



**Board of Trustees**  
**Open Session**  
**Wednesday**  
**May 16, 2018**  
**4 p.m.**  
**Liberty Campus**  
**Mini Conference Center**



**BALTIMORE CITY COMMUNITY COLLEGE**

**Board of Trustees**

**Kurt L. Schmoke, Esq. (Chair)**

**Dr. Rosemary Gillett-Karam (Vice Chair)**

**Ms. Maria Tildon**

**Mr. J. C. Weiss, III**

**Mr. John D. Lewis**

**Mr. Peter Nachtwey**

**Dr. Rachel Y. Pfeiffer (Ex-Officio)**

**Mr. Jason Perkins-Cohen (Ex-Officio)**

**Mr. Ferdinand Anokwuru (Student Trustee)**

TAB 1



**BALTIMORE CITY COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
UNAPPROVED OPEN SESSION AGENDA  
May 16, 2018  
4 p.m.  
Liberty Campus  
Mini Conference Center**

**CALL TO ORDER (Kurt L. Schmoke, Esq., Chair)**

**I. ADOPTION OF AGENDA**

Approval of the May 16, 2018 Agenda.....TAB 1

**II. NEW BUSINESS.....TAB 2**

A. Realignment Tasks Update (Bryan Perry, Esq.) (INFORMATION)

**III. BOARD ACTIONS / CONSENT AGENDA (All actions requiring a vote)**

A. Approval of the April 18, 2018 Minutes ..... TAB 3

B. College Contracts.....TAB 4

C. Student Government Association (Mr. Kingsley Anokwuru).....TAB 5

D. AFSCME Local # 1870 at BCCC ( Ms. Charlene Gray, President).....TAB 6

E. Faculty Senate (Professor Edward Ennels, President).....TAB 7

**Action: Move to approve the Board Actions/Consent Agenda**

**IV. ITEMS REMOVED FROM THE AGENDA.....TAB 8**

**AFSCME Local # 1870 - Due to emergency reasons a report was not submitted.**

**V. PUBLIC PRESENTATIONS.....TAB 9**

A. Finance and Technology Committee Items (VP Calvin Harris, Jr.)...(ACTION)

- Approval of Fiscal 2019 Operating Budget

- Approval of Fiscal 2019 Capital Budget

- Approval of Fund Balance designations

B. Academic Program Proposal (Dr. Tonja Ringgold).....(ACTION)

- Transportation and Supply Chain Management, AAS

C. Excellence Awards (Mr. Saverio Coletta)

D. Mayor's Scholars Program Update (Ms. Barbara Poindexter Webb)

E. Faculty Senate President Elect (Dr. Chima Ugah)

**VI. COLLEGE POLICIES.....TAB 10**

**VII. PRESIDENT'S REPORT (Dr. Gordon F. May, President).....TAB 11**

A. Enrollment Report..... (INFORMATION)

(Ms. Sylvia Rochester, Interim VP Student Affairs)

**B. Active Search Listing.....TAB 12**

**IX. MOTION FOR ADJOURNMENT**

**THE CLOSED SESSION OF THE BOARD OF TRUSTEES IS DESIGNED TO DISCUSS PERSONNEL ISSUES; PENDING PURCHASE OF PROPERTY FOR THE FUTURE NEEDS OF THE COLLEGE; AND TO OBTAIN LEGAL ADVICE.**

**X. NEXT MEETING:** Wednesday, **June 20, 2018**, Mini Conference Center

# TAB 2

## **NEW BUSINESS**

### **Realignment Tasks Update**



**REALIGNMENT TASKS UNDER HB1595**

**Realignment Task Number 1**

Review and strategically align core course offerings of BCCC, consistent with accreditation requirements, and focused on the needs of students at BCCC and the workforce of Baltimore City.

**Update:**

Activity	Connection to this task	Result	Next steps	Resources/ collaborations needed
Collaboration between health science program as required/expected by accrediting agencies	Accrediting requirement and workforce expectation of health science graduates	Dental Hygiene students and Practical Nursing students worked together collaboratively in implementing Oral Cancer Screening Activity, Thursday, April 26, 2018, BCCC Liberty campus in the LSB lobby	Meet to assess the activity and make plans for next year	Participation in the debriefing meeting of nursing and dental hygiene faculty who were involved in the planning and implementing the oral cancer screening activity
Attended Annual Allied Health Career Fair 4/18	Workforce development			
MAT106: Math for Liberal Arts is a new course approved by the department to be offered in the next academic year for majors that need a credit math course that is not STEM related and not requiring statistics.	The will be another math course that will fulfill the needs of several programs at the college. This will provide another pathway to help students graduate who may struggle with statistics.	Math department accepted this new course.	Approval from the CIC, SEC and the VPAA.	None.

## **Realignment Task Number 2**

Make workforce development and job placement top educational priorities of BCCC.

### **Update:**

- On April 25<sup>th</sup>, 2018, the Workforce task force concluded its work. Co-chair Diane Bell-McCoy is finalizing the committee recommendations and will submit a draft to Dr. May and the senior leadership team for review. Once an internal review is completed, the recommendations will be presented to the Board of Trustees.

## **Realignment Task Number 3**

Improve student pathways to success, including remedial education, attainment of a degree or postsecondary certificate, and transfer to four year institutions of higher education.

### **Update:**

- Entering into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public School System (BCPSS), institutions of higher education, and employers;
- The inaugural group of over 500 Mayor's Scholars will begin on June 25<sup>th</sup>. The Mayor's Scholars Program (MSP) is an opportunity for BCCC, with help from the Mayor, to remove financial barrier of tuition and fees, so students can attend BCCC free of charge. In order to accomplish this goal, the MSP initiative has required BCCC to work with the Mayor's office and the City of Baltimore, but it also has required BCCC to engage BCPSS to begin the conversation on to better transition students from high school to college. BCCC is finalizing the summer bridge program, and soon begin work on outlining the upcoming academic year.
- *Advising at BCCC.* We met with faculty, student success advisors, and academic advisors to learn more about the advising services offered at the college. Student Success and Academic Advisors are positioned to play a vital role in promoting student success. However, to be most effective, the "duties" of the advisors must be clarified at BCCC. All advising units must work in collaboration with each other and campus partners to provide a comprehensive set of programmatic activities that provide on-going support and interventions through the first semester of enrollment and beyond. Additionally, the college has a wide range of advisors in special programs that allow for interaction with students for their continuous development. We encouraged BCCC to identify ways to promote collaboration among the various advising units to support on-going advising that meets each student's individual needs. The college may consider holding a retreat or some other type of convening to bring the advisors together to develop a *comprehensive and coordinated* advising program at BCCC.





### **Realignment Task Number 4**

Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public Schools (BCPSS), institutions of higher education, and employers.

#### **Update:**

<b>Activity</b>	<b>Connection to this task</b>	<b>Result</b>	<b>Next steps</b>	<b>Resources/ collaborations needed</b>
Meet with PTECH students at Dunbar to review entry requirements for nursing	Preparation of PTECH students to enter nursing program Fall, 2019	PTECH pre-nursing students will meet selective requirements for ADN program	Schedule meeting with students (B. Stephen responsible)	Dunbar PTECH staff and BCCC/SNHP staff
Coppin University and BCCC's education programs.	An MOU is finished this April and has been sent for BCCC and Coppin legal vetting.	The Dean and the Articulation office personnel met in March to finalize mapping with Coppin University	Secure signatures on finalized MOU.	
Coppin State U Articulation Agreement	Transfer Expert	Provided info on aligning courses and improvements for one agreement vs. four	Review new draft from Coppin	K. Mobley
Transfer Day	Networking with participating schools to develop partnerships.	To develop partnerships with Walden University to offer online courses to students, employees, and graduates a tuition reduction that is outlined in the LOU. Excelsior College to discuss the ATB Nursing degree.	Meetings scheduled with staff from program areas specific to discuss how these agreements will benefit BCCC.	Nursing staff for the ATB Partnership; HR representative to discuss employee relations; Transfer center staff and advisors.
Bellevue University	Renew agreement	Approval of the agreement and attain signatures from both institutions	Meeting scheduled to discuss the partnership and to review data etc.	Bellevue University Outreach Manager, BCCC Transfer Staff to continue marketing the MOU

Year Up	Cohort of BCCC students sponsored by YU. To ensure all MOU requirements are clear and deliverables are met.	Ultimately achieve an AA degree from BCCC, employment and/ or internships with YU sponsors	Update current agreement to have proposed draft ready for review in 2 weeks.	YU Site Manager, Articulations Coordinator, Dean of AOS
Walden University	New LOU	Ultimately develop a partnership for students, employees and graduates to receive a reduction in tuition	Follow up meeting	HR and Transfer Center
Dual Enrollment with Edmonson Westside High School	Program Coordinator Biotech Certificate and Lab Animal Certificate	Meeting of BCCC admissions office staff and School staff.	Awaiting BCCC-BCPS Dual Enrollment MOA	Director of Admissions and Articulations Coordinator to assist in obtaining BCPS MOA

**Realignment Task Number 5**

Align the budget of BCCC with realistic enrollment projections.

**Update:**

This task has been completed, and BCCC’s budget is aligned with current enrollment projections.

**Realignment Task Number 6**

Engage in a comprehensive review of all positions, faculty, and staff at BCCC.

**Update:**

Engage in a comprehensive review of all positions, faculty, and staff at BCCC.

Results: The comprehensive review of staffing is nearly completed.

The consultant has completed the following work related to the staffing review:

1. Reviewed the current organizational structure and evaluated its ability to meet institutional goals and objectives
2. Developed recommendations for institutional realignment; and
3. Reviewed job titles and made recommendations for modifications.

The final consultant report will make staffing realignment recommendations, and answer the following questions:

1. Is the College’s current structure appropriate for its vision, mission, and goals as articulated in the FY2018 – FY2022 Strategic Plan?
2. Are there other structures that might be more compatible with the College’s mission, vision, and goals?
3. What are possible returns on investment from organizational realignment for the College, its staff and students, and the surrounding community?



4. How can the College support leadership identification and development to ensure successful continuity?

### **Realignment Task Number 7**

Establish strong relationships with key stakeholders.

#### **Update:**

- Since assuming the position of Vice President for Workforce Development and Continuing Education, VP Thomas and VP Kirstaetter have been conducting a listening tour with external business stakeholders about BCCC and ways to reengage partnerships.
- COS Perry and VP Thomas have met with representatives of Family League of Baltimore, CASA de Maryland, and the Children's Guild.

### **Realignment Task Number 8**

Develop and market a brand for BCCC.

#### **Update:**

**Goal #2:** Restructure the IAMR/Advancement and Strategic Partnerships Division. **Goal almost completed**

#### **Communications Department Staffing**

- PIN position Public Relations Specialist, FINALIST SELECTED, PAR SUBMITTED

#### **Foundation/ Development Department Staffing**

- PIN Development Director, FINALIST SELECTED; PAR SUBMITTED
- Contractual Administrative Assistant III, search in progress

#### **Marketing Department Staffing**

- Marketing Administrator job description reviewed and updated by Human Resources

#### **Grants Department Staffing**

- PIN Director of Grants position, SEARCH REOPENED

**Goal #3:** Improve branding, social media presence, and initiate a general public awareness campaign: brand repositioning and unification, making progress.

#### **Website Redesign**

- Drafting Website governance plan, anticipated approved release in late June 2018
- Establish content guidelines and design strategy for BCCC Alumni Associate web pages

- Establish Presidential Search web pages, with oversight by VP of ASP and secondary support by Marketing Director
- Establishing new Section Editor list and planned Section Editor training, June-July 2018
- Conducting research and webinar reviews of content management systems (CMS) to propose new system (In Progress)

### **Signage Project**

- BCCC Campus Signage Project – Internal Way Finding, Wall Murals, and Floor and Wall Decals
  - Liberty Campus – Main Building
    - Internal way finding signage in Main Building, Student Services Wing **(Completed)**
    - Largest wall student-focused mural outside bookstore, installation **(Completed)**
    - MCE to continue completion of project, awaiting revised installation schedule (In Progress)

### **Learfield Licensing Partnership**

- Held training on Friday, April 20 from noon – 2 p.m. for BCCC students, faculty and staff on the licensing partnership and program usage. 19 BCCC students attended.

### **Utility Pole Banners at Liberty Heights Avenue and Downtown Lombard Street Locations**

- Downtown Lombard Street Location
  - Signed Downtown Partnership contract completed and delivered
  - BCCC Sole Source for annual fee (In Progress)
  - Brackets delivered to campus, purchase order executed and paid
- Liberty Heights Avenue
  - Completed site review by City Department of Forestry regarding overgrown trees (Pending)
  - Planned installation for May, based on City Transportation availability (Pending)

### **Paid Advertising/Media Planning**

- Scheduled the following media buys for the remainder of FY18 to support promotion and awareness of MSP, Workforce Development and General Summer/Fall Credit Registration
- Significant delays in Sole Source processing, working with Procurement to ascertain delay status



- Finalizing artwork for MTA Transit Bus Ads (In Final Progress Stage)
- Finalizing radio spots for promoting Workforce, scheduled to run late May into June 2018
- Collaborated with the College's radio station, WBJC to use studio facilities to produce radio spots, saving costs for external studio time of over \$2,000.

### **Production of Collateral Marketing and Promotional Materials to Support College Initiatives, Programs, Sponsorships and Events (Images Below)**

- College Sponsorships
  - Compact Campus Mid-Atlantic
  - Diverse Champions Award Ceremony and Gala
- College Semester and Operational Events
  - BCCC Athletics Hall of Fame Ceremony Program
  - Commencement 2018 Program and Tickets (In Progress)
  - Credit Schedule – Summer/Fall 2018 Semesters
  - Fashion Show Flyer and Tickets (In collaboration with BCCC Fashion Program Students)
  - New Student Orientation Flyer
  - Workforce Cybersecurity Classes Flyer
- Realignment Tasks Support Material
  - Presidential Search Public Forum Flyer
  - Community Engagement Flyer

### **Realignment Task Number 9**

Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.

#### **Update:**

- The IT consultants are continuing to review the information technology needs of the College, and making recommendations on how to mitigate risks.

### **Realignment Task Number 10**

Develop or *sell* all unused or underutilized real estate, including the Inner Harbor site.

#### **Update:**

- A comprehensive update will be provided during the closed session meeting of the Board of Trustees.

### **Realignment Task Number 11**

Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.

**Update:**

- BCCC is continuing to review recent procurements to find examples of how the current procurement law hurts BCCC operations. The current procurement efforts around the MSP will be one example that gets highlighted.

**Realignment Task Number 12**

The Board of Trustees shall review, and if necessary, revise the BCCC strategic plan.

**Update:**

- The Board of Trustees approved the 2018-2023 Strategic Plan goals and objectives at the April 18<sup>th</sup>, 2018 Board of Trustees meeting.

# TAB 3

**Minutes**



**BALTIMORE CITY COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
UNAPPROVED OPEN SESSION MINUTES  
April 18, 2018  
4 p.m.  
Liberty Campus  
Mini-Conference Center**

**Board Members Present:** Kurt L. Schmoke, Esq. (Chair); Dr. Rosemary Gillett-Karam, (Vice Chair); Maria Tildon, Esq.; Dr. Rachel Pfeifer (via conference call); **Mr. Jason** Perkins-Cohen; Mr. J. C. Weiss, III; Mr. Ferdinand Anokwuru;

**Board Members Absent:**

John D. Lewis  
Peter Nachtwey

*\*The Board unanimously approved the April 18, 2018 agenda.*

**I. NEW BUSINESS**

Mr. Perry submitted a report outlining the progress of the Realignment Task one through twelve.

The Board inquired as to if the Workforce Development Task Force had co-chairs for the four subcommittees. Mr. Perry responded that he was not aware of any appointed co-chairs for the subcommittees; however, VP Michael Thomas and he rotate through all of the subcommittees to ensure that all of the charged tasks were on schedule to completion.

**II. BOARD ACTIONS/CONSENT AGENDA** (All Actions requiring a vote.)

- A. Approval of the December 20, 2017, Minutes
- B. College Contracts
- C. Student Government Association (SGA) (Mr. Kingsley Anokwuru, President)
- D. AFSCME Local # 1870 at BCCC (Ms. Charlene Gray, President)
- E. Faculty Senate (Professor Edward Ennels)

***Action: The Board voted and unanimously approved the Board Actions/Consent Agenda.***

**III. PUBLIC PRESENTATIONS**

None

**IV. COLLEGE POLICIES**

None



## V. PRESIDENT'S REPORT

Dr. May stated that his report stood as written.

### Additional Items:

- Dr. May introduced Ms. Barbara Poindexter Webb, Director of the Mayors' Scholars Program to the Board and audience.
- The Nursing Program has been re-accredited.
- The 438<sup>th</sup> Session of the Maryland General Assembly ended on April 9, 2018.
- The Senate voted 100 percent for Budget Reconciliation and Financing Act (BRFA) to be erased and for the FY 2019 budget, the House of Delegates voted 91 percent for the FY 2019 Budget and 69 percent for BRFA.

## A. ENROLLMENT REPORT

Ms. Sylvia Rochester, Interim VP of Student Affairs, reported that the Office of Institutional Research (OIR), submitted the Spring 2018 Enrollment Information System (EIS) file to the Maryland Higher Education Commission (MHEC), with the final Spring 2018 credit headcount at 4,011 which is a decline of 2.4 percent from Spring 2017. Overall, Ms. Rochester reported that the rate of decline has lessened over the past two years.

The Board inquired as to if the fact that students that must complete developmental classes had any impact on the enrollment and/or completion decline.

**ACTION:** Dr. Ringgold responded that she was unaware of any correlation between developmental classes and enrollment; however, she would retrieve the current data on the progress of developmental courses at BCCC.

The Board inquired as to if it was known what Community College of Baltimore County (CCBC) was currently doing in their developmental Math courses. Dr. Ringgold responded that CCBC revamped their developmental English and Math courses. She stated that at CCBC Reading and English have been integrated into two accelerated options. Class placement will be based on the ACCUPLACER results. Dr. Ringgold shared that CCBC's Accelerated Math Program (AMP), blends lower level developmental math and upper-level intermediate algebra with college algebra which enable students to advance more quickly into desired credit coursework. Dr. Pfeifer concurred with the information shared by Dr. Ringgold.

Interim VP Sylvia Rochester reported that Student Affairs are implementing other plans to increase enrollment, increase retention, and completion.

- Communication Plan – Emails and phone calls to students that enrolled for the fall semester but had not enrolled for the spring semester.
- Student Accounting Impact – Contacting students who were dropped for non-payment. The results from this initiative resulted in the recapture of 61 percent for Spring 2017 and 56 percent for Spring 2018.

The Board inquired as to if we scheduled classes to fit the needs of the students or faculty. Dr. Ringgold responded that classes were scheduled to meet the needs of the students.

**B.** Associate VP of Institutional Effectiveness and Planning, Dr. Bonnie Thomas reported that the Mission and Vision statements were Board approved on November 22, 2016; however, the Goals and Objectives were not approved at that time.

Dr. Thomas reported that the Goals and Objectives, of the Strategic Plan, are aligned with Realignment Tasks, 1, 2, 3, 4, 5, 6, 8, 9,10,11, and 12.

*\*Goals and Objectives are included with minutes.*

***The Board unanimously approved the BCCC 2018-2022 Strategic Plan Goals and Objectives.***

## **II. CLOSING COMMENTS**

Chair Schmoke turned the meeting over to Dr. May for recognition of a retiree, Mr. John Vinci. Mr. Vince was the Project Manager for the Facilities Department for the past 24 years. Mr. Calvin Harris, Jr., and Mr. Maurice Howell presented Mr. Vinci with an Award Plaque for his dedication to BCCC and the Facilities Department.

Chair Schmoke adjourned the meeting to reconvene into a closed session.

**VI. MOTION FOR ADJOURNMENT** Meeting adjourned at 4:32 p.m.

**VII. NEXT MEETING *Wednesday, May 16, 2018***

### **ATTENDANCE:**

Dr. Gordon F. May, President  
Bryan Perry, Esq., Chief of Staff/General Counsel  
Dr. Tonja Ringgold, VP of Academic Affairs  
Ms. Sylvia Rochester, Interim VP of Student Affairs  
Dr. Bonnie Thomas, Associate VP Institutional Effectiveness, and Planning  
James Knighton, Esq., Director of Governmental Relations  
Mr. Calvin Harris, Jr., VP of Business & Finance  
Ms. Dawn Kirstaetter, VP of Advancement & Strategic Partnerships  
Mr. Michael Thomas, VP of Workforce Development & Continuing Education  
Ms. Lyllis Green, Chief Internal Auditor  
Ms. Michelle Williams, Director Human Resources

### **BCCC Staff Present:**

Ola Akinkuowo, Leslie Allen, Tope Aje, Nicole Becketts, Linda Benjamin, Kathleen Berlyn, Elena Berrocal, Katherine Beryl, Vera Brooks, , Hsin Yuan Chen, Saverio Coletta, Quintin Davis, Patricia Edwards, Edward Ennels, Charlene Gray, Alisha Green, Nana Gyesie, Eileen Hawkins, Maurice Howell, Salita High, Will Hug, Joseph M. Hutchins, Dr. Bob Iweha, Daniel

Izume, David Xudong Jin, James Knighton, Karen Mobley, Dr. Anil Malaki, Valerie Leverette, Karen Mobley, Brian O'Connell, Scott Olden, Wadson Pericles, Shaunta Rao, Kadijat Richmond, Daviedra Sauldsberry, Adaria Sogbor, Gregory Tarver, Dr. Daphne Snowden, Chima Ugah, Eileen Waitsman, Barbara Poindexter Webb, Dr. Dennis Weeks, Jeff White, Brenda Wiley, Diana Zilberman.

**Others Present:**

Mr. Troy Miller, Morgan State University  
Ms. Angela Clay, Morgan State University  
Jennifer Artes, University of Baltimore  
Mr. John Vinci  
Kingsley Anokwuru, SGA President

**CLOSED SESSION**

The Board voted unanimously, under the Open Meeting Act, State Government Article, and Section 10-508, to convene in Closed Session on September 20, 2017, in the President's Conference Room to discuss real estate, personnel and to obtain legal advice.

*\*Full report on file in the President's Office*

Respectfully submitted,

Gordon F. May, PhD  
President/CEO

# TAB 4

**College Contracts**



# NO COLLEGE CONTRACTS

# TAB 5

SGA REPORT

**STUDENT GOVERNMENT ASSOCIATION  
BOARD REPORT  
MAY 2018**

**April 5, 2018**

**University Transfer Series:** The BioPark Biotech Student Society continued with its Biotech Network Series #12 (Transfer Tips with focus on UMUC -Online Bachelors). The guest presenters were Khadijat Richmond, BCCC Transfer Office, and Professor Robin Searles-Adenegan, Program Chair, Bio. Sciences, UMUVC. The event was held in the Life Science Institute BioPark Room 228, 11:45 a.m. – 12:30 p.m.

**April 5, 2018**

**SGA Meeting:** The SGA meeting was scheduled for 3:00 p.m. at the Gaare Auditorium in Liberty Campus. A quorum was not met to have a formal meeting, so announcements were made and those in attendance listened to guest speaker Leroy Allen of Life Enhancement Coaching Institute. Mr. Allen attended BCCC many years ago and spoke of his experience on campus and shared ways that our students can be successful. Students had the opportunity for questions and answers, and lunch was provided.

**April 7, 2018: MHEC Meeting:** Kristy McKennon (SGA Parliamentarian) hosted the April MHEC meeting. The meeting was held in the Mini Conference Center and nine students from the various Maryland colleges attended. A PSA was filmed on violence featuring some of the college representatives.

**April 10, 2018**

**The Living Museum and Scavenger Hunt:** The office of Student Life and Engagement, the Student Government Association, and the Faculty Affairs Committee co-hosted this event. Female BCCC students portrayed several women in history including our very own female faculty. They were stationed at various locations all across campus. Students, faculty, staff and visiting high school students participated in the scavenger hunt throughout campus. The high school students that participated in the event were from Academy for College and Career Exploration (ACCE), Baltimore Design School, Reginald F. Lewis, Carver Voc-Tech, and Youth Opportunity.



### April 11, 2018

**Passport leadership:** The 6<sup>th</sup> and last session of the Passport Leadership Program was at 12 p.m. This was the program review session. There were 22 participants and Professor Cortez Walker was the speaker.

### April 11, 2018

**Lecture Series:** The Bard Library/Bookstore Author Series in partnership with the Office of Student Life and Engagement and the SGA presented Comedian Zainab Johnson. Zainab is a Muslim comedian that happens to be one of thirteen children raised in Harlem, NY. The Creative Alliance was one of 11 national organizations to receive a prestigious grant from The Doris Duke Foundation for Islamic Arts' Building Bridges Program. This support allowed Creative Alliance to bring six renowned Muslim female artists who represent a diversity of cultural and artistic disciplines. Zainab was one of those artists. The event was held in the Mini Conference Center after our Passport Leadership program at 1:00-2:30 p.m. There were 44 participants at this event.



### April 11-18, 2018

#### Math Awareness Week

**Mu Alpha Theta Initiation Ceremony:** The week kicked off with this being the first event. Five students were inducted into the new BCCC chapter of the Math Honor Society Mu Alpha Theta. This is the organization's first initiation ceremony. The second part of the event recognized **Women in Mathematics** which included a panel of speakers from Towson University, IBM & UMD, and Morgan State University. The third part of the event was the **poster presentation**. The event was held in the Gaare Auditorium from 12:00-2:00 p.m. Refreshments were provided and 40 students, staff, and faculty attended.

### April 13, 2018

The Engineering Club visited Frostburg State University from 12:30–3:00 p.m. The purpose of the trip was to learn about their engineering programs, scholarships, and transitioning process for Fall 2018. Frostburg offered our students a fee waiver for their online applications. There were 24 students that attended the trip.



**April 13, 2017**

**Game Night:** The Math Club hosted a Game Night from 4:00-6:00 p.m. There were 9 participants in attendance. The students played games such as Pokeno, Uno, Phase 10, Cards, Dominoes, and Chess.



**April 14, 2018**

**Maryland Collegiate STEM Conference:** BCCC students attended the Maryland Collegiate STEM Conference at Howard Community College. The students presented their posters at this annual conference. Our very own SGA Vice President, Thashanna Lyle, attended this conference and presented a poster with other groups of students.

**April 18, 2018**

**Special Tribute and Lecture:** A special tribute was given in the memory of math club member (Aaron Laciny) who passed away last summer, followed by a student lecture series, and Math Jeopardy Game. Twenty students attended the event.

**April 20, 2018**

**Learfield Licensing Training:** SGA officers and members of student clubs and other organizations attended the rescheduled Learfield Licensing Training held in the Life Science Building. Learfield introduced the benefits of licensing on campus. They explained some of the new free services available to student clubs and organizations, athletics, etc. A follow-up meeting with the SGA was scheduled for the next meeting.

**April 20, 2018**

**Play “For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf”.** Members of BCCC’s SGA were invited to attend the play “For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf” with the SGA officers of Coppin State University. The special performance was called “SGA Night”. The SGA Vice President, Thashanna Lyle and the Student Life Advisor, Valerie Grays were able to attend and enjoyed the production. Ms. Lyle met the current SGA President and incoming 2018-2019 SGA President from Coppin State University. It was a wonderful production that showcased the talents of high school, BCCC and Coppin State University students.



**APRIL 23- 27, 2018**

**PANTHER PRIDE WEEK**

**PANTHER PRIDE KICK OFF-** Panther Pride week began with fun and excitement. Morning snacks and treats were provided at both the Liberty and WDCED campuses. Later 14 students/staff participated in a trip to **Irish Railroad Workers Museum**. It was a wonderful experience and students had the opportunity to explore and admire the museum.



**SGA Candidate Speeches:** Candidates running for SGA President and Vice President were introduced to the campus through speeches. There were 4 candidate teams that participated and 31 students, staff and faculty in attendance. The candidate teams were as follows:

### **President and Vice President**

1. Victor Anokwuru and Madelle Djomou
2. Musinat Emmanuel and Dianne Eboh
3. Brittany Williams and Magagi Abdou Magagi
4. Abdul Yussuf and Olawale Oguneipe

The SGA speeches were held in the Student Atrium from 12:00 -1:00 p.m. Students were given an opportunity meet and talk with the candidates after the speeches.



### **April 24, 2018**

**BCCC HEALTH FAIR AND SOCCER MATCH** - The Annual Health Fair was held from 10:00 a.m. to 2:00 p.m. in the student atrium. There were free health screenings for blood pressure, blood sugar, etc., along with other information and services for students, faculty, and staff. There were 53 participants at this annual event.

**SGA candidate Debate** – The SGA sponsored this event. Candidates asked questions submitted by the BCCC community. This event was held in the Student Atrium from 3:00 - 4:30 pm.

**Voter Registration** – The League of Women Voters set up an information and Voter Registration Table at WDCED campus.



**Soccer Match** - The Student Government Association and the International Student Club held a soccer match in the Physical Education Center. There were three teams and seven players per team. Students were present to watch and cheer on the players during the game. This was a major event during the Panther Pride Week and students enjoyed free hot dogs, popcorn, drinks, and music. The winner of the match was given a trophy.



**April 25, 2018**

**PANTHER PRIDE DAY- WEAR YOUR BCCC GEAR at Liberty and WDCED - SGA Voting** began at 8:00 a.m. Students were given the opportunity to vote for their next SGA President and Vice President. Voting was done online through CANVAS.

**Fun Day** - The Student Atrium was filled with, fun games, and activities for the BCCC community. There was music, vendors, voter registration, activities such as, make your own stuffed animals, caricature artists on site at different locations and a photo booth. There were 100 stuff animals made by participants. Free lunch was also provided. Students also got an opportunity to the meet the campus representative of Bellevue University in "BCCC to Bellevue".



**April 26, 2018**

**FREE COMMUNITY SHREDDING EVENT** Students, faculty, staff, and the Baltimore [G2] community were invited to bring old unwanted paper for shredding. This event took place at the Palladium parking lot. It was co-sponsored with the School of Nursing and Health Professions and Student Life and Engagement. The event was from 9:00 a.m. to 12:00 p.m.



**Meet and Greek and Clubs and Orgs Day** – Students had the opportunity to meet a [G3]nd gather information about Black Greek organization and member of Alpha Kappa Alpha Sorority, Inc., Zeta Phi Beta Sorority Inc., and the Greek business sorority, Eta Phi Theta [G4]a set up tables along with the different student clubs and organizations. The event was held in the student atrium from 12:00–1:30 p.m. and 105 guests stopped by to learn about the various clubs and organizations.



**Voter Registration and Health Fair** – The League of Women Voters set up an information and Voter Registration Table for the second day [G5] at the WDCED campus. There was also a campus Health Fair for the students and staff co-sponsored with the Student Success Center and coordinated by student advisor, Tanya Deshields.



**Butterfly Effect –A MOSAIC Project** – Students, faculty, and staff came together to complete the Butterfly Community Project with Art Professor Tamar Payne. This was the

second time the project was on the campus and was well received once again with 44 participants.



**Movie Day – Two** Movies were shown at the WDCED camps in the morning and again in the afternoon. Students were able to enjoy chips and drinks while watching the movies.

**April 27, 2018**

**CARIBBEAN DANCE, SGA ELECTION RESULTS AND CELEBRATION, AND STEP SHOW EXHIBITION Caribbean Dancing-** Students, faculty, and staff had the opportunity to learn different Caribbean dances in the student atrium from 12:00 p.m. - 1:30 p.m. Professional dance instructor Shartoya Baptiste led this energetic group.

**SGA Election Results** The results of the 2018 SGA elections were announced by the Student Government Association President Kingsley C. Anokwuru. The Dean of Student Development, the Director and Student Life Advisor of Student Life and Engagement, candidates, and other campus community members were present for the announcement. The winners were Victor C. Anokwuru and Madelle Djomou and will be the next SGA President and Vice President for the 2018-2019 academic year. The total number of students that voted was 1,170, the highest number recorded in recent years.



**Step Exhibition -** The Prancing Paws presented a huge step exhibition event at the Fine Arts Theater. Students from five different high school groups and our very BCCC Prancing Paws performed. The high school groups were Zeta Phi Beta Sorority Incorporated, Alpha Zeta Chapter, Youth Auxiliary, City Neighbors High School Lady Lions, Dunbar High School, Poetic Justice, Baltimore Leadership School for Young Women, Lethal Ladies of

Blyss, Baltimore City College, and Strong Women of Today and Tomorrow (SWTT). All High schools were invited to tour the BCCC campus. The Prancing Paws Club also made a donation to the Girls Empowerment Mission (GEM). The event was well attended with close to 200 guests.



**April 28, 2018**

**Community Service** – The History Club performed community service hours at the Perring Loch Covenant Association, Inc. There were 12 students that took time out on a Saturday to help out in the community and the looked good in their BCCC wear. This event was coordinated by BCCC professor, Rebecca Johns-Hackett.



# TAB 6

AFSCME





**AFSCME Local 1870 Presentation to the BCCC Board of Trustees**

**Due to an emergency, Ms. Gray has been out of the office and was unable to submit an AFSCME Report.**

# TAB 7

FACULTY SENATE REPORT



**BALTIMORE CITY COMMUNITY COLLEGE**

**Report of the Faculty Senate to the Board of Trustees**

**Prepared by Prof. Edward Ennels, President**

**May 16, 2018**

**Accomplishments of the 2016-2018 Faculty Senate Administration**

My two-year term as Faculty Senate President ended on May 14, 2018. On April 20, 2018, the Faculty Senate elected Dr. Chima Ugah its next Senate President for 2018-2020. It has been my honor to serve this College as Faculty Senate Secretary (2012-2014), Faculty Senate Vice President (2014-2015) and Faculty Senate President (2016-2018). I can honestly say that not day has gone by that I did not realize the awesome privilege and honor it has been to serve these capacities. I have made it my mission to advance the faculty's interests in the context of what is good and just for the Faculty Senate as a whole. We are facing a new reality for the College to which the Faculty Senate has played a major role in shaping. During my tenure as Faculty Senate President, I have reached out to every Vice President, Dean and Associate Dean for input on issues of concern to faculty. Over summer break and throughout each semester, I took the time to meet one-on-one with each Vice President, Dean, and Associate dean to discuss how can the Faculty Senate can assist each in achieving his or her division, school, or department's mission, goals, and objectives. The conversations were very fruitful and helped in shaping the Faculty Senate's key priorities for each academic year. As Senate President, I sought to see and understand all views on key issues affecting the Academy. The action the Senate has taken aligns with the current College Strategic Plan, BCCC Realignment Tasks 1,3,5,6,8, and all seven of the Achieve the Dream Capacity Areas. In order to affect real, long lasting change for the College, there needs to be stronger accountability measures at all levels and greater collaboration across departments, schools, and divisions. During my tenure as Senate President, I worked to mobilize faculty, staff, and administrators to work together to define a new reality for Baltimore City Community College.

I envision GREAT things for Baltimore City Community College in the years ahead but no person or group can affect change alone. With an institution such as ours, shared governance and accountability must be practiced at every level. We should all be aware that when shared governance is not practiced across the institution, such actions adversely affect institutional integrity and morale. We must do all we can to ensure that this does not happen. With the understanding that each institution views and practices shared governance in different ways, when I was Faculty Senate Secretary under Faculty Senate President Dr. Brad Lyman (2012-2014), our Senate leadership team facilitated active discussions with faculty and the administration to draft a “**Joint Statement on Shared Governance at Baltimore City Community College.**” We all agreed to the following:

“Baltimore City Community College embraces the unique characteristics of higher education that make shared governance essential both in structure and cultural practice. Shared governance at BCCC honors our public trust, our community mission, and the expertise embodied in educational activity. Shared governance at BCCC has been forged through 60 years of practice and derives from our **Core Values.**

The historical, functional and cultural heart of higher education is **Learning** and **Teaching.** At every level of BCCC, we aspire to advance human knowledge and to share that knowledge with others. Affiliation with the College requires both academic obligation and accountability to our public trust. The advancement and dissemination of knowledge is a collaborative enterprise that can only be achieved through a genuine **Respect** for the dignity and expertise of every member of the College Community. We

honor the **Diversity** of our community and exhibit **Integrity** through the recognition of the unique talents, competences and contributions of all. BCCC seeks to value, recognize and empower knowledge based **Leadership** in every position. Baltimore City Community College practices shared governance with both structural opportunities for collaboration and a culture that values and respects the knowledge based expertise of every member of the College Community.”

The Faculty Senate is the “official voice of the faculty in all matters of general concern to them.” Shared governance is recognized and required by Middle States Commission as well as other accrediting bodies. Shared governance at BCCC is recognized by the Governor, the Maryland Legislatures and the Maryland Higher Education Commission. Those governing bodies all value the expertise and advice of the faculty, not just in our respective disciplines, but in the governance of the College. The actions of Chair Kurt L. Schmoke, Esq. in meeting one-on-one with the Faculty Senate leadership on two occasions shows that Shared Governance is recognized by our Board of Trustees. During my monthly meetings with the College President, Dr. Gordon May and Vice President for Academic Affairs, Dr. Tonja Ringgold, Shared Governance was always at the forefront of our discussion.

As the Faculty Senate President for the last two years, I can cite numerous examples where I encouraged Shared Governance between the faculty and administration. During my first full semester in office, I was forced to hit the ground running when we came back on contract in August 2016 faced a scathing rebuke from the University of Baltimore’s Schaefer Center’s Joint Chairmen’s Report (JCR) on the operations and governance of Baltimore City Community College. Every BCCC employee and student would have been significantly affected by the sweeping recommendations proposed in the JCR – the most major of which was moving BCCC under the University System of Maryland and the removal of our College President. I conveyed to the faculty the magnitude of the situation and solicited support for immediate action. Our plan included a 13 page Faculty Senate Response to the JCR; an emergency Faculty Senate meeting with the entire College Administration; follow up meetings between Faculty Senate leadership and the College President, Vice President of Academic Affairs, Vice President of Finance and Administration, and Chief of Staff/General College Counsel; open discussions with faculty during Senate Executive Committee meetings; and me testifying at two hearings in Annapolis before the Senate Education, Health and Environmental Affairs Committee and the House of Delegates Appropriations Committee.

The Faculty Senate commends Board Chair Kurt L. Schmoke, Esq. along with fellow Board members, our President Dr. Gordon May, President’s Staff, Deans, Associate Deans, Directors, Program Coordinators, faculty, and staff for the tremendous progress that BCCC has made, especially over the last year to meet the BCCC Realignment 12 state mandates. I strongly disagree with those who state that there is a lack of vision and no sense of urgency from our College leadership. Dr. Gordon May, has given the College the stability it needs and has demonstrated a commitment to serving BCCC students, faculty, staff and the surrounding Baltimore community. Since Dr. Gordon May took office over 3 years ago, the College has been on a path that has strengthened its ties with the community and provided clear leadership for the direction of the institution. Our next College President will have BIG SHOES to fill after Dr. May retires on August 30, 2018. It has been an honor working with such a distinguished and visionary leader over the last two years as your Faculty Senate President. Dr. Tonja Ringgold, Vice President for Academic Affairs, has extended her support to the Faculty Senate since she took office 4 years ago and has improved greatly the relationship between the faculty and the administration.

The 2016 Middle States Association of Higher Education visiting team noted the following.

*“The College leadership should be commended for its commitment to a robust strategic planning process.”*

We are committed to a continuous process of institutional assessment and academic excellence. We are proud of the extensive work that has been accomplished and are fully aware that continued efforts are still needed. Faculty, staff, and administrators recognize that our discovery and review processes must be ongoing and ever-evolving. Our actions since our last Monitoring report in March 2015 has signaled to our industry partners and external community that we are responsive to their needs and are dedicated to fulfilling our mission of service to the citizens of Baltimore.

Faculty have stepped up to the challenge through authentic participation in the organization. The 2016 Middle States Association of Higher Education visiting team commended BCCC by noting the following.

*“The Institution is to be commended for the level of faculty ownership in the processes of program review, general education assessment and student learning outcomes assessment.”*

Shared Governance is encouraged by the administration and realized through the Faculty Senate committee structures and ongoing monthly meetings between the Faculty Senate leadership and our College President and Vice President for Academic Affairs. We are moving forward with a strong strategic plan that is propelling BCCC into a new reality as a transforming agent for Baltimore City, the surrounding areas, and indeed the state of Maryland. I was very fortunate during my tenure to have very strong leadership in all nine of the Faculty Senate Standing Committees. A great deal has been accomplished through these committees over the last two years to create, maintain, and protect a college environment conducive to the growth of scholarship, learning, teaching, service, and respect for human dignity and rights. I encourage faculty to go the Canvas website to review the Faculty Senate Committee Chairs' monthly reports to the Senate Executive Committee along with their End of the Semester Reports/Annual Committee Goals and Assessment. Major committee highlights over the last two years include:

- The completion of a 5 Year Cycle (I-V) of Program Review and Evaluations for all 29 degree programs
- A streamlined and more user-friendly BCCC Assessment Guide to guide the College's Student Learning Outcomes Assessment processes
- A 5 year Assessment Schedule to cover all Institutional Core Competencies across all General Education courses
- An institutionalized Annual Assessment Day that started on June 1, 2017. May 31, 2018 will be the 2<sup>nd</sup> Annual Assessment Day
- Faculty Professional Development is now integrated into Faculty Evaluations
- An updated Computer Literacy Policy and Procedure, which has been outdated since 1991
- A Revised and Better Formalized Faculty Contract System
- An amended Faculty Promotion Policy and Procedure that promotes greater transparency, support, and integrity in the process (45 total applicants with 32 faculty recommended for promotion over the last two years of my tenure)
- Numerous Stackable Certificates within Degree Programs and one new Degree Program (AAS in Transportation and Supply Chain Management)

Faculty accomplishment have been publically recognized in my monthly reports to the Board of Trustees and special honors and recognition of faculty occurred frequently during full Faculty Senate Meetings, the Fall and Spring Faculty Academy, the Faculty End of the Academic Year Celebration and Faculty

Retirement Party, and the Faculty Senate's Annual Faculty Appreciation Lunch during American Education Week, which started under my tenure as President.

One of my main goals as Senate President has been program growth and development. The Faculty Senate is working proactively to ensure the growth and sustainability of BCCC Programs. Research shows that colleges with strong academic program foster a strong sense of community among program coordinators who meet regularly to troubleshoot, share best practices, and collaborate on events. I facilitated two Program Coordinator meetings in November 2017 and a Program Coordinators Training Session this past April. The meetings and training sessions each semester gave Program Coordinators an opportunity to network, troubleshoot, and share best practices in recruitment, retention, graduation/transfer, and employment for our program graduates. Through these meetings and training sessions, I made sure every Program Coordinator felt valued and understood the importance of their role and contribution to the College. Under the leadership of my administrative team, the Faculty Senate has created a platform for Program Coordinators to connect and get support from the larger BCCC community in addressing their program needs. To support the growth and sustainability of our BCCC academic programs, the Faculty Senate has implemented a long-term action plan that began during my first year in office as Faculty Senate President. These action steps include:

- Enforcement of the New Program Coordinator Contract and Evaluation Matrix, which took effect in the fall 2017 semester. Associate deans complete separate evaluations for program coordinators at the end of each spring semester.
- The Faculty Senate will host forums and training sessions each semester for program coordinators to come together to discuss their program needs and explore ways to work more collaboratively on program goals.
- More frequent program assessments that focus on improving enrollment, retention, graduation, transfer, and job placement using the College Program Tactical Planning Template and Annual Program Review Matrix
- Greater Networking and Professional Development targeted to Program Coordinators, which will include program development, marketing, budgeting, grant writing, etc.
- An Academic Program Resource Committee, which will be a subcommittee of the Academic Council and chaired by the Dean of Academic Operations and Faculty Senate President. The charge of this committee will include providing structure and oversight to the program development process. Committee members will be representatives from across the college who will not only be able to help in the program development process, but will also open the lines of communication within their individual areas of the College so that everyone is made aware of requirements and guidelines early in the process.

Our College President and Vice President of Academic Affairs overwhelmingly approved the action plan and publicly stated on numerous occasions that they are very pleased with the action the Faculty Senate is taking to support faculty, program coordinators, associate deans, and deans in the growth and sustainability of BCCC academic programs. I also shared the plan with the Board of Trustees in my monthly Faculty Senate Report to the Board dated December 20, 2017. We have a solid action plan that includes:

- greater accountability with program coordinator contracts and evaluations;
- greater collaboration between program coordinator and administrators on budget, course scheduling, and teaching assignments;
- greater networking among program coordinators throughout the academic year facilitated through semester meetings with the Faculty Senate leadership, Academic program folders on Canvas under Faculty Senate that include program tactical plans, program data on enrollment and degree/certificate awards, monthly program highlights, and a semester calendar of program events to allow for collaboration across programs within career pathways.

I submit in my final report as Faculty Senate President that the College focus on the following key areas moving forward:

### **Expanding Degree and Stackable Certificates Needs to be an Ongoing Institutional Priority**

Expanding degree and certificates options to meet current market demands needs to be an ongoing top institutional priority. According to the JCR, BCCC is only capturing 75% of the current market with its degree and certificate offerings. The remaining 25% of the market that we are not capturing gives our competition an opportunity to recruit students for their programs. We've known for some time that CCBC is capturing a larger percentage of Baltimore City residents for their programs than BCCC. It's very alarming that city residents are willing to travel farther and pay more in tuition to attend CCBC when BCCC is right in their back yard. We need to reverse this trend.

### **The Need for Faculty Program Development Training**

We need to expand our program offerings to meet the current market needs of Baltimore; however, faculty need training on new program development. Perhaps faculty who have developed programs for the college in the past can walk the rest of the faculty through the process or maybe we will have to recruit someone from outside of the college. In either case, program development should start with faculty but I believe we need training in this area.

New program development should start within the department driven by a committee of faculty. The planning phase for a new program should be completed in the fall semester followed by a budget request to the VPAA at the end of the semester from the dean through requests submitted by associate deans. The Vice President for Academic Affairs should include in the preliminary fiscal budget money set aside exclusively for program development based on department requests.

### **Stronger Connection with BCPS through Expanding BCCC's Early College Access Initiatives**

There is a nationwide movement to encourage high school students to complete college credits while in high school through Early College Access Initiatives. We need to be proactive as a College in putting forth a concerted effort to engage more high schools in what BCCC has to offer. Currently, our P-TECH initiative with Dunbar and Carver, which started in the Fall 2016 Semester, has enrolled 200 students. Each year an additional 100 high school students will be enrolled in the program. We need to "scale up" this initiative through the inclusion of additional vocational-technical trade schools with programs that align with our degree programs. These schools will allow for greater marketing of the College in the community and allow us to leverage their resources.

The Community College of Baltimore is actively recruiting BCPS student for Early College Access through their website (<http://www.ccbcmd.edu/get-started/applying-to-ccbc/current-high-school-student>) and has shown an increase in the number of BCPS students dually enrolled in high school and their credit offerings. Montgomery Community College was held up as a model of a successful Early College Access site by Maryland Delegate Mrs. Maggie McIntosh, Chair of the House Appropriations Committee, during our Annapolis hearings on the BCCC Restructuring Bill. New Maryland legislation is encouraging colleges to partner with school systems. As an incentive, starting in FY '18 colleges can now

claim FTE for students enrolled in Early College Access Programs. Early College Access at BCCC needs to move beyond Dunbar and Carver (the P-Tech Initiative).

I believe we are missing a golden opportunity with our dual enrollment program that currently has less than 200 students. There are 60,000 high school students currently enrolled in Baltimore City public schools and BCCC currently serves less than 1% through our dual enrollment program. We need a major campaign to build our dual-enrollment program as other colleges have done successfully to increase their enrollment. As of July 2017, state law says we can now claim FTE for dually enrolled students. We should be hosting more open house meetings for high schools to come and see what we have to offer. BCCC should also have a stronger presence in the high school like CCBC. We also need to update our dual enrollment link on our college web page to include testimonials and videos of students in our dual enrollment program.

### **We need a Major Rebranding Campaign for BCCC: What is our Brand?**

Rebranding is long overdue for the College. This rebranding should have happened prior to the creation of a new 5 year College Strategic Plan. The goals of the Strategic Plan should align with who we are as an institution. What image are we selling the community? This rebranding needs to start with the people who know the institution the best--employees and students of the College. We need a serious internal assessment of BCCC that brings all key players to the table. Through honest and open dialog we can shape a new collective vision for the institution. Clearly being the cheapest tuition in Maryland is not a strong enough selling point. We need to focus on the value of our programs in moving individuals along in their careers and why BCCC is their best choice.

### **Greater BCCC Presence throughout the Baltimore Area**

Broadening site locations for credit and non-credit courses needs to be strongly considered. The Bard Building was a thriving site for credit offerings in early 2000. The college needs to scale up its efforts in credit offerings beyond Liberty, Bio-Park, and BCPS to include "credit classes" at the Harbor, Reisterstown Plaza, churches, correctional facilities, and community centers.

### **BCCC IT Infrastructure and New Enterprise Resource Planning (ERP) System**

The Faculty Senate has serious concerns with the slow pace in addressing our IT infrastructure needs. Presently, there have been very few updates to BCCC's existing technological infrastructure and the implementation phase of a new ERP is now on hold. The fourth Request for Proposals (RFP) for the new ERP system was cancelled on January 31, 2018 after we learned that our current IT infrastructure will not support the integration of a new ERP. With nearly three years of working with the firm Navigator to help lay the preliminary work needed for a new ERP, the Faculty Senate has not seen an updated plan for the current and new ERP system moving forward. The last comprehensive ERP Project Update presented to the BCCC faculty was on September 16, 2016 by Dr. Tom Wamalwa, our Former ERP Director and interim Chief Information Officer. The Faculty Senate has requested from the administration an updated plan in writing to reflect where the college currently stands with its IT infrastructure and the timeline for addressing critical areas. We also need to see in the plan an updated timeline for the implementation for a new ERP with specific tasks and persons responsible.

The key to any institution's success is making sure those on the front line have the support needed to do their jobs. Faculty continue to work in classrooms and labs with dysfunctional technology, outdated equipment and software, dirty floors, broken desks and chairs, and no technical support in the evenings and weekends. These instances have been reported repeatedly with no long term resolutions. Our faculty and students deserve better.



### **Closing Remarks**

The history of BCCC has been characterized by underachievement and missed opportunities. With the search for a new College President, BCCC Realignment state mandates, and requirements of Achieve the Dream, the College is at a pivotal point – will we take safe, incremental steps or will we make bold, visionary strides to build the 21<sup>st</sup> Century BCCC that the citizens of Baltimore deserve? The Faculty Senate remains committed to ensuring academic and institutional integrity. Additionally, the Faculty Senate is committed to redefining the future of the College through shared governance and academic excellence.

As I transition into new challenges and opportunities on a personal and academic level, I can't help but reflect on the future of the College and the critical role we all must play to ensure that BCCC continues to thrive. While it is true that we have come a long way since the College got off warning in 2015, there is still so much to do. Recent events since 2015 with the JCR, Realignment Bill, BCCC Legislative Audit Report, etc., clearly show that we must address our internal issues to ensure a solid foundation on which to build. The Realignment Tasks and Achieve the Dream initiatives are the tools that will help us get there. This will be my 14th year with the College. I have served in a number of administrative positions over that time from Coordinator for Alternative Diploma Programs for BCED, Developmental Math Coordinator, Grant Writer/Program Administrator for the BCPSS STEM Bridge Initiatives, and member of the Faculty Senate leadership since 2012. There is a force that is pushing each of us beyond our comfort zone, and I hope helping us to see our true purpose in being at BCCC. We all have a responsibility to this College to not be a spectator but a participator. To fulfill that purpose for which God put us here to complete.

I say all of this to you, my colleagues, so you understand that I am fully vested in seeing BCCC become what it was always meant to be--an agent of change as one of the leading urban higher education institutions in the state of Maryland. If we are honest with ourselves, we know that we have much to overcome to get there. I believe our biggest challenge is public perception. The College has lost the public trust and the JCR, Legislative Audit Report, and frequent bad press from the Baltimore Sun continue to fuel public mistrust and speculation. It is imperative that we face this challenge head-on but it needs to start with building trust within the institution. We need bold, visionary leadership to move the needle and rebuild public trust. Only when that trust is restored will the College see its true potential. Only working together can we implement the major reforms BCCC so desperately needs. When all is said and done, BCCC will not be the same. It will be better because of the foundation that we are laying now for the generations of students, faculty, staff, administrators, and Board members who will follow us.

Respectfully Submitted,

Prof. Edward Ennels  
President of the Faculty Senate

TAB 8

**NO ITEMS  
REMOVED FROM  
AGENDA**

TAB 9

**PUBLIC  
PRESENTATIONS**



## **PUBLIC PRESENTATIONS**

### **A. FINANCE AND TECHNOLOGY - ACTION ITEMS**

- a) Fiscal 2019 Operating Budget**
- b) Fiscal 2019 Capital Budget**
- c) Fund Balance Designations**

### **B. ACADEMIC PROGRAM PROPOSAL - ACTION**

- a) Transportation and Supply Chain Management - AAS**

### **C. EXCELLENCE AWARDS - INFORMATION**

### **D. Mayor's Scholars Program - Ms. Barbara Poindexter Webb**

### **E. Dr. Chima Ugah, Faculty Senate President Elect**

**A. Finance and Technology Committee**

**VP Calvin Harris, Jr., will present the FY 2019 Operating Budget, Capital Budget, and the Fund Balance Designation for Board approval.**

**TAB - 9B**

**ACADEMIC PROGRAM PROPOSAL - ACTION**



## **NEW PROGRAM AND COURSE PROPOSAL**

Tonja L. Ringgold, Ed.D.  
Vice President for Academic Affairs

The division of Academic Affairs presents six (6) new courses and 1 program in Transportation Supply Chain Management (TSCM) for approval.

Students completing this Associate of Applied Science (AAS) program will fill positions in Port Operations, Port-Based Logistics, Vessel Operations, and emerging Maritime Technologies; which impact the local and national economy and global competitiveness. Whether they come in at the entry level or changing careers, student can use the skills and knowledge gained to obtain certifications and to advance or qualify for a higher paying jobs for a more rewarding position.

The TSCM program would directly support The Maryland General Assembly, through the 2015 Joint Chairmen's Report (JCR), by aligning with recommendations: #5. *"Baltimore City Community College should make workforce development a top educational priority.* #6. *Baltimore City Community College should focus on linking noncredit students to credit programs.* #9. *Baltimore City Community College must find ways to forge meaningful relationships with key constituencies and partners."* As an Achieving the Dream (ATD) Network institution, Baltimore City Community College will expand the ability to make our programs nimble, relevant and useful. ATD emphasizes strategies to implement data driven decision making leading to improved student success. As Baltimore City's only community college, we bring autonomy and hope to every person who seeks it.

### **Program Description**

The Transportation Supply Chain Management program prepares students for jobs in the transportation, distribution and supply chain management industries. Emphasis is placed on supply chain logistics, commercial, freight, and maritime transportation systems.

Baltimore City Community College's TSCM program will be an innovative solution which represents the spirit of the State Plan. The program will illustrate a successful working relationship with numerous government agencies, businesses, and a postsecondary educational institution. According to the State Plan the community college system is to support and advance the P-TECH School Model. BCCC has been selected to develop a Supply Chain Management career pathway to meet the present and future needs of the region.

The widening of the Port of Baltimore will be beneficial to this new program's advancement and the state of Maryland, through more jobs and a larger economic impact. Jobs that require high levels of knowledge represent a growing component the local and state labor market.

## AAS Program Overview

The program's course listing organized by content area is below. It is followed by full descriptions of each course.

Course ID	Credits	Course Name	Category** Requirement Fills:
PRE100	1	Preparation for Academic Achievement	College Requirement
HLF	2	Health and Life Fitness	College Requirement
<b>Total Credit by Category</b>		<b>3</b>	
SP 101	3	Fundamentals of Speech Communication	GE Cat I
ECO 201	3	The American Economy I: Macroeconomics	GE Cat II
ES 110	3	Biological and Physical Science Elective	GE Cat III
MAT 125	3	Finite Mathematics	GE Cat IV
ENG 101	3	English Writing	GE Cat V
BUAD 112	3	Computers for Business Management	GE Cat VI
<b>Total Credit by Category</b>		<b>18</b>	
BUAD100	3	Introduction to Business	Program Requirement
ACCT221	3	Financial Accounting	Program Requirement
MGMT222	3	Principles of Management	Program Requirement
TSCM 101	3	<i>Introduction to Transportation Systems</i>	Program Requirement
TSCM 120	3	<i>Commercial Transportation Systems</i>	Program Requirement
TSCM 140	3	<i>Supply Chain Management</i>	Program Requirement
TSCM 160	3	<i>Maritime Transportation</i>	Program Requirement
TSCM 200	3	<i>Freight Transportation</i>	Program Requirement
TSCM 210	3	<i>Supply Chain Logistics</i>	Program Requirement
CADD 101	3	Introduction to CADD	Program Requirement
CADD 200	3	Geographic Information Systems Applications	Program Requirement
PHI 105	3	Introduction to Professional Ethics	Program Requirement
<b>Total Credit by Category</b>		<b>36</b>	
<b>Electives:</b>			
COP 200	3	Cooperative Education/Internship	Program Elective
MGMT127	3	Customer Relationship Management	Program Elective
<b>Program Total</b>	<b>60</b>		

### ACCT 221: PRINCIPLES OF FINANCIAL ACCOUNTING I--3 credits--45 lecture hours/15 lab hours

Prerequisite: MAT 81 or MAT 91 or satisfactory ACCUPLACER score

Equivalent to ACCT 201 or ACCT 211

Accounting is the language of business. Financial Accounting Principles and concepts define methodologies for accurately recording business transactions and presenting them in financial statements that explain the economic conditions of a business as a basis of decision making by both external stakeholders, including owners and creditors, and by managers within the organization.



**BUAD 100: INTRODUCTION TO BUSINESS--3 credits--45 lecture hours**

Prerequisite: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

The purposes and functions of the main business disciplines are reviewed. Use of lectures, case studies, and/or computerized learning guides aid the student in developing an awareness of the relationships among business functions. The content aids in choosing a vocation, helps business majors select a field of concentration, and gives students a familiarity with business practices and terms.

**BUAD 112: COMPUTERS FOR BUSINESS MANAGEMENT--3 credits--45 lecture hours**

Meets Category VI General Education Requirements; Prerequisite: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Passing this course with a "C" or better fulfills the College's Computer Literacy Requirement. An introduction to the use of desktop, stand-alone computers, and computer terminals for nonprofessional users is provided. The theory of operation and the history of computers are studied to the degree needed to understand operational procedures encountered in the workplace. Emphasis is placed on the use of applications programs rather than the writing of new programs. Both user-friendly, menu-driven programs and the more elaborate spreadsheet, PowerPoint, database, and word processing programs are actually operated by the student. This course is designed to make the average citizen computer literate.

**CADD 101: INTRODUCTION TO CADD--3 credits--30 lecture hours; 30 lab hours**

Prerequisite: Permission of the Computer-Aided Drafting and Design Program Coordinator

Passing this course with a C or better fulfills the College's Computer Literacy Requirement.

This beginner's CADD course exposes students to basic computer-aided drafting and design skills. Topics include manufacturing processes, engineering design processes, freehand sketching, descriptive geometry, and AutoCAD software. Emphasis is on the use of drawing tools to construct simple two-dimensional objects typically found in mechanical, electrical, and civil engineering and in architecture.

**CADD 200: GEOGRAPHIC INFORMATION SYSTEMS APPLICATIONS--3 credits--30 lecture hours/30 lab hours**

Prerequisites: CADD 101 or CADD 111

This course is designed to expose students to the Geographic Information Systems (GIS) applications, concepts, and principles. It uses the ArcView GIS software for visualizing, analyzing, creating, and managing data with a geographic component. Applications of GIS methodologies in real world problems from various disciplines will also be presented.

**COP 200: COOPERATIVE EDUCATION--3 credits--45 lecture hours**

Prerequisites: 2.0 G.P.A.; completion of 15 credits; completion of specific courses in the student's program; permission of the student's program head and the Co-Op Coordinator

Students have the opportunity to apply knowledge in a supervised work environment related to their academic programs or career interests. Three hundred hours of paid work and 16 classroom hours are required. Career exploration and work readiness skills are covered in the classroom.

**ECO 201: THE AMERICAN ECONOMY I: MACROECONOMIC THEORY--3 CREDITS--45 Lecture Hours**

Meets Category II General Education Requirements

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Students are helped to understand the overall functioning of the American economy through an examination of unemployment, inflation, recession, GNP, and the interaction of businesses, households, and government.

**ENG 101: ENGLISH WRITING--3 credits--45 lecture hours**

Meets Category V General Education Requirements; D and F Grades are not awarded. A minimum of a C grade is required to pass the class.

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores. Non-native English speakers pursuing an academic certificate or degree take a mandatory sequence of courses in core skill areas (ELI 80W; ELI 80R; ELI 81G; ELI 81W; ELI 82G; and ELI 82W). Successful completion of ELI 82G and ELI 82W courses is required before taking ENG 101. (Details under English Language Instruction.)

This course offers classroom instruction and practice in the skills necessary to write effective informative and persuasive essays, to understand the primary principles of scholarly inquiry and research, and to use the conventions of documentation. Students learn to use the conventions of standard written American English to establish a clear purpose in their writing, to develop their purpose with adequate and pertinent evidence, and to adapt their presentations to a range of audiences. The preparation of regularly scheduled essays is required, as is revision and editing of instructor-evaluated work.

**ES 110: ENVIRONMENTAL SCIENCE--3 credits--45 lecture hours**

Prerequisites: MAT 81 or MAT 91, ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

The ways in which water supplies, food supplies, energy supplies, air quality, housing safety, pest control, and public sanitation affect man's external environment and environmental health are examined.

**HLF 210: Physical Fitness and Health--2 credits--30 lecture hours**

Students are provided with knowledge about the role of exercise, and a wellness approach to health and fitness. Assessment instruments are used to develop a personal physical fitness program.

Participation in class discussions and fitness activities are included. Students may select other HLF courses to complete this College requirement.

**MGMT 127 CUSTOMER RELATIONSHIP MANAGEMENT--3 credits--45 lecture hours**

Prerequisites: None

Customer Relationship Management is designed to provide a systematic process for building service skills that all business people need. Sustainable success comes from retaining your customers. If your company is to meet performance and profitability goals, effective customer relationship management is the biggest weapon in your arsenal.

**MGMT 222: PRINCIPLES OF BUSINESS MANAGEMENT--3 credits--45 hours**

Prerequisite: BUAD 100 or permission of the program Coordinator/Associate Dean of Business and Technology Department

Basic management principles and procedures used in modern businesses are introduced. Areas studied include planning, organizing, leading, controlling, and understanding principles of quality. Employee relations and continuous improvement are emphasized throughout the semester. Case studies are used to develop decision-making skills, and to provide practical background in management techniques.

**MAT 125: FINITE MATHEMATICS--3 credits--45 lecture hours**

Meets Category IV General Education Requirements. Prerequisites: MAT 82 or MAT 92; RENG 92 or appropriate course waivers or ACCUPLACER scores

Topics useful to students in business and social sciences are covered with an emphasis on applications rather than theory. Topics include sets, the Cartesian coordinate system, functions and graphs, exponents and logarithmic functions, systems of linear equations and matrices, linear inequalities and linear programming, including the simplex method, probability, including conditional probability and Bayes' formula, and probability distribution.

**PHI 105: INTRODUCTION TO PROFESSIONAL ETHICS--3 credits--45 lecture hours**

Meets Category VI General Education Requirements. Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Students use a multicultural approach to understanding the main dilemmas in making ethical/moral decisions that affect a person's life and the culture in which he/she lives. Various classical and current issues are considered and discussed from Western and non-Western perspectives. Issues covered include but are not limited to business, government, legal, medical, personal, and societal ethics.

**PRE 100: PREPARATION FOR ACADEMIC ACHIEVEMENT--1 credit--15 lecture hours**

All new, degree- or certificate-seeking students and students entering with fewer than 15 credits are required to complete the College's Orientation course. The purpose of this course is to provide information necessary for academic success in college and to give students knowledge of what to expect in their classes. Students learn strategies that empower them to achieve success.

**SP 101: FUNDAMENTALS OF SPEECH COMMUNICATION--3 credits—45 lecture hours**

Meets Category I General Education Requirements. Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Human communication in both a theoretical and an experiential framework is investigated. Areas of study include communication theory, interviewing, and informative and persuasive speaking. Students prepare, and present informative and persuasive speeches based on classic models. Theory, preparation, appropriate form, and delivery are studied and evaluated. Each student is responsible for at least one formal interview and three speeches. Several impromptu speeches may be included.

**New Courses Developed to Support the Program**

The following six (6) courses developed to support the TSCM program were vetted and approved by the Faculty Senate Curriculum Instruction Committee, Faculty Senate Executive Committee, Academic Council, and Vice President for Academic Affairs.

**TSCM 101: INTRODUCTION TO TRANSPORTATION SYSTEMS--3 credits—45 lecture hours**

Prerequisites: Completion of MAT 092 and RENG092, or Permission of coordinator

This course provides an overview of transportation systems, methods and areas of applications. It provides an overview of the spatial aspects of mobility of passengers and freight in transportation.

**TSCM 120: COMMERCIAL TRANSPORTATION SYSTEMS--3 credits--45 lecture hours**

Prerequisites: Completion of MAT 092 and RENG092, or Permission of coordinator

Co-Requisites: TSCM 101

This course explores domestic and international commercial transportation modes used for the transportation of goods and services. Topics include domestic transportation, export/import, and warehousing and inventory management.

**TSCM 140: SUPPLY CHAIN MANAGEMENT--3 credits--45 lecture hours**

Prerequisites: TSCM 101

This course explores management of the flow of goods and services across the supply chain system. Topics include supply chain management, customer and service management, and manufacturing and supply chain planning.

**TSCM 160 MARITIME TRANSPORTATION--3 credits--45 lecture hours**

Prerequisites: TSCM 101

This course explores the maritime transportation of people and goods on the water through waterways and ports. Course topic includes the various modes of transportation used in maritime transportation and distribution.

**TSCM 200—FREIGHT TRANSPORTATION--3 credits--45 lecture hours**

Prerequisites: TSCM 101

This course explores freight transportation systems. Topics include freight logistics, freight modes of transportation, and freight routing problems.

**TSCM 210—SUPPLY CHAIN LOGISTICS--3 credits--45 lecture hours**

Prerequisites: TSCM 101

This course explores the various logistics associated with the flow of materials and goods through the supply chain management systems. Topics include elements of logistics systems, logistics information systems, and inventory management.

**Program Learning Objectives**

Learning objectives for the TSCM program have been adapted from the "Council of Supply Chain Management Professionals."

*(Transportation Management module [Learning Block 5] of the Council of Supply Chain Management Professionals (CSCMP) SCPro Level 1 certification).*

1. Describe the basic concepts of transportation management and its essential role in demand fulfillment.
2. Identify the key elements and processes in managing transportation operations and how they interact.
3. Identify principles and strategies for establishing efficient, effective, and sustainable transportation operations.
4. Explain the critical role of technology in managing transportation operations and product flows.
5. Define the requirements and challenges of planning and moving goods between countries.
6. Discuss how to assess the performance of transportation operations using standard metrics and frameworks."

*Adapted from: The Definitive Guide to Transportation, © 2014 by Council of Supply Chain Management Professionals*

**Academic Program Proposal**  
**Transportation and Supply Chain Management, Certificate**

**New Certificate in Existing Degree Programs** (as outlined in COMAR 13B.02.03.25.D)

The primary goal of the Transportation and Supply Chain Management program (TSCM) is to provide a pathway for students to fill a workforce gap in the transportation, distribution, maritime and supply chain industries. Students will have the options to obtain academic, experience and industry credentials for their careers in the pivotal Maritime, Transportation, and Supply Chain industry.

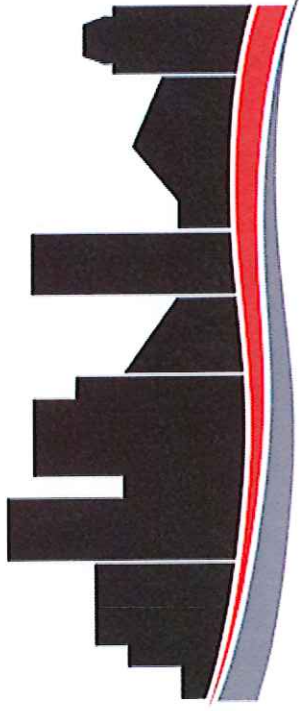
**Evidence of the Market Demand for the Proposed Certificate Program**

With 68 % of the current jobs in the Port of Baltimore not requiring a college degree the new program can be a bridge for many non-traditional students/employees who come to college with unique backgrounds. Middle-skill jobs represent a significant opportunity for unemployed and underemployed residents who work to earn a family supporting wage. The average wages for middle-skills workers was \$58,504 in 2015. Maryland Port Administration Vision2025 states that the Port continues to be an economic engine and is the 12th largest employer in the state of Maryland.

As a stackable certificate, students will be able to earn a credit credential as they continue their study toward the TSCM AAS degree.

Certificate curriculum design; and

PRE100	1	Preparation for Academic Achievement	College Requirement
BUAD 112	3	Computers for Business Management	GE Cat VI
TSCM 101	3	<i>Introduction to Transportation Systems</i>	Program Requirement
TSCM 120	3	<i>Commercial Transportation Systems</i>	Program Requirement
TSCM 140	3	<i>Supply Chain Management</i>	Program Requirement
TSCM 160	3	<i>Maritime Transportation</i>	Program Requirement
TSCM 200	3	<i>Freight Transportation</i>	Program Requirement
TSCM 210	3	<i>Supply Chain Logistics</i>	Program Requirement
<b>Total</b>	<b>22</b>		




**BALTIMORE CITY  
COMMUNITY COLLEGE**  
CHANGING LIVES...BUILDING COMMUNITIES

**Transportation and Supply Chain Management**  
**a new P-TECH program**

**BUSINESS, SCIENCES, TECHNOLOGY, ENGINEERING & MATH DIVISION**  
**BUSINESS & TECHNOLOGY DEPARTMENT**

# Basis of Proposal

 MOU with the Baltimore Port Alliance and Baltimore City Public Schools signed on November 3, 2017 to create a P-TECH School at The New Era Academy.

 To “culminate in the student’s attainment of an associate of applied science in Transportation, Distribution, and Maritime Logistics degree or related degrees.” (MOU page 1)

# Program Description

The program prepares students for jobs in the transportation, distribution and supply chain management industries.

Emphasis is placed on supply chain logistics, commercial, freight, and maritime transportation systems.



# Program Outcomes

1. Describe the basic concepts of transportation management and its essential role in demand fulfillment.
2. Identify the key elements and processes in managing transportation operations and how they interact.
3. Identify principles and strategies for establishing efficient, effective, and sustainable transportation operations.
4. Explain the critical role of technology in managing transportation operations and planning flows.
5. Define the requirements and challenges of planning and moving goods between countries.
6. Discuss how to assess the performance of transportation operations using standard metrics and frameworks.

Adapted from: *The Definitive Guide to Transportation*, © 2014 by Council of Supply Chain Management Professionals

# TSCM 101: Introduction to Transportation Systems

This course provides an overview of transportation systems, methods and areas of applications. It provides an overview of the spatial aspects of mobility of passengers and freight in transportation.

Learning Outcomes for this course:

Upon successful completion of this course, the student will be able to:

- Differentiate between the different modes of transportation.
- Describe areas of transportation applications.
- Prepare a project on mobility of passengers and freight.
- Analyze transportation models used at ports.
- Identify transportation career pathways.

# TSCM 120: Commercial Transportation Systems

This course explores domestic and international commercial transportation modes used for the transportation of goods and services. Topics include domestic transportation, export/import, and warehousing and inventory management.

Learning Outcomes for this course:

Upon successful completion of this course, the student will be able to:

- Differentiate between domestic and international commercial transportation modes.
- Describe commercial transportation components.
- Prepare a project on commercial transportation systems.
- Describe the use of information technology in commercial transportation.
- Identify the five modes of transportation.

# TSCM 140: Supply Chain Management

This course explores management of the flow of goods and services across the supply chain system. Topics include supply chain management, customer and service management, and manufacturing and supply chain planning.

Learning Outcomes for this course:

- Upon successful completion of this course, the student will be able to:
- Differentiate between various supply chain technology foundations.
  - Describe supply chain management elements.
  - Prepare a project on supply chain management system.
  - Describe the use of information technology in supply chain management.
  - Identify supply chain management practices and web-based tools.

# TSCM 160: Maritime Transportation

This course explores the maritime transportation of people and goods on the water through waterways and ports. Course topic includes the various modes of transportation used in maritime transportation and distribution.

Learning Outcomes for this course:

Upon successful completion of this course, the student will be able to:

- Differentiate between various maritime transportation foundations.
- Describe maritime transportation modes.
- Prepare a project on maritime transportation system.
- Explore the application of information technology in maritime transportation.
- Identify maritime transportation practices and web-based tools.

# TSCM 200: Freight Transportation

This course explores freight transportation systems. Topics include freight logistics, freight modes of transportation, and freight routing problems.

Learning Outcomes for this course:

Upon successful completion of this course, the student will be able to:

- Differentiate between various logistics associated with freight transportation.
- Describe freight modes of transportation.
- Prepare a project on freight operation systems.
- Describe the use of information technology in freight operations.
- Identify freight routing problems.

# TSCM 210: Supply Chain Logistics

This course explores the various logistics associated with the flow of materials and goods through the supply chain management systems. Topics include elements of logistics systems, logistics information systems, and inventory management.

Learning Outcomes for this course:

- Upon successful completion of this course, the student will be able to:
- Differentiate between logistics associated with the transportation of materials.
  - Describe international trade and logistics.
  - Prepare a project on logistics systems used at ports.
  - Describe the use of information technology in supply chain logistics.
  - Identify supply chain integration in logistics.

# Transportation and Supply Chain Management A.A.S. Degree

## College & General Education Requirements

Course ID	Credits	Course Name
PRE100	1	Preparation for Academic Achievement
HLF	2	Health and Life Fitness
<b>Total Cr by Category</b>	<b>3</b>	
SP 101	3	Fundamentals of Speech Communication
ECO 201	3	American Economy I: Macroeconomics
ES 110	3	Biological and Physical Science Elective
MAT 125	3	Finite Mathematics
ENG 101	3	English Writing
BUAD 112	3	Computers for Business Management
<b>Total Cr by Category</b>	<b>18</b>	



# Transportation and Supply Chain Management A.A.S. Degree

## Program Requirements

BUAD100	3	Introduction to Business
ACCT221	3	Financial Accounting
MGMT222	3	Principles of Management
MGMT127	OR	3 <i>Customer Relationship Management</i> OR
COP 200	3	<i>Cooperative Education/Internship</i>
CADD 101	3	Introduction to CADD
CADD 200	3	Geographic Information Systems Applications
PHI 105	3	Introduction to Professional Ethics
TSCM 101	3	<i>Introduction to Transportation Systems</i>
TSCM 120	3	<i>Commercial Transportation Systems</i>
TSCM 140	3	<i>Supply Chain Management</i>
TSCM 160	3	<i>Maritime Transportation</i>
TSCM 200	3	<i>Freight Transportation</i>
TSCM 210	3	<i>Supply Chain Logistics</i>
<b>Total Cr by Category</b>		<b>39</b>

# Transportation and Supply Chain Management Certificate

## Proposed Course Sequence:

Course ID	Credits	Course Name
PRE100	1	Preparation for Academic Achievement
BUAD 112	3	Computers for Business Management
TSCM 101	3	<i>Introduction to Transportation Systems</i>
TSCM 120	3	<i>Commercial Transportation Systems</i>
TSCM 140	3	<i>Supply Chain Management</i>
TSCM 160	3	<i>Maritime Transportation</i>
TSCM 200	3	<i>Freight Transportation</i>
TSCM 210	3	<i>Supply Chain Logistics</i>
<b>TOTAL</b>	<b>22</b>	

# Community College Market Share

<u>Anne Arundel Community College</u>	<u>TRNSPRATION, LOGISTICS &amp; CARGO SECURITY</u> <u>STATEWIDE</u>	Lower Division Certificate
<u>Cecil College</u>	<u>TRANSPORTATION AND LOGISTICS</u>	Associate Degree
<u>Cecil College</u>	<u>SUPPLY CHAIN MANAGEMENT</u> <u>STATEWIDE</u>	Associate Degree
<u>Community College of Baltimore County</u>	<u>TRANSPORTATION, DISTRIBUTION &amp; MARITIME</u>	Associate Degree
<u>Garrett College</u>	<u>COMMERCIAL VEHICLE TRANSPORTATION SPEC.</u>	Lower Division Certificate
<u>Hagerstown Community College</u>	<u>COMMERCIAL TRANSPORTATION ADMINISTRATION</u>	Associate Degree
<u>Hagerstown Community College</u>	<u>COMMERCIAL TRANSPORTATION MANAGEMENT</u>	Lower Division Certificate

# Employment Data

## Management Occupations - Maryland Occupational Projections 2014 - 2024

Occ Code	Occupational Title	Employment		Change		Total	Percent of Change	Percent of Replacement	Total	Percent of Change	Average Mean wage
		2014	2024	Change	Replacement						
11-3071	Transportation, Storage, and Distribution Managers	1,386	1,567	181	317	498	13%	23%	36%	\$ 102,800.00	
13-1081	Logisticians	4,513	6,061	1,548	522	2,070	34%	12%	46%	\$ 87,390.00	
53-0000	Transportation and Material Moving Occupations	159,182	185,057	25,875	36,509	62,496	16%	23%	39%	\$ 36,560.00	
53-1000	Supervisors of Transportation and Material Moving Workers	8,104	9,446	1,342	2,228	3,570	16%	27%	43%	\$ 57,020.00	

Maryland Occupational Projections - 2014-2024 - Workforce Information and Performance

<http://www.dlr.state.md.us/lmi/andoproj/maryland.shtml>

Department of Labor, Licensing, and Regulations







Date extracted on: May 9, 2018

Note: Average Mean Wage from Standard Occupation Classification code - see <https://www.bls.gov/oes/>

Date extracted on April 12, 2018

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# Growth outside of P-TECH

-  Middle-skill jobs represent a significant opportunity for unemployed and underemployed residents
-  The average wage for middle-skills workers was \$58,504 in 2015.
-  Maryland Port Administration Vision2025 identifies that the Port continues to be an economic engine and is the 12th largest employer in the state of Maryland.
-  Retraining of the 13,650 employees who handle the day-to-day operations of the Port of Baltimore will be necessitated by the advancement of technology at the port.
-  A marketing plan will be developed.
-  The marketing plan will launch upon MHEC approval.

# Authors

 **Dr. Yohannes Weldegiorgis**

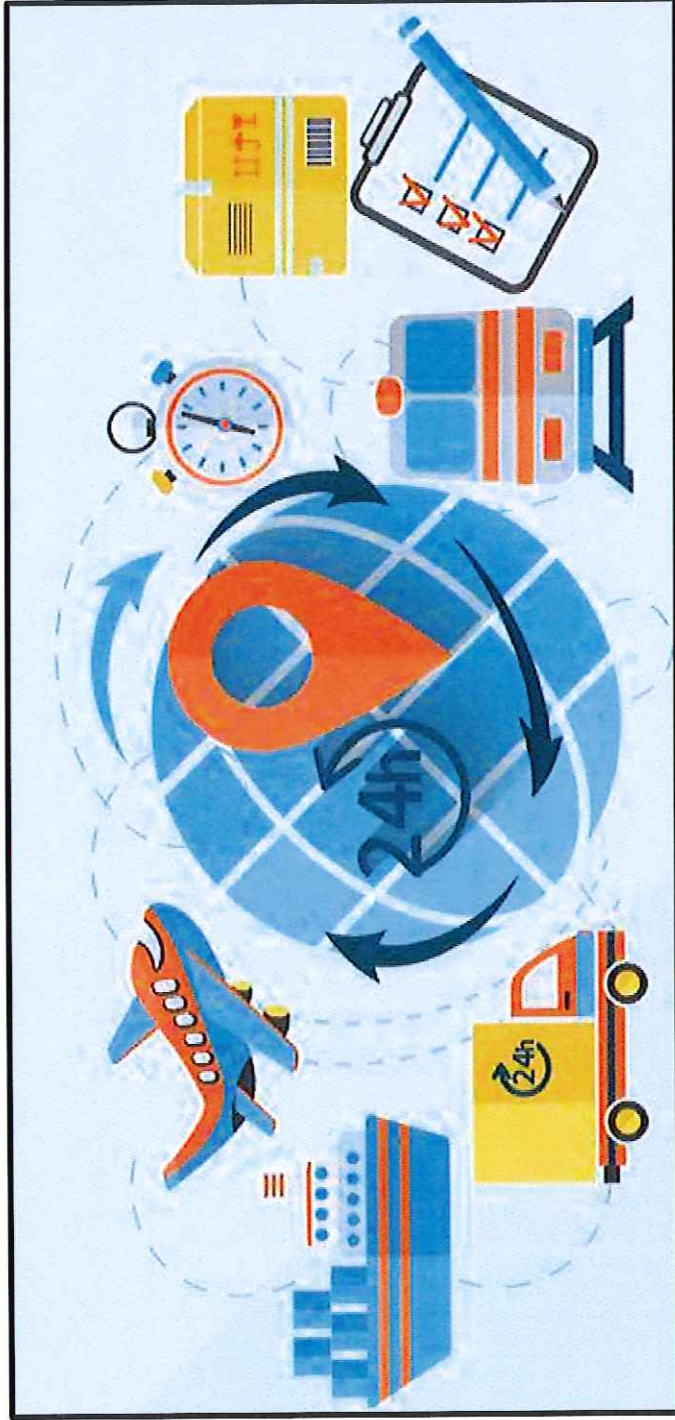
 **Dr. Shawn Lane**

 **Dr. Solomon Fakinlede**

 **Linda Benjamin**

 **Quintin Davis**

# Questions



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## Academic Program Proposal; Transportation and Supply Chain Management, AAS

### A. Centrality to institutional mission statement and planning priorities:

Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area. The primary goal of the Transportation and Supply Chain Management Program (TSCM) is to provide a pathway for students to fill a workforce gap in the transportation, distribution, maritime and supply chain management industries. Students will have the options to obtain academic, experience and industry credentials for their careers in the pivotal Maritime, Transportation, and Supply Chain industries.

The TSCM program is an essential first step to accelerating entry into the job market which impacts the local and national economy and our global competitiveness. Students will fill positions in port operations and port-based logistics, vessel operations, and emerging maritime technologies. Whether they come in at the entry level or changing careers, student can use the skills and knowledge gained to obtain certifications and to advance or qualify for a higher paying jobs for a more rewarding position.

If approved, this program would directly support The Maryland General Assembly, through the 2015 Joint Chairmen's Report (JCR), by aligning with recommendations: #5. "Baltimore City Community College should make workforce development a top educational priority. #6. Baltimore City Community College should focus on linking noncredit students to credit programs. #9. Baltimore City Community College must find ways to forge meaningful relationships with key constituencies and partners." As an Achieving the Dream (ATD) Network institution, we will expand our ability to make our programs nimble, relevant and useful. ATD emphasizes strategies to implement data driven decision making leading to improved student success. As Baltimore City's only community college, we bring autonomy and hope to every person who seeks it.

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

**Program Description:** The program prepares students for jobs in the transportation, distribution and supply chain management industries. Emphasis is placed on supply chain logistics, commercial, freight, and maritime transportation systems.

The College's mission states that: "Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities." The development of the TSCM program aligns with the mission as it will be a high-quality program developed in a team approach utilizing subject matter experts and curriculum development skills from across the Business and Technology Department. As one of the lowest cost community colleges within Maryland, the program will be affordable and accessible to a wide range of potential students. The programs' content is appropriate for both students looking to start a career in this field and those already practicing, who would benefit from added knowledge and the attainment of a credit credential within the field.



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

On April 18, 2018, the College's Board of Trustees approved new strategic plan goals and objectives. Student Success remains the College's first goal, with objective "1.1 – Align, support and deliver courses, programs, and services to ensure progression, transferability and employability." The creation of the Transportation and Supply Chain Management Program supports this objective; the program has been designed to 'ensure progression, transferability, and employability.'

As the P-TECH Community College in Baltimore City we are committed to making the attainment of employment-oriented credentials a priority. This program supports the signed Memorandum of Understanding (MOU) between the College, Baltimore City Public Schools, and Baltimore Port Alliance to provide students with an education that "culminates in attainment of an Associate of Applied Science in Transportation, Distribution, and Maritime Logistics degree or related degrees, thus preparing students to succeed in college and career."

**B. Critical and compelling regional or Statewide need as identified in the State Plan:**

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
  - o The need for the advancement and evolution of knowledge;

Baltimore City Community College's TSCM program will be an innovative solution which represents the spirit of the State Plan. The program will illustrate a successful working relationship with numerous government agencies, businesses, and a postsecondary educational institution. According to the State Plan the community college system is to support and advance the P-TECH School Model. BCCC has been selected to develop a Supply Chain Management career pathway to meet the present and future needs of the region.

The widening of the Port of Baltimore will be beneficial to this new program's advancement and the state of Maryland, through more jobs and a larger economic impact. Jobs that require high levels of knowledge represent a growing component the local and state labor market.

- o Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;

Baltimore's citizens face significant barriers to employment within the middle-skills jobs market that often pay higher wages. There is a strong level of alignment between the State Plan's occupational composition, BCCC's proposed TSCM program and the expanding choices for disadvantaged students. This program goes beyond the notion of a traditional student. Many of the students will be non-traditional students that represent the reality of most postsecondary students. TSCM program provides students with a focused pathway that fosters an efficient plan to a successful career. State jobs are changing, favoring higher skilled occupations. Employers are demanding a more highly skilled and educated workforce. Baltimore City has a diversified economy, with workforce demands across many sectors and skill levels.

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

The TSCM program is well positioned to expand the capacity of historically black institutions by providing a source of talent. Articulations will be sought with Morgan State University, our common partner in offering post-secondary education in this field. The P-TECH model can link academic planning need to financial planning which have a direct impact on the cost of historically black education and the ultimate return on investment. The Governor’s P-20 Leaders Council results will prepare all students for jobs while enhancing the State’s historical black institution competitiveness.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education \(pdf\)](#).

P-TECH Schools

Community College	School	Industry Level	Career Pathway
Baltimore City Community College	New ERA Academy	Port of Baltimore and United States Coast Guard	Supply Chain Management
Baltimore City Community College	Carver Vocational Technical High School	IBM	Cybersecurity Assurance and Computer Information Systems
Baltimore City Community College	Paul Laurence Dunbar High School	John Hopkins Hospital, Kaiser Permanente, and University of Maryland, Baltimore	Nursing, Respiratory Care, Physical Therapy Assistant, Health Information Technology

2017-2021 State Plan for Postsecondary Education, p. 23

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

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

Management Occupations - Maryland Occupational Projections 2014 - 2024

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<http://www.dlr.state.md.us/mi/iandoproj/maryland.shtml>

Department of Labor, Licensing, and Regulations

Date extracted on: May 9, 2018

Note: Average Mean Wage from Standard Occupation Classification code - see <https://www.bls.gov/oes/>

Date extracted on April 12, 2018

SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>

Date extracted on: April 12, 2018

**11-3071 Transportation, Storage, and Distribution Managers**

Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers.

**13-1081 Logisticians**

Analyze and coordinate the logistical functions of a firm or organization. Responsible for the entire life cycle of a product, including acquisition, distribution, internal allocation, delivery, and final disposal of resources. Excludes "Transportation, Storage, and Distribution Managers" (11-3071).

**53-1048 First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors**

directly supervise and coordinate the activities of helpers, laborers, and material movers; or transportation and material-moving machine and vehicle operators and helpers.

## 53-6099 Transportation Workers, All Other

All transportation workers not listed separately.  
Baltimore-Columbia-Towson, MD

- Anne Arundel County
- Baltimore County
- Baltimore city
- Carroll County
- Harford County
- Howard County
- Queen Anne's County

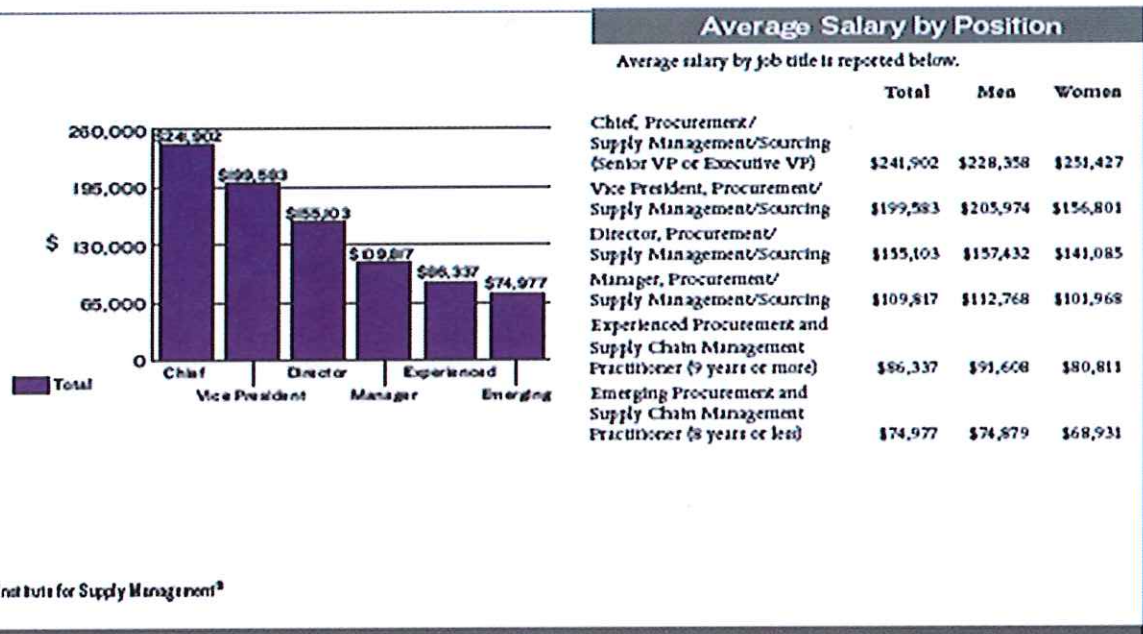
BCCC will promote the new TSCM program in the transportation, supply chain management, distribution and logistics industry to meet workforce demands and changing trends. A new talent shortage has emerged as the profession becomes more technological.

By partnering with the Port Alliance, the new program fosters an environment of support for a diverse workforce. For example, Baltimore City administers Foreign Trade Zone (FTZ) #74, which expedites and encourages domestic employment and assist, U S firms competing in the global market. In addition, the new program falls into the occupation of business operations, management and production, which all show an increase in jobs in the U. S. Employers in the Computer Unmusical Controlled Machines Operation expect steady increases over the next decade or more.

With 68 % of the current jobs in the Port of Baltimore not requiring a college degree the new program can be a bridge for many non-traditional students/employees who come to college with unique backgrounds. Middle-skill jobs represent a significant opportunity for unemployed and underemployed residents who seek to earn a family supporting wage. The average wages for middle-skills workers was \$58,504 in 2015. Maryland Port Administration Vision2025 states that the Port continues be an economic engine and is the 12th largest employer in the state of Maryland.

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

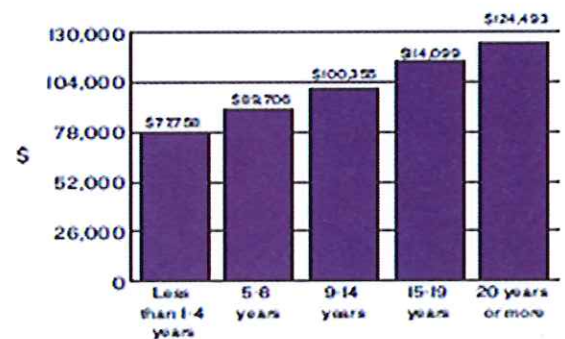
The Port remains as Maryland's economic jewel far into the future. The Port generates more than 33,000 jobs statewide. 13,650 jobs are directly related to day-to-day operation; wages and salaries are estimated to be 2.9 billion; average annual income per job at the Port is \$61,873. With the completion of the Panama Canal, Baltimore is one of few Ports ready for supersized ships. In 2016, approximately 40 million in merchandise was exported for the FTZ to international markets and the total value of shipments in the FTZ was nearly \$15 billion. FTZ #74 continues to show growth and support for Baltimore's expanding Roll on or Roll off (RORO) shipping industry. The Port of Baltimore was the most efficient port and container terminal in the country in 2015. (The Daily Record, March 2016)



## ISM's 2016 SALARY SURVEY RESULTS - SUMMARY

### Average Salary by Years of Work Experience

The average salary for supply management professionals with 15 or more years of experience was \$124,493, while the average salary for those with eight or fewer years of experience was \$85,066. Supply management professionals with five to eight years of experience earned on average \$89,707. Overall, supply management professionals with nine to 14 years of experience earned \$100,355; those with 15 to 19 years of experience earned \$114,099; and professionals with 20 or more years of experience earned an average of \$124,493.



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

The proposed TSCM program will provide students with a pipe-line to an exciting career. This represents BCCC's 2<sup>nd</sup> P-TECH program in the Business and Technology department which houses multiple programs accredited by Accreditation Council of Business Schools and Programs (ACBSP). Transportation programs typically are related to engineering programs; while supply chain management programs are post-graduate specialty programs. The proposed TSCM program will provide high school students, and current employees, with an applied associate science degree in transportation and technical skills that support technology. This new program is a collaboration, solidified with an MOU dated October 26, 2017, between Baltimore Port Alliance, Baltimore City Public Schools and Baltimore City Community College to establish a Supply Chain Management P-TECH model program that offers six core

transportation courses and a co-op/internship in the chosen career pathway. According to Ronald J. Daniels, President, John Hopkins University, “the P-TECH model offers transformational opportunities for Baltimore’s youth and a chance to prepare our city’s workforce for the jobs’ and career of the future.” Currently, there is little data showing the supply of community college graduates with an A.A.S. in Transportation and Supply Chain Management in Maryland. It is estimated that BCCC’s proposed program will produce 15 to 25 graduates per year, per cohort, by the end of the fifth year of inception.

**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 2017-2021 Maryland Higher Education Commission Maryland State Plan for Postsecondary Education, p. 22 states that “Most recently, Governor Hogan has supported the development and implementation of several Pathways in Technology Early College High Schools, or P-TECH schools, throughout Maryland.” BCCC is selected to develop a new supply chain management career pathway PTECH program in partnership with the New Era Academy high school in Baltimore city. Industry level partners for this new P-TECH program are the Port of Baltimore and United States Coast Guard. Baltimore City Public Schools, BCCC and Baltimore Port Alliance signed a MOU for the development and support of a P-TECH grades 9-14 school program in TSCM at BCCC.

<b>Anne Arundel Community College</b>	TRNSPRTATION, LOGISTICS & CARGO SECURITYSTATEWIDE	Lower Division Certificate
<b>Cecil College</b>	TRANSPORTATION AND LOGISTICS	Associate Degree
<b>Cecil College</b>	SUPPLY CHAIN MANAGEMENTSTATEWIDE	Associate Degree
<b>Community College of Baltimore County</b>	TRANSPORTATION, DISTRIBUTION & MARITIME	Associate Degree
<b>Garrett College</b>	COMMERCIAL VEHICLE TRANSPORTATION SPEC.	Lower Division Certificate
<b>Hagerstown Community College</b>	COMMERCIAL TRANSPORTATION ADMINISTRATION	Associate Degree
<b>Hagerstown Community College</b>	COMMERCIAL TRANSPORTATION MANAGEMENT	Lower Division Certificate

MHEC Website: [http://mhec.maryland.gov/institutions\\_training/Pages/searchmajor\\_o.aspx](http://mhec.maryland.gov/institutions_training/Pages/searchmajor_o.aspx)

2. Provide justification for the proposed program.

The new TSCM program is designed to serve the residents of Baltimore City. Baltimore City Community College is the post-secondary institution of choice to serve this population. The College does not intend to advertise or recruit beyond the metro area to increase student enrollment within the program. The program is designed to meet the framework of our MOU with the City Schools and the Port Alliance. The program will, of course, also be open to other

potential students within our service area. The main goal of the program is to provide students and city resident’s access to a growing industry and to deliver an innovative solution to the workforce needs in the modern occupation category of Transportation, Distribution and Logistics.

**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 AAS in Transportation and Supply Chain Management is not expected to negatively impact Historically Black Institutions.

**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.

While not a transfer program, students earning the A.A.S. in TSCM may be able to transfer to Morgan State University’s Transportation Systems programs. Students will have gained a complete two-year degree which consists not only of workforce skills, but also a breadth of General Education and Management courses which will expand the students understanding of the larger business environment and prepare them for life-long learning.

**G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:**

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

The program’s course listing organized by content area is below. It is followed by full descriptions of each course.

<b>Course ID</b>	<b>Credits</b>	<b>Course Name</b>	<b>Category** Requirement Fills:</b>
PRE100	1	Preparation for Academic Achievement	College Requirement
HLF	2	Health and Life Fitness	College Requirement
Total Credit by Category			
	3		
SP 101	3	Fundamentals of Speech Communication	GE Cat I
ECO 201	3	The American Economy I: Macroeconomics	GE Cat II
ES 110	3	Biological and Physical Science Elective	GE Cat III

MAT 125	3	Finite Mathematics	GE Cat IV
ENG 101	3	English Writing	GE Cat V
BUAD 112	3	Computers for Business Management	GE Cat VI
Total Credit by Category			
	18		
BUAD100	3	Introduction to Business	Program Requirement
ACCT221	3	Financial Accounting	Program Requirement
MGMT222	3	Principles of Management	Program Requirement
TSCM 101	3	<i>Introduction to Transportation Systems</i>	Program Requirement
TSCM 120	3	<i>Commercial Transportation Systems</i>	Program Requirement
TSCM 140	3	<i>Supply Chain Management</i>	Program Requirement
TSCM 160	3	<i>Maritime Transportation</i>	Program Requirement
TSCM 200	3	<i>Freight Transportation</i>	Program Requirement
TSCM 210	3	<i>Supply Chain Logistics</i>	Program Requirement
CADD 101	3	Introduction to CADD	Program Requirement
CADD 200	3	Geographic Information Systems Applications	Program Requirement
PHI 105	3	Introduction to Professional Ethics	Program Requirement
Total Credit by Category			
	36		
Electives:			
COP 200	3	Cooperative Education/Internship	Program Elective
MGMT127	3	Customer Relationship Management	Program Elective
Program Total:			
	60		

ACCT 221: PRINCIPLES OF FINANCIAL ACCOUNTING I--3 credits--45 lecture hours/15 lab hours

Prerequisite: MAT 81 or MAT 91 or satisfactory ACCUPLACER score

Equivalent to ACCT 201 or ACCT 211

Accounting is the language of business. Financial Accounting Principles and concepts define methodologies for accurately recording business transactions and presenting them in financial statements that explain the economic conditions of a business as a basis of decision making by both external stakeholders, including owners and creditors, and by managers within the organization.



BUAD 100: INTRODUCTION TO BUSINESS--3 credits--45 lecture hours

Prerequisite: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

The purposes and functions of the main business disciplines are reviewed. Use of lectures, case studies, and/or computerized learning guides aid the student in developing an awareness of the relationships among business functions. The content aids in choosing a vocation, helps business majors select a field of concentration, and gives students a familiarity with business practices and terms.

BUAD 112: COMPUTERS FOR BUSINESS MANAGEMENT--3 credits--45 lecture hours

Meets Category VI General Education Requirements; Prerequisite: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Passing this course with a "C" or better fulfills the College's Computer Literacy Requirement.

An introduction to the use of desktop, stand-alone computers, and computer terminals for nonprofessional users is provided. The theory of operation and the history of computers are studied to the degree needed to understand operational procedures encountered in the workplace. Emphasis is placed on the use of applications programs rather than the writing of new programs. Both user-friendly, menu-driven programs and the more elaborate spreadsheet, PowerPoint, database, and word processing programs are actually operated by the student. This course is designed to make the average citizen computer literate.

CADD 101: INTRODUCTION TO CADD--3 credits--30 lecture hours; 30 lab hours

Prerequisite: Permission of the Computer-Aided Drafting and Design Program Coordinator

Passing this course with a C or better fulfills the College's Computer Literacy Requirement.

This beginner's CADD course exposes students to basic computer-aided drafting and design skills. Topics include manufacturing processes, engineering design processes, freehand sketching, descriptive geometry, and AutoCAD software. Emphasis is on the use of drawing tools to construct simple two-dimensional objects typically found in mechanical, electrical, and civil engineering and in architecture.

CADD 200: GEOGRAPHIC INFORMATION SYSTEMS APPLICATIONS--3 credits--30 lecture hours/30 lab hours

Prerequisites: CADD 101 or CADD 111

This course is designed to expose students to the Geographic Information Systems (GIS) applications, concepts, and principles. It uses the ArcView GIS software for visualizing, analyzing, creating, and managing data with a geographic component. Applications of GIS methodologies in real world problems from various disciplines will also be presented.

COP 200: COOPERATIVE EDUCATION--3 credits--45 lecture hours

Prerequisites: 2.0 G.P.A.; completion of 15 credits; completion of specific courses in the student's program; permission of the student's program head and the Co-Op Coordinator

Students have the opportunity to apply knowledge in a supervised work environment related to their academic programs or career interests. Three hundred hours of paid work and 16 classroom hours are required. Career exploration and work readiness skills are covered in the classroom.

ECO 201: THE AMERICAN ECONOMY I: MACROECONOMIC THEORY--3 CREDITS--45

Lecture Hours

Meets Category II General Education Requirements

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Students are helped to understand the overall functioning of the American economy through an examination of unemployment, inflation, recession, GNP, and the interaction of businesses, households, and government.

ENG 101: ENGLISH WRITING--3 credits--45 lecture hours

Meets Category V General Education Requirements; D and F Grades are not awarded. A minimum of a C grade is required to pass the class.

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores.

Non-native English speakers pursuing an academic certificate or degree take a mandatory sequence of courses in core skill areas (ELI 80W; ELI 80R; ELI 81G; ELI 81W; ELI 82G; and ELI 82W). Successful completion of ELI 82G and ELI 82W courses is required before taking ENG 101. (Details under English Language Instruction.)

This course offers classroom instruction and practice in the skills necessary to write effective informative and persuasive essays, to understand the primary principles of scholarly inquiry and research, and to use the conventions of documentation. Students learn to use the conventions of standard written American English to establish a clear purpose in their writing, to develop their purpose with adequate and pertinent evidence, and to adapt their presentations to a range of audiences. The preparation of regularly scheduled essays is required, as is revision and editing of instructor-evaluated work.

ES 110: ENVIRONMENTAL SCIENCE--3 credits--45 lecture hours

*Prerequisites: MAT 81 or MAT 91, ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores*

The ways in which water supplies, food supplies, energy supplies, air quality, housing safety, pest control, and public sanitation affect man's external environment and environmental health are examined.

HLF 210: Physical Fitness and Health--2 credits--30 lecture hours

Students are provided with knowledge about the role of exercise, and a wellness approach to health and fitness. Assessment instruments are used to develop a personal physical fitness program. Participation in class discussions and fitness activities are included. Students may select other HLF courses to complete this College requirement.

MGMT 127 CUSTOMER RELATIONSHIP MANAGEMENT--3 credits--45 lecture hours

Prerequisites: None

Customer Relationship Management is designed to provide a systematic process for building service skills that all business people need. Sustainable success comes from retaining your customers. If your company is to meet performance and profitability goals, effective customer relationship management is the biggest weapon in your arsenal.

MGMT 222: PRINCIPLES OF BUSINESS MANAGEMENT--3 credits--45 hours

Prerequisite: BUAD 100 or permission of the program Coordinator/Associate Dean of Business and Technology Department

Basic management principles and procedures used in modern businesses are introduced. Areas studied include planning, organizing, leading, controlling, and understanding principles of quality. Employee relations and continuous improvement are emphasized throughout the semester. Case studies are used to develop decision-making skills, and to provide practical background in management techniques.

MAT 125: FINITE MATHEMATICS--3 credits--45 lecture hours

Meets Category IV General Education Requirements. Prerequisites: MAT 82 or MAT 92; RENG 92 or appropriate course waivers or ACCUPLACER scores

Topics useful to students in business and social sciences are covered with an emphasis on applications rather than theory. Topics include sets, the Cartesian coordinate system, functions and graphs, exponents and logarithmic functions, systems of linear equations and matrices, linear inequalities and linear programming, including the simplex method, probability, including conditional probability and Bayes' formula, and probability distribution.

PHI 105: INTRODUCTION TO PROFESSIONAL ETHICS--3 credits--45 lecture hours

Meets Category VI General Education Requirements. Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Students use a multicultural approach to understanding the main dilemmas in making ethical/moral decisions that affect a person's life and the culture in which he/she lives. Various classical and current issues are considered and discussed from Western and non-Western perspectives. Issues covered include but are not limited to business, government, legal, medical, personal, and societal ethics.

PRE 100: PREPARATION FOR ACADEMIC ACHIEVEMENT--1 credit--15 lecture hours

All new, degree- or certificate-seeking students and students entering with fewer than 15 credits are required to complete the College's Orientation course. The purpose of this course is to provide information necessary for academic success in college and to give students knowledge of what to expect in their classes. Students learn strategies that empower them to achieve success.

SP 101: FUNDAMENTALS OF SPEECH COMMUNICATION--3 credits—45 lecture hours

Meets Category I General Education Requirements. Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Human communication in both a theoretical and an experiential framework is investigated. Areas of study include communication theory, interviewing, and informative and persuasive speaking. Students prepare, and present informative and persuasive speeches based on classic models. Theory, preparation, appropriate form, and delivery are studied and evaluated. Each student is responsible for at least one formal interview and three speeches. Several impromptu speeches may be included.

(X) TSCM 101: INTRODUCTION TO TRANSPORTATION SYSTEMS--3 credits—45 lecture hours

Prerequisites: Completion of MAT 092 and RENG092, or Permission of coordinator  
This course provides an overview of transportation systems, methods and areas of applications. It provides an overview of the spatial aspects of mobility of passengers and freight in transportation.

(X) TSCM 120: COMMERCIAL TRANSPORTATION SYSTEMS--3 credits--45 lecture hours

Prerequisites: Completion of MAT 092 and RENG092, or Permission of coordinator

Co-Requisites: TSCM 101

This course explores domestic and international commercial transportation modes used for the transportation of goods and services. Topics include domestic transportation, export/import, and warehousing and inventory management.

(X) TSCM 140: SUPPLY CHAIN MANAGEMENT--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores management of the flow of goods and services across the supply chain system. Topics include supply chain management, customer and service management, and manufacturing and supply chain planning.

(X) TSCM 160 MARITIME TRANSPORTATION--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores the maritime transportation of people and goods on the water through waterways and ports. Course topic includes the various modes of transportation used in maritime transportation and distribution.

(X) TSCM 200—FREIGHT TRANSPORTATION--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores freight transportation systems. Topics include freight logistics, freight modes of transportation, and freight routing problems.

(X) TSCM 210—SUPPLY CHAIN LOGISTICS--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores the various logistics associated with the flow of materials and goods through the supply chain management systems. Topics include elements of logistics systems, logistics information systems, and inventory management.

2. Describe the educational objectives and intended student learning outcomes.

Learning objectives for the program have been adapted from the Council of Supply Chain Management Professionals "...the learning objectives of the Transportation Management module (Learning Block 5) of the Council of Supply Chain Management Professionals (CSCMP) SCPro Level 1 certification:

1. Describe the basic concepts of transportation management and its essential role in demand fulfillment.
2. Identify the key elements and processes in managing transportation operations and how they interact.
3. Identify principles and strategies for establishing efficient, effective, and sustainable transportation operations.
4. Explain the critical role of technology in managing transportation operations and product flows.
5. Define the requirements and challenges of planning and moving goods between countries.
6. Discuss how to assess the performance of transportation operations using standard metrics and frameworks."

Adapted from: *The Definitive Guide to Transportation*, © 2014 by Council of Supply Chain Management Professionals

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

As an AAS degree program, students will be required to complete the minimum of 18 credits in General Education courses. Specific courses have been identified within the curriculum to meet the COMAR requirements of General Education and Learning Outcomes in addition to meeting BCCC's Core Competency outcomes over the course of the program sequence.

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

Specialized accreditation is not currently in place for this program.

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

N/A

#### H. Adequacy of articulation

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

The program is developed in partnership with Baltimore City Public Schools and The Port Alliance as part of the expansion of P-TECH program offerings. The MOU to support this work was signed on November 4, 2017.

**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, and adjunct) and the course(s) each faculty member will teach.

FACULTY MEMBER NAME (alphabetically by Last Name), Earned degrees	Status (Full or Adjunct )	Course(s) each faulty member will teach
Fakinlede, Solomon PhD, Applied Management and Decision Sciences	Full-time	BUAD100, MGM222
Jackson, Novlette M.S. Transportation	Adjunct	TSCM140, TSCM 200, TSCM 210
Lane, Shawn, L. M.G.A, Human Resources Management Ed.D., Community College Leadership	Full-time	BUAD112, MGMT127, MGMT222
Brian R. Lazarus, CPA, CGMA M.B.A.	Full-time	ACCT221
Cortez V. Walker M.B.A., Management	Full-time	BUAD100, MGMT222
Weldegiorgis, Yohannes D.Eng. Doctor of Engineering	Full--time	CADD 101, CADD 200, TSCM 101, TSCM 120,TSCM 160

**J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).**

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

The BCCC Library meets all requirements of COMAR 13B.02.02.18. Additional resources for the Transportation and Supply Chain Management program will be purchased using budgeted acquisition funds and a requested budget increase. The College maintains Inter-Library loan which is available to all students. Students have access to online databases such as; Academic OneFile, Academic Search Premier, Credo Reference, eBooks from EBSCO, Encyclopedia Britannica Online, Films on Demand, Funk & Wagnall's New World Encyclopedia, Global Issues In Context, Library, Information Science & Technology Abstract, and Primary Search. All Library materials are easily accessible to students through a single login through our learning management system, Canvas. Additional videos and information are available from The Southeast Maritime and Transportation (SMART) Center <http://www.maritime-technology.org/> provided by the National Science Foundation. Resources are also provided by the Port of Baltimore at: <http://msa.maryland.gov/msa/mdmanual/01glance/html/port.html> and the Port Alliance at: <http://port.thinkport.org/>

**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.
1. Complete  [Table 1: Resources \(pdf\)](#) and  [Table 2: Expenditure \(pdf\)](#).  [Finance data \(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds					
2. Tuition/Fee Revenue (c + g below)	\$ 23,580.00	\$ 23,580.00	\$ 47,190.00	\$ 47,190.00	\$ 70,740.00
a. Number of F/T Students	5	5	10	10	15
b. Annual Tuition/Fee Rate	\$ 3,144.00	\$ 3,144.00	\$ 3,144.00	\$ 3,144.00	\$ 3,144.00
c. Total F/T Revenue (a x b)	\$ 15,720.00	\$ 15,720.00	\$ 31,440.00	\$ 31,440.00	\$ 47,160.00
d(1) Number of P/T Students	5	5	10	10	15
d. Number of P/T Students (P-TECH; non-Tuition generating)	25	25	50	50	100
e. Credit Hour Rate	\$ 131.00	\$ 131.00	\$ 131.00	\$ 131.00	\$ 131.00
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d(1) x e x f)	\$ 7,860.00	\$ 7,860.00	\$ 15,750.00	\$ 15,750.00	\$ 23,580.00
3. Grants, Contracts & Other External Sources	\$ -	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
4. Other Sources - State aid based on students FTE * See note	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL (Add 1 – 4)	\$ 23,580.00	\$ 53,580.00	\$ 77,190.00	\$ 77,190.00	\$ 100,740.00

*\*Note: "The College has experienced a decline in enrollment in recent years. State appropriation has remained flat due to a "hold harmless" provision, which requires the Governor to fund the College by at least as much as was in the prior year's appropriation. However, due to the effect of the hold harmless, this program will not lead to an increase in State appropriation." Vice President for Administration & Finance, Calvin Harris.*



TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 77,438.28	\$ 78,987.05	\$ 80,566.79	\$ 82,178.12	\$ 83,821.68
a. # FTE	0.7	0.7	0.7	0.7	0.7
b. Total Salary	\$ 51,972.00	\$ 53,011.44	\$ 54,071.67	\$ 55,153.10	\$ 56,256.16
c. Total Benefits	\$ 25,466.28	\$ 25,975.61	\$ 26,495.12	\$ 27,025.02	\$ 27,565.52
2. Admin. Staff (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
3. Support Staff (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Benefits					
4. Technical Support and Equipment	\$ 54,600.00	\$ 25,000.00	\$ 30,000.00	\$ 36,000.00	\$ 43,200.00
5. Library	\$ 3,500.00	\$ 5,250.00	\$ 7,875.00	\$ 10,000.00	\$ 12,000.00
6. New or Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
7. Other Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL (Add 1 – 7)	\$ 135,538.28	\$ 109,237.05	\$ 118,441.79	\$ 128,178.12	\$ 139,021.68

**Table: Finance Data**

**Resources, Assumptions:**

**1. Reallocated Funds;**

No funds will be reallocated from existing programs

**2. Tuition and Fee Revenue:**

It is assumed that tuition and fees will be constant in the next five years. The In-state tuition rate is currently \$110 per credit hour and a total fee of \$21 (consisting of consolidated fees of \$18, registration fee of \$2, and facilities capital fee \$1) for a total of \$131 per credit hour rate was used in calculating the revenue: with 24 credits per year for full-time students and 12 credits per year for part-time students. P-TECH students are not required to pay tuition and fees.

**3. Grants, Contracts and Other External Sources:**

The college will receive a 50% reimbursement legislatively authorized grant based on FTEs for the non-payment of tuition by the P-TECH students.

**4. Other Sources:**

The College does not currently anticipate additional State aid based on the FTE generated by this program. "The College has experienced a decline in enrollment in recent years. State appropriation has remained flat due to a "hold harmless" provision, which requires the Governor to fund the College by at least as much as was in the prior year's appropriation. However, due to the effect of the hold harmless, this program will not lead to an increase in State appropriation.

**5. Total Resources:**

Based on a conservative estimate of resources, the Transportation and Supply Chain Management program at Baltimore City Community College is expected to have adequate resources from its inception to maintain a successful and expanding academic program.

**Expenditures, Assumptions:**

**1. Faculty (#FTE, Salary, and Benefits):**

It is anticipated that .7 of a full time faculty member is required to teach the core courses in this program. The faculty will serve as the Program Coordinator. Management courses will be taught by existing full-time faculty and General Education required courses will be taught in their various departments. All faculty members are expected to teach a total of 30 teaching Assignment Units (TAU) per academic year. One TAU is equivalent to 15 contact hours. The salary and benefits is along the line with BCCC faculty salary and benefit structure. Faculty will be required to observe office hours in accordance with the faculty handbook, faculty contracts and the program coordinator contract.

**2. Administrative Staff**

There will be no need for an additional administrative staff. The existing department and school administrative staff will be sufficient to run the program.

**3. Support Staff**

The existing support staff in the School of Business, Science, Technology, Engineering and Mathematics as well as in the Academic Affairs at BCCC will be sufficient to administer the proposed new program.

**4. Technical Support and Equipment**

Funds will be needed to provide a high tech simulation learning environment and/or virtual laboratory which will cost an estimated \$54,600. The equipment, supplies and software will be continually updated each year to provide the students with up-to-date technology and real life work experiences.

## 5. Library

Additional funds will be needed to purchase Transportation & Supply Chain Management textbooks, reference materials, periodicals and software

## 6. New and/or Renovated Space

No new or renovated space is needed for this program.

## 7. Other Expenses

Other expenses are not anticipated for support of the program.

## 8. Total Expenditures

Based on a conservative estimate of expenditures, the Transportation and Supply Chain Management program at Baltimore City Community College is expected to have adequate resources to cover the costs of this academic program.

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

In accordance with COMAR guidelines, the program will be supported by Tuition and Fees revenue from regular students as well as Grants put in place by the Maryland State Plan to support the Pathway to Technological Education in High school (P-TECH).

Item	Description	Units	Cost
. 7 of one Full-time Faculty member	Specialized in Transportation Distribution Logistics Courses	30 TAU per year	\$77,438
Hands on TDML Lab	TDSM 101, TDSM 140, TDSM 160, TDSM 200, TDSM 210	26 computers @ \$2,100 each	\$54,600
Library Resources	Subscriptions, Books		\$3,500
<b>Total Startup Cost</b>			<b>\$135,538</b>

### M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15). Discuss procedures for evaluating courses, faculty and student learning outcomes.

Three separate Faculty Senate Committees work with the College's administration to create structure and ensure processes for evaluating programs, faculty, and student learning outcomes. The Program Review and Evaluation Committee (PREC) is designed to work in collaboration with the Office of the Vice President for Academic Affairs and the various academic departments to systematically assess the quality and viability of academic programs. The committee follows a set of procedures developed by the faculty and administration to ensure programs meet standards for relevance, viability, cost effectiveness, and adherence to Code of Maryland (COMAR) and Middle States Commission on Higher Education (MSCHE) requirements and support the College and program goals in terms of retention, graduation, student learning outcomes, etc.

The Student Learning Outcomes and Assessment (SLOA) Committee periodically assesses, supports, and maintains the SLOA process at Baltimore City Community College. Committee members volunteer to serve for a one year term. The Committee welcomes the expertise of non-faculty members; however, faculty members retain voting rights. The committee works in collaboration with the Curriculum and Assessment Office to document, train, and maintain effective student learning outcomes assessment processes.

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

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


It is the mission of the Baltimore City Community College to “provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities”. This mission statement is compatible with the State of Maryland’s minority inclusion and achievement goals, goal 3. The college provides accessible and affordable education to city residents and its environment. Currently, Baltimore City Community College is well positioned to provide affordable education to city residents with over 88% African American students. The rich cultural diversity of BCCC is epitomized by the various countries of the world represented in its student population.

BCCC has made a commitment to increase underrepresented students as reported in our 2017 Institutional Cultural Diversity Plan: “During FY 2017, BCCC engaged in many initiatives to increase the numbers of underrepresented students and continues to review the trends in the under-represented groups at the College. The College’s U.S. residents and international student population is steadily increasing. We continue the outreach by our bilingual (Spanish-speaking) recruiters and financial aid specialist response to the increasing diverse population bilingual (Spanish-speaking) recruiters and financial aid specialist, strengthening our relationships with the four area Baltimore City public high schools with high foreign-born student populations.”

The proposed degree and certificate program will enhance the Business and Technology, Supply Chain pathway, giving access to African Americans and other minorities, bridging the gap between workforce development and academic programs for the underrepresented. This program will also provide the student with an opportunity to be integrated into the transportation industry as well as transfer to a four year institution or university.

**O. Relationship to low productivity programs identified by the Commission:**

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. N/A

**P. If proposing a distance education program, please provide evidence of the  [Principles of Good Practice](#)** (as outlined in COMAR 13B.02.03.22C). N/A

## Transportation and Supply Chain Management A.A.S. Degree

<u>Proposed Course Sequence:</u>				
Course ID Credits		Course Name	Category Requirement Fills:	Course Pre-Requisites/Co Requisites
PRE100	1	Preparation for Academic Achievement	College Requirement	None
BUAD100	3	Introduction to Business	Program Requirement	RENG 92
ENG 101	3	English Writing	GE Cat V	RENG 92
BUAD 112	3	Computers for Business Management	GE Cat VI	RENG 92
SP 101	3	Fundamentals of Speech Communication	GE Cat I	RENG 92
MAT 125	3	Finite Mathematics	GE Cat IV	MAT 92, RENG 92
<b>Semester Total:</b>	<b>16</b>			
MGMT222	3	Principles of Management	Program Requirement	BUAD100 or Permission of Coordinator/AD
CADD 101	3	Introduction to CADD	Program Requirement	Permission of Coordinator
PHI 105	3	Introduction to Professional Ethics	Program Requirement	RENG 92
TSCM 101	3	<i>Introduction to Transportation Systems</i>	Program Requirement	MAT 92, RENG 92, Permission of Coordinator
TSCM 120	3	<i>Commercial Transportation Systems</i>	Program Requirement	MAT 92, RENG 92. Permission of Coordinator/TSCM 101
<b>Semester Total:</b>	<b>15</b>			
ACCT221	3	Financial Accounting	Program Requirement	MAT 91
CADD 200	3	Geographic Information Systems Applications	Program Requirement	CADD 101
HLF	2	Health	College Requirement	Depends on course chosen
TSCM 140	3	<i>Supply Chain Management</i>	Program Requirement	TSCM 101
TSCM 160	3	<i>Maritime Transportation</i>	Program Requirement	TSCM 101
<b>Semester Total:</b>	<b>14</b>			

ECO 201	3	The American Economy I: Macroeconomics	GE Cat II	RENG92
ES 110	3	Introduction to Environmental Science	GE Cat III	MAT 91 , RENG92
TSCM 200	3	<i>Freight Transportation</i>	Program Requirement	TSCM 101
TSCM 210	3	<i>Supply Chain Logistics</i>	Program Requirement	TSCM 101
	3	Program Elective *	Program Requirement	Depends on course chosen
<b>Semester Total:</b>	<b>15</b>			
<b>Program Total:</b>	<b>60</b>			
		<u>*Program Electives</u>		
COP 200	3	Cooperative Education/Internship	Program Elective	GPA of 2.5, completed 12 credits
MGMT1273	3	Customer Relationship Management	Program Elective	None

BALTIMORE CITY COMMUNITY COLLEGE

CURRICULUM AND INSTRUCTION COMMITTEE OF THE FACULTY SENATE

**CURRICULUM PROPOSAL TRANSMITTAL FORM**

**1. Type of Proposal**

Mark all that apply:

- |  |                   |
|--|-------------------|
| New Course                             | <u>  X  </u>      |
| General Education Course               | <u>          </u> |
| New Program                            | <u>  X  </u>      |
| New Program Area of Concentration      | <u>          </u> |
| New Certificate                        | <u>  X  </u>      |
| New Stand Alone Certificate            | <u>          </u> |
| Directed Technology Certificate        | <u>          </u> |
| Course Revision                        | <u>          </u> |
| Course Deletion                        | <u>          </u> |
| Program Revision                       | <u>          </u> |
| Program Area of Concentration Revision | <u>          </u> |
| Certificate revision                   | <u>          </u> |
- AA degree            AS degree            AAS degree   X   AAT degree

**2. Name of Program/Course Number and Course Title**

**Degree** Transportation and Supply Chain Management  
**Certificate** Transportation and Supply Chain Management

**Courses:**

- TSCM 101: Introduction to Transportation Systems
- TSCM 120: Commercial Transportation Systems
- TSCM 140: Supply Chain Management
- TSCM 160: Maritime Transportation
- TSCM 200: Freight Transportation
- TSCM 210: Supply Chain Logistics

**3. Brief Description of Proposal (no more than 30 words)**

On November 3, 2017, BCCC signed a Memorandum of Understanding with the Baltimore Port Alliance and Baltimore City Public Schools to create a P-TECH School at The New Era Academy which will "culminate in the student's attainment of an associate of applied science in Transportation, Distribution, and Maritime Logistics degree or related degrees." (MOU page 1)

This proposal contains all needed elements to create the requested degree and stackable certificate.

4. **Author(s):** Dr. Yohannes Weldegiorgis, Dr. Shawn Lane, Dr. Solomon Fakinlede, Quintin Davis, Linda Benjamin


5. **Phone:** Professor Weldegiorgis: X8522  
Professor Lane: X7490

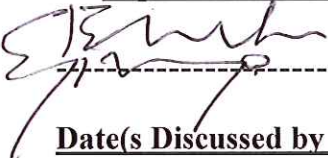
**Email:** YWeldegiorgis@bccc.edu  
SLane@bccc.edu

6. **When did the department discuss the proposal?** April 13, 2018

**When did the department approve the proposal?** April 13, 2018


7. **Signature of CIC departmental representative(s):** 

**Signature of Associate Dean:** 

 4/30/18 ----- Do not write below this line -----  
**Date(s) Discussed by CIC:** \_\_\_\_\_

Approved  \_\_\_\_\_ Not Approved \_\_\_\_\_

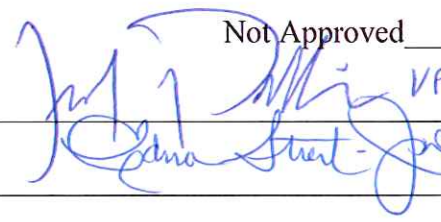
Expiration date (only if course is experimentally approved\* course): \_\_\_\_\_

Signature of CIC Chair/Date:  4/30/18

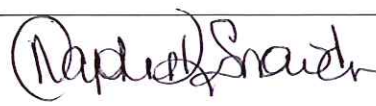
Comments: \_\_\_\_\_  
\_\_\_\_\_

**Date(s) Discussed by SEC:** \_\_\_\_\_

Approved  \_\_\_\_\_ Not Approved \_\_\_\_\_

Signature of SEC Secretary/Date:  VP. 5/2/18  
5/10/18 SEC Secretary

Comments: \_\_\_\_\_

 5/9/2018



**Date(s) Reviewed by Vice President of Academic Affairs:**

(If it is a new program, program option or stand alone certificate, approval of Vice President includes review of MHEC proposal as well as CIC proposal)

Approved

Not Approved

Signature of Vice President of Academic Affairs/Date:

*Tonja L. Ringgold*



Comments: \_\_\_\_\_

**If new program, program option, directed technology certificate or stand-alone certificate, the following approvals are also necessary (this approval includes approval and review of MHEC proposal, as well as CIC proposal)**

**Date(s) Reviewed by President:** \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Signature of President /Date: \_\_\_\_\_

Comments: \_\_\_\_\_

**Date(s) Reviewed by Board of Trustees:** \_\_\_\_\_

Approved \_\_\_\_\_

Not Approved \_\_\_\_\_

Signature of Secretary of Board of Trustees /Date: \_\_\_\_\_

Comments: \_\_\_\_\_

**Academic Operations**

Date Information inputted into system: \_\_\_\_\_

Date Signed copies sent to: CIC Chair \_\_\_\_\_

Author(s) of Proposal \_\_\_\_\_

Associate Dean \_\_\_\_\_



**Transportation and Supply Chain Management A.A.S. Degree**  
**Revised: 4/13/18**

**Proposed Course Sequence:**

<b>Course ID</b>	<b>Credits</b>	<b>Course Name</b>	<b>Category Requirement</b>	<b>Course Pre-Requisites/Co Requisites</b>
PRE100	1	Preparation for Academic Achievement	College Requirement	None
BUAD100	3	Introduction to Business	Program Requirement	RENG 92
ENG 101	3	English Writing	GE Cat V	RENG 92
BUAD 112	3	Computers for Business Management	GE Cat VI	RENG 92
SP 101	3	Fundamentals of Speech Communication	GE Cat I	RENG 92
MAT 125	3	Finite Mathematics	GE Cat IV	MAT 92, RENG 92
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16				
MGMT222	3	Principles of Management	Program Requirement	BUAD100 or Permission of Coordinator/AD
CADD 101	3	Introduction to CADD	Program Requirement	Permission of Coordinator
PHI 105	3	Introduction to Professional Ethics	Program Requirement	RENG 92
TSCM 101	3	<i>Introduction to Transportation Systems</i>	Program Requirement	MAT 92, RENG 92, Permission of Coordinator
TSCM 120	3	<i>Commercial Transportation Systems</i>	Program Requirement	MAT 92, RENG 92. Permission of Coordinator/TSCM 101
<hr style="border-top: 1px solid black;"/>				
15				
ACCT221	3	Financial Accounting	Program Requirement	MAT 91
CADD 200	3	Geographic Information Systems Applications	Program Requirement	CADD 101
HLF	2	Health	College Requirement	Depends on course chosen
TSCM 140	3	<i>Supply Chain Management</i>	Program Requirement	TSCM 101
TSCM 160	3	<i>Maritime Transportation</i>	Program Requirement	TSCM 101
<hr style="border-top: 1px solid black;"/>				
14				
ECO 201	3	The American Economy I: Macroeconomics	GE Cat II	RENG92
ES 110	3	Introduction to Environmental Science	GE Cat III	MAT 91 , RENG92
TSCM 200	3	<i>Freight Transportation</i>	Program Requirement	TSCM 101
TSCM 210	3	<i>Supply Chain Logistics</i>	Program Requirement	TSCM 101
	3	Program Elective *	Program Requirement	Depends on course chosen
<hr style="border-top: 1px solid black;"/>				
15				
<hr style="border-top: 3px double black;"/>				
60				
*Program Electives				
COP 200	3	Cooperative Education/Internship	Program Elective	GPA of 2.5, completed 12 credits
MGMT127	3	Customer Relationship Management	Program Elective	None



**Transportation and Supply Chain Management Certificate**

**Proposed Course Sequence:**

4/13/2018

<b>Course ID Credits</b>		<b>Course Name</b>	<b>Category Requirement</b>	<b>Course Pre-Requisites/Co Requisites</b>
PRE100	1	Preparation for Academic Achievement	Fills: College Requirement	None
BUAD 112	3	Computers for Business Management	GE Cat VI	RENG 92
TSCM 101	3	<i>Introduction to Transportation Systems</i>	Program Requirement	MAT 92, RENG 92, Permission of Coordinator
TSCM 120	3	<i>Commercial Transportation Systems</i>	Program Requirement	MAT 92, RENG 92, Permission of Coordinator/TSCM 101
TSCM 140	3	<i>Supply Chain Management</i>	Program Requirement	TSCM 101
TSCM 160	3	<i>Maritime Transportation</i>	Program Requirement	TSCM 101
TSCM 200	3	<i>Freight Transportation</i>	Program Requirement	TSCM 101
TSCM 210	3	<i>Supply Chain Logistics</i>	Program Requirement	TSCM 101

Total 22

BALTIMORE CITY COMMUNITY COLLEGE

CURRICULUM AND INSTRUCTION COMMITTEE OF THE FACULTY SENATE

**PROGRAM/CERTIFICATE PROPOSAL OUTLINE FORM**

1. **DEPARTMENT:** Business & Technology
2. **AUTHOR(S):** Dr. Yohannes Weldegiorgis, Dr. Shawn Lane, Dr. Solomon Fakinlede, Quintin Davis, Linda Benjamin
3. **NAME OF PROGRAM/CERTIFICATE:**

Transportation and Supply Chain Management, A.A.S.  
Transportation and Supply Chain Management, Certificate

**4. WAS THE PROGRAM RECOMMENDED BY**

- a. Program Evaluation committee (yes or no): No
- b. Advisory Committee (yes or no): No
- c. Other (name body recommending):

On November 3, 2017, BCCC signed a Memorandum of Understanding with the Baltimore Port Alliance and Baltimore City Public Schools to create a P-TECH School at The New Era Academy which will “culminate in the student’s attainment of an associate of applied science in Transportation, Distribution, and Maritime Logistics degree or related degrees.” (MOU page 1)

**5. RATIONALE AND NEED FOR OFFERING THE PROGRAM AT BCCC**

- a. Describe the extent to which this program/certificate is central to the institutional mission, the planning priorities of the College and its relationship to the instructional program emphasis:

Baltimore City Community College provides quality, affordable, and accessible educational opportunities with comprehensive programs that meet the professional and personal goals of students while improving communities in the greater Baltimore area. The primary goals of the Transportation and Supply Chain Management degree and certificate are to provide a pathway for students to fill a workforce gap in the Transportation, Distribution and Maritime Logistics industry. Students will have the option to get academic, experience and industry credentials for their careers in the pivotal Maritime and Transportation industry

- b. State the specific local, State, and/or national needs for graduates of the proposed program. Describe job opportunities that are available to persons who complete the program. Provide evidence of market demand through supporting data including results of surveys which have recently been conducted.

Occupation code	Occupation title (click on the occupation title to view its profile)	Level	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RS
11-3071	<a href="#">Transportation, Storage, and Distribution Managers</a>	detail	1,160	6.1%	0.854	1.03	\$47.24	\$49.43	\$102,800	2.0%
13-1081	<a href="#">Logisticians</a>	detail	2,340	4.9%	1.723	1.54	\$40.88	\$42.02	\$87,390	3.5%
53-1048	<a href="#">First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors</a>	detail	4,600	5.1%	3.384	1.22	\$26.29	\$27.42	\$57,020	1.9%
53-6099	<a href="#">Transportation Workers, All Other</a>	detail	350	17.4%	0.254	0.94	\$14.26	\$17.58	\$36,560	9.3%

### Descriptions

#### 11-3071 Transportation, Storage, and Distribution Managers

Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations. Includes logistics managers.

#### 13-1081 Logisticians

Analyze and coordinate the logistical functions of a firm or organization. Responsible for the entire life cycle of a product, including acquisition, distribution, internal allocation, delivery, and final disposal of resources. Excludes "Transportation, Storage, and Distribution Managers" (11-3071).



53-1048 First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors

Directly supervise and coordinate the activities of helpers, laborers, and material movers; or transportation and material-moving machine and vehicle operators and helpers.

53-6099 Transportation Workers, All Other

All transportation workers not listed separately.

Baltimore-Columbia-Towson, MD

Anne Arundel County

Baltimore County

Baltimore City

Carroll County

Harford County

Howard County

Queen Anne's County

---

Source: SOC code: Standard Occupational Classification code -- see <http://www.bls.gov/soc/home.htm>

Date extracted on: Apr 12, 2018

BCCC is making efforts to promote the new TSCM program in the transportation, supply chain management, distribution and logistics industry and workforce demands of changing trends. A new talent shortage has emerged as the profession becomes more technological.

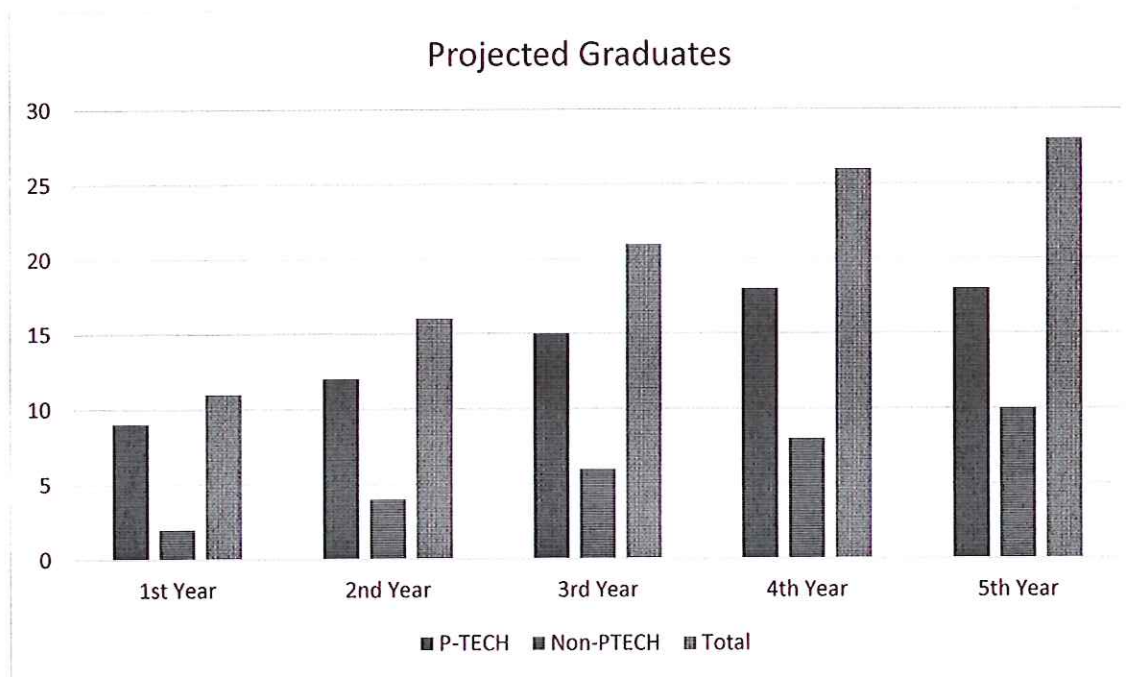
By partnering with the Port Administration, the new program fosters an environment of support for a diverse workforce. For example, Baltimore City administers Foreign Trade Zone (FTZ) #74, which expedites and encourages domestic employment and assists U.S. firms competing in the global market. In addition, the new program falls in to the occupation of business operations, management and production, which all show an increase in jobs in the U.S. Employers in the Computer Unmusical Controlled machines operation expect steady increase over the next decade or more.

With 68% of the current jobs in the Port of Baltimore not requiring a college degree, the new program can be a bridge for many non-traditional students/employees who come to college with a unique background. Middle-skill jobs represent a significant opportunity for unemployed and underemployed residents who week to earn a family-supporting wage. The average wages for middle-skills workers was \$58,504 in 2015. The Maryland Port Administration Vision 2025 identified that the Port continues be an economic engine and is the 12<sup>th</sup> largest employer in the state of Maryland.

- c. Provide evidence of student interest in the program. What are the projections of program majors full-time and part-time for each of the first five years of the program?

	Year 1	Year 2	Year 3	Year 4	Year 5
a. Number of F/T Students	10	50	100	150	200
d. Number of P/T Students	5	10	20	30	40

- d. Project the number of graduates for the first five years of the program following the first year of awarding the degrees.



The proposed TSCM program will provide students with a pipeline to an exciting career. This represents BCCC's 2<sup>nd</sup> P-TECH program in the Business and Technology department which is accredited by ACBSP. Transportation programs generally are related to engineering programs; while supply chain management programs are post-graduate specialty programs. The proposed TSCM program will provide high school students, and current employees, with an applied associate of science degree in transportation and technology skills. The new program is a collaboration between Baltimore Port Alliance, Baltimore City Public Schools and Baltimore City Community College to establish a Supply Chain Management P-Tech model program that offers 5 core transportation courses and a co-op/internship in the chosen career pathway.

According to Ronald J. Daniels, President, John Hopkins University, “the P-Tech model offers transformational opportunities for Baltimore’s youth and a chance to prepare our city’s workforce for the jobs and careers of the future.” (1) There is no data showing the current supply of community college graduates with an A.A.S. in Transportation and Supply Chain Management. Based on the first P-Tech model program in Brooklyn, NY, 6% percent of the students stayed on track to graduate in four years; there was a 93% retention rate of students who entered the program in the 9<sup>th</sup> grade. (2) Based on the proposed program, BCCC will produce an estimated 15 to 25 graduates per year by the end of the fifth year.

- e. If a similar program exists in the State, describe the similarities or differences in the degree to be awarded, the area (s) of specialization, and the specific academic content of the program or course of study.

#### Transportation and Supply Chain Programs

College	Programs	Relevant Degree or Certificates
	<u><i>Transportation</i></u>	
Cecil College	Supply Chain Management Transportation Management	A.A.S and Certification A.A.S.
Community College of Baltimore County	Transportation, Distribution, Maritime Logistics	A.A.S.
Garrett College	Commercial Vehicle Transportation	Courses/lower division certification
Hagerstown Community College	Commercial Transportation Administration Commercial Transportation Management Commercial Vehicle Transportation Specialist  <u><i>Supply Chain Management</i></u>	A.A.S. Certification
Cecil College	Supply Chain Management  Supply Chain Management	A.A.S. Certification
Source: MHEC, Academic Majors, Associate Degrees/Certifications		

## **6. COURSE OF STUDY LEADING TO THE PROPOSED DEGREE**

- a. State the educational objectives of the program.

“...the learning objectives of the Transportation Management module (Learning Block 5) of the Council of Supply Chain Management Professionals (CSCMP) SCPro Level 1 certification:

1. Describe the basic concepts of transportation management and its essential role in demand fulfillment.
2. Identify the key elements and processes in managing transportation operations and how they interact.
3. Identify principles and strategies for establishing efficient, effective, and sustainable transportation operations.
4. Explain the critical role of technology in managing transportation operations and product flows.
5. Define the requirements and challenges of planning and moving goods between countries.
6. Discuss how to assess the performance of transportation operations using standard metrics and frameworks.”

Adapted from: *The Definitive Guide to Transportation*, © 2014 by Council of Supply Chain Management Professionals

- b. Describe the program, as it would appear in a catalog.

The program prepares students for jobs in the transportation, distribution and supply chain management industries. Emphasis is placed on supply chain logistics, commercial, freight, and maritime transportation systems.

- c. List the courses (title, number, semester credit hours, and catalog Description and any pre- or co-requisites for the required courses) that would constitute the requirements and other components of the proposed program. Indicate which are currently offered and which will be new (indicate new courses with an X).

ACCT 221: PRINCIPLES OF FINANCIAL ACCOUNTING I--3 credits--45 lecture hours/15 lab hours

Prerequisite: MAT 81 or MAT 91 or satisfactory ACCUPLACER score

Equivalent to ACCT 201 or ACCT 211

Accounting is the language of business. Financial Accounting Principles and concepts define methodologies for accurately recording business transactions and presenting them in financial statements that explain the economic conditions of a business as a basis of decision making by both external stakeholders, including owners and creditors, and by managers within the organization.

BUAD 100: INTRODUCTION TO BUSINESS--3 credits--45 lecture hours

Prerequisite: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

The purposes and functions of the main business disciplines are reviewed. Use of lectures, case studies, and/or computerized learning guides aid the student in developing an awareness of the relationships among business functions. The content aids in choosing a vocation, helps business majors select a field of concentration, and gives students a familiarity with business practices and terms.

BUAD 112: COMPUTERS FOR BUSINESS MANAGEMENT--3 credits--45 lecture hours

Prerequisite: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Passing this course with a "C" or better fulfills the College's Computer Literacy Requirement.

An introduction to the use of desktop, stand-alone computers, and computer terminals for nonprofessional users is provided. The theory of operation and the history of computers are studied to the degree needed to understand operational procedures encountered in the workplace. Emphasis is placed on the use of applications programs rather than the writing of new programs. Both user-friendly, menu-driven programs and the more elaborate spreadsheet, PowerPoint, database, and word processing programs are actually operated by the student. This course is designed to make the average citizen computer literate.

CADD 101: INTRODUCTION TO CADD--3 credits--30 lecture hours; 30 lab hours

Prerequisite: Permission of the Computer-Aided Drafting and Design Program Coordinator

Passing this course with a C or better fulfills the College's Computer Literacy Requirement.

This beginner's CADD course exposes students to basic computer-aided drafting and design skills. Topics include manufacturing processes, engineering design processes, freehand sketching, descriptive geometry, and AutoCAD software. Emphasis is on the use of drawing tools to construct simple two-dimensional objects typically found in mechanical, electrical, and civil engineering and in architecture.

CADD 200: GEOGRAPHIC INFORMATION SYSTEMS APPLICATIONS--3 credits--30 lecture hours/30 lab hours

Prerequisites: CADD 101 or CADD 111

This course is designed to expose students to the Geographic Information Systems (GIS) applications, concepts, and principles. It uses the ArcView GIS software for visualizing, analyzing, creating, and managing data with a geographic component. Applications of GIS methodologies in real world problems from various disciplines will also be presented.

COP 200: COOPERATIVE EDUCATION--3 credits--45 lecture hours

Prerequisites: 2.0 G.P.A.; completion of 15 credits; completion of specific courses in the student's program; permission of the student's program head and the Co-Op Coordinator  
Students have the opportunity to apply knowledge in a supervised work environment related to their academic programs or career interests. Three hundred hours of paid work and 16 classroom hours are required. Career exploration and work readiness skills are covered in the classroom.

ECO 201: THE AMERICAN ECONOMY I: MACROECONOMIC THEORY--3 CREDITS--45 Lecture Hours

Meets Category II General Education Requirements

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores  
Students are helped to understand the overall functioning of the American economy through an examination of unemployment, inflation, recession, GNP, and the interaction of businesses, households, and government.

ENG 101: ENGLISH WRITING--3 credits--45 lecture hours

Meets Category V General Education Requirements; D and F Grades are not awarded. A minimum of a C grade is required to pass the class.

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores.  
Non-native English speakers pursuing an academic certificate or degree take a mandatory sequence of courses in core skill areas (ELI 80W; ELI 80R; ELI 81G; ELI 81W; ELI 82G; and ELI 82W). Successful completion of ELI 82G and ELI 82W courses is required before taking ENG 101. (Details under English Language Instruction.)

This course offers classroom instruction and practice in the skills necessary to write effective informative and persuasive essays, to understand the primary principles of scholarly inquiry and research, and to use the conventions of documentation. Students learn to use the conventions of standard written American English to establish a clear purpose in their writing, to develop their purpose with adequate and pertinent evidence, and to adapt their presentations to a range of audiences. The preparation of regularly scheduled essays is required, as is revision and editing of instructor-evaluated work.

ES 110: ENVIRONMENTAL SCIENCE--3 credits--45 lecture hours

*Prerequisites: MAT 81 or MAT 91, ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores*

The ways in which water supplies, food supplies, energy supplies, air quality, housing safety, pest control, and public sanitation affect man's external environment and environmental health are examined.

MGMT 127 CUSTOMER RELATIONSHIP MANAGEMENT--3 credits--45 lecture hours

Prerequisites: None

Customer Relationship Management is designed to provide a systematic process for building service skills that all business people need. Sustainable success comes from retaining your customers. If your company is to meet performance and profitability goals, effective customer relationship management is the biggest weapon in your arsenal.

**MGMT 222: PRINCIPLES OF BUSINESS MANAGEMENT--3 credits--45 hours**

Prerequisite: BUAD 100 or permission of the program Coordinator/Associate Dean of Business and Technology Department

Basic management principles and procedures used in modern businesses are introduced. Areas studied include planning, organizing, leading, controlling, and understanding principles of quality. Employee relations and continuous improvement are emphasized throughout the semester. Case studies are used to develop decision-making skills, and to provide practical background in management techniques.

**MAT 125: FINITE MATHEMATICS--3 credits--45 lecture hours**

Meets Category IV General Education Requirements. Prerequisites: MAT 82 or MAT 92; RENG 92 or appropriate course waivers or ACCUPLACER scores

Topics useful to students in business and social sciences are covered with an emphasis on applications rather than theory. Topics include sets, the Cartesian coordinate system, functions and graphs, exponents and logarithmic functions, systems of linear equations and matrices, linear inequalities and linear programming, including the simplex method, probability, including conditional probability and Bayes' formula, and probability distribution.

**PHI 105: INTRODUCTION TO PROFESSIONAL ETHICS--3 credits--45 lecture hours**

Meets Category VI General Education Requirements. Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Students use a multicultural approach to understanding the main dilemmas in making ethical/moral decisions that affect a person's life and the culture in which he/she lives. Various classical and current issues are considered and discussed from Western and non-Western perspectives. Issues covered include but are not limited to business, government, legal, medical, personal, and societal ethics.

**PRE 100: PREPARATION FOR ACADEMIC ACHIEVEMENT--1 credit--15 lecture hours**

All new, degree- or certificate-seeking students and students entering with fewer than 15 credits are required to complete the College's Orientation course. The purpose of this course is to provide information necessary for academic success in college and to give students knowledge of what to expect in their classes. Students learn strategies that empower them to achieve success.

**SP 101: FUNDAMENTALS OF SPEECH COMMUNICATION--3 credits—45 lecture hours**

Meets Category I General Education Requirements. Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores

Human communication in both a theoretical and an experiential framework is investigated. Areas of study include communication theory, interviewing, and informative and persuasive speaking. Students prepare and present informative and persuasive speeches based on classic models. Theory, preparation, appropriate form, and delivery are studied and evaluated. Each student is responsible for at least one formal interview and three speeches. Several impromptu speeches may be included.

(X) TSCM 101: INTRODUCTION TO TRANSPORTATION SYSTEMS--3 credits—45 lecture hours

Prerequisites: Completion of MAT 092 and RENG092, or Permission of coordinator

This course provides an overview of transportation systems, methods and areas of applications. It provides an overview of the spatial aspects of mobility of passengers and freight in transportation.

(X) TSCM 120: COMMERCIAL TRANSPORTATION SYSTEMS--3 credits--45 lecture hours

Prerequisites: Completion of MAT 092 and RENG092, or Permission of coordinator

Co-Requisites: TSCM 101

This course explores domestic and international commercial transportation modes used for the transportation of goods and services. Topics include domestic transportation, export/import, warehousing and inventory management.

(X) TSCM 140: SUPPLY CHAIN MANAGEMENT--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores management of the flow of goods and services across the supply chain system. Topics include supply chain management, customer and service management, and manufacturing and supply chain planning.

(X) TSCM 160 MARITIME TRANSPORTATION--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores the maritime transportation of people and goods on the water through waterways and ports. Course topic includes the various modes of transportation used in maritime transportation and distribution.

(X) TSCM 200—FREIGHT TRANSPORTATION--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores freight transportation systems. Topics include freight logistics, freight modes of transportation, and freight routing problems.

(X) TSCM 210—SUPPLY CHAIN LOGISTICS--3 credits--45 lecture hours

Prerequisites: TSCM 101

This course explores the various logistics associated with the flow of materials and goods through the supply chain management systems. Topics include elements of logistics systems, logistics information systems, and inventory management.

See the included course sequence spreadsheets for AAS degree and Certificate.

- d. If applicable, describe any selective admissions policy or specific criteria for students selecting this major field of study.

This program will be open to all students who meet the entry level requirements of completing the appropriate developmental courses or satisfactory ACCUPLACER scores, or permission of the program coordinator.



- e. Describe expected student learning outcomes for the proposed program and directly relate these to the general curricular requirements of the program.

<b>Expected Student Learning Outcomes</b>	<b>Methods of Assessment And Measurement Criteria</b>
Select at least three outcomes	Identify two methods for each outcome
Describe the basic concepts of transportation management and its essential role in demand fulfillment.	Homework assignments, research paper, project, and quizzes
Identify the key elements and processes in managing transportation operations and how they interact.	Homework assignments, research paper, project, and quizzes
Identify principles and strategies for establishing efficient, effective, and sustainable transportation operations.	Homework assignments, research paper, project, and quizzes
Explain the critical role of technology in managing transportation operations and product flows.	Homework assignments, research paper, project, and quizzes
Define the requirements and challenges of planning and moving goods between countries.	Homework assignments, research paper, project, and quizzes
Discuss how to assess the performance of transportation operations using standard metrics and frameworks.	Homework assignments, research paper, project, and quizzes

**7. IS THIS PROGRAM A TRANSFER PROGRAM OR CAREER PROGRAM?** (Is the program designed for transfer purposes or is it designed to qualify students for a specific job after they receive the associate's degree?).

- a. If this is a transfer program, show how it relates to the requirements of parallel programs for at least 2 four year institutions in the Maryland/DC area.

This is not a transfer program.

- 8. LIBRARY REQUIREMENTS.** Provide a brief analysis of existing resources to support the proposed program. Indicate the need for additional on-site resources and over what time period you expect that they will be acquired. Discuss additional provisions for access to library holdings – e.g. inter-library loan, local library holdings, the UMS integrated library system, and/or other computerized systems that allow access to library resources housed at other institutions. (Please consult the collection development librarian for assistance.)

The BCCC Library meets all requirements of COMAR 13B.02.02.18. Additional resources for the Transportation and Supply Chain Management program will be purchased using budgeted acquisition funds. The College maintains Inter-Library loan which is available to all students. Students have access to online databases such as; Academic OneFile, Academic Search Premier, Credo Reference, eBooks from EBSCO, Encyclopedia Britannica Online, Films on Demand, Funk & Wagnall's New World Encyclopedia, Global Issues In Context, Library, Information Science & Technology Abstract, and Primary Search. All Library materials are easily accessible to students through a single login through our learning management system, Canvas. Additional videos and information are available from The Southeast Maritime and Transportation (SMART) Center <http://www.maritime-technology.org/> provided by the National Science Foundation. Resources are also provided by the Port of Baltimore at: <http://msa.maryland.gov/msa/mdmanual/01glance/html/port.html> and the Port Alliance at: <http://port.thinkport.org/>

BALTIMORE CITY COMMUNITY COLLEGE

CURRICULUM AND INSTRUCTION COMMITTEE OF THE FACULTY SENATE

**COURSE PROPOSAL OUTLINE FORM**

1. **DEPARTMENT:** Business and Technology
2. **PROGRAM/PROGRAM CODE (IF APPLICABLE):** M-XXX
3. **COURSE NUMBER/TITLE:**

TSCM 101: Introduction to Transportation Systems  
TSCM 120: Commercial Transportation Systems  
TSCM 140: Supply Chain Management  
TSCM 160: Maritime Transportation  
TSCM 200: Freight Transportation  
TSCM 210: Supply Chain Logistics

4. **AUTHOR(S):** Dr. Yohannes Weldegiorgis, Dr. Shawn Lane, Prof. Linda Benjamin, Quintin Davis, Dr. Solomon Fakinlede

5. **RATIONALE FOR OFFERING THE COURSE AT BCCC:**

These courses are the six transportation courses being developed for the new Transportation and Supply Chain Management AAS degree and certificate programs at BCCC.

A Memorandum of Understanding (MOU) agreement was signed for the development, support, and operation of a P-TECH Grades 9 through 14 Model School between Baltimore City Board of School Commissioners, Baltimore City Community College, and Baltimore Port Alliance. The P-TECH Grades 9-14 School in Transportation and Supply Chain Management will be at the New Era Academy.

The P-TECH School mission is “to provide all students with an education that begins in grade 9, continues through high school completion with a high school diploma, and culminates in attainment of an associate of applied science Transportation, Distribution, and Maritime Logistics degree or related degrees.”

The program also includes authentic work experiences designed to prepare students for positions in the technology field. P-TECH transportation program industry level partners include Port of Baltimore and United States Coast Guard.

The development and implementation of a new P-TECH program in transportation at BCCC is also supported by the Governor and Maryland Higher Education Commission (MHEC) in the new 2017-2021 Maryland State Plan for Postsecondary Education.

**6. COURSE RECOMMENDED BY:**

- a. Program Evaluation committee (Yes or no. If yes, attach recommendation.): No
- b. Advisory Committee (Yes or no. If yes, attach minutes indicating support.): No
- c. Other (Name body recommending and attach documentation):

These courses will be part of the new Transportation and Supply Chain Management Program at BCCC. P-TECH MOU and 2017-2021 Maryland State Plan for Postsecondary Education are attached.

**7. WHAT DATA SUPPORT POTENTIAL ENROLLMENT IN THIS COURSE? (Include all data collected, survey results, etc.)**

The MOU states that "The P-TECH School will admit approximately 50 students in its initial 9<sup>th</sup> grade class, and will grow by approximately 50 students each year to a full capacity of 300 students in year 6."

**8. WHAT PROGRAMS WILL THIS COURSE SERVE? (Include program name and number)**

Transportation and Supply Chain Management AAS Degree and  
Transportation and Supply Chain Management Certificate

**9. IS THIS A GENERAL EDUCATION COURSE? (Yes or no –If yes, please submit the General Education Questionnaire as part of the proposal)**

No

**10. DOES THIS COURSE IMPACT ANOTHER COURSE OR PROGRAM? (Yes or no- If yes, please submit Collaborating Unit Sign Off Form)**

No

**11. IS THIS COURSE DESIGNED TO TRANSFER? (Yes or no) No**

If yes,

- a. Please indicate two senior institutions in the Maryland and D.C. area that have comparable courses- give the institution, the course numbers, and titles.
- b. How do you expect the senior institution to evaluate the course? (mark all that apply):
  - i. Major course \_\_\_\_\_
  - ii. Elective \_\_\_\_\_
  - iii. General Education requirement \_\_\_\_\_

**12. IS THIS A CAREER PROGRAM COURSE? (Yes or no)**

If yes, what target population will be served?

Yes, The MOU states that "The P-TECH School is open to students of all background and abilities. The primary point of entry is ninth grade. The school will admit approximately 50 students in its initial 9<sup>th</sup> grade class, and will grow by approximately 50 students each year to a full capacity of 300 students in year 6."

In addition to PTECH students the program would be open to all students coming to the college to pursue an AAS degree and/or certificate in Transportation and Supply Chain Management.

**13. ALTERNATIVE WAYS OF ASSESSING COMPLETION OF COURSE:**

- a. Credit by examination (Yes or no. If yes, explain.) No
- b. Credit by CLEP (Yes or no) No
- c. Credit by work experience (Yes or no. If yes, explain.) No

**14. RESOURCES:**

- a.  Full-time faculty will teach this course.
- b.  Part-time faculty will teach this course.
- c.  Faculty development will be needed.
  - i. Where? Institute of Transportation Engineers (ITE) and American Society of Civil engineers (ASCE) annual conferences.
  - ii. Cost? \$5,000
- d. Are there any special workload considerations? No
- e. Instructional support needed: (Yes or no. If yes, explain.) Yes, tutors and lab assistants.

**15. FACILITIES:**

- a.  Existing class room
- b.  Existing Laboratory
- c.  Existing Computer Laboratory
- d.  New/special facilities or equipment
- e.  New/special Software

**16. LIBRARY CONSULTATION:**

- a. Resources are adequate (Yes or no) *no*
- b. Acquisitions are needed (Yes or no) *yes*

Date of consultation: 4/20/2018

Signature of collection development librarian: *A. Potbury*

**TAB - 9C**

**EXCELLENCE AWARDS**  
**by**  
**Mr. Saverio Coletta**



### **2018 Baltimore City Community College Excellence Awards**

The Baltimore City Community College Excellence Awards honor outstanding achievement as exhibited in the past year by individuals in the following categories: administrative professionals, career service professionals, full time faculty and adjunct faculty. Winners receive a plaque, a letter of commendation, and a \$500 bonus. The four individuals that will be honored have made a positive impact on Baltimore City Community College, the students, and the community as a whole. We are excited to announce these winners and to honor them for their contributions.



BOARD AGENDA  
TAB **9D**- INFORMATION  
MAY 16, 2018

# MAYOR'S SCHOLARS PROGRAM



## **MAYOR'S SCHOLAR PROGRAM**



**The Mayor's Scholars Program is established on the basis of providing more accessible higher education. When cost barriers are eliminated, youth are more likely to pursue and obtain a degree and achieve meaningful, competitive employment. This, in turn, leads to greater economic opportunity, which ultimately breaks the cycle of poverty and violence.**

**Ms. Barbara Poindexter Webb, Director of the Mayor's Scholar Program will present updates of the Mayor's Scholar Program to date.**



BOARD AGENDA  
TAB 10- INFORMATION  
May 16, 2018

# NO COLLEGE POLICIES

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# NO COLLEGE POLICIES



# TAB 11

# PRESIDENT'S REPORT



**Baltimore City Community College (BCCC)  
2901 Liberty Heights Ave. Baltimore, Maryland 21215  
President's Board Report ... May 16, 2018**

Although hardly an exhaustive list, the items below represent some of my meetings, activities, and new/enhanced partnerships since my April 18, 2018, Report to the BCCC Board of Trustees. Consistent with my normal reporting process, I have included some informational updates/items from President's Staff members.

- a) Hosted my monthly meeting with Student Government Association Leadership Team on April 19, 2018.
- b) Participated in the Maryland Council of Community College Presidents monthly meeting at Prince George's Community College on April 20, 2018.
- c) Attended the Daily Record's Top 100 Women Awards Program on April 23, 2018. Dr. Tonja Ringgold was among the 14 awardees winning this special statewide recognition for a third time, joining the esteemed Circle of Excellence.
- d) Participated in the GBC President's Advisory Council meeting on April 24, 2018.
- e) I was quite humbled by being one of four inductees into the BCCC Athletics Hall of Fame at a wonderful ceremony on April 25, 2018 in the Mini Conference Center.
- f) Attended the American Association of Community Colleges (AACC) Convention on April 27-28, 2018 in Dallas, Texas.
- g) Attended Governor Larry Hogan's Bill Signing Ceremony on May 8, 2018 in Annapolis.
- h) Chaired the Presidents Staff meeting on May 9, 2018.
- i) Attended the edBridge Staffing Audit presentation on May 10, 2018.

The following are informational items offered by members of President's Staff (in no particular order):

- 1) Vice President of Advancement and Strategic Partnerships, Dawn Kirstaetter, reports that staff is drafting the Website Governance Plan, with an anticipated approval release in late June 2018.

The BCCC campus signage project is underway. Internal wayfinding signs are complete and two murals have been installed at the entrance of the Main Building and near the Admissions Office.

Finalizing artwork for MTA Transit Bus advertisements.

Finalizing radio spots for promoting Workforce Training which are scheduled to run in late May and June 2018.

A College step exhibition by our students on campus with city schools was featured on WMAR television.

- 2) Vice President of Workforce Development and Continuing Education Division (WDCED), Michael Thomas, reports that the BCCC Workforce Development Task Force has concluded its work with reports from each of the four subcommittees to develop recommendations for the college. The co-chairs of the Task Force will present an overview of the report at the June 2018 Board of Trustees meeting.

As part of the MOED Career Pathways Grant, the WDCED will partner with the college degree program to provide EMT training for two cohorts (30 students). Upon completion, students will earn industry certification and be placed in employment.

In preparation for the Mayor's Scholars Program, WDCED has provided information to City Schools and other community partners about the numerous workforce training programs available at the college.

BCCC's English Language Services staff is working to ensure that the Mayor's Scholars Program Summer Bridge will meet the needs of English Language Learners (ELLS).

Currently, 27 students have completed all four modules of the GED exam, with another five expected to complete requirements in time for the GED Commencement Ceremony on June 9, 2018.

- 3) Chief of Staff and General Counsel Bryan Perry, Esq., shares that the staffing audit firm has completed the third phase of its work to help BCCC realign, and has presented revised organizational charts to the senior leadership team.

The inaugural group of over 500 Mayor's Scholars will start classes on June 25, 2018.

Progress on the final Realignment Implementation Plan continues.

- 4) Director of Governmental Relations, James Knighton, Esq., reports that Senate Bill 187, "Budget Reconciliation and Financing Act" was signed into law by Governor

Hogan on April 5, 2018. SB187 was amended to strike a proposed \$1.7 million operating budget reduction for BCCC, thereby ensuring that BCCC would receive its full GY 2019 budget request of \$ 40.6 million.

House Bill 16, “Community Colleges – Near Completers and Maryland Community College Promise Scholarships”, passed both houses of the General Assembly on the final day of session, April 9, 2018. HB16 was the only community college promise legislation that passed this year, which was signed, by Governor Hogan on May 8, 2018. BCCC supported HB16 with written testimony.

Senate Bill 615, “Higher Education – Cyber Warrior Diversity Program – Established” attained final passage on April 9, 2018, the final day before adjournment. BCCC was specifically amended into the legislation along with Bowie State University and the University of Maryland Eastern Shore. These three institutions, along with Coppin State University and Morgan State University (which were originally covered by the legislation), will be eligible for a share of \$2.5 million in annual funding to support and develop programs to train students in certain industry recognized cyber-security certifications. BCCC’s inclusion in SB 615 resulted from direct advocacy efforts with the bill’s sponsor, Senator Barbara Robinson, and BCCC supported SB 615 in writing after it was amended. Governor Hogan signed this bill on May 8, 2018.

- 5) Vice President of Academic Affairs, Dr. Tonja Ringgold, shares that the leadership teams of Academic Affairs and the Workforce Development and Continuing Education divisions, led by their respective vice presidents, met twice in April to share and develop creative collaborations to bolster student success and workforce development.

VP Ringgold, a member of the BCCC/Renaissance Academy Partnership Group, participated in a Mayor’s Scholars activity for the RA seniors. BCCC Staff integral to the Mayor’s Scholars Program were on hand to assist students with completing the application process and answer questions relative to the program.

BCCC had a very successful second Achieving the Dream (AtD) Coaches Site Visit on April 16-17, 2018. During this visit, AtD Leadership Coach Dr. Christine McPhail and Data Coach Leon Hill engaged the BCCC Community in a three and one half hour collaborative World Café exercise.

Dr. Ringgold also attended the American Association for Community Colleges (AACCC) Convention in Dallas, Texas, April 26-May 1, 2018.

Dr. Snowden led session three for the Acalog transition, finalizing the upload of all courses and course descriptions into the new live college catalog.

Academic Operations and Services is also working with MSDE to finalize the Carl D. Perkins grant submission for FY 2019 CTE program funding.

- 6) Vice President of Administration and Finance, Calvin Harris, Jr., reports that while the college renewed its financial aid software with Regent in December 2017, the need for “integration” work was not included in this agreement. Negotiations continue to adjust the integration work to a continuation to use Carbon, the current (but unsupported) financial aid software provided by Regent.

The ITS Division transition is in process. Engaging an outsourced CIO service provider, the College is analyzing various It components including infrastructure needs, staffing levels, and the on-going status of the ERP initiative.

- 7) Chief Information Officer, Dr. Garry Burnett, reports that support of Financial Aid remains a high priority for ITS. Projects are in progress to upgrade both the legacy system and implement the new system for use in financial aid years 2018-2019, and 2019-2020, respectively.

Network and infrastructure improvements are planned and will be underway once procurement is successful.

A new path forward for ERP implementation was defined. ITS will pursue entering into an ICPA for software and will use MEEC to acquire implementation services.

Computers refresh/upgrades are in the planning phases. Budget to be identified.

- 8) Associate Vice President of Institutional Research, Effectiveness and Planning, Dr. Bonnie Thomas, presented the Strategic Plan goals and objectives to the BCCC Board of Trustees on April 18, 2018 gaining approval.

Scheduled meetings with the Student Affairs Division and the Advancement and Strategic Partnerships Division to begin tactical and operational planning.

Working with the Web Master to create a strategic planning we page.

Presented on strategic planning and how it relates to program level assessment at the recent Program Coordinators Training Session.

Assisting the team on the Strategic Enrollment Management and Retention Plan, targeting completion on June 30, 2018.

- 9) Chief Internal Auditor, Lyllis Green, shared that work continues with the Office of Legislative Auditing on the recent Annual Resource Sharing Audit.

Meeting monthly with the EEO Compliance cases that are referred from the Office of Internal Audits.



- 10) Director of Human Resources, Michelle Williams, is facilitating Performance Management training in preparation for the 2018 evaluation period.

Human Resources staff officially began preparations for the 2018 Community Forum scheduled for August 16, 2018.

Compensation and Classification initiated the HR Advisory Committee which held its first meeting on April 12, 2018.

EEO Compliance held the initial Safety Committee meeting with six directors in attendance.

Talent Acquisitions Succession Planning Project is underway. Components are being drafted for the SharePoint Team so they can develop a SharePoint application for succession planning.

- 11) Director of Institutional Research, Eileen Hawkins, reports the primary highlight for April was the development of a draft College Scorecard with input from the Workforce Development Task Force in support of Realignment Tasks 2, 5, and 12. This College Scorecard (currently in draft form), will provide a strong starting point in developing final Key Performance Indicators (KPI's) for the Strategic Plan for FY 2018-FY 2022.

- 12) Interim Vice President of Student Affairs, Sylvia Rochester, reports, (through Judicial Affairs), the results of the Sexual Assault Campus Climate Survey have been analyzed and the report will be available as an information item for the next BCCC Board of Trustees meeting. The report is due to MHEC by June 1, 2018.

The Student Success Center's Success Workshops have begun and have been advertised through various streams including CANVAS, SSC Lantern, Advising 101 pages, and during classroom outreach.

Student Trustee Ferdinand Anokwuru was the speaker at the Student Government Association (SGA) meeting on March 23, 2018. His primary topics were the revised campus posting policy and procedures, the revised Academic Affairs policy flowchart, and Developmental Pathways.

Student Support and Wellness Services (SSWS), is working to expand services to students including proposing reactivating the Completion Passport Mentoring Program specifically for the Mayor's Scholars Program.

Respectfully submitted,

Gordon F. May, PhD  
President and CEO

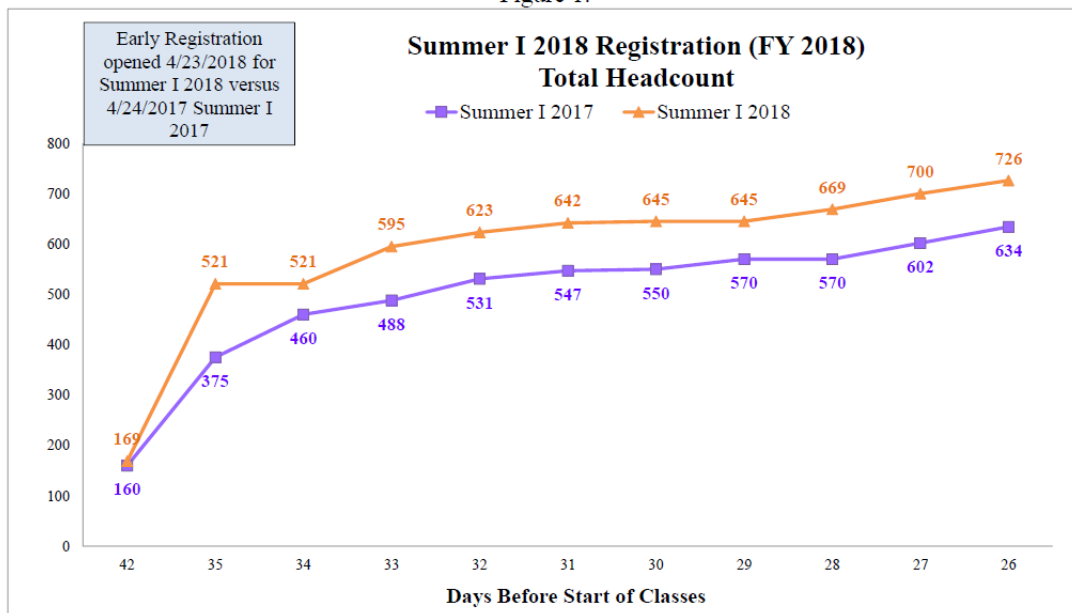


**Enrollment Report**  
 Sylvia Rochester  
 Interim Vice President of Student Affairs – Student Affairs Division

The below information reflects enrollment/registration activity as of May 9, 2018.

- 726 credit students are currently enrolled compared to 634 (+15%) in Summer I 2017 (Figure 1).
- 106 credit FTEs are generated from Maryland residents, compared to 88 (+20%) in Summer I 2017 (Figure 2).
- Eligible FTEs will generate State aid in two years.

Figure 1.



**Enrollment-related Activity Highlights for April 2018**

Judicial Affairs

- For Judicial Affairs, April was Sexual Assault Awareness Month. Ms. Priscilla Johnson, the College's EEO Compliance Officer, and the Director of Judicial Affairs collaborated to bring awareness to the BCCC Community. The HR newsletter announced that there would be opportunities to find out more about sexual assault, how you can reduce the risks of being a victim and most importantly, how to report if you believe you have been a victim. Information tables were setup on the Liberty Campus, in the Student Atrium, on April 11<sup>th</sup> and at the WDCED site on April 25<sup>th</sup>.

- The results of the Sexual Assault Campus Climate Survey have been analyzed and the report will be available as an information item for the next BOT meeting. The report is due to MHEC by June 1<sup>st</sup>.
- To date, this fiscal year approximately **841** students and **73** faculty and staff have been trained in the areas of Title IX, Incident Management, Behavioral Intervention and Judicial Affairs processes.

### Student Success

- The Student Success team met with the Achieving the Dream coaches to discuss the impact of advising on student success at the college. One outcome from the meeting was a need for an advising retreat that will bring professional and faculty advisors together to discuss college-wide efforts to improve advising at the college. A planning committee has been convened to the retreat this summer. The team is developing a community resource manual that will include various community organizations that provide services for residents. This document will be made available to the entire college community.

## Communications Plan

### Summer/Fall 2018 Registration Emails

April 23, 2018

- Initial email sent to currently enrolled students informing them that registration is open for the summer and fall sessions

May 23, 2018

- Second email sent to currently enrolled students informing them that registration is open for the summer and fall sessions

June 23, 2018

- Third email sent to currently enrolled students informing them that registration is open for the Summer II and Fall sessions

July 2, 9, 16, 23 2018

- Weekly emails to students who have not registered to remind them to register early for the fall semester

July 30, 2018 (One week before General Registration begins)

- Email informing students about the last week of Early Registration

August 7, 2018 (First day of General Registration)

- Email informing students who have not registered of first day of General Registration and that all payments are now due at time of registration

August 13 and 20, 2018

- Email informing students who have not registered that registration is still open

August 26, 2018 (The day before the last day of General Registration)

- Email informing students August 27, 2018 is the last day of General Registration for 16 week and Accelerated I sessions

August 27, 2018

- Email informing students that today is the last day of General Registration for 16 week and Accelerated I courses

### **Pre-drop Emails**

May 18, 2018

- Email informing students who have not paid for Summer Session I that they need to pay the balance in full by June 4, 2018

May 25, 2018

- Email informing students who have not paid for Summer Session I that they need to pay the balance in full by June 4, 2018

June 1, 2018

- Email informing students who have not paid for Summer Session I that they need to pay the balance in full by June 4, 2018

June 3, 2018

- Email informing students who have not paid for Summer Session I that they need to pay the balance in full by June 4, 2018

Daily beginning June 4, 2018 through July, 2018

- Email sent to all registered summer session students who have been dropped for non-payment reminding them to contact student accounting to make payment arrangements

Weekly beginning July 6, 2018 through August 3, 2018 (Fridays)

- Email sent to all students registered for the fall semester that they need to pay the balance in full by August 6, 2018

August 5, 2018

- Email sent to all students registered for the fall semester that they need to pay the balance in full or make payment arrangements by August 6, 2018

August 6, 2018

- Email sent to all students registered for the fall semester that they need to pay the balance in full or make payment arrangements by COB.

Daily beginning August 7, 2018

- Email sent to all registered fall students who have not paid that they need to pay the balance in full or make payment arrangements by Thursday of that week.

Daily beginning August 27, 2018

- Email sent to all registered fall students who have not paid that they need to pay the balance in full or make payment arrangements by COB

TAB 12

