercise Science Area of Concentration (AOC) is designed to prepare students to enter the workforce in the Fitness and Personal Training industry as a Certified Personal Trainer or transfer to 4-year institutions where they can continue their education to bachelor's and master's degree programs and obtain entry level positions in Clinical Exercise Physiology, Health and Wellness, or Sports Performance.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

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

The proposed program would have minimal impact on programs at HBIs. There may be a slight positive effect, as the improved skill and quantity of FCC program graduates might, in turn, increase the number of students available to transfer to similar programs at HBIs. However, as we could observe only one 4-year exercise science program at a Maryland HBI (University of Maryland - Eastern Shore), we anticipate even this effect to be minimal.

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

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

Given the aforementioned lack of 4-year HBI programs in this area, the level of interaction between this proposal and any elements of Maryland 4-year HBIs should be minimal and, as 4-year institutions, the modification of this FCC 2-year program should in no way preclude those schools from developing similar programs in their own style. Indeed, the establishment of such programs would be welcome, as it would permit additional transfer opportunities for FCC students, particularly those of color.

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.

Previous program updates were proposed through a Perkins grant for the 2022/2023 academic year. The proposed work was to completely overhaul the Health and Exercise Science program at FCC. These updates include the curriculum updates to fit within CoAES accreditation guidelines and build two new academic labs – cardiometabolic and strength labs – with state of the art, modern equipment. The program also realigned affiliation with leading academic and credentialing organizations to the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA).

The curriculum development and lab design were completed by Noah Gibson, Program Manager for Health and Exercise Sciences and will continue program operations and accreditation work. Mr. Gibson has been teaching in the Health and Exercise Sciences for 15 years, is a published author on Exercise Oncology focusing on the effects of exercise on cardiovascular health with cancer treatments, and he is certified by the NSCA as a Certified Strength and Conditioning Specialist and USA Weightlifting Sports Performance Coach, both since 2007.

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

Our curriculum will align with the knowledge and skills outlined in the Curriculum for Education Programs in Personal Fitness Training by the Committee on Accreditation for the Exercise Sciences (CoAES) under the Commission on Accreditation of Allied Health Education Programs (CAAHEP). It teaches all domains including:

- Initial Client Consultation and Assessment
- Exercise Programming and Implementation
- Exercise Leadership and Client Education
- Legal and Professional Responsibilities.

Program Learning Outcomes:

1. Define the role of Exercise Science in the broader context of education both in the private and public sectors.
2. Apply the knowledge and skills necessary to prevent lifestyle related diseases that are prevalent in our society today.
3. Identify factors that affect fitness, exercise adherence, and lifestyle modification.
4. Apply the principles of fitness assessment and testing to program design and implementation.
5. Describe anatomy and physiology of the human body and adaptations to physical activity.

This curriculum will prepare students to pass the gold standard industry credentials from the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA) as well as specialized credentials. These certifications exhibit that the student passing the exam has all skills necessary to be successful in the fitness industry. Furthermore, students will have the opportunity to study for and take specialized fitness certifications.

Gold Standard Credentials:

- ACSM Certified Personal Trainer
- ACSM Group Fitness Instructor
- NSCA Certified Personal Trainer

Specialized Credentials:

- NCSA Tactical Strength and Conditioning Facilitator
- ACSM Autism Exercise Specialist
- ACSM/NCHPAD Certified Inclusive Fitness Trainer
- National Academy of Sports Medicine Certified Nutrition Coach
- American Council on Exercise Health Coach
- American Council on Exercise Medical Exercise Specialist

3. Explain how the institution will:

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

The College assesses the effectiveness of its academic programs using a well-structured five-year review process. The process consists of an analysis of program mission, goals, and objectives, assessment of the program according to internal and external data, assessment of the curriculum,

assessment of student learning outcomes, assessment of resources and viability, a summary of key findings and recommendations, a review by two external reviewers, and a submission of a formal action plan. The action plan then serves as the foundation for improvements made to the program over the next four years.

b) document student achievement of learning outcomes in the program

Programs collect data from individual courses to record student achievement of learning outcomes based on the established cycles, relevant to the measures identifiable above for each of the learning objectives and program goals. The data collected are evaluated to determine the level of student achievement that has occurred based on the learning outcomes. Data will be analyzed, and updates will be made as deemed necessary.

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

Exercise Science Area of Concentration Program Requirements:

English

ENGL 101	English Composition	3
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Mathematics

Mathematics Elective (Gen Ed course list) (MATH 120 or higher) ^{1,2,3}		3
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Social & Behavioral Sciences

Social & Behavioral Sciences Elective (Gen Ed course list) - Recommended course(s) below:		6
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PSYC 101	General Psychology	
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EDPS 210	Human Growth and Development	
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Arts & Humanities

Arts Elective (Gen Ed course list)		3
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Humanities Elective (Gen Ed course list)		3
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Communication Elective (Gen Ed course list)		3
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Biological & Physical Sciences

BSCI 150	Principles of Biology I	4
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BSCI 201	Anatomy and Physiology I	4
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General Education Elective		3
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PHED 165	Fitness for Living (required)	
Physical Education, Health, or Nutrition Requirement		
PHED 165	Fitness for Living (satisfies this requirement)	
Concentration Courses		
BSCI 202	Anatomy and Physiology II	4
Select one of the following:		3
CHEM 100	Chemistry and Society ^{2,3}	
or CHEM 101	General Chemistry I	
or PHYS 101	Survey of Physics (Spring)	
or PHYS 121	Fundamentals of Physics I (Fall)	
EXSC 170	Introduction to Health and Exercise Science	3
EXSC 180	Care and Prevention of Athletic Injuries	3
EXSC 227	Principles of Resistance Training Technique and Program Design	3
EXSC 230	Fitness Instruction	3
EXSC 240	Fitness Assessment and Programming	3
PBHL 240	Introduction to Health Behaviors	3
Electives ²		3
EXSC 250	Essentials of Personal Training	
or NUTR 200	Principles and Application of Nutrition	
or EXSC 260	Psychology of Sport	
Total Credits		60

1

Select course based on prerequisites needed for CHEM or PHYS course you plan to take at FCC.

2

Select course based on transfer goals. Determine how these courses transfer to bachelor's degree requirements.

3

Select course based on graduate school goals. Determine how these courses apply to prerequisites for graduate school admissions.

Course Descriptions for Required Courses:

ENGL 101 - English Composition (3)

Gen Ed English

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 or satisfactory performance on the writing assessment and satisfactory performance on the reading assessment (formerly EN 101)

Develops students' ability to use writing, reading, research, and thinking processes to create documented essays that demonstrate the conventions of academic writing.

BSCI 150 - Principles of Biology I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly BI 101)*

Explores the basic biological principles common to all living organisms, including biological chemistry, bioenergetics and metabolism, cellular and molecular biology, and classical and molecular genetics. Methods of scientific inquiry and data analysis are studied and practiced. BSCI 150 is the first of a two semester series that together with BSCI 160 is a comprehensive survey of modern biology and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 201 - Anatomy and Physiology I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] AND (BSCI 55 or BSCI 150 or BI101 or BSCI 223 or BI 120 or CHEM 101) *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly BI 103)*

Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes basic anatomical terminology, concepts of cell biology, histology, integumentary system, skeletal system, muscular system, nervous system, special senses, and endocrine system. BSCI 201 is the first course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied Health majors. Meets the requirement for a general education science lab course.

PHED 165 - Fitness for Living (3)

Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly PE 154)

Covers the components of physical fitness, stress, care of the back, nutrition and weight control. Evaluations in all areas included through laboratory experiences.

BSCI 202 - Anatomy and Physiology II (4)

Gen Ed Science

Prerequisite: BSCI 201 or BI 103

(formerly BI 104)

Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes cardiovascular system, lymphatic system and immunity, respiratory system, digestive system and metabolism, urinary system, fluid/electrolyte balance, acid/base balance, and reproductive system. BSCI 202 is the second course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

CHEM 100 - Chemistry and Society (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly CH 100)

Explores important concepts of modern chemistry. Emphasizes connection between basic scientific principles and the current technologies of our society. Laboratory experiments illustrate the process of scientific discovery. No background in science is required. Intended for non-science majors. Will not serve as a prerequisite for CHEM 102, CHEM 201, or advanced science courses. Meets the requirement for a general education science lab course.

Or**CHEM 101 - General Chemistry I (4)**

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly CH 101)

Examines the concepts underlying modern chemistry including atomic and molecular structure, bonding, states of matter, and solutions. Intended for science majors, technology majors (STEM), and pre-allied health major. Laboratory experiments illustrate the lecture material. Meets the requirement for a general education science lab course.

Or

PHYS 101 - Survey of Physics (3)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly PY 101)

Presents a survey of physics. Topics include mechanics, energy, thermodynamics, waves, sound, electricity and magnetism, optics, and modern physics.

This course is only offered in the Spring.

Or

PHYS 121 - Fundamentals of Physics I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND (MATH 165 or MA 111)

(formerly PY 201)

Presents the first of a two-course introductory sequence to physics using algebra and trigonometry. Topics include Newtonian mechanics, rotational motion, fluids, oscillations, and waves. Meets the requirement for a general education science lab course.

This course is only offered in the Fall.

EXSC 170 - Introduction to Health and Exercise Science (3)

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100

(formerly PHED 170)

Provides an introduction to the exercise science discipline including historical perspectives, sub-disciplines, career opportunities and outlooks, certifications and credentialing opportunities.

Provides an introduction to basic exercise science lab techniques and fitness assessments.

EXSC 180 - Care and Prevention of Athletic Injuries (3)

Prerequisite or Co-requisite: ENGL 75 or ESOL 100

(formerly PHED 180)

Introduces the basic principles for care and prevention of athletic injuries. Emphasis will be placed on scientific applications for recognition, diagnosis, classification, treatment and rehabilitation of musculoskeletal injuries.

EXSC 227 - Principles of Resistance Training Technique and Program Design (3)

Prerequisite: EXSC 170 or department consent; Prerequisite or Co-requisite: BSCI 117 or BSCI 201

Examines resistance training techniques and program design. Emphasizes developing skills, instructional techniques, theoretical knowledge of anatomical and biomechanical principles, and practical application of effective program design, progression, and periodization.

EXSC 230 - Fitness Instruction (3)

Prerequisite: EXSC 170

Emphasizes designing and leading exercise sessions including one-on-one, group, and team settings. Students will demonstrate knowledge and application of training principles and exercise techniques to improve fitness and instructional techniques including safety, motivation, adherence, and modifications for diverse populations. Upon successful completion of the course, students will have the knowledge and skills to sit for the ACSM's Group Fitness Instructor Certification.

EXSC 240 - Fitness Assessment and Programming (3)

Prerequisites: (BSCI 201 or BI 103 or BSCI 117 or BI 107) and EXSC 170
(formerly PHED 240)

Presents theoretical knowledge and practical assessment techniques for cardiorespiratory fitness, body composition and metabolic testing, interpretation of results, and development of effective individualized cardiorespiratory exercise programs.

PBHL 240 - Introduction to Health Behaviors (3)

Prerequisites: PBHL 170 or EXSC 170

Provides students with a foundational understanding of the principles, theories, and practices related to health behavior within the context of public health. Students will learn how theory can be used to investigate health-related behaviors and interventions. The knowledge and skills gained in this course can be applied in addressing the health concerns of individuals and communities.

EXSC 250 - Essentials of Personal Training (3)

Prerequisites: EXSC 230 and [EXSC 227 or (PHED 150 and PHED 152)]; Prerequisite or Co-requisite: EXSC 240 or PHED 240
(formerly PHED 250)

Examines the Personal Training profession and industry, business practices, role and responsibility of fitness professionals. Develops communication and interpersonal skills, training styles, and client interactions in various fitness settings, client recruitment sales and retention,

business ethics, and liability insurance. Reviews program design, fitness assessment, techniques, and fitness instruction. Prepares students to pass the ACSM Certified Personal Trainer exam.

Or

NUTR 200 - Principles and Application of Nutrition (3)

Prerequisite: BSCI 100 or BSCI 150 or BI 101 or BSCI 201 or BI 103 or BSCI 107 or BI 117 (formerly HE 200)

Introduces the principles of nutrition for the maintenance of good health throughout the life-cycle. Applications of nutritional principles are presented via the connection between diet and the prevention and treatment of disease. Investigates the socioeconomic, ecological and political factors that shape national nutritional policy and ultimately affect personal health.

Or

EXSC 260 - Principles and Application of Nutrition (3)

Prerequisite or Co-requisite: ENGL 101 (formerly PHED 160 & PE 161)

Explores personality factors, including but not limited to, motivation, aggression, and emotion, as they affect sport performance as well as the mental techniques used to enhance performance.

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

General Education requirements will be met in the Area of Concentration as outlined in the requirements section above.

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

The gold standard credentials can be obtained during and at the culmination of the program. Material will be directly presented to pass these. Core material for specialized credentials will be taught and can be obtained.

Gold Standard Credentials:

- ACSM Certified Personal Trainer
- ACSM Group Fitness Instructor
- NSCA Certified Personal Trainer

Specialized Credentials:

- NSCA Tactical Strength and Conditioning Facilitator
- ACSM Autism Exercise Specialist
- ACSM/NCHPAD Certified Inclusive Fitness Trainer

- National Academy of Sports Medicine Certified Nutrition Coach
- American Council on Exercise Health Coach
- American Council on Exercise Medical Exercise Specialist

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

N/A

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Communication at the program and institutional level is accomplished through publication on the college website, brochures, semester schedules, and the College academic catalog. The College will provide resources to students in the program that other programs offer at the College to provide clear, complete, and precise information. Information regarding curriculum, courses, degree requirements, including suggested sequence pathways, program brochures and handbook, admission information, financial aid resources, and cost and payment policies are available on the college websites.

Information related to faculty/student interactions, assumption of technology competence and skills, technical equipment requirements, and the learning management system can be found under the Resources tab on the college website.

All students will receive an assigned advisor based out of the Office of Career and Academic Planning Services. This advisor will work closely with the Health and Exercise Science program manager to ensure that all information, including information related to transfer is up to date and communicated to the student.

Not only is it essential that the College measure student achievement, but it must also provide students with clear information on how they are expected to achieve each core learning outcome. This is accomplished at the course level through information communicated in the syllabi.

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 FCC website is managed by the College marketing department and the academic catalog is managed by the Assistant Dean, Curriculum Systems and Scheduling. Updates of essential program and course information are made in collaboration with all College departments to include Teaching, Learning and Student Success, Student Affairs, Financial Aid, Registration and Records, Student Development, and Enrollment Services. This process ensures the materials available are clear and accurate and contain pertinent information regarding all program

offerings and services available. Upon confirmation of a new Exercise Science program, the Institutional Effectiveness Department at FCC would activate an integrated marketing plan.

H. Adequacy of Articulation (effective December 2022, must include either a program-specific articulation agreement or a justification for why an articulation agreement is not feasible or applicable; the articulation agreement must be specific to the proposed academic program and must be with another public institution in Maryland.)

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

The program supports transfer articulations with surrounding 4-year institutions. The proposed program would enhance the current articulation with Salisbury University and ease the transfer pathway (the current Health and Exercise Sciences articulation transfer pathway to Salisbury is attached but will need updated upon approval of the proposed Exercise Science AOC). The proposed program would also allow us to create articulations with other surrounding institutions including Towson University, Frostburg State University, and University of Maryland, College Park.

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

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

The proposed program will require oversight by one full-time faculty who also serves as the program manager. The program manager has been teaching in the Health and Exercise Sciences for 15 years, is a published author on Exercise Oncology focusing on the effects of exercise on cardiovascular health with cancer treatments, and he is certified by the NSCA as a Certified Strength and Conditioning Specialist and USA Weightlifting Sports Performance Coach, both since 2007. Further, all other program faculty have appropriate degrees, applicable certifications, and practical experience in the field along with substantial teaching experience.

Faculty Name	Appointment Type	Terminal Degree Title and Field	Academic Rank/Title	Status	Courses to be Taught
Noah Gibson	Faculty	MS in Applied Health Physiology 48 Doctoral Credits in	Assistant Professor/Program Manager	Full-time	Able to teach all Health and Exercise Courses – EXSC 170,

		Exercise Physiology			EXSC 240, EXSC 250
Kristina Nixon	Adjunct	MS in Exercise Science	Level 2 Adjunct	Part-Time	EXSC 227
Colleen Parsons	Adjunct	MS in Applied Health Physiology and MEd in Science Education	Level 1 Adjunct	Part-Time	EXSC 230
Isaac Colbert	Adjunct	MS in Health Promotion and Sport Administration	Level 3 Adjunct	Part-Time	EXSC 180

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

- a) **Pedagogy that meets the needs of the students**
- b) **The learning management system**
- c) **Evidenced-based best practices for distance education, if distance education is offered.**

Through the Center for Teaching and Learning (CTL) and the Diversity, Equity, and Inclusion office, Teaching, Learning and Student Success offers adjunct and full-time faculty a responsive, innovative system of professional development in teaching and learning that reflects the characteristics and needs of FCC students. Blackboard is used as the College's learning management system.

Pedagogy and evidence-based practices programming includes:

- New full-time faculty orientation, a yearlong series focused on introducing new full-time faculty and learning administrators to best practices in teaching and learning, and the policies, procedures, and practices of the College
- New adjunct faculty orientation, adjunct faculty professional development evenings, and for adjuncts only monthly themed gatherings
- Professional development services, provides teaching and learning resources, consultations, facilitates conference funding approval, houses Alternative Credit Approval Team (ACAT), and supports the organization of Academic Affairs Faculty and Leadership Retreats.

- Teaching and Learning Hours, four tracks of professional development sessions designed to inspire faculty to engage student minds and support their success through active learning, innovation, and scholarship, including Culturally Responsive Teaching and Cultural and Global Competence Development; Scholarship of Teaching and Learning; Technology, Teaching and Innovation; and Faculty Leadership and Academic Management.
- CTL Faculty Scholars Program, designed to support the professional development needs of full-time and adjunct faculty by providing faculty subject matter experts the opportunity to create and deliver Teaching and Learning Hours in support of professional development priorities.
- Academic department chairs, program managers, and fellow faculty provide discipline specific training and professional development for adjunct and full-time faculty such as lab safety, clinical orientation, outcomes assessment, curricular requirements, and equipment use.
- Further, full-time faculty are supported in their pathways to promotion through the Faculty Appointment and Promotion Process. The myriad pathways to promotion include alternative credit options which are approved by ACAT.
- Finally, in collaboration with Human Resources Employee Development Advisory Team (EDAT) and other college stakeholders, Academic Affairs ensures that development of faculty and staff by supporting the orientation of new employees; the ongoing training of faculty and staff on college policies and procedures, business practices, wellness, and hiring.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. *If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.***

No new holdings will be needed for this program update. The Library subscribes to database content that would support this program and has a robust collection of print and ebooks. Collection development guidelines are focused on supporting the curriculum of the College, and resources are allotted to fulfill faculty and program requests to update materials as needed.

The President supports the adequacy of library resources to meet this program's needs.

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.

The program received a Perkins innovations grant to equip lab facilities and create two new labs – a cardiometabolic lab and strength lab. This includes funds to purchase a metabolic cart, BODPOD air displacement plethysmograph, 8 cycle ergometers, and two clinical grade treadmills. Additionally, the program received funding to purchase an electrocardiograph stress testing console, and all necessary equipment for a new strength lab.

The President supports the adequacy of equipment and facilities to meet this 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 technological support for distance education**

While the proposed program is not distance education/fully online, some courses in the program may be offered online and/or have a companion Blackboard course site. At the time of registration, all students will sign up for their myFCC account to gain access to the myFCC Student Portal. All students make a Required Orientation, Advising and Registration (R.O.A.R.) appointment. At this time, they are issued an FCC email address for electronic mail communication. During their respective orientations and regularly thereafter, students and faculty are strongly encouraged to sign up to the College emergency and closing alert system "FCC Alerts". In the event of a campus emergency or weather-related school closing, FCC Alert subscribers receive text, phone calls, and/or email notifications.

FCC utilizes Blackboard as its Learning Management System (LMS) and provides IT assistance to students for technological support. Blackboard LMS allows faculty to administer and teach courses online by providing students with access to course materials and the ability to interact with their peers/faculty through the LMS. Blackboard Collaborate is the primary web conferencing platform for instruction. Zoom is also available for programs with specific requirements that cannot be met through Blackboard Collaborate.

The student portal has easy access links to the LMS Online Learning tool, Microsoft Outlook Email, PeopleSoft Registration and Student Account, IT Help Desk, and more.

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

- 1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide**

a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$31,668	\$66,502.80	\$85,503.60	\$104,504.40	\$129,838.80
a. Number of F/T Students	10	21	27	33	41
b. Annual Tuition/Fee Rate	\$3166.80	\$3166.80	\$3166.80	\$3166.80	3166.80
c. Total F/T Revenue (a x b)	\$31,668	\$66,502.80	\$85,503.60	\$104,504.40	\$129,838.80
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 – 4)	\$56,668	\$91,502.80	\$110,503.60	\$129,504.40	\$154,838.80

RESOURCES NARRATIVE RATIONALE

Reallocated Funds

No funds will need to be reallocated.

Staffing (Administrative, Faculty, and Support)

Currently the program has in place 1 full-time faculty member and 3 adjuncts who will be used to teach courses within this program no additional funding will be required. We have administrative and support staff who are already assigned to work and support this program.

Tuition and Fee Revenue

The College is expecting enrollment in the Health & Exercise Science AAS, with AOC in Exercise Science will start with a class of 6 students to start in Fall 2023. By the fourth year, the College plans to expand the program by offering a day as well as an evening classes when enrollment reaches 16 students. This will expand the total number of students by year 5 to 20. Calculations utilize current tuition and fees.

Grants and Contracts

In 2022, the current Health & Exercise Science AOC has received a CTE Innovation Grant for \$150,000 and HEERF funding in the amount of \$96,559 to provide the equipment and supplies needed to support the start-up and development of the program. Additional funds from Perkins have been identified to support the career program in years two through five.

Other Sources

Not Applicable

Total Year

Total Year financial resources amount to \$403,608 over the first five years of the program. This includes already awarded grant funding in year 1 and eligible allocations of grant funding for each year afterwards.

**** No assumptions have been made for tuition, fees, salaries or general expenditure cost and increases.**

- Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	89,039	91,708	94,459	97,292	100,210
a. Number of FTE	1	1	1	1	1
b. Total Salary	66,126	68,109	70,152	72,256	74,423
c. Total Benefits	22,913	23,599	24,307	25,036	25,787
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of 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)	45,446	46,450	47,843	49,295	50,757
a. Number of FTE	.60	.60	.60	.60	.60
b. Total Salary	33,774	34,514	35,549	36,615	37,714
c. Total Benefits	11,672	11,936	12,294	12,680	13,043
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	18,900	18,900	18,900	18,900	18,900
TOTAL (Add 1 – 7)	153,385	157,058	161,202	165,487	169,867

PROGRAM EXPENDITURES NARRATIVE RATIONALE

Faculty

There is one full-time faculty member. Costs include salary, 3% COLA added to current salary for year 1 and then each year after. The benefits are based on 7.65% FICA and 27% benefits.

Administrative Staff

The full-time faculty member is also the program manager, so that is why the administrative staff costs are 0.

Support Staff

These figures combine costs of 3 employees providing support divided over 6 programs. The salaries include a 3% COLA added in each year. The salaries and the cost of benefits are divided over the 6 programs they support.

Other Expenses

This includes the cost of 21 adjunct credits each year at approximately \$900 per credit.

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.

Continuous Program Evaluations					
Data for Review	Frequency	Timeframes	Data Source	Data Collector	Reporting
Student Course Evals	Each semester	1 week after term ends	Evaluation Kit in Blackboard	Faculty and HES Program Manager	Included in faculty evaluations, faculty meetings, PAC Meetings
Faculty Observations/Evaluations	Annually for faculty	Faculty evaluations – week after term ends	Direct classroom observations, student course evals	Program Manager	Annual Faculty Evaluation
Graduation Exit Survey	Annually	Last week of graduation term	Survey results	Program Manager	Faculty Meetings, PAC Meetings
6-month graduate survey	Annually	6-months following end of graduation term	Survey results	Program Manager	Faculty Meetings, PAC Meetings

Enrollment Data	Each semester	1 week after term start	PeopleSoft (PS)	Program Manager	Faculty Meetings, PAC Meetings
Graduation Data	Annually	June	PS/OPAIR	OPAIR Staff	Faculty Meetings, PAC Meetings
Retention Rate	Annually	June	PS/OPAIR	OPAIR staff	Faculty Meetings, PAC Meetings
Completion Rate	Annually	June	PS/OPAIR	OPAIR Staff	Faculty Meetings, PAC Meetings
Program Mission, Goals, Student Learning Outcomes	Annually	Fall PAC Meeting	Various	Program Manager and other faculty	Website, Faculty meetings, PAC Meeting
Formal Program Review	Every 5 years	October-June	All data sources identified	Faculty; PAC subcommittee	PAC Meetings; Dean of Health, Business, Technology, and Science
Additional Tracking	Ongoing	Throughout each term		HES Faculty and Staff	

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

FCC has long been committed to the recruitment and retention of minority students and providing a learning environment that is open, welcoming, and supportive of cultural diversity. FCC's Strategic Plan for 2022-2025 identifies the following goals and strategies.

Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion. [MSCHE Standards III and V].

b. strengthen faculty and staff technology skills, cultural competence, instructional effectiveness, leadership, and innovation

d. eliminate the achievement and opportunity gaps for underrepresented students and emerging populations

g. increase student cultural and global competence through innovation and alignment of curricular and co-curricular programming.

Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems [MSCHE Standard IV]

optimize enrollment in all learning environments with intentional focus on underrepresented and emerging populations by enhancing access, improving success, and accelerating completion.

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.

While the proposed program is not directly related to any MHEC-identified low productivity programs, it does in part, as noted above, constitute a strategic reorganization of program structure, which may promote greater productivity. By creating this new Exercise Science AOC within the proposed Health Sciences A.S. degree, where the program is better situated, and ultimately replacing the existing Health & Exercise Sciences AOC within the Arts & Sciences A.A., may help prevent the program from crossing any low productivity thresholds and provide avenues for more effective future growth.

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.

While the proposed program is not a distance education/fully online, program, FCC has been approved to offer distance education programs by both the Maryland Higher Education Commission and the Middle States Commission on Higher Education.

Quality assurance of the online courses is maintained formally with the Quality Matters (QM) course review protocol. The Colleges Institutional Values, Mission, Vision, and Strategic Goals guide the delivery of all instruction regardless of the delivery format. For more than 15 years, the College has demonstrated a commitment to offering a successful, high-quality online program with an appropriate academic and technical infrastructure.

Online learning has become an integral part of teaching and learning at FCC. Budget allocations support a staff in the Center for Teaching and Learning as well as online program initiatives already in place such as curriculum development, Quality Matter course reviews, faculty training, and learning object database subscriptions. As part of the Center for Teaching and Learning, Online Learning and Learning Innovation (OLLI) unit is fully integrated into the curriculum, governance, and administrative processes of the College. FCC faculty teaching online courses receive individual training and course development and guidelines from OLLI.

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

In compliance with C-RAC guidelines, all online instructors are subject to a peer course evaluation, and instructors can apply for Quality Matters certification. Students evaluate each course at the end of each semester. Program managers, department chairs, the AVP/Deans in Academic Affairs and the Provost have access to each student course evaluation in their area. Student feedback is used for course and program improvement, and faculty are expected to reflect on student evaluations in their annual self-evaluation. Program-level evaluation for Distributed Learning is ongoing and is documented in detail in a series of annual or bi-annual reports by the Center for Distributed Learning. The Quality Matters (QM) Peer Review protocol is at the center of the College's quality assurance efforts in course design. The QM protocol is based on a rubric with 43 key quality standards for an online course. The standards are used to peer-review existing online courses at FCC, to guide the design of new courses, and shape the training of online faculty. Sixty-nine percent of fully online courses have been formally QM reviewed.

A protocol for re-reviewing QM courses with expired review terms is in place. The College has made every effort to comply with relevant federal and state regulations for its Program of Online Courses, for example, the efforts to comply with Substantive Change in Degree Programs, ADA compliance requirements, compliance with the federal definition of a Credit Hour, compliance with current copy right provisions, and USDOE's State Authorization Regulations. As a member of Maryland Online (MOL), FCC is part of two interconnected contractual arrangements with MOL and Quality Matters (QM). The MOL course-sharing initiative (Seatbank) provides students from different Maryland Community Colleges with greater access to distance learning opportunities. Colleges share distance learning courses with the expectation that the shared courses meet the same quality standards as articulated in the rubric updated biannually for QM's peer review process.



To: Dr. Annesa Payne Cheek, President
Frederick Community College Board of Trustees

From: Dr. Anne P. Davis, Provost and Vice President for
Teaching, Learning and Student Success

Date: March 20, 2024

Subject: Action Item
Approval of Public Health Science Area of Concentration (AOC) within the
Health Sciences Associate of Science (A.S.) Degree

OVERVIEW

The Maryland Higher Education Commission (MHEC) requires the approval/endorsement of new AOC programs by the College's governing board.

This AOC has been approved by the Curriculum Committee, Provost, and President and is being presented to the Board of Trustees for approval and will fall under the new proposed Health Sciences A.S. degree program. The area of concentration allows students to focus their studies on a more specific path in Public Health.

ANALYSIS

- A heightened focus on public health issues, preventive care, and holistic well-being of workers, families, and communities has emerged in the post-pandemic era. In response to this trend along with labor market data showing 16% projected growth in public health jobs in the region, an area of concentration in public health within the Health Science A.S. degree is proposed.
- Public Health Sciences is an interdisciplinary field that emphasizes evidence-based practices grounded in robust data collection and interpretation. The proposed program will provide evidence-based content that aligns with the standards and guidelines set forth by the Council on Education for Public Health (CEPH). The program equips students with the knowledge and skills to promote and monitor health in individual, local, national, and global settings including disease prevention, environmental health, behavioral health, nutrition, and mental health.
- The Public Health Science AOC:
 - prepares students to transfer to 4-year institutions where they can continue their education to bachelor's and master's degree programs in Public Health Science;

- allows graduates to be employed in hospitals, health departments, nursing homes, government agencies including federal, state, and local, educational health settings, worksite wellness programs, pharmaceutical, biotech, and medical device firms, health information firms, and health marketing firms, along with the opportunity to pursue advanced education; and
- prepares students with opportunities for employment with regional employers such as Frederick Health, LifeBridge and Medstar Health, Frederick and Maryland Health Departments.

RECOMMENDATION

Approval by the Board of Trustees is requested.

ATTACHMENT(S)

MHEC Proposal – Public Health Science Area of Concentration

**MHEC Academic Program Proposal
Frederick Community College
Public Health Science Area of Concentration (within the proposed Health Sciences A.S.
degree)
New Area of Concentration**

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.

The proposed Public Health Science Area of Concentration AOC under the Health Sciences Associate of Science (A.S.) degree is designed to prepare students to transfer to 4-year institutions where they can continue their education to bachelor's and master's degree programs in Public Health Science. This will allow students to pursue careers in a wide variety of settings including hospitals, health departments, government agencies, educational health settings, and worksite wellness programs. The creation of this area of concentration will support the mission of Frederick Community College through preparation of students to successfully enter the workforce based on needs of local, regional, and global communities.

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

This proposed program directly supports the mission of Frederick Community College by helping students meet their career goals and aligns with the following FCC Forward Strategic Plan 2020-2025.

- 1) Enhance student success and completion through collaborative and effective academic support by creating a more succinct academic pathway
- 2) Increase access, affordability, and retention through planned academic advising and degree pathways.
- 3) Promote excellence in the design and delivery of curriculum, and support of student learning.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The proposed new program will be funded by tuition and fees collected by students enrolled within the program. FCC currently has sufficient full-time and part-time faculty and administrative staff to meet the needs of the program, no new hiring will be necessary.

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

a) ongoing administrative, financial, and technical support of the proposed program

The current Program Manager for Health Sciences reports to the Associate Vice President for Teaching, Learning and Student Success/Dean of Health, Business, Technology, and Science. The Program Manager leads the development of specific curriculum and courses, procurement of programmatic equipment and supplies, and will actively contribute to the ongoing administrative, financial, and technical support of the proposed programs.

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

FCC is committed to the success of all students and anticipates the continuation of this proposed program beyond the time needed for students to complete the program. College policy allows up to a five-year teach-out period. The College offers a variety of support programs including tutoring, academic success, program specific advisors, and faculty advisors.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan (effective December 2022, must reference new plan & specific outcomes):

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**

A heightened focus on public health issues, preventive care, and holistic well-being of workers, families, and communities has emerged in the post-pandemic era. In response to this trend along with labor market data showing 16% projected growth in public health jobs in the region, an area of concentration in public health within the Health Science A.S. degree is proposed.

Public Health Sciences is an interdisciplinary field that emphasizes evidence-based practices grounded in robust data collection and interpretation. The proposed program will provide evidence-based content that aligns with the standards and guidelines set forth by the Council on Education for Public Health (CEPH). The program equips students with the knowledge and skills to promote and track health in individual, local, national, and global settings including disease prevention, environmental health, behavioral health, nutrition, and mental health.

Community colleges provide access to high quality, affordable educational programming. By creating the proposed program, we will provide state of the art and evidence-based content that aligns with the standards and guidelines set forth by the Council on Education for Public Health (CEPH).

2. Provide evidence that the perceived need is consistent with the [2022 State Plan](#) (be sure to relate at least one priority)

The Maryland State Plan for Postsecondary Education outlines the below goals and strategies-

Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Success: Promote and implement practices and policies that will ensure student success.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.

The proposed program will create better prepared graduates which will allow stronger employability with local and regional hospitals, health departments, nursing homes, government agencies, educational health settings, and worksite wellness programs. These updates improve workforce development and increase workforce readiness.

By increasing the number of prepared graduates in the Health Sciences, we will contribute to meeting the need for qualified professionals.

These curricula align CEPH standards and guidelines which ensure high-quality educational content.

Priority 6: Improve systems that prevent timely completion of an academic program

The proposed program creates a clear pathway to graduation and transfer with specific course requirements in sequential order.

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.

Public Health Science graduates can be employed in hospitals, health departments, nursing homes, government agencies including federal, state, and local, educational health settings, worksite wellness programs, pharmaceutical, biotech, and medical device firms, health information firms, and health marketing firms, and the opportunity continue to graduate programs.

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 projects Health Education Specialists to grow "faster than average" for all occupations between 2022 and 2033, predicted to be 7%. As of 2021 there were 60,400 jobs in the field, and this is predicted to increase by 6,600 annually over the decade.

The U.S. Bureau of Labor Statistics projects Dietitians and Nutritionists to grow "faster than average" for all occupations between 2022 and 2033, predicted to be 7%. As of 2022 there were 78,600 jobs in the field, and this is predicted to increase by 5,600 annually over the decade.

The U.S. Bureau of Labor Statistics projects Epidemiologists to grow "much faster than average" for all occupations between 2022 and 2033, predicted to be 27%. As of 2022 there were 10,000 jobs in the field, and this is predicted to increase by 800 annually over the decade.

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.

FCC's close proximity to the Baltimore-Washington metropolitan area, where the location quotient is in the top 5 nationally, is a dense concentration of fitness industry, health education and public health jobs (US Bureau of Labor and Statistics, 2021). This will be a consistent and growing demand over the next five years. Location quotient, as defined by the Bureau of Economic Analysis, is an analytical statistic that measures a region's industrial specialization relative to a larger geographical unit, usually the nation. In the Baltimore-Washington metropolitan area, lightcast.io indicates this as a hotspot for Health Education Specialists with 2,109 employees with the national average for this size area having 1,233 employees and a median compensation of \$95,498 compared to \$58,960 national median.

4. Provide data showing the current and projected supply of prospective graduates.

Current and Projected Supply of Prospective Graduates					
	Year 1 (AY 2024-25)	Year 2 (AY 2025-26)	Year 3 (AY 2026-27)	Year 4 (AY 2027-28)	Year 5 (AY 2028-29)
Proposed Enrollment	10	12	15	18	22
Prospective Graduates*		7	8	11	13
*assumes 70% completion rate					

We project 10-15 students will enroll in the new Public Health Science AOC in the first year of implementation and anticipate a 25% growth annually for the first 3-4 years. This is projected from the current Pre-Health Professions program where 10% of current students (10-12) complete the new Public Health Science AOC with another 3-5 enrolling as new students. For

future growth, as the Pre-Health Professions program is phased out, we anticipate more students will choose to enroll in this new pathway.

This data will be collected by the program manager and be reported to the Program Advisory Committee annually, as well as to the Health, Business, Technology, and Science Dean, and Faculty and Staff.

D. Reasonableness of Program Duplication:

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

The following Maryland Community College have Public Health associate degrees:

- Anne Arundel Community College
- Carroll Community College
- Cecil College
- Community College of Baltimore County
- Howard Community College
- Montgomery College

The proposed Public Health Science AOC at FCC creates opportunities for students in Frederick County and the surrounding counties to access a high quality, affordable Public Health Science transfer program in a high demand, high wage career pathway. This specific AOC creates a more science-based approach to Public Health than that of other programs which contributes to greater success in bachelor and graduate programs and graduates are more qualified to obtain positions in scientific data-driven careers.

2. Provide justification for the proposed program.

The Public Health Science Area of Concentration AOC prepares students to transfer to 4-year institutions where they can continue their education to bachelor's and master's degree programs in Public Health Science. Public Health Science graduates can be employed in hospitals, health departments, nursing homes, government agencies including federal, state, and local, educational health settings, worksite wellness programs, pharmaceutical, biotech, and medical device firms, health information firms, and health marketing firms, along with the opportunity continue to graduate programs. Regional and local employers may include Frederick Health, LifeBridge and Medstar Health, Frederick and Maryland Health Departments.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

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

The proposed program would have an impact on programs at HBIs. We anticipate a positive effect, as the improved skill and quantity of FCC program graduates might, in turn, increase the amount of students available to transfer to similar programs at HBIs including Bowie State University Public Health Informatics and Technology, Coppin State University Rehabilitation Services or Health Sciences, and Morgan State University Health Education, Interdisciplinary Health and Human Sciences or Nutritional Sciences.

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.

Given the aforementioned 4-year HBI programs in this area, the level of interaction between this proposal and any elements of Maryland 4-year HBIs should increase and, as 4-year institutions enhance academic offerings, the additions of this FCC 2-year program should improve transferability.

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.

Previous program updates were proposed through a Perkins grant for the 2022/2023 academic year and approved. This work was to completely overhaul the Health and Exercise Science program at FCC. These updates include the curriculum updates to fit within CoAES accreditation guidelines and build two new academic labs – cardiometabolic and strength labs – with state of the art, modern equipment. The program also realigned affiliation with leading academic and credentialing organizations to the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA).

Upon further analysis, it became clear more academic programming was necessary for increased student opportunities in the Health Sciences to include a broader transfer pathway to Health Sciences, Public and Community Health, Allied Health, Exercise Science, Kinesiology, Rehabilitation Science, Gerontology, Epidemiology, and Pre-Professional programs.

The Public Health Science curriculum development was completed by Noah Gibson, Program Manager for Health and Exercise Sciences with consultations by Dr. Jennifer Hodgson, Associate Clinical Professor, Public Health Science Program Director, Public Health Science at the University of Maryland, and Dr. Tracy Zeeger, Assistant Dean and Associate Clinical Professor, Behavioral and Community Health Director of Undergraduate Studies at the University of Maryland. Mr. Gibson will continue program operations and accreditation work. He has been teaching in the Health Sciences for 15 years, is a published author on Exercise Oncology focusing on the effects of exercise on cardiovascular health with cancer treatments, and he is certified by the NSCA as a Certified Strength and Conditioning Specialist and USA

Weightlifting Sports Performance Coach, both since 2007. He is also a Subject Expert Instructor in the University of Maryland School of Public Health.

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

Program Learning Outcomes:

- Define the role of Public Health in the broader context of education in public sectors.
- Describe the science of human health and disease across the lifespan.
- Identify health-related needs and understand interventional approaches to promote and protect health.
- Examine socio-economic, behavioral, biological, and environmental factors that contribute to health and disease.

3. Explain how the institution will:

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

The College assesses the effectiveness of its academic programs using a well-structured five-year review process. The process consists of an analysis of program mission, goals, and objectives, assessment of the program according to internal and external data, assessment of the curriculum, assessment of student learning outcomes, assessment of resources and viability, a summary of key findings and recommendations, a review by two external reviewers, and a submission of a formal action plan. The action plan then serves as the foundation for improvements made to the program over the next four years.

- b) document student achievement of learning outcomes in the program**

Programs collect data from individual courses to record student achievement of learning outcomes based on the established cycles, relevant to the measures identifiable above for each of the learning objectives and program goals. The data collected are evaluated to determine the level of student achievement that has occurred based on the learning outcomes. Data will be analyzed, and updates will be made as deemed necessary.

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

Public Health Science Area of Concentration Program Requirements:**English**

ENGL 101	English Composition	3
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Mathematics

MATH 175	Applied Calculus ¹	3
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Social & Behavioral Sciences

Social & Behavioral Sciences Elective (Gen Ed course list) - Required course(s) below:		3
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PSYC 101	General Psychology	
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or SOCY 101	Introduction to Sociology	
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Social & Behavioral Sciences Elective (Gen Ed course list)		3
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Arts & Humanities

Arts Elective (Gen Ed course list)		3
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Humanities Elective (Gen Ed course list)		3
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Communication Elective (Gen Ed course list)		3
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Biological & Physical Sciences

BSCI 150	Principles of Biology I	4
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BSCI 201	Anatomy and Physiology I	4
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General Education Elective		3
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PHED 165	Fitness for Living (required)	
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Physical Education, Health, or Nutrition Requirement		
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PHED 165	Fitness for Living (satisfies this requirement)	
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Concentration Courses

PBHL 170	Foundations of Public Health	3
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BSCI 202	Anatomy and Physiology II	4
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BSCI 240	Genetics (Spring)	4
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BSCI 263	Elements of Microbiology (Fall)	4
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CHEM 101	General Chemistry I	4
CHEM 150	Essentials of Organic Chemistry and Biochemistry	4
PBHL 240	Introduction to Health Behaviors	3
Electives ²		2
Total Credits		60

1

MATH 175 has a prerequisite of MATH 145 or MATH 145S or MATH 155

2

Select electives in consultation with an advisor.

Course Descriptions for Required Courses:

ENGL 101 - English Composition (3)

Gen Ed English

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 or satisfactory performance on the writing assessment and satisfactory performance on the reading assessment (formerly EN 101)

Develops students' ability to use writing, reading, research, and thinking processes to create documented essays that demonstrate the conventions of academic writing.

MATH 175 - Applied Calculus (3)

Gen Ed Math

Prerequisite: Grade of C or better in MATH 145 or MATH 145S or MA 130 or MA 130S or appropriate score on mathematics placement test (formerly MA 201)

Presents methods for finding the derivatives and integrals of algebraic and transcendental functions with applications in each program. This course is a brief, applied version of traditional Calculus designed to help students understand how calculus is used in business, biology, and/or the social sciences. This course is not intended to replace traditional Calculus, nor can it be used as a prerequisite for Calculus I or Calculus II.

PSYC 101 - General Psychology (3)

Gen Ed Psychology

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly PS 101)

Emphasizes the major factors that influence human behavior, including behavioral neuroscience, perceptual processes, consciousness, intelligence, personality and psychological disorders.

Or

SOCY 101 - Introduction to Sociology (3)

Gen Ed Sociology

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 (formerly SO 101)

Introduces the student to the study of society and the impact of society upon the individual. Exemplifies social processes in cultural patterns and institutions. Examines group values at various levels of human relationship.

BSCI 150 - Principles of Biology I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly BI 101)*

Explores the basic biological principles common to all living organisms, including biological chemistry, bioenergetics and metabolism, cellular and molecular biology, and classical and molecular genetics. Methods of scientific inquiry and data analysis are studied and practiced. BSCI 150 is the first of a two semester series that together with BSCI 160 is a comprehensive survey of modern biology and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 201 - Anatomy and Physiology I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] AND (BSCI 55 or BSCI 150 or BI101 or BSCI 223 or BI 120 or CHEM 101) *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly BI 103)*

Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes basic anatomical terminology, concepts of cell biology, histology, integumentary system, skeletal system, muscular system, nervous system, special senses, and endocrine system. BSCI 201 is the first course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied Health majors. Meets the requirement for a general education science lab course.

PHED 165 - Fitness for Living (3)

Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-requisite: ENGL 75 or ESOL 100
(formerly PE 154)

Covers the components of physical fitness, stress, care of the back, nutrition and weight control. Evaluations in all areas included through laboratory experiences.

PBHL 170 - Foundations of Public Health (3)

Prerequisites: ENGL 70 or ENGL 75 or ESOL 100

Provides a comprehensive introduction to the field of public health, equipping students with the foundational knowledge and critical thinking skills necessary to understand and address complex issues related to the health of populations. Explores the core principles, concepts, and practices of public health. Students will apply critical thinking to social, behavioral, environmental, and biological factors that contribute to community health outcomes.

BSCI 202 - Anatomy and Physiology II (4)

Gen Ed Science

Prerequisite: BSCI 201 or BI 103

(formerly BI 104)

Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes cardiovascular system, lymphatic system and immunity, respiratory system, digestive system and metabolism, urinary system, fluid/electrolyte balance, acid/base balance, and reproductive system. BSCI 202 is the second course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied health majors. Meets the requirement for a general education science lab course.

BSCI 240 - Genetics (4)

Prerequisites: (BSCI 150 or BI101) and CHEM 101

(formerly BI 240)

Includes history of genetics, the chemical basis of heredity, the chromosomes and genes, probability, variation in gene structure, mutation, extrachromosomal systems and genes flow in populations. Meets the requirement for a science lab course.

This course is only offered in the Spring.

BSCI 263 - Elements of Microbiology (4)

Prerequisites: CHEM 101 and (BSCI 150 or BI 101 or BSCI 201 or BI 103)

(formerly BI 203)

Covers the basic principles of cell chemistry and microbiology with respect to human physiology. Includes cell physiology, growth and metabolism of microorganisms, important groups of pathogenic microorganisms, antimicrobial agents, immunology, and introductory biochemistry. Intended for allied health students. Meets the requirement for a science lab course.

This course is only offered in the Fall.

CHEM 101 - General Chemistry I (4)

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites (formerly CH 101)*

Examines the concepts underlying modern chemistry including atomic and molecular structure, bonding, states of matter, and solutions. Intended for science majors, technology majors (STEM), and pre-allied health major. Laboratory experiments illustrate the lecture material. Meets the requirement for a general education science lab course.

CHEM 150 - Essentials of Organic Chemistry and Biochemistry (4)

Prerequisites: Grade of 'C' or better in CHEM 100 or CHEM 101

Introduces organic chemistry concepts and their application in biochemical systems. Course topics include nomenclature of organic compounds, functional groups, reactions, stereochemistry, carbohydrates, proteins, lipids, and nucleic acids. This course is intended for students needing a one semester introductory survey course in organic chemistry. Laboratory experiments introduce physical separation techniques, synthesis, purification, and identification of organic compounds and biomolecules. This course is not a prerequisite for CHEM 202.

PBHL 240 - Introduction to Health Behaviors (3)

Prerequisites: PBHL 170 or EXSC 170

Provides students with a foundational understanding of the principles, theories, and practices related to health behavior within the context of public health. Students will learn how theory can be used to investigate health-related behaviors and interventions. The knowledge and skills gained in this course can be applied in addressing the health concerns of individuals and communities.

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

General Education requirements will be met in the Area of Concentration as outlined in the requirements section above.

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

Certifications in Public and Community Health are all bachelor's degree or higher. We support the first two years of coursework that lead to certification after transfer and bachelor's degree completion.

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

N/A

- 8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

Communication at the program and institutional level is accomplished through publication on the college website, brochures, semester schedules, and the College academic catalog. The College will provide resources to students in the program that other programs offer at the College to provide clear, complete, and precise information. Information regarding curriculum, courses, degree requirements, including suggested sequence pathways, program brochures and handbook, admission information, financial aid resources, and cost and payment policies are available on the college websites.

Information related to faculty/student interactions, assumption of technology competence and skills, technical equipment requirements, and the learning management system can be found under the Resources tab on the college website.

All students will receive an assigned advisor based out of the Office of Career and Academic Planning Services. This advisor will work closely with the Health and Exercise Science program manager to ensure that all information, including information related to transfer is up to date and communicated to the student.

Not only is it essential that the College measure student achievement, but it must also provide students with clear information on how they are expected to achieve each core learning outcome. This is accomplished at the course level through information communicated in the syllabi.

- 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 FCC website is managed by the College marketing department and the academic catalog is managed by the Assistant Dean, Curriculum Systems and Scheduling. Updates of essential program and course information are made in collaboration with all College departments to include Teaching, Learning and Student Success, Student Affairs, Financial Aid, Registration and Records, Student Development, and Enrollment Services. This process ensures the materials available are clear and accurate and contain pertinent information regarding all program offerings and services available. Upon confirmation of a new Public Health Science program, the Institutional Effectiveness Department at FCC will activate an integrated marketing plan.

H. Adequacy of Articulation (effective December 2022, must include either a program-specific articulation agreement or a justification for why an articulation agreement is not feasible or applicable; the articulation agreement must be specific to the proposed academic program and must be with another public institution in Maryland.)

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

The program supports transfer articulations with surrounding 4-year institutions. This would allow FCC to create articulations with any public Maryland Universities that have a Health Sciences, Public Health, Exercise Science, or Kinesiology bachelor's degree.

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

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

The proposed Tactical Strength and Conditioning Certificate will require oversight by one full-time faculty who also serves as the program manager. The program manager has been teaching in the Health Sciences for 15 years, is a published author on Exercise Oncology focusing on the effects of exercise on cardiovascular health with cancer treatments, and he is certified by the NSCA as a Certified Strength and Conditioning Specialist and USA Weightlifting Sports Performance Coach, both since 2007. He is also a Subject Expert Instructor in the University of Maryland School of Public Health. Further, all other program faculty have appropriate degrees, applicable certifications, and practical experience in the field along with substantial teaching experience.

Faculty Name	Appointment Type	Terminal Degree Title and Field	Academic Rank/Title	Status	Courses to be Taught
Noah Gibson	Faculty	MS in Applied Health Physiology 48 Doctoral Credits in Exercise Physiology	Assistant Professor/Program Manager	Full-time	Able to teach all Health and Exercise Courses – EXSC 170, EXSC 240, EXSC 250
Kristina Nixon	Adjunct	MS in Exercise Science	Level 2 Adjunct	Part-Time	EXSC 227
Colleen Parsons	Adjunct	MS in Applied Health Physiology and MEd in	Level 1 Adjunct	Part-Time	EXSC 230

		Science Education			
Isaac Colbert	Adjunct	MS in Health Promotion and Sport Administration	Level 3 Adjunct	Part-Time	EXSC 180
Gayle Reznikov	Adjunct	MPH in International Community Health Education	Level 3 Adjunct	Part-Time	All PBHL Courses

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

- a) Pedagogy that meets the needs of the students**
- b) The learning management system**
- c) Evidenced-based best practices for distance education, if distance education is offered.**

Through the Center for Teaching and Learning (CTL) and the Diversity, Equity, and Inclusion office, Teaching, Learning and Student Success offers adjunct and full-time faculty a responsive, innovative system of professional development in teaching and learning that reflects the characteristics and needs of FCC students. Blackboard is used as the College's learning management system.

Pedagogy and evidence-based practices programming includes:

- New full-time faculty orientation, a yearlong series focused on introducing new full-time faculty and learning administrators to best practices in teaching and learning, and the policies, procedures, and practices of the College
- New adjunct faculty orientation, adjunct faculty professional development evenings, and for adjuncts only monthly themed gatherings
- Professional development services, provides teaching and learning resources, consultations, facilitates conference funding approval, houses Alternative Credit Approval Team (ACAT), and supports the organization of Academic Affairs Faculty and Leadership Retreats.
- Teaching and Learning Hours, four tracks of professional development sessions designed to inspire faculty to engage student minds and support their success through active learning, innovation, and scholarship, including Culturally Responsive Teaching and Cultural and Global Competence Development; Scholarship of Teaching and Learning;

Technology, Teaching and Innovation; and Faculty Leadership and Academic Management.

- CTL Faculty Scholars Program, designed to support the professional development needs of full-time and adjunct faculty by providing faculty subject matter experts the opportunity to create and deliver Teaching and Learning Hours in support of professional development priorities.
- Academic department chairs, program managers, and fellow faculty provide discipline specific training and professional development for adjunct and full-time faculty such as lab safety, clinical orientation, outcomes assessment, curricular requirements, and equipment use.
- Further, full-time faculty are supported in their pathways to promotion through the Faculty Appointment and Promotion Process. The myriad pathways to promotion include alternative credit options which are approved by ACAT.
- Finally, in collaboration with Human Resources Employee Development Advisory Team (EDAT) and other college stakeholders, Academic Affairs ensures that development of faculty and staff by supporting the orientation of new employees; the ongoing training of faculty and staff on college policies and procedures, business practices, wellness, and hiring.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. *If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.***

No new holdings will be needed for this program update. The Library subscribes to database content that would support this program and has a robust collection of print and ebooks. Collection development guidelines are focused on supporting the curriculum of the College, and resources are allotted to fulfill faculty and program requests to update materials as needed.

The President supports the adequacy of library resources to meet this program's needs.

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.***

The program received a Perkins innovations grant to equip lab facilities and create two new labs – a cardiometabolic lab and strength lab. This includes funds to purchase a metabolic cart,

BODPOD air displacement plethysmograph, 8 cycle ergometers, and two clinical grade treadmills. Additionally, the program received funding to purchase an electrocardiograph stress testing console, and all necessary equipment for a new strength lab.

The President supports the adequacy of equipment and facilities to meet this 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 technological support for distance education**

While the proposed program is not distance education/fully online, some courses in the program may be offered online and/or have a companion Blackboard course site. At the time of registration, all students will sign up for their myFCC account to gain access to the myFCC Student Portal. All students make a Required Orientation, Advising and Registration (R.O.A.R.) appointment. At this time, they are issued an FCC email address for electronic mail communication. During their respective orientations and regularly thereafter, students and faculty are strongly encouraged to sign up to the College emergency and closing alert system "FCC Alerts". In the event of a campus emergency or weather-related school closing, FCC Alert subscribers receive text, phone calls, and/or email notifications.

FCC utilizes Blackboard as its Learning Management System (LMS) and provides IT assistance to students for technological support. Blackboard LMS allows faculty to administer and teach courses online by providing students with access to course materials and the ability to interact with their peers/faculty through the LMS. Blackboard Collaborate is the primary web conferencing platform for instruction. Zoom is also available for programs with specific requirements that cannot be met through Blackboard Collaborate.

The student portal has easy access links to the LMS Online Learning tool, Microsoft Outlook Email, PeopleSoft Registration and Student Account, IT Help Desk, and more.

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

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

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$19,000.80	\$60,169.20	\$72,836.40	\$91,837.20	\$110,838
a. Number of F/T Students	10	19	23	29	35
b. Annual Tuition/Fee Rate	\$31,66.80	\$3,166.80	\$3,166.80	\$3,166.80	\$3,166.80
c. Total F/T Revenue (a x b)	\$31,6684	\$60,169.20	\$72,836.40	\$91,837.20	\$110,838
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 – 4)	\$56,668	\$85,169.20	\$97,836.40	\$116,837.20	\$135,838

RESOURCES NARRATIVE RATIONALE

Reallocated Funds

No funds will need to be reallocated.

Staffing (Administrative, Faculty, and Support)

Currently the program has in place 1 fulltime faculty member and 3 adjuncts who will be used to teach courses within this program no additional funding will be required. We have administrative and support staff who are already assigned to work and support this program.

Tuition and Fee Revenue

The College is expecting enrollment in the Health & Exercise Science AAS, with AOC in Exercise Science will start with a class of 6 students to start in Fall 2023. By the fourth year, the College plans to expand the program by offering a day as well as an evening

classes when enrollment reaches 16 students. This will expand the total number of students by year 5 to 20. Calculations utilize current tuition and fees.

Grants and Contracts

The Health & Exercise Sciences AOC received a CTE Innovation Grant for \$150,000 and HEERF funding in the amount of \$96,559 to provide the equipment and supplies needed to support the start-up and development of the program.

Other Sources

Not Applicable

Total Year

Total Year financial resources amount to \$403,608 over the first five years of the program. This includes already awarded grant funding in year 1 and eligible allocations of grant funding for each year afterwards.

**** No assumptions have been made for tuition, fees, salaries or general expenditure cost and increases.**

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	89,039	91,708	94,459	97,292	100,210
a. Number of FTE	1	1	1	1	1
b. Total Salary	66,126	68,109	70,152	72,256	74,423
c. Total Benefits	22,913	23,599	24,307	25,036	25,787
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of 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)	45,446	46,450	47,843	49,295	50,757

a. Number of FTE	.60	.60	.60	.60	.60
b. Total Salary	33,774	34,514	35,549	36,615	37,714
c. Total Benefits	11,672	11,936	12,294	12,680	13,043
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	18,900	18,900	18,900	18,900	18,900
TOTAL (Add 1 – 7)	153,385	157,058	161,202	165,487	169,867

PROGRAM EXPENDITURES NARRATIVE RATIONALE

Faculty

There is one full-time faculty member. Costs include salary, 3% COLA added to current salary for year 1 and then each year after. The benefits are based on 7.65% FICA and 27% benefits.

Administrative Staff

The full-time faculty member is also the program manager, so that is why the administrative staff costs are 0.

Support Staff

These figures combine costs of 3 employees providing support divided over 6 programs. The salaries include a 3% COLA added in each year. The salaries and the cost of benefits are divided over the 6 programs they support.

Other Expenses

This includes the cost of 21 adjunct credits each year at approximately \$900 per credit.

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.**

Continuous Program Evaluations					
Data for Review	Frequency	Timeframes	Data Source	Data Collector	Reporting
Student Course Evals	Each semester	1 week after term ends	Evaluation Kit in Blackboard	Faculty and HES Program Manager	Included in faculty evaluations, faculty meetings, PAC Meetings
Faculty Observations/Evaluations	Annually for faculty	Faculty evaluations – week after term ends	Direct classroom observations, student course evals	Program Manager	Annual Faculty Evaluation
Graduation Exit Survey	Annually	Last week of graduation term	Survey results	Program Manager	Faculty Meetings, PAC Meetings
6-month graduate survey	Annually	6-months following end of graduation term	Survey results	Program Manager	Faculty Meetings, PAC Meetings
Enrollment Data	Each semester	1 week after term start	PeopleSoft (PS)	Program Manager	Faculty Meetings, PAC Meetings
Graduation Data	Annually	June	PS/OPAIR	OPAIR Staff	Faculty Meetings,

					PAC Meetings
Retention Rate	Annually	June	PS/OPAIR	OPAIR staff	Faculty Meetings, PAC Meetings
Completion Rate	Annually	June	PS/OPAIR	OPAIR Staff	Faculty Meetings, PAC Meetings
Program Mission, Goals, Student Learning Outcomes	Annually	Fall PAC Meeting	Various	Program Manager and other faculty	Website, Faculty meetings, PAC Meeting
Formal Program Review	Every 5 years	October-June	All data sources identified	Faculty; PAC subcommittee	PAC Meetings; Dean of Health, Business, Technology, and Science
Additional Tracking	Ongoing	Throughout each term		HES Faculty and Staff	

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

FCC has long been committed to the recruitment and retention of minority students and providing a learning environment that is open, welcoming, and supportive of cultural diversity. FCC's Strategic Plan for 2022-2025 identifies the following goals and strategies.

Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion. [MSCHE Standards III and V].

b. strengthen faculty and staff technology skills, cultural competence, instructional effectiveness, leadership, and innovation

d. eliminate the achievement and opportunity gaps for underrepresented students and emerging populations

g. increase student cultural and global competence through innovation and alignment of curricular and co-curricular programming.

Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems [MSCHE Standard IV]

optimize enrollment in all learning environments with intentional focus on underrepresented and emerging populations by enhancing access, improving success, and accelerating completion.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable. The proposed program is not related to an identified low productivity program.

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.**

While the proposed program is not a distance education/fully online, program, FCC has been approved to offer distance education programs by both the Maryland Higher Education Commission and the Middle States Commission on Higher Education.

Quality assurance of the online courses is maintained formally with the Quality Matters (QM) course review protocol. The Colleges Institutional Values, Mission, Vision, and Strategic Goals guide the delivery of all instruction regardless of the delivery format. For more than 15 years, the College has demonstrated a commitment to offering a successful, high-quality online program with an appropriate academic and technical infrastructure.

Online learning has become an integral part of teaching and learning at FCC. Budget allocations support a staff in the Center for Distributed Learning as well as online program initiatives already in place such as curriculum development, Quality Matter course reviews, faculty training, and learning object database subscriptions. As part of the Center for Teaching and Learning, the Online Learning and Learning Innovation (OLLI) unit is fully integrated into the curriculum, governance, and administrative processes of the College. FCC faculty teaching online courses receive individual training and course development and guidelines from OLLI.

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

In compliance with C-RAC guidelines, all online instructors are subject to a peer course evaluation, and instructors can apply for Quality Matters certification. Students evaluate each course at the end of each semester. Program managers, department chairs, the AVP/Deans in Academic Affairs and the Provost have access to each student course evaluation in their area. Student feedback is used for course and program improvement, and faculty are expected to reflect on student evaluations in their annual self-evaluation. Program-level evaluation for Distributed Learning is ongoing and is documented in detail in a series of annual or bi-annual reports by the Center for Distributed Learning. The Quality Matters (QM) Peer Review protocol is at the center of the College's quality assurance efforts in course design. The QM protocol is based on a rubric with 43 key quality standards for an online course. The standards are used to peer-review existing online courses at FCC, to guide the design of new courses, and shape the training of online faculty. Sixty-nine percent of fully online courses have been formally QM reviewed.

A protocol for re-reviewing QM courses with expired review terms is in place. The College has made every effort to comply with relevant federal and state regulations for its Program of Online Courses, for example, the efforts to comply with Substantive Change in Degree Programs, ADA compliance requirements, compliance with the federal definition of a Credit Hour, compliance with current copy right provisions, and USDOE's State Authorization Regulations. As a member of Maryland Online (MOL), FCC is part of two interconnected contractual arrangements with MOL and Quality Matters (QM). The MOL course-sharing initiative (Seatbank) provides students from different Maryland Community Colleges with greater access to distance learning opportunities. Colleges share distance learning courses with the expectation that the shared courses meet the same quality standards as articulated in the rubric updated biannually for QM's peer review process.



To: Dr. Annesa Payne Cheek, President
Frederick Community College Board of Trustees

From: Dr. Anne P. Davis, Provost and Vice President for
Teaching, Learning and Student Success

Date: March 20, 2024

Subject: Action Item
Approval of Tactical Strength and Conditioning Certificate

OVERVIEW

The Maryland Higher Education Commission (MHEC) requires the approval/endorsement of new stand-alone certificate programs by the College's governing board.

This certificate has been approved by the Curriculum Committee, Provost, and President and is being presented to the Board of Trustees for approval. There are no similar programs in Maryland and only two exist nationally.

ANALYSIS

- Due to the high stress, mental and physical demands, and irregular work schedules in public safety and emergency management professions, employers are placing a heightened focus on wellness and conditioning for employees to reduce lifestyle-related diseases and workplace injuries.
- This certificate program stems from outreach to Mid-Atlantic Center for Emergency Management & Public Safety (MACEM & PS) from the Maryland State Police requesting advanced training for their academy instructors to improve performance and reduce injuries and attrition in the training academy.
- Regional environmental scanning identified the workforce need for advanced training in strength and conditioning for military, fire and rescue, law enforcement, protective services, and other emergency personnel.
- The proposed Tactical Strength and Conditioning Certificate:
 - provides state of the art practices and evidence-based content that align with the National Strength and Conditioning Association and prepares students for

- Tactical Strength and Conditioning Facilitator Certification, the gold standard for training tactical populations;
- prepares tactical strength and conditioning facilitators who can further their careers in the military, fire and rescue, law enforcement, protective services, and emergency management;
 - trains specialists to better support public safety professionals, thereby reducing health care costs for local, state, and federal agencies; and
 - prepares graduates for employment as worksite health and wellness coordinators, fitness coordinators, physical training coordinators, or corporate contract trainers.
- This program leverages the deep relationship the College has with emergency management and public safety agencies through the programming offered by MACEM & PS. Key employers in the region who have expressed interest in this training include:
 - Maryland State Police and Howard and Montgomery County Police;
 - Washington DC Fire and EMS;
 - Frederick County Sheriff's Office;
 - Frederick County Fire and Rescue Services;
 - National Fire Academy;
 - US Treasury Department;
 - Secret Service Academy; and
 - Bureau of Alcohol, Tobacco and Firearms.

RECOMMENDATION

Approval by the Board of Trustees is requested.

ATTACHMENT(S)

MHEC Proposal - Tactical Strength and Conditioning Certificate

**MHEC Academic Program Proposal
Frederick Community College
Tactical Strength and Conditioning Certificate
New Stand-Alone Certificate**

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.

The proposed Tactical Strength and Conditioning certificate program is designed to prepare students to further their careers in the military, fire and rescue, law enforcement, protective services, and other emergency personnel as a Tactical Strength and Conditioning Facilitator. Having individuals trained to be specialists will better support these populations to reduce injury, prevent and treat lifestyle related diseases, increase job performance, and reduce health care costs for local, state, and federal agencies. This new program supports the mission of Frederick Community College through preparation of students to become credentialed with nationally recognized organizations and successfully enter the workforce based on needs of local, regional, and global communities.

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

This proposed program directly supports the mission of Frederick Community College by helping students meet their career goals and aligns with the following FCC Forward Strategic Plan 2020-2025.

- 1) Enhance student success and completion through collaborative and effective academic support by creating a more succinct academic pathway
- 2) Increase access, affordability, and retention through planned academic advising and degree pathways.
- 3) Promote excellence in the design and delivery of curriculum, and support of student learning.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The proposed new Tactical Strength and Condition Certificate program will be funded by tuition and fees collected by students enrolled within the program. FCC currently has sufficient full-time and part-time faculty and administrative staff to meet the needs of the program, no new hiring will be necessary. The Health and Exercise Sciences program recently received \$149,213 in Perkins grant funding to update lab equipment to current state of the art instrumentation and course development costs. This program will utilize the same labs.

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

a) ongoing administrative, financial, and technical support of the proposed program

The current Program Manager for Health and Exercise reports to the Associate Vice President for Teaching, Learning and Student Success/Dean of Health, Business, Technology, and Science. The Program Manager leads the development of specific curriculum and courses, procurement of programmatic equipment and supplies, and will actively contribute to the ongoing administrative, financial, and technical support of the proposed programs.

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

FCC is committed to the success of all students and anticipates the continuation of this proposed program beyond the time needed for students to complete the program. College policy allows up to a five-year teach-out period. The College offers a variety of support programs including tutoring, academic success, program specific advisors, and faculty advisors.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan (effective December 2022, must reference new plan & specific outcomes):

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) The need for the advancement and evolution of knowledge**
- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

The need for advancement and evolution of knowledge in this field and the contribution to societal needs is evidenced by the heightened focus on public health, preventive care, and holistic well-being of workers, families, and communities that has emerged post-pandemic.

The impetus for development of this certificate program stems from outreach to Mid-Atlantic Center for Emergency Management & Public Safety (MACEM & PS) from the Maryland State Police requesting advanced training for their academy instructors in tactical strength and conditioning to help reduce injury risk, improve performance, and improve the attrition rate in the training academy. As part of a subsequent environmental scanning to assess regional workforce needs in this area, an opportunity was identified for providing advanced training in strength and conditioning for military, fire and rescue, law enforcement, protective services, and other emergency personnel to reduce injury risk and limit the onset of lifestyle-related disease

across the career span.

Due to the high stress, mental and physical demands, and irregular work schedules of military, fire and rescue, law enforcement, protective services, and other emergency personnel, workers are often at risk for lifestyle-related diseases, such as heart disease and stroke, as well as personal injury. Agencies are placing a heightened focus on wellness and conditioning to prevent these lifestyle-related diseases and reduce workplace injuries and thus have a need for specially trained tactical fitness professionals who can play a critical role in preventative based care and behavior modification as well as tactical training beyond traditional fitness training.

The proposed program will provide state of the art and evidence-based content that aligns with the National Strength and Conditioning Association Tactical Strength and Conditioning Facilitator Certification, the gold standard for training tactical populations.

2. Provide evidence that the perceived need is consistent with the [2022 State Plan](#) (be sure to relate at least one priority)

The Maryland State Plan for Postsecondary Education outlines the below goals and strategies:

Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Success: Promote and implement practices and policies that will ensure student success.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.

The proposed new program will create better prepared and credentialed graduates which will allow stronger employability with local and regional fitness centers, healthcare providers, and corporate wellness. These updates improve workforce development and increase workforce readiness.

By increasing the number of prepared graduates in the fitness industry and healthcare, we will contribute to meeting the needs for qualified fitness professionals.

These curricula align with Committee on Accreditation for Exercise Sciences (CoAES) and Council on Education for Public Health (CEPH) standards and guidelines which ensure high-quality educational content.

Priority 6: Improve systems that prevent timely completion of an academic program

The proposed program creates a clear pathway to graduation with specific course requirements in sequential order.

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.

Employment opportunities in tactical strength and conditioning include police and fire academy instructors, health and wellness or worksite fitness coordinators, physical training coordinators, or corporate contractors with agencies. These positions are rarely advertised where agencies hire or transfer positions within agency. Law enforcement, Fire, Military, and EMS outsource their training for these positions and outreach to Maryland State Police, Washington DC Fire and EMS, Frederick County Sheriff, Howard County Police, Montgomery County Police, Frederick County Fire, National Fire Academy, US Treasury Department, Secret Service Academy, and Bureau of Alcohol, Tobacco, and Firearms SWAT Academy indicate high interest in academic training at FCC where individuals will receive college credit and certifications.

Additionally, the healthcare industry is a rapidly growing aspect of need for fitness professionals as the emergence of physician referred exercise programs continues, this is true in tactical populations. Since individuals completing this program will already be in a tactical career, their level of entry is dependent upon current rank and years of service.

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

As stated above, the impetus for development of this certificate program stems from outreach to Mid-Atlantic Center for Emergency Management & Public Safety (MACEM & PS) at FCC from the Maryland State Police requesting advanced training for their academy instructors in tactical strength and conditioning to help reduce injury risk, improve performance, and improve the attrition rate in the training academy.

The U.S. Bureau of Labor Statistics projects this field to grow “much faster than average” for all occupations between 2021 and 2031, predicted to be 19%. As of 2021 there were 306,400 jobs in the field, and this is predicted to increase by 57,800 jobs by 2031. In 2018 there were 38,477 health/fitness clubs with 62.3 million members for a total U.S. fitness industry revenue of \$32.3 Billion. The District of Columbia ranks 2nd nationally for annual mean wage for Exercise Trainers. (<https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm>)

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.

FCC’s close proximity to the Baltimore-Washington metropolitan area, where the location quotient is in the top 5 nationally, is a dense concentration of fitness industry jobs (US Bureau of Labor and Statistics, 2021). This will be a consistent and growing demand over the next five years. Location quotient, as defined by the Bureau of Economic Analysis, is an analytical

statistic that measures a region's industrial specialization relative to a larger geographical unit, usually the nation. FCC is also centrally located to the military, fire and rescue, law enforcement, protective services, and other emergency personnel at local, county, state, and federal levels.

4. Provide data showing the current and projected supply of prospective graduates.

Given interest expressed by local and regional agencies, we anticipate 12 students enrolled in the initial cohort with an additional 10% each year until cohorts of 20 are achieved. We also have a goal of 100% certification rate upon completion of the program and 100% employment rate. These estimates come from interest in local, state, and federal agencies that have expressed needs for qualified tactical strength and conditioning professionals including Maryland State Police, Washington DC Fire and EMS, Frederick County Sheriff, Howard County Police, Montgomery County Police, Frederick County Fire, National Fire Academy, US Treasury Department, Secret Service Academy, and Bureau of Alcohol, Tobacco, and Firearms SWAT Academy. Additionally, with only two other college based academic programs nationally that focus on tactical strength and conditioning, and the geographical location of FCC we have reasonable access to over 75 agencies at the local, state, and federal level.

Current and Projected Supply of Prospective Graduates					
	Year 1 (AY 2024-25)	Year 2 (AY 2025-26)	Year 3 (AY 2026-27)	Year 4 (AY 2027-28)	Year 5 (AY 2028-29)
Proposed Enrollment	12	15	18	20	20
Prospective Graduates*	10	12	14	16	16
*assumes 80% completion rate					

This data will be collected by the Health and Exercise Science program manager and be reported to the Program Advisory Committee annually, as well as to the Health, Business, Technology, and Science Dean, and Faculty and Staff.

This 24-credit program will be completed in one year with 9 credits in Fall, 9 credits in Spring, and 6 credits in Summer with a focus on working professionals. Fall will require 75 minutes per week on campus in EXSC 227 with other courses being offered online. Spring will require 150 minutes on campus per week with TSAC 231 and EXSC 240. Summer courses will be offered completely online.

D. Reasonableness of Program Duplication:

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

No similar program exists in the state of Maryland and only 2 exist nationally – Georgia Southern University Tactical Athlete Certificate and Oklahoma State University Tactical Fitness and Nutrition program.

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

The proposed certificate in Tactical Strength and Conditioning will meet the workforce need for advanced training in strength and conditioning for military, fire and rescue, law enforcement, protective services, and other emergency personnel. Providing well-trained professionals within these organizations can help reduce lifestyle-related diseases and workplace injuries and improve preventative-based care and behavior modification.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

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

The proposed new program would have minimal impact on programs at HBIs. There may be a slight positive effect, as the improved skill and quantity of FCC program graduates might, in turn, increase the number of students available to transfer to similar programs at HBIs. However, only one 4-year exercise science program at a Maryland HBI (University of Maryland - Eastern Shore) exists, thus the impact will be minimal.

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

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

Given the aforementioned lack of 4-year HBI programs in this area, the level of interaction between this proposal and any elements of Maryland 4-year HBIs should be minimal and, as 4-year institutions, the modification of this FCC 2-year program should in no way preclude those schools from developing similar programs in their own style. Indeed, the establishment of such programs would be welcome, as it would permit additional transfer opportunities for FCC students, particularly those of color.

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 Health and Exercise Sciences program updates were proposed through a Perkins grant for the 2022/2023 academic year. The proposed work was to completely overhaul the Health and Exercise Science program at FCC. These updates include the curriculum updates to fit within CoAES accreditation guidelines and build two new academic labs – cardiometabolic and strength labs – with state of the art, modern equipment. The program also realigned affiliation with leading academic and credentialing organizations to the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). This program will focus in parallel to the Fitness/Personal Trainer Certificate and utilize the same labs space.

The curriculum development and lab design were completed by Noah Gibson, Program Manager for Health and Exercise Sciences and will continue program operations and accreditation work. Mr. Gibson has been teaching in the Health and Exercise Sciences for 15 years, is a published author on Exercise Oncology focusing on the effects of exercise on cardiovascular health with cancer treatments, and he is certified by the NSCA as a Certified Strength and Conditioning Specialist and USA Weightlifting Sports Performance Coach, both since 2007.

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

The curriculum will align with the knowledge and skills outlined in the Tactical Strength and Conditioning Facilitator Certification.

Program Learning Outcomes:

1. Describe the role of the strength and conditioning professional in the prevention and care of injury and lifestyle related disease in tactical populations.
2. Define and conduct a needs analysis to initiate appropriate physical testing and assessment strategies in the tactical environment.
3. Describe specific physiological challenges faced in various tactical populations.
4. Identify occupational and lifestyle factors that affect fitness, exercise adherence, sleep, nutrition, and overall health of the tactical professional.
5. Apply strategies to promote behavior modification and lifestyle related wellness.

This curriculum will prepare students to pass the gold standard industry credentials from the National Strength and Conditioning Association (NSCA). These certifications demonstrate that the student passing the exam has all skills necessary to be successful in the fitness industry. Furthermore, students will have the opportunity to study for and take specialized fitness certifications.

3. Explain how the institution will:

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

The College assesses the effectiveness of its academic programs using a well-structured five-year review process. The process consists of an analysis of program mission, goals, and objectives, assessment of the program according to internal and external data, assessment of the curriculum, assessment of student learning outcomes, assessment of resources and viability, a summary of key findings and recommendations, a review by two external reviewers, and a submission of a formal action plan. The action plan then serves as the foundation for improvements made to the program over the next four years.

b) document student achievement of learning outcomes in the program

Programs collect data from individual courses to record student achievement of learning outcomes based on the established cycles, relevant to the measures identifiable above for each of the learning objectives and program goals. The data collected are evaluated to determine the level of student achievement that has occurred based on the learning outcomes. Data will be analyzed, and updates will be made as deemed necessary.

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

Tactical Strength and Conditioning Certificate Program Requirements:

Departmental Requirements

Select one of the following:		3
BSCI 107	Study of the Human Body	
BSCI 117	Human Biology	
BSCI 201	Anatomy and Physiology I	
EXSC 180	Care and Prevention of Athletic Injuries	3
EXSC 227	Principles of Resistance Training Technique and Program Design (Spring)	3
EXSC 240	Fitness Assessment and Programming (Fall)	3
NUTR 102	Nutrition in a Changing World	3
or NUTR 200	Principles and Application of Nutrition	
TSAC 231	Tactical Fitness Instruction and Application	3
TSAC 241	Psychological Resilience in Tactical Populations	3
TSAC 251	Essentials of Tactical Strength and Conditioning	3
Total Credits		24

Course Descriptions:**BSCI 107 - Study of the Human Body (3)**

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly BI 117)

Examines the human body and its relationships to health, disease, and the environment. Covers basic concepts of anatomy, physiology, genetics, cancer, disease, immunology, aging, human evolution, and/or other related topics. For the non-science major. Students cannot receive credit for both BSCI 117 and BSCI 107.

Or**BSCI 117 - Human Biology (4)**

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 101A or MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 101 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] *MATH 101A, MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly BI 107)

Presents a study of the human body and its relationships to health, disease, and the environment. Covers basic concepts of anatomy, physiology, genetics, cancer, disease, immunology, aging, human evolution, and/or related topics. For the non-science major. Meets the requirement for a general education science lab course. Students cannot receive credit for both BSCI 107 and BSCI 117.

Or**BSCI 201 - Anatomy and Physiology I (4)**

Gen Ed Science

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 AND [(Prerequisite: MATH 120A or MATH 145S) OR (Prerequisite or Co-requisite: MATH 120 or higher credit level (non-A or S) MATH course) OR (appropriate score on mathematics placement test)] AND (BSCI 55 or BSCI 150 or BI101 or BSCI 223 or BI 120 or CHEM 101) *MATH 120A, MATH 145S can serve as prerequisites only, not co-requisites*

(formerly BI 103)

Presents a study of physiology according to the body systems approach. Emphasizes relationships between form and function at both the microscopic and gross levels of organization. Includes basic anatomical terminology, concepts of cell biology, histology, integumentary

system, skeletal system, muscular system, nervous system, special senses, and endocrine system. BSCI 201 is the first course in a two-semester sequence and is intended for STEM (science, technology, engineering, and math) majors and pre-allied Health majors. Meets the requirement for a general education science lab course.

EXSC 180 - Care and Prevention of Athletic Injuries (3)

Prerequisite or Co-requisite: ENGL 75 or ESOL 100

(formerly PHED 180)

Introduces the basic principles for care and prevention of athletic injuries. Emphasis will be placed on scientific applications for recognition, diagnosis, classification, treatment and rehabilitation of musculoskeletal injuries.

EXSC 227 - Principles of Resistance Training Technique and Program Design (3)

Prerequisite: EXSC 170 or department consent; Prerequisite or Co-

requisite: BSCI 117 or BSCI 201

Examines resistance training techniques and program design. Emphasizes developing skills, instructional techniques, theoretical knowledge of anatomical and biomechanical principles, and practical application of effective program design, progression, and periodization.

EXSC 240 - Fitness Assessment and Programming (3)

Prerequisites: (BSCI 201 or BI 103 or BSCI 117 or BI 107) and EXSC 170

(formerly PHED 240)

Presents theoretical knowledge and practical assessment techniques for cardiorespiratory fitness, body composition and metabolic testing, interpretation of results, and development of effective individualized cardiorespiratory exercise programs.

NUTR 102 - Nutrition in a Changing World (3)

Gen Ed Wellness

Prerequisites: ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100 OR Co-

requisite: ENGL 75 or ESOL 100

(formerly HE 102)

Presents the basic principles of human nutrition with emphasis on the nutrients and factors that affect their use in the human body.

Or

NUTR 200 - Principles and Application of Nutrition (3)

Prerequisite: BSCI 100 or BSCI 150 or BI 101 or BSCI 201 or BI 103 or BSCI 107 or BI 117

(formerly HE 200)

Introduces the principles of nutrition for the maintenance of good health throughout the life-cycle. Applications of nutritional principles are presented via the connection between diet and the prevention and treatment of disease. Investigates the socioeconomic, ecological and political factors that shape national nutritional policy and ultimately affect personal health.

TSAC 231 - Tactical Fitness Instruction and Application (3)*Prerequisite or Co-requisite: EXSC 227*

Applies scientific knowledge to physically train the military, fire and rescue, law enforcement, protective services, and other emergency personnel to improve performance, promote wellness, and decrease injury risk across the career. Emphasis will be on the application of strength and conditioning techniques in small to large group settings, occupational and physiological issues related to tactical populations, wellness interventions, exercise considerations across the career, exercise science topics, and program organization and administration.

TSAC 241 - Psychological Resilience in Tactical Populations (3)*Prerequisites or Co-requisites: (BSCI 107 or BSCI 117 or BSCI 201) and TSAC 231*

Examines the role and repercussions of stress, and the process by which individuals cope and can build resilience in military, fire and rescue, law enforcement, protective services, and other emergency personnel. There will be an in-depth exploration and understanding of psychological and physiological reactions to stress and negative life events. This course will address concepts, theories, and empirical research related to resiliency factors, coping, and well-being in tactical populations.

TSAC 251 - Essentials of Tactical Strength and Conditioning (3)*Prerequisites: TSAC 231, EXSC 227, and EXSC 240*

Explores the field of tactical strength and conditioning. The course will focus on tactical strength and conditioning professionals and their role and responsibilities working within tactical organizations. Emphasis will be placed on understanding human performance including testing and evaluation, exercise technique, program design, basic nutrition, coaching and communication skills, and human performance training in different tactical settings. This course prepares students to take the National Strength and Conditioning Association's Tactical Strength and Conditioning Facilitator Exam.

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

Since this is a certificate program, it does not need to include general education courses, although some of the courses required in this certificate program are general education courses that can be applied toward the proposed Health Sciences A.S. degree for those certificate students wishing to pursue a degree.

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

The gold standard credential can be obtained at the culmination of the program. Material will be directly presented to pass these. Core material for specialized credentials will be taught and can be obtained. The National Strength and Conditioning Association's Tactical Strength and Conditioning Facilitator is the only recognized credential focusing on tactical populations.

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

N/A

- 8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

Communication at the program and institutional level is accomplished through publication on the college website, brochures, semester schedules, and the College academic catalog. The College will provide resources to students in the program that other programs offer at the College to provide clear, complete, and precise information. Information regarding curriculum, courses, degree requirements, including suggested sequence pathways, program brochures and handbook, admission information, financial aid resources, and cost and payment policies are available on the college websites.

Information related to faculty/student interactions, assumption of technology competence and skills, technical equipment requirements, and the learning management system can be found under the Resources tab on the college website.

All students will receive an assigned advisor based out of the Office of Career and Academic Planning Services. This advisor will work closely with the Health and Exercise Science program manager to ensure that all information, including information related to transfer is up to date and communicated to the student.

Not only is it essential that the College measure student achievement, but it must also provide students with clear information on how they are expected to achieve each core learning outcome. This is accomplished at the course level through information communicated in the syllabi.

- 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 FCC website is managed by the College marketing department and the academic catalog is managed by the Assistant Dean, Curriculum Systems and Scheduling. Updates of essential program and course information are made in collaboration with all College departments to include Teaching, Learning and Student Success, Student Affairs, Financial Aid, Registration and Records, Student Development, and Enrollment Services. This process ensures the materials available are clear and accurate and contain pertinent information regarding all program offerings and services available. Upon confirmation of a new Tactical Strength and Conditioning program, the Institutional Effectiveness Department at FCC would activate an integrated marketing plan.

H. Adequacy of Articulation (effective December 2022, must include either a program-specific articulation agreement or a justification for why an articulation agreement is not feasible

or applicable; the articulation agreement must be specific to the proposed academic program and must be with another public institution in Maryland.)

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

There are no articulation agreements for the certificate program since it is a career program and not a transfer program.

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

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

The proposed Tactical Strength and Conditioning Certificate will require oversight by one full-time faculty who also serves as the program manager. The program manager has been teaching in the Health and Exercise Sciences for 15 years, is a published author on Exercise Oncology focusing on the effects of exercise on cardiovascular health with cancer treatments, and he is certified by the NSCA as a Certified Strength and Conditioning Specialist and USA Weightlifting Sports Performance Coach, both since 2007.

Further, all other program faculty have appropriate degrees, applicable certifications, and practical experience in the field along with substantial teaching experience.

Faculty Name	Appointment Type	Terminal Degree Title and Field	Academic Rank/Title	Status	Courses to be Taught
Noah Gibson	Faculty	MS in Applied Health Physiology 48 Doctoral Credits in Exercise Physiology	Assistant Professor/Program Manager	Full-time	Able to teach all Health and Exercise Courses – EXSC 240 and 227
Jan Redmond	Adjunct	PhD in Exercise Physiology	Level 2 Adjunct	Part-Time	TSAC 251

Brian Taylor	Adjunct	MS in Exercise Science MS in Security Management	Level 1 Adjunct	Part-Time	TSAC 231
Rachel Attya	Adjunct	PhD in Clinical Psychology	Level 1 Adjunct	Part-Time	TSAC 241
Isaac Colbert	Adjunct	MS in Health Promotion and Sport Administration	Level 3 Adjunct	Part-Time	EXSC 180

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

- a) Pedagogy that meets the needs of the students**
- b) The learning management system**
- c) Evidenced-based best practices for distance education, if distance education is offered.**

Through the Center for Teaching and Learning (CTL) and the Diversity, Equity, and Inclusion office, Teaching, Learning and Student Success offers adjunct and full-time faculty a responsive, innovative system of professional development in teaching and learning that reflects the characteristics and needs of FCC students. Blackboard is used as the College's learning management system.

Pedagogy and evidence-based practices programming includes:

- New full-time faculty orientation, a yearlong series focused on introducing new full-time faculty and learning administrators to best practices in teaching and learning, and the policies, procedures, and practices of the College
- New adjunct faculty orientation, adjunct faculty professional development evenings, and for adjuncts only monthly themed gatherings
- Professional development services, provides teaching and learning resources, consultations, facilitates conference funding approval, houses Alternative Credit Approval Team (ACAT), and supports the organization of Academic Affairs Faculty and Leadership Retreats.
- Teaching and Learning Hours, four tracks of professional development sessions designed to inspire faculty to engage student minds and support their success through active learning, innovation, and scholarship, including Culturally Responsive Teaching and

Cultural and Global Competence Development; Scholarship of Teaching and Learning; Technology, Teaching and Innovation; and Faculty Leadership and Academic Management.

- CTL Faculty Scholars Program, designed to support the professional development needs of full-time and adjunct faculty by providing faculty subject matter experts the opportunity to create and deliver Teaching and Learning Hours in support of professional development priorities.
- Academic department chairs, program managers, and fellow faculty provide discipline specific training and professional development for adjunct and full-time faculty such as lab safety, clinical orientation, outcomes assessment, curricular requirements, and equipment use.
- Further, full-time faculty are supported in their pathways to promotion through the Faculty Appointment and Promotion Process. The myriad pathways to promotion include alternative credit options which are approved by ACAT.
- Finally, in collaboration with Human Resources Employee Development Advisory Team (EDAT) and other college stakeholders, Academic Affairs ensures that development of faculty and staff by supporting the orientation of new employees; the ongoing training of faculty and staff on college policies and procedures, business practices, wellness, and hiring.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. *If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.***

No new holdings will be needed for this program update. The Library subscribes to database content that would support this program and has a robust collection of print and ebooks. Collection development guidelines are focused on supporting the curriculum of the College, and resources are allotted to fulfill faculty and program requests to update materials as needed.

The President supports the adequacy of library resources to meet this program's needs.

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.***

The program received a Perkins innovations grant to equip lab facilities and create two new labs – a cardiometabolic lab and strength lab. This includes funds to purchase a metabolic cart, BODPOD air displacement plethysmograph, 8 cycle ergometers, and two clinical grade treadmills. Additionally, the program received funding to purchase an electrocardiograph stress testing console, and all necessary equipment for a new strength lab.

The President supports the adequacy of equipment and facilities to meet this 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 technological support for distance education**

While the proposed program is not distance education/fully online, some courses in the program may be offered online and/or have a companion Blackboard course site. At the time of registration, all students will sign up for their myFCC account to gain access to the myFCC Student Portal. All students make a Required Orientation, Advising and Registration (R.O.A.R.) appointment. At this time, they are issued an FCC email address for electronic mail communication. During their respective orientations and regularly thereafter, students and faculty are strongly encouraged to sign up to the College emergency and closing alert system “FCC Alerts”. In the event of a campus emergency or weather-related school closing, FCC Alert subscribers receive text, phone calls, and/or email notifications.

FCC utilizes Blackboard as its Learning Management System (LMS) and provides IT assistance to students for technological support. Blackboard LMS allows faculty to administer and teach courses online by providing students with access to course materials and the ability to interact with their peers/faculty through the LMS. Blackboard Collaborate is the primary web conferencing platform for instruction. Zoom is also available for programs with specific requirements that cannot be met through Blackboard Collaborate.

The student portal has easy access links to the LMS Online Learning tool, Microsoft Outlook Email, PeopleSoft Registration and Student Account, IT Help Desk, and more.

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

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

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$45,601.92	\$57,002.40	\$68,402.88	\$76,003.20	\$76,003.20
a. Number of F/T Students	12	15	18	20	20
b. Annual Tuition/Fee Rate	\$3,800.16	\$3,800.16	\$3,800.16	\$3,800.16	\$3,800.16
c. Total F/T Revenue (a x b)	\$45,601.92	\$57,002.40	\$68,402.88	\$76,003.20	\$76,003.20
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 – 4)	\$70,601.92	\$82,002.40	\$93,402.80	\$101,003.20	\$101,003.20

RESOURCES NARRATIVE RATIONALE

Reallocated Funds

No funds will need to be reallocated.

Staffing (Administrative, Faculty, and Support)

Currently the program has in place 1 fulltime faculty member and 3 adjuncts who will be used to teach courses within this program no additional funding will be required. We have administrative and support staff who are already assigned to work and support this program.

Tuition and Fee Revenue

The College is expecting enrollment in the Health & Exercise Science AAS, with AOC in Exercise Science will start with a class of 6 students to start in Fall 2023. By the fourth year, the College plans to expand the program by offering a day as well as an evening

classes when enrollment reaches 16 students. This will expand the total number of students by year 5 to 20. Calculations utilize current tuition and fees.

Grants and Contracts

The Health & Exercise Science AAS, with AOC in Exercise Science has received a CTE Innovation Grant for \$150,000 and HEERF funding in the amount of \$96,559 to provide the equipment and supplies needed to support the start-up and development of the program. Additional funds from Perkins have been identified to support the career program in years two through five.

Other Sources

Not Applicable

Total Year

Total Year financial resources amount to \$403,608 over the first five years of the program. This includes already awarded grant funding in year 1 and eligible allocations of grant funding for each year afterwards.

**** No assumptions have been made for tuition, fees, salaries or general expenditure cost and increases.**

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	89,039	91,708	94,459	97,292	100,210
a. Number of FTE	1	1	1	1	1
b. Total Salary	66,126	68,109	70,152	72,256	74,423
c. Total Benefits	22,913	23,599	24,307	25,036	25,787
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of 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)	45,446	46,450	47,843	49,295	50,757
a. Number of FTE	.60	.60	.60	.60	.60
b. Total Salary	33,774	34,514	35,549	36,615	37,714
c. Total Benefits	11,672	11,936	12,294	12,680	13,043
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	18,900	18,900	18,900	18,900	18,900
TOTAL (Add 1 – 7)	153,385	157,058	161,202	165,487	169,867

PROGRAM EXPENDITURES NARRATIVE RATIONALE

Faculty

There is one full-time faculty member. Costs include salary, 3% COLA added to current salary for year 1 and then each year after. The benefits are based on 7.65% FICA and 27% benefits.

Administrative Staff

The full-time faculty member is also the program manager, so that is why the administrative staff costs are 0.

Support Staff

These figures combine costs of 3 employees providing support divided over 6 programs. The salaries include a 3% COLA added in each year. The salaries and the cost of benefits are divided over the 6 programs they support.

Other Expenses

This includes the cost of 21 adjunct credits each year at approximately \$900 per credit.

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.

Continuous Program Evaluations					
Data for Review	Frequency	Timeframes	Data Source	Data Collector	Reporting
Student Course Evals	Each semester	1 week after term ends	Evaluation Kit in Blackboard	Faculty and HES Program Manager	Included in faculty evaluations, faculty meetings, PAC Meetings
Faculty Observations/Evaluations	Annually for faculty	Faculty evaluations – week after term ends	Direct classroom observations, student course evals	Program Manager	Annual Faculty Evaluation
Graduation Exit Survey	Annually	Last week of graduation term	Survey results	Program Manager	Faculty Meetings, PAC Meetings
6-month graduate survey	Annually	6-months following end of graduation term	Survey results	Program Manager	Faculty Meetings, PAC Meetings
Enrollment Data	Each semester	1 week after term start	PeopleSoft (PS)	Program Manager	Faculty Meetings, PAC Meetings
Graduation Data	Annually	June	PS/OPAIR	OPAIR Staff	Faculty Meetings,

					PAC Meetings
Retention Rate	Annually	June	PS/OPA IR	OPAIR staff	Faculty Meetings, PAC Meetings
Completion Rate	Annually	June	PS/OPA IR	OPAIR Staff	Faculty Meetings, PAC Meetings
Program Mission, Goals, Student Learning Outcomes	Annually	Fall PAC Meeting	Various	Program Manager and other faculty	Website, Faculty meetings, PAC Meeting
Formal Program Review	Every 5 years	October-June	All data sources identified	Faculty; PAC subcommittee	PAC Meetings; Dean of Health, Business, Technology, and Science
Additional Tracking	Ongoing	Throughout each term		HES Faculty and Staff	

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

FCC has long been committed to the recruitment and retention of minority students and providing a learning environment that is open, welcoming, and supportive of cultural diversity. FCC's Strategic Plan for 2022-2025 identifies the following goals and strategies.

Model educational excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion. [MSCHE Standards III and V].

b. strengthen faculty and staff technology skills, cultural competence, instructional effectiveness, leadership, and innovation

d. eliminate the achievement and opportunity gaps for underrepresented students and emerging populations

g. increase student cultural and global competence through innovation and alignment of curricular and co-curricular programming.

Support the student learning experience through data-informed enrollment management, responsive programming, and efficient systems [MSCHE Standard IV]

optimize enrollment in all learning environments with intentional focus on underrepresented and emerging populations by enhancing access, improving success, and accelerating completion.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable. The proposed program is not related to an identified low productivity program.

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.**

While the proposed program is not a distance education/fully online, program, FCC has been approved to offer distance education programs by both the Maryland Higher Education Commission and the Middle States Commission on Higher Education.

Quality assurance of the online courses is maintained formally with the Quality Matters (QM) course review protocol. The Colleges Institutional Values, Mission, Vision, and Strategic Goals guide the delivery of all instruction regardless of the delivery format. For more than 15 years, the College has demonstrated a commitment to offering a successful, high-quality online program with an appropriate academic and technical infrastructure.

Online learning has become an integral part of teaching and learning at FCC. Budget allocations support a staff in the Center for Distributed Learning as well as online program initiatives already in place such as curriculum development, Quality Matter course reviews, faculty

training, and learning object database subscriptions. As part of the Center for Teaching and Learning, the Online Learning and Learning Innovation (OLLI) is fully integrated into the curriculum, governance, and administrative processes of the College. FCC faculty teaching online courses receive individual training and course development and guidelines from OLLI.

\$158,340	\$300,846	\$338,847.60	\$367,348.80	\$392,683.20
50	95	107	116	124
\$3,166.80	\$3,166.80	\$3,166.80	\$3,166.80	\$3,166.80
\$158,340	\$300,846	\$338,847.60	\$367,348.80	\$392,683.20
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$183,340.80	\$325,847.80	\$363,847	\$392,348.80	\$417,683.20

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

In compliance with C-RAC guidelines, all online instructors are subject to a peer course evaluation, and instructors can apply for Quality Matters certification. Students evaluate each course at the end of each semester. Program managers, department chairs, the AVP/Deans in Academic Affairs and the Provost have access to each student course evaluation in their area. Student feedback is used for course and program improvement, and faculty are expected to reflect on student evaluations in their annual self-evaluation. Program-level evaluation for Distributed Learning is ongoing and is documented in detail in a series of annual or bi-annual reports by the Center for Distributed Learning. The Quality Matters (QM) Peer Review protocol is at the center of the College's quality assurance efforts in course design. The QM protocol is based on a rubric with 43 key quality standards for an online course. The standards are used to peer-review existing online courses at FCC, to guide the design of new courses, and shape the training of online faculty. Sixty-nine percent of fully online courses have been formally QM reviewed.

A protocol for re-reviewing QM courses with expired review terms is in place. The College has made every effort to comply with relevant federal and state regulations for its Program of Online Courses, for example, the efforts to comply with Substantive Change in Degree Programs, ADA compliance requirements, compliance with the federal definition of a Credit Hour, compliance with current copy right provisions, and USDOE's State Authorization Regulations. As a member of Maryland Online (MOL), FCC is part of two interconnected contractual arrangements with MOL and Quality Matters (QM). The MOL course-sharing initiative (Seatbank) provides students from different Maryland Community Colleges with greater access to distance learning opportunities. Colleges share distance learning courses with the expectation that the shared courses meet the same quality standards as articulated in the rubric updated biannually for QM's peer review process.