



**BOARD OF TRUSTEES
Regular Monthly Meeting**

**Wednesday, April 23, 2025 – 4:30 p.m.
Conference Center (E126AB)**

Zoom Option:

<https://frederick-edu.zoom.us/j/84433614685?pwd=m1N0YGXXiJyF9Zcchk4sQeKslDcuoX.1&from=addon>

Call-in Option:

Phone Number: 301-715-8592 | Meeting ID: 844 3361 4685 | Passcode: 371642

I. Call to Order

II. Approval of Minutes

- A. March 19, 2025 Regular Meeting (**Enclosure 1**)
- B. March 28, 2025 Special Meeting (**Enclosure 2**)

III. Board & CEO Comments

IV. Consent Agenda

- A. Approval of Award of RFP 25-HR-01 Group Medical and Prescription Drug Insurance to CareFirst BlueCross BlueShield (**Enclosure 3**)
- B. Approval of Renewal of FY26 Group Dental and Vision Insurance to Aetna (**Enclosure 4**)
- C. Approval of Sole Source Contract with EBSCO for the Library Management System FOLIO (**Enclosure 5**)
- D. Approval of Substantial Modification to Computer Science Associate of Science (A.S.) Degree (**Enclosure 6**)

V. Information/Discussion Items

- A. Ownership Linkage
- B. Monitoring Board Performance

Policy Survey Review:

- 1. GP-4 Board Job Contributions (**Enclosure 7**)
- 2. GP-1 Role of the Board Chair (**Enclosure 8**)
- 3. GP-2 Role of the Vice Chair (**Enclosure 9**)

Policy Review:

4. BCD-5 President Succession (**Enclosure 10**)
5. GP-3 Board Code of Conduct (**Enclosure 11**)

VI. Action Items

- A. Appointment of Board Nominating Committee
- B. Monitoring CEO Performance
 1. Approval: EL-3 Communication & Support to the Board Interpretation (**Enclosure 12**)
 2. Approval: E-1 Ends Interpretation (**Enclosure 13**)
 3. Acceptance: EL-8 Access to Education Baseline Insight Report (**Enclosure 14**)
 4. Acceptance: EL-11 Compensation and Benefits Baseline Insight Report (**Enclosure 15**)

VII. Meeting Content Review (Enclosure 16)

Consideration of areas for meeting content improvement: This item on the agenda provides the Board the opportunity to give the Board Chair and the President feedback on the quality of the content provided during this Board Meeting. We would appreciate receiving suggestions wherein you would like to see changes made to future Board meetings.

VIII. Closed Session

The Board of Trustees will hold a public vote to meet in closed session in accordance with the Maryland Open Meetings Act, Section 3-305(b)(1) to discuss (i) the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of an appointee, employee, or official over whom this public body has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals; Section 3-305(b)(7) to consult with counsel to obtain legal advice; Section 3-305(b)(9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations; and Section 3-305(b)(13) to comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter. The topics are: to discuss the evaluation of the President; to review and discuss an external complaint against an employee; to obtain legal advice related to collective bargaining strategy and potential positions; and review and approval of closed session minutes from March 19, 2025 pursuant to Section 3-306(c)(3)(ii) of the General Provisions Article of the Maryland Annotated Code.

IX. Adjournment

NEXT MEETING: Wednesday – June 11, 2025
▪ 4:30 p.m. – Regular Monthly FCC Board Meeting

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

**BOARD OF TRUSTEES
FREDERICK COMMUNITY COLLEGE**

**March 19, 2025
Regular Meeting**

The Board of Trustees of Frederick Community College met in **regular session** on Wednesday, March 19, 2025 in the Conference Center (E126AB). A virtual option to participate was provided. Participating in person were: Trustees Theodore Luck, Chair; Tom Lynch, Vice Chair; Carolyn Kimberlin; Tracey McPherson; Dr. William Reid; and Myrna Whitworth. Former Trustee Dr. John Molesworth's position is currently vacant. Also attending in person were President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board; and Edmund O'Meally, PK Law, College legal counsel.

Participating virtually was Dr. Daniel Phelan, Consultant.

CALL TO ORDER

The meeting was called to order by Chair Luck at 4:30 p.m.

APPROVAL OF MINUTES

Chair Luck called for approval of the minutes of the February 3, 2025 special meeting.

On a motion made by Vice Chair Lynch, the Board unanimously approved the February 3, 2025 special meeting minutes, as presented.

Chair Luck called for approval of the minutes of the February 19, 2025 regular meeting.

On a motion made by Trustee Kimberlin, the Board unanimously approved the February 19, 2025 regular meeting minutes, as presented.

BOARD & CEO COMMENTS

Chair Luck commented on the recent visit by the Middle States Commission on Higher Education (MSCHE) Self-Study Evaluation Team and expressed appreciation to all involved in the self-study process.

President Cheek echoed Chair Luck's comments and noted the success of the visit based on the Team's oral report. She reported on several sessions she held with College employees after the visit to gather initial reactions and feedback about the self-study process, takeaways from the oral report, and the challenges and opportunities that lie ahead. President Cheek then shared she will be providing testimony in support of FCC's FY26 budget request at the County Executive's Hearing this evening after the Board meeting.

CONSENT AGENDA

There were no items.

INFORMATION/DISCUSSION ITEMS

Ownership Linkage – Dr. Phelan provided a primer on the six purposes of an ownership linkage engagement and answered questions from Trustees. Chair Luck then shared the results of the survey for the Board's bank of questions to pull from for ownership linkage engagements. Trustees were asked to submit the top three organizations they feel should be included in the Ownership Linkage Plan for FY26. The Board will discuss this list to narrow it down to four organizations at the next meeting, as well as how to structure the engagements.

MONITORING CEO PERFORMANCE:

Review of Draft Interpretation of EL-3 Communication & Support to the Board –

The Board reviewed this interpretation. There were no comments.

Review of Draft Interpretation of E-1 Ends – The Board reviewed this interpretation. Trustees provided comments and asked clarifying questions on items 1.1, 1.3, and 2.3.

MONITORING BOARD PERFORMANCE:

Board Policy Survey Review: GP-0 Global Governance Commitment – Chair Luck reported on the results of this survey.

Board Policy Survey Review: GP-8 Governing Style – Chair Luck reported on the results of this survey.

Board Policy Survey Review: BCD-6 President Compensation – Chair Luck reported on the results of this survey.

Board Policy Review: GP-4 Board Job Contributions – The Board reviewed this policy for currency. There were no suggested revisions.

Board Policy Review: GP-1 Role of the Board Chair – The Board reviewed this policy for currency. There were no suggested revisions.

Board Policy Review: GP-2 Role of the Vice Chair – The Board reviewed this policy for currency. There were no suggested revisions.

ACTION ITEMS

MONITORING CEO PERFORMANCE:

Approval of Interpretation for EL-8 Access to Education – The Board considered this interpretation, which was reviewed at the meeting last month.

On a motion made by Trustee Kimberlin, the Board unanimously approved the Interpretation for EL-8 Access to Education, as presented.

Approval of Interpretation for EL-11 Compensation and Benefits – The Board considered this interpretation, which was reviewed at the meeting last month.

On a motion made by Trustee Reid, the Board unanimously approved the Interpretation for EL-11 Compensation and Benefits, as presented.

Acceptance of Baseline Insight Report for EL-0 General Executive Constraint – Chair Luck provided a reminder that the Board agreed to receive baseline insight reports in lieu of monitoring reports as part of the transition to full deployment of the Policy Governance® Model. Areas of compliance will be expected to be maintained and areas of non-compliance will be expected to be addressed prior to the submission of the formal monitoring report next year. President Cheek reported full compliance.

On a motion made by Trustee Whitworth, the Board unanimously approved to accept the Baseline Insight Report for EL-0 General Executive Constraint, as presented.

Acceptance of Baseline Insight Report for EL-5 Organization Culture – President Cheek reported full compliance with the exception of item 2.b.

On a motion made by Trustee Reid, the Board unanimously approved to accept the Baseline Insight Report for EL-5 Organization Culture, as presented.

MEETING CONTENT REVIEW

Chair Luck led a discussion for the consideration of areas for meeting content improvement and the effectiveness of the meeting as it adheres to the principles of Policy Governance®. Vice Chair Lynch expressed appreciation for the discussion led by Dr. Phelan on ownership linkage. Chair Luck encouraged Trustees to read a recent article regarding Policy Governance® in *Trustee Quarterly*.

CLOSED SESSION

At 5:50 p.m., the motion was made by Vice Chair Lynch to convene in closed session and unanimously approved by the Board.

This action was taken in accordance with Maryland's Open Meetings Act, Section 3-305(b)(7) to consult with counsel to obtain legal advice; Section 3-305(b)(9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations; and Section 3-305(b)(13) to comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

The Board convened in closed session in the Conference Center (E126AB) on March 19, 2025. A virtual option to participate was provided. Attending in person were: Trustees Theodore Luck, Chair; Tom Lynch, Vice Chair; Carolyn Kimberlin; Tracey McPherson; Dr. William Reid; and Myrna Whitworth. Former Trustee Dr. John Molesworth's position is currently vacant. Also attending in person were President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board; Avis Boyd, Chief of Staff to the President; Dr. Bridgette Cofield, Vice President (VP) for Talent and Culture; Dr. Anne Davis, Provost and VP for

Teaching, Learning and Student Success; Scott McVicker, Chief Financial Officer (CFO) and VP for Administration; Edmund O’Meally, PK Law, College legal counsel; and Kari Melvin, Recording Secretary.

Participating virtually was Pamela Murphy, Labor Relations Specialist.

The Board reviewed closed session minutes from February 3, 2025 and February 19, 2025.

On a motion made by Trustee Kimberlin, the Board unanimously approved the February 3, 2025 and February 19, 2025 closed session minutes, as presented.

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

The meeting adjourned at 6:17 p.m.

NEXT MEETING

The next regular meeting of the Board will be held on Wednesday, April 23, 2025.

Dr. Annesa Payne Cheek
Secretary/Treasurer

Prepared by Kari Melvin
Office of the President
Frederick Community College

**BOARD OF TRUSTEES
FREDERICK COMMUNITY COLLEGE**

**March 28, 2025
Special Meeting**

The Board of Trustees of Frederick Community College met virtually.

Participating:

Trustees Theodore Luck, Chair; Tom Lynch, Vice Chair; Carolyn Kimberlin; Tracey McPherson; Dr. William Reid; and Myrna Whitworth. Former Trustee Dr. John Molesworth's position is currently vacant. Also participating were President Dr. Annesa Payne Cheek, Secretary/Treasurer of the Board; and Edmund O'Meally, PK Law, College legal counsel.

CALL TO ORDER

Board Chair Luck called the meeting to order at 10:30 a.m.

ACTION ITEM

Approval of Piggyback Contract with CAS Severn for the Purchase and Installation of Replacement Server Hardware and Software; Piggyback of the Maryland Education Enterprise Consortium (MEEC) Contract IT Hardware (UMD-972016) – This request was made via a special meeting because a delay in approving the request may have resulted in additional expense due to anticipated government tariffs. As part of the technology infrastructure provided to the College, FCC IT maintains an on-site Dell server cluster which consists of hardware and software used to support applications necessary for College operations. The hardware supports over 70 servers. The planned life cycle for these technologies is five years. The existing cluster is four- and one-half years old and replacement is recommended to ensure the continued uninterrupted availability of administrative systems. The total cost is \$226,950.12 and includes hardware, software, support and implementation services. This project is included in the FY25 budget allocation for Information Technology.

On a motion made by Trustee Kimberlin, the Board unanimously approved the Piggyback Contract with CAS Severn, as presented.

ADJOURNMENT

The meeting adjourned at 10:36 a.m.

Dr. Annesa Payne Cheek
Secretary/Treasurer

Prepared by Kari Melvin
Office of the President
Frederick Community College

DRAFT



To: Frederick Community College Board of Trustees

From: Dr. Annesa Payne Cheek, President

Cc: Dr. Bridgette N. Cofield, JD, SPHR

Date: April 23, 2025

Subject: Consent Agenda Item
Approval of Award to CareFirst BlueCross BlueShield for Group Medical and Prescription Drug Insurance (RFP 25-HR-01)

Board Policy: EL-11 Compensation and Benefits

RECOMMENDATION

Recommend approval of award of RFP 25-HR-01, Group Medical and Prescription Drug Insurance, to CareFirst BlueCross BlueShield (BCBS) for the total estimated annual premium of \$6,278,306, which covers the total Medical and Prescription Drug premiums for the 7/1/25-6/30/26 plan year. Funding for this project is included in the FY26 budget.

OVERVIEW

With the option of a one-year renewal under review and considering the rising renewal costs with our current provider, Aetna Life Insurance Company (Aetna), the College explored alternative providers that could offer potential cost savings for Group Medical and Prescription Drug Insurance through the College's procurement process. The College engaged PSA Insurance & Financial Services (PSA), an independent insurance services firm specializing in employee benefits brokerage and consulting, to assist with this effort.

We recommend that CareFirst be awarded a contract for an initial one-year period with the potential for four (4) subsequent exclusive 1-year renewal options, subject to FCC's acceptance of each annual renewal and satisfactory performance and in accordance with the FCC RFP process.

The following key considerations contributed to this recommendation:

- Aetna was awarded Group Medical, Prescription Drug, Vision, and Dental Insurance in March 2021 via the Request for Proposals (RFP) process and coverage began in FY 2022.
- Renewal costs with Aetna for Group Medical and Prescription Drug Insurance have increased each year since the College initially engaged Aetna.

- Aetna’s renewal history is as follows:
 - 2022 Renewal: 4% Increase
 - 2023 Renewal: 8.9% increase
 - 2024 Renewal: 16.6% increase
 - 2025 Proposed Aetna Renewal (through RFP process after best and final offer [BAFO] opportunity) would result in a 15.5% increase to the FY25 premium.

CareFirst’s BAFO annual premium is \$6,278,306, which is an increase of 4.9% from last year’s premium with Aetna (\$5,987,146). Overall, CareFirst savings from Aetna’s BAFO renewal is \$636,851.

ANALYSIS

A Request for Proposals (RFP) was posted on the College Bid Board on December 4, 2024. Five technical and price proposals were received on January 16, 2025, and were evaluated and scored by the project evaluation committee. Three vendors were shortlisted and invited for technical presentations held on February 27, 2025. Vendors submitted their BAFO during their technical presentations. Both the technical presentations and the price proposals were evaluated and scored.

PSA offered valuable insight and guidance throughout the entire evaluation process. As part of their service, they conducted a thorough analysis, ranked the finalists, and developed a recommendation for the evaluation committee’s consideration. The VP for Talent and Culture, in collaboration with the CFO and VP for Administration, reviewed and concurred with the following recommendations:

- Multi-year cost strategy: CareFirst’s 2nd year renewal rate cap, when compared to other carriers, better positions FCC over the course of two years if claims run higher than expected. CareFirst’s surplus sharing methodology would result in more dollars being shared back to FCC.
- Network strength and recognition: CareFirst has extensive experience working with public community colleges in Maryland and has a strong provider network both regionally and nationally through BlueCross BlueShield.
- Administration and reporting: CareFirst presented a seamless Medical / HSA administrative platform as well as robust reporting tools.
- Medical management: CareFirst offers unique support resources for chronic conditions, virtual care, wellness, and pharmacy programs.

After reviewing the above key areas and recommendations, along with the evaluation committee's scoring, it is recommended that CareFirst BCBS be awarded the Group Medical and Prescription Drug Insurance contract as they offer the best value to the College.

ATTACHMENT(S)

FY26 Rate Sheets



Monthly Medical/Prescription Drug Rates for Full-time Employees

Plan	FY 2025 Aetna Net Employee Rate	FY 2026 CareFirst Net Employee Rate	\$ Increase per month	% Increase per month	Increase per 24 Pays	Increase per 20 Pays
Qualified High Deductible Health Plan with HSA						
Employee	\$0.00	\$0.00	\$0.00	0%	\$0.00	\$0.00
Employee + Adult	\$448.78	\$477.93	\$29.15	6.50%	\$14.58	\$17.49
Employee + Child(ren)	\$359.04	\$382.43	\$23.39	6.51%	\$11.70	\$14.03
Family	\$762.95	\$813.30	\$50.35	6.60%	\$25.18	\$30.21
In-Network Only Plan						
Employee	\$0.00	\$0.00	\$0.00	0%	\$0.00	\$0.00
Employee + Adult	\$484.70	\$523.82	\$39.12	8.07%	\$19.56	\$23.47
Employee + Child(ren)	\$391.75	\$419.16	\$27.41	7.00%	\$13.71	\$16.45
Family	\$853.69	\$891.41	\$37.72	4.42%	\$18.86	\$22.63

Monthly Medical/Prescription Drug Rates for Part-time Employees

Plan	FY 2025 Aetna Net Employee Rate	FY 2026 CareFirst Net Employee Rate	\$ Increase per month	% Increase per month	Increase per 24 Pays	Increase per 20 Pays
Qualified High Deductible Health Plan with HSA						
Employee	\$465.42	\$486.07	\$20.65	4.44%	\$10.33	\$12.39
Employee + Adult	\$1,181.55	\$1,248.72	\$67.17	5.68%	\$33.59	\$40.30
Employee + Child(ren)	\$1,038.35	\$1,096.33	\$57.98	5.58%	\$28.99	\$34.79
Family	\$1,682.89	\$1,783.89	\$101.00	6.00%	\$50.50	\$60.60
In-Network Only Plan						
Employee	\$500.54	\$532.76	\$32.22	6.44%	\$16.11	\$19.33
Employee + Adult	\$1,303.50	\$1,368.65	\$65.15	5.00%	\$32.58	\$39.09
Employee + Child(ren)	\$1,130.40	\$1,201.63	\$71.23	6.30%	\$35.62	\$42.74
Family	\$1,872.86	\$1,955.22	\$82.36	4.40%	\$41.18	\$49.42


**7/1/25-6/30/26 Plan Year
Employee Contributions**
Medical/Prescription Drug – Full-time

Full-Time Regular Administrators, Full-Time Regular Support Staff, Full-Time Faculty, and Full-Time Auxiliary Staff

Plan	Monthly Rates			Employee Per Pay Rates	
	FY26 Premium	Employer Rate	Employee Rate	10 Months (20 pays)	12 Months (24 pays)
CareFirst BlueChoice Advantage CDH with HSA*					
Employee	\$972.14	\$972.14	\$0.00	\$0.00	\$0.00
Employee + Adult	\$1,989.01	\$1,511.08	\$477.93	\$286.76	\$238.96
Employee + Child(ren)	\$1,785.82	\$1,403.39	\$382.43	\$229.46	\$191.21
Family	\$2,702.56	\$1,889.26	\$813.30	\$487.98	\$406.65
CareFirst BlueChoice Advantage Traditional					
Employee	\$1,065.52	\$1,065.52	\$0.00	\$0.00	\$0.00
Employee + Adult	\$2,180.04	\$1,656.22	\$523.82	\$314.29	\$261.91
Employee + Child(ren)	\$1,957.35	\$1,538.19	\$419.16	\$251.50	\$209.58
Family	\$2,962.13	\$2,070.72	\$891.41	\$534.84	\$445.70

Medical/Prescription Drug – Part-time

Part-time Regular Administrators and Part-time Regular Support Staff (working at least 17.5 hrs./week but less than 35 hrs./week)

Plan	Monthly Rates			Employee Per Pay Rates	
	FY26 Premium	Employer Rate	Employee Rate	10 Months (20 pays)	12 Months (24 pays)
CareFirst BlueChoice Advantage CDH with HSA*					
Employee	\$972.14	\$486.07	\$486.07	\$291.64	\$243.04
Employee + Adult	\$1,989.01	\$740.29	\$1,248.72	\$749.23	\$624.36
Employee + Child(ren)	\$1,785.82	\$689.49	\$1,096.33	\$657.80	\$548.17
Family	\$2,702.56	\$918.68	\$1,783.89	\$1,070.33	\$891.94
CareFirst BlueChoice Advantage Traditional					
Employee	\$1,065.52	\$532.76	\$532.76	\$319.66	\$266.38
Employee + Adult	\$2,180.04	\$811.39	\$1,368.65	\$821.19	\$684.33
Employee + Child(ren)	\$1,957.35	\$755.72	\$1,201.63	\$720.98	\$600.82
Family	\$2,962.13	\$1,006.91	\$1,955.22	\$1,173.13	\$977.61

Opt-Out Incentive: Full-time employees who opt-out of the health insurance coverage are eligible for an opt-out incentive of \$300 per month. Part-time employees who opt-out of the health insurance coverage are eligible for an opt-out incentive of \$150 per month. This opt-out incentive is taxable. In order to opt-out, the employee must provide proof of other insurance coverage, such as insurance ID card, certificate of coverage, or letter from an employer verifying insurance coverage. Note: Employees who elect the BlueChoice Advantage CDH with HSA health plan and later in the plan year terminate their coverage are NOT eligible for the opt-out incentive.

*FCC contributes \$1,500 for Employee only coverage or \$3,000 for Employee + family member coverage to a Health Savings Account (HSA). This contribution is prorated for anyone who joins the health plan once the new plan year has started.



To: Frederick Community College Board of Trustees

From: Dr. Annesa Payne Cheek, President

Cc: Dr. Bridgette N. Cofield, JD, SPHR

Date: April 23, 2025

Subject: Consent Agenda Item
Approval of the Renewal of FY26 Group Dental and Vision Insurance to Aetna

Board Policy: EL-11 Compensation and Benefits

RECOMMENDATION

Recommend approval to renew the group dental and vision insurance plans with Aetna for FY26 and the employer/employee contributions outlined in the information attached.

OVERVIEW

An Award to Aetna for Group Dental and Vision insurance for eligible FCC employees went into effect on July 1, 2021, based on RFP #21-HR-02. This award has a four-year renewal option annually. FCC is in the fourth renewal year period. There is no increase (0%) to the dental insurance rates for the plan year beginning July 1, 2025. For FY26, the total dental insurance cost is estimated to be \$313,390 with employees contributing \$194,715, and the college contributing \$118,675.

Additionally, there is no increase (0%) to the vision plan rates this year and Aetna is providing a vision rate guarantee for 2 years (7/1/25 -6/30/27). The FY 26 vision insurance cost is estimated to be \$37,687 with employees contributing \$21,773 and the college contributing \$15,914.

Lastly, the life and long-term disability insurance and supplemental life insurance rates through MetLife will not be changing through June 30, 2026.

ANALYSIS

The College offers a very robust benefits package for its full-time and part-time benefited employees and pays 75% of the premium cost for employee only dental and vision coverage. For FY26, there will be no rate changes for dental, vision, life and long-term disability insurance and supplemental life insurance.

ATTACHMENT(S)

FY26 Rate Sheets


**7/1/25-6/30/26 Plan Year
Employee Contributions**

Full-Time Regular Administrators, Full-Time Regular Support Staff, Full-Time Faculty, and Full-Time Auxiliary Staff

Dental

Plan	Monthly Rates			Employee Per Pay Rates	
	FY26 Premium	Employer Rate	Employee Rate	10 Months (20 pays)	12 Months (24 pays)
Aetna Dental PPO/PDN PPOII					
Employee	\$38.11	\$28.58	\$9.53	\$5.72	\$4.76
Employee + Adult	\$75.82	\$28.58	\$47.24	\$28.34	\$23.62
Employee + Child(ren)	\$89.59	\$28.58	\$61.01	\$36.60	\$30.50
Family	\$127.30	\$28.58	\$98.72	\$59.23	\$49.36

Vision

Plan	Monthly Rates			Employee Per Pay Rates	
	FY26 Premium	Employer Rate	Employee Rate	10 Months (20 pays)	12 Months (24 pays)
Aetna Vision Preferred					
Employee	\$5.31	\$3.98	\$1.33	\$0.80	\$0.66
Employee + Adult	\$10.09	\$3.98	\$6.11	\$3.66	\$3.05
Employee + Child(ren)	\$10.63	\$3.98	\$6.65	\$3.99	\$3.32
Family	\$15.62	\$3.98	\$11.64	\$6.98	\$5.82



7/1/25-6/30/26 Plan Year Employee Contributions

Part-time Regular Administrators and
Part-time Regular Support Staff
(working at least 17.5 hrs./week but
less than 35 hrs./week)

Dental

Plan	Monthly Rates			Employee Per Pay Rates	
	FY26 Premium	Employer Rate	Employee Rate	10 Months (20 pays)	12 Months (24 pays)
Aetna Dental PPO/PDN PPOII					
Employee	\$38.11	\$28.58	\$9.53	\$5.72	\$4.76
Employee + Adult	\$75.82	\$28.58	\$47.24	\$28.34	\$23.62
Employee + Child(ren)	\$89.59	\$28.58	\$61.01	\$36.60	\$30.50
Family	\$127.30	\$28.58	\$98.72	\$59.23	\$49.36

Vision

Plan	Monthly Rates			Employee Per Pay Rates	
	FY26 Premium	Employer Rate	Employee Rate	10 Months (20 pays)	12 Months (24 pays)
Aetna Vision Preferred					
Employee	\$5.31	\$3.98	\$1.33	\$0.80	\$0.66
Employee + Adult	\$10.09	\$3.98	\$6.11	\$3.66	\$3.05
Employee + Child(ren)	\$10.63	\$3.98	\$6.65	\$3.99	\$3.32
Family	\$15.62	\$3.98	\$11.64	\$6.98	\$5.82



To: Frederick Community College Board of Trustees

From: Dr. Annesa Payne Cheek, President

Cc: Dr. Anne P. Davis, Provost and Vice President of Teaching, Learning, and Student Success

Date: April 23, 2025

Subject: **Consent Agenda Item**
Approval of Sole Source Contract with EBSCO for the library management system FOLIO in the total amount of \$180,553

Board Policy: EL – 4 Financial Conditions and Activities and EL – 9 Asset Protection

RECOMMENDATION

Recommend approval of the Sole Source Contract with EBSCO in the amount of \$180,553 for a four-year contract extension of the library management system, FOLIO. Funding for this project is included in the current FY25 budget.

OVERVIEW

In FY2024, the Library conducted an RFP to procure a new library management system to replace the previous system, which had become obsolete and no longer supported with updates. EBSCO was awarded a one-year contract for the FOLIO platform, a modern, open-source library management system. Currently, the EBSCO contract for FOLIO is renewed annually. To ensure stability and cost efficiencies, the College negotiated a guaranteed four-year pricing agreement to be invoiced annually beginning August 2025.

ANALYSIS

- FOLIO is the library circulation and cataloging system ensuring access to the College's physical library collection while also supporting the management of the digital collection. EBSCO, the sole provider of FOLIO, is the only vendor that currently meets the College's operational and technical requirements for the library management system.
- Proceeding with a four-year contract with EBSCO preserves service continuity, maximizes cost efficiency, and supports the library's commitment to a high-quality user experience.
- The guaranteed pricing agreement will save \$8,241 over the four-year period.

ATTACHMENT(S)

No attachments



To: Frederick Community College Board of Trustees

From: Dr. Annesa Payne Cheek, President

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

Date: April 23, 2025

Subject: **Consent Agenda Item**
Substantial Modification to Computer Science Associate of Science (A.S.) Degree

Board Policy: EN-1 Ends

RECOMMENDATION

Approval of the enclosed substantial modification to the Computer Science Associate of Science (A.S.) Degree

OVERVIEW

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

The substantial modification to this transfer degree program has been approved by the Curriculum Committee, Provost, and President and is being presented to the Board of Trustees for approval.

ANALYSIS

- The Computer Science Associate of Science (A.S.) program has not undergone major revision since 2003. Given the rapidly evolving field of technology, the degree contained outdated content and had limited alignment with current transfer standards or industry practices. The revised curriculum is designed to address these issues and provide students with a modern, rigorous, and well-structured pathway to success in computer science education and careers.
- The revised curriculum aligns coursework with current University System of Maryland (USM) standards, ensures transferability, integrates practical and

collaborative software development experiences, and increases access to open educational resources (OER) for affordability.

- Core updates include a defined sequence of four milestone programming courses that build progressively on real-world applications, incorporate collaborative and iterative learning models, and ensure mastery of modern computer programming skills. The revised curriculum also features a strengthened math sequence, new elective options in computing, and enhanced student support through drop-in labs and faculty feedback cycles.
- In response to the 2022 Maryland State Plan for Postsecondary Education, the program emphasizes access, success, and innovation. The integration of OER, open lab resources, and faculty-designed curriculum directly support equitable student access and high-quality learning experiences regardless of students' prior exposure to computing.
- Employment demand for graduates in the field is strong. The Bureau of Labor Statistics projects 356,700 annual job openings in computer and IT fields nationally through 2033 and over 4,000 jobs through 2035 in the Frederick region for associate degree completers.
- The median salary for 2-year degree completers in computer science in the Frederick region is projected at \$96,000, with bachelor's degree graduates starting salaries between \$115,000 – \$145,000.
- Due to the revised curriculum and articulation agreements, students who desire to continue to bachelor's programs can transfer more seamlessly. Our primary transfer partners are:
 - University of Maryland, College Park
 - University of Maryland, Baltimore County (UMBC)
 - Mount St. Mary's University (draft articulation)
 - Towson University (articulation in development)

ATTACHMENT(S)

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

**MHEC Academic Program Proposal
Frederick Community College
Computer Science Associate of Science (A.S.) Degree
Substantial Modification**

A. Centrality to Institutional Mission and Planning Priorities:

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

The Associate of Science in Computer Science (A.S.) transfer degree, as here revised, is designed to prepare students to transfer to 4-year institutions where they can continue their education to bachelor's and subsequently to master's degree programs in computer science and related fields and enter into professional careers in these fields thereafter. It emphasizes skills that will serve students well both in 4-year programs and if entering directly into professional work. The degree supports the mission of Frederick Community College, focusing on teaching and learning, and providing affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community.

The new program's revised core course sequence responds to the needs of diverse learners and the community by removing out of date content and ensuring that students receive the most current, applicable skillsets to succeed in their future goals. Designed to align with the modern transfer standards of the University of Maryland system and other nearby institutions, the revised program will improve both affordability and flexibility by maximizing the transferability of credits earned and skills learned to the state's receiving institutions.

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

FCC previously offered numerous programs in the area of computer science and IT/Cyber under various titles. Over time, most of these programs became outdated and the range of overlapping offerings created confusion for both students and advisors. In response, this revision consolidates FCC's computer science programs into a single, streamlined pathway. Additionally, Information Technology and Cybersecurity are being separated from Computer Science to provide clearer distinctions between the fields. As part of this effort, departmental Computer Science courses are also being thoroughly updated to reflect current industry standards and academic expectations as the departmental courses in Computer Science had not been updated since 2003. These updates also align with the current needs of 4-year schools and employers, providing students with the best chance to succeed.

The proposed program revisions directly support the mission of Frederick Community College by helping students meet their career goals and working towards continuous improvement with the highest standards for academic content. In particular, the changes align with the following institutional goals, as set forth in the "FCC Forward Strategic Plan 2020-2025:"

- 1) Enhance student success and completion through collaborative and effective academic support.

Students in the core courses of the new program have frequent access to instructors in a drop-in lab setting for support on their assignments. Homework can be revised in accordance with instructor comments and then resubmitted for regrading. The college maintains a system of student success alerts which can activate support services where those are needed to overcome problems such as transportation, food, housing, or mental well-being.

- 2) Increase access, affordability, and retention through planned academic advising and degree pathways.

The new program's end goal is clearer and more specific, and the learning pathway is better defined. Students now have a program focused on the goal that aligns with transfer schools, and a pathway which better supports that goal of degree completion. All materials in the core courses are now OER materials free to students. Students have daily access to an open lab where they can use the FCC computers and access faculty input/ feedback.

- 3) Promote excellence in the design and delivery of curriculum, and support of student learning.

Excellence requires a curriculum that is in line with current demands of both four-year schools and industry. The new program provides that. Excellence in delivery requires comprehensive and well-defined master courses, which the new program provides. In contrast to the old program's approach – which was too broad – the new one has a clear and agreed upon definition of how the basics of computer science should be taught at each step of the core sequence. The master courses and course materials embody this.

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

The proposed program will be funded by tuition and fees collected by students enrolled within the program. FCC currently has sufficient full-time and part-time faculty and administrative staff to meet the needs of the program, so no new hiring will be necessary. The classroom and lab facilities already used by the existing program will be sufficient for the new one. While new courses are being created in this revision, they are replacing courses of generally equal credit load in the program requirements, so the existing roster of faculty and staff will also continue to be sufficient.

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

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

The faculty member currently overseeing the Computer Science program is a recognized subject matter expert in the field of Computer Science and brings valuable experience from the programming and engineering industries. The faculty member reports to the Associate Vice President for Teaching, Learning and Student Success/Dean of Health, Business, Technology, and Science and leads the development of specific curriculum and courses, procurement of programmatic equipment and supplies, and actively contributes to the ongoing administrative, financial, and technical support of the proposed programs. The program is supported by an academic office manager who is shared with the IT, Cyber, and Business programs. These roles are established and fully funded by FCC, reflecting the institution's willingness to ensure the program's support will be continuous through the revision and beyond.

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

FCC is committed to the success of all students and anticipates the continuation of this proposed program beyond the time needed for students to complete the program. In alignment with Maryland regulations, College policy allows up to a five-year teach-out period and program faculty, staff, and advisors have all been briefed on the effort and resources necessary to ensure this outlet is provided effectively to students, with no concerns raised about feasibility. In addition, the College offers a variety of support programs including tutoring, academic success, program specific advisors, and faculty advisors, all of which will be made readily and visibly available to students navigating any difficulties in completing the old program or transitioning to the new one.

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

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**
 - a) The need for the advancement and evolution of knowledge**
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

FCC's Computer Science degree last had a major revision in 2003. Twenty-two years is an exceedingly long time in the technology field. During that time, the terrain of the field has changed significantly. Entrance to four-year programs is now highly competitive, as is the job market. The curricula of four-year programs now emphasize problems rooted in real-world experience. There is now a strong emphasis on collaborative work, following the introduction of agile development methods (2001) which are now the industry standard. The proposed revised degree program squarely aligns with all of these.

The revisions support that mission area by providing students with an educational path to be trained to a high skill level in practices proven in industry and employed in four-year programs.

While demand for graduates in computer science and related fields is strong (as documented in the following sections), competition in these job markets is difficult. This is because of the growing number of graduates across computer science programs nationwide, and a trend toward outsourcing and globalization which has affected this industry as it has affected others. By aligning our program with current demands of four-year schools and current industry demands (including best practices), students will have the best chance to compete.

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

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

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

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

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

GOAL ALIGNMENT

Students attempting to learn computer science and other technical fields often find the subject very challenging at the outset. A core feature of FCC's program is that work is evaluated and then returned to the student for rework. This competency-based approach follows the same practices students will later encounter when developing software in industry and allows students to overcome initial obstacles as well as develop iterative habits of thinking that will later become key job skills. (Success/Innovation)

Unfortunately, not all students have access to high school computer science programs of equal quality, or which satisfy the educational demands for entry to four-year schools. FCC's proposed revised program fills this gap, helping to provide our region's students with an affordable entry to more intensive computer science studies and careers, regardless of their secondary school system's offerings. (Access, Success)

Along similar lines, the cost of learning materials in technical fields is often a barrier to students from lower-income families, who may find it difficult to afford textbooks that can easily cost more than \$150. Existing texts are also often written from a theoretical, as opposed to a practical viewpoint, with an eye to the needs of four-year schools that may have a theoretical orientation. In response to these problems the computer science faculty have developed OER materials, free of charge to our students, aligned with the needs of our student populations and written from a practical, project-oriented point of view. These serve as the core learning materials for this revised degree program. (Access, Success, Innovation)

FCC also recognizes that students may not be able to afford, or have access to, their own computers. FCC maintains an open lab where students may work on school machines. This lab is staffed by instructors for a significant number of hours each week to provide help with assignments so that students can succeed. (Access/ Success)

PRIORITY ALIGNMENT

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

All the items discussed above work independently and collectively to improve an outdated program in a key subject area and revise it into one that meets the high-quality standards of a Maryland college education. The previous program courses were based on outdated content, and in some cases, allowed students to avoid challenging but essential subject areas. These deficiencies have been remedied.

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

The proposed new program creates a clear pathway to graduation and transfer with specific course requirements in sequential order. The previous program provided a smattering of courses that could often be confusing, and in which students completing one course did not always have proper preparation for the next. All these deficiencies have been fully remedied.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

Computer science graduates have the opportunity to be employed in both government and private industry (including government contractors). Leading industries that employ computer science graduates and are well-represented in Maryland include defense, healthcare (especially healthcare information), finance, engineering, applied science, law enforcement, and education. A computer science degree provides a very solid foundation for any kind of work based on computers and software, even if one does not end up working as a software engineer.

In the same way, the deployment of artificial intelligence (AI) solutions will increase the demand for computer science graduates, by making it possible to apply software in more and more problem areas. It is one thing to interact casually with a ChatGPT website, but quite a different thing to do a serious integration of AI or any other aspects of a software solution in real-world operations.

Deployment of AI into a problem area often requires other types of software for its support: for example, a driverless ridesharing service (which uses AI to do the driving) would also require an online reservation portal (which does not involve AI), as well as other types of software. The

fundamental skills of solving problems with computers, as taught in our program, will thus be, and remain extremely valuable, even as Maryland's tech industries evolve.

In his recent State of the State speech, Governor Moore emphasized his plans to make investment in IT industries, and his belief that these industries are essential to Maryland's success. As a result of these policies, we can expect even larger growth in this field than current projections might suggest.

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

According to research from the Bureau of Labor Statistics, computer and IT occupations are expected to grow much faster than average from 2023 to 2033, with a projected 356,700 job openings annually across the nation. It should be emphasized that unlike many other occupations, the computer science field is not restricted to a local marketplace. Most jobs in the field are now done remotely. In that sense, students can compete for jobs offered anywhere in the world.

Forecasting the specific breakdown of occupations in this fast-changing field more than a few years out is dubious. Job titles and roles change rapidly in response to developing technology. The list below shows some of the most popular current ones for which our program would be a first step, and their average salaries in local markets (Maryland and neighboring states). These figures (rounded and in some cases averaged) are taken from online job-seeking sites such as Indeed.

These salary projections are for the Delaware-Maryland-DC-Virginia area, but graduates in this field also have access to global opportunities because of digital environments and remote work, which may allow them to access even larger salaries.

Junior Software Engineer - \$99,500

Software Engineer - \$117,500

DevOps Engineer - \$145,000

Software Engineering Manager - \$141,000

Software Quality Assurance Engineer - \$138,000

User experience (UX) Engineer - \$115,000

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

FCC is in close proximity to the Baltimore-Washington metropolitan area, with its large concentration of government (including contracting), defense, and healthcare related jobs.

In the area of healthcare, the article “Digital Transformation in Healthcare” (Journal of Public Health, 15 Feb 2023) details the expanding opportunities in this area. Healthcare in recent years has seen an increasing adoption of technology to compensate for the shortage of practitioners combined with the healthcare demands of an aging population. This has led, among other things, to the rise of telemedicine, which was little used 20 years ago but is now employed by every large healthcare enterprise and many small ones. Other areas of improvement include smart systems to support healthcare professionals in doing their jobs. Our proposed program, in fact, includes assignments drawn from these specific problem areas. And there are many others.

A US Department of Defense article published February 23, 2021 documents the essential and expanding role of computer skills of all types in our national defense. It has been said that the way America will know we have lost the next war is when all the lights go out and won’t come back on. Opportunities in this field, and its importance, are projected to continue increasing.

As discussed earlier, the Bureau of Labor statistics job opening projections nationally are approximately 350,000 per year, so assuming projected growth patterns hold, we could expect to see 1.75 million vacancies for roles fillable by students in this program over the next five years.

Also as noted earlier, most vacancies in this profession are not specific to one state or region. However, the University of Maryland reported the following with respect to its class of 2023 overall:

The University of Maryland’s Department of Computer Science reported a 96% job placement rate for the class of 2023, according to a survey conducted by the University Career Center. The data, which includes graduates from August and December 2022 and May 2023, shows that most students entered the workforce with competitive salaries.

The survey collected responses from 562 of 840 graduates, with 84.7% joining the workforce. Most secured full-time positions, while 11.2% opted to continue their education. Only 1.2% of graduates remained unplaced, and 2.7% were still seeking employment or finalizing plans during the survey.

Salaries for graduates entering full-time employment were competitive, with a median starting salary of \$110,000.

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

The following projections are based on actual numbers of graduates from predecessor programs at FCC. The other predecessor programs have been discontinued. We believe that as more and stronger articulation programs are put in place, the actual enrollment and graduation numbers will come to exceed these projections. We have projected growth using the two lowest rates of year-to-year growth in these programs over the preceding five years; therefore, we believe these numbers are conservative projections.

<h3>Current and Projected Supply of Prospective Graduates</h3>

	Year 1 (AY 2025-26)	Year 2 (AY 2026-26)	Year 3 (AY 2027-28)	Year 4 (AY 2028-29)	Year 5 (AY 2029-30)
Projected Number of Graduates	42	53 ⁵⁰ 63	59 ⁷⁵	89 70	84

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

D. Reasonableness of Program Duplication:

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

FCC's geographical area is Frederick County. There is no other public college or university within those geographic boundaries offering a similar program. This lack of similar offerings extends even to our region's secondary schools: FCC typically enrolls a substantial number of high school students under dual enrollment programs, who do not have any other alternative through which to begin studying computer science. The only local competing computer science program is at Hood College, which is a private, 4-year institution offering, as might be expected, a significantly deeper program infused with specialized 3rd and 4th year coursework that FCC cannot duplicate. While there may be some duplication of introductory coursework, it is far more likely that this overlap serves to facilitate easy transfer than to cause outright competition or duplication.

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

The proposed Computer Science Associate of Science (A.S.) transfer degree is designed to prepare students to transfer to 4-year institutions where they can continue their education to bachelor's, master's and Ph.D. degree programs in computer science and related fields. FCC's goal is that credits earned under our program will transfer to computer science programs at the University of Maryland (College Park), University of Maryland Baltimore, County, Towson University, and similar schools.

While designed as a transfer degree, students are employable into entry level positions in the field upon completion of the associate degree and thus can work while pursuing their bachelors.

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

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

The proposed new program may have a positive impact on programs at HBIs, as the improved skill and quantity of FCC program graduates will, in turn, increase the number of students available to transfer to similar programs at HBIs.

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

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

The overall outcome for HBIs may be positive because any student of color who gets a better experience from this program may then add to the pool of available students targeted by those institutions’ missions. The level of interaction between this program and any elements of Maryland 4-year HBIs should increase and, as 4-year institutions enhance academic offerings, the additions of this FCC 2-year program should improve transferability.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The proposed revised program was authored primarily by Jonathan Southard, assistant professor, and program manager for computer science. There was extensive input from other members of the Computing and Business Technology Faculty.

Mr. Southard also obtained review and input from former professional colleagues with whom he had worked during his 35-year career as a software engineer, software team lead, and agile development coach and scrum master. (Mr. Southard holds a certification in the last-named area.) Review and input were also obtained from former colleagues on the computer science faculty of the University of California, Santa Barbara, at which he had been an adjunct instructor. The program changes were based in large part on a review and study of the current curricula of the University of Maryland (College Park) and University of Maryland, Baltimore County (UMBC) and Towson University.

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

Program Learning Outcomes:

Graduates will:

1. Develop computer software (including creating, augmenting, debugging, and testing).*

2. Demonstrate mathematical and reasoning skills needed for computer science.
3. Design and implement programming projects similar to those seen in the real world.
4. Demonstrate proficient communication (individual and group) and collaborative work, in the context of programming projects.

*These skills will be built progressively through the four required core courses.

These outcomes were closely modeled to those of the University of Maryland (College Park).

3. Explain how the institution will:

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

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

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

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

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

At the heart of the proposed program is a sequence of four milestone courses. In these courses, students progress from simple projects using procedural computer programming techniques, through larger and more difficult object-oriented and recursive programs. Students then study data structures and algorithms (in which they do a single semester-long project, in multiple parts), and finally to a capstone project course in which they work in teams. This parallels the learning sequence at four-year schools. All projects are drawn from current real-world application areas including medical informatics, computer simulation, probabilistic and statistical analysis, text processing, pattern printing and pattern matching, and cryptography. In the current capstone project, students build computer simulations of proposed solutions to the problem of traffic in Frederick County.

These four core courses are to be taught the same way by all instructors using a common master syllabus and shared OER materials authored by the faculty, guaranteeing a uniform student experience which meets program objectives.

The program has a strong math requirement, in line with our belief – shared by four-year schools – that a strong mathematical preparation is fundamental to success in this field. However, we provide pathways so that even students who had weak mathematical preparation in high school can succeed and complete the required courses, if they apply themselves.

Computer Science A.S. Degree Program Requirements:

English

ENGL 101	English Composition	3
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Mathematics

MATH 185	Calculus I ¹	4
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Social & Behavioral Sciences

<u>Social & Behavioral Sciences Elective (Gen Ed course list) ²</u>		3
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<u>Social & Behavioral Sciences Elective (Gen Ed course list) ²</u>		3
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Arts & Humanities

<u>Arts Elective (Gen Ed course list)</u>		3
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<u>Humanities Elective (Gen Ed course list)</u>		3
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<u>Communication Elective (Gen Ed course list)</u>		3
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Biological & Physical Sciences

<u>Biological & Physical Sciences Elective (Gen Ed course list) (Lab course)</u>		4
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<u>Biological & Physical Sciences Elective (Gen Ed course list)</u>		3
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General Education Required Elective

MATH 195	Calculus II	4
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Physical Education, Health, or Nutrition Requirement

Select one PHED, HLTH, or NUTR course		1
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Departmental Requirements

CMSC 130	Programming Fundamentals	4
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CMSC 131	Programming Methods and Object Design	4
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CMSC 230	Data Structures and Algorithms	4
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CMSC 285	Programming Capstone Project	4
Electives		
Select 10 credits from the following areas: CMIS, CMSC, MATH ³		10
Total Credits		60

Guided Pathway:**Recommended First Semester** **Credits**

ENGL 101	English Composition ¹	3
MATH 185	Calculus I ^{1,2}	4
CMSC 130	Programming Fundamentals (Milestone)	4
<u>Social & Behavioral Sciences Elective (Gen Ed course list)</u>		3
Credits		14

Recommended Second Semester

MATH 195	Calculus II	4
CMSC 131	Programming Methods and Object Design (Milestone)	4
<u>Humanities Elective (Gen Ed course list)</u>		3
<u>Biological & Physical Sciences Elective (Gen Ed course list) w/lab</u>		4
Credits		15

Recommended Third Semester

CMIS, CMSC, or MATH Elective ³		4
CMSC 230	Data Structures and Algorithms (Milestone)	4
Communication Elective (Ge Ed course list)		3
Physical Education, Health, or Nutrition Requirement		1,3
<u>Arts Elective (Gen Ed course list)</u>		3
Credits		15-17

Recommended Fourth Semester

CMSC 285	Programming Capstone Project	4
CMIS, CMSC, or MATH Elective ³		3-4
CMIS, CMSC, or MATH Elective ³		3-4
<u>Biological & Physical Sciences Elective (Gen Ed course list)</u>		3-4

Social & Behavioral Sciences Elective (Gen Ed course list) (in a different discipline from 3 first)

Credits **16-19**

Total Credits **60-65**

1

Take this course within the first 24 credits.

2

Prerequisite: MATH 165 Precalculus

3

If a student does not place into MATH 185, the appropriate prerequisite courses (MATH 145 and MATH 165) should be taken prior to MATH 185 and MATH 195, and can be used to toward fulfilling the CMIS, CMSC, or MATH electives requirement.

If a student does place into MATH 185, other CMIS, CMSC, or MATH courses should be taken to fulfill the electives instead.

Course Descriptions for Core (Milestone) Courses:

CMSC 130 - Programming Fundamentals (4)

Prerequisite or Co-requisite: MATH 145 or MATH 145S

Introduces professional-level programming techniques, designed for individuals seeking foundational knowledge in programming or aspiring to enter the field of software development. Covers the fundamentals of how to write complete computer programs of moderate size and rooted in real-world problems, using basic data types, functions, loops, if-else statements, and objects. Students will learn top-down design, functional decomposition, mathematical and reasoning skills needed for computer science, software testing, and pair programming. Requires no previous programming experience.

CMSC 131 - Programming Methods and Object Design (4)

Prerequisite: Grade of C or better in CMSC 130

Prepares students to employ the principles of object-oriented programming (abstraction, encapsulation, polymorphism, and composition) in the construction of substantial programs rooted in real-world problems. Students will formulate objects (classes) to model entities in problem spaces; construct programs using the powerful technique of recursion; test code by the professional technique of unit testing; and discuss technical solutions in the context of pair programming and code reviews.

CMSC 230 - Data Structures and Algorithms (4)

Prerequisite: Grade of C or better in CMSC 131

Introduces the fundamentals of data structures and algorithms in the context of a large, real-world project. Focuses on linked allocation structures: trees, linked lists, and stacks, and the application and mathematical analysis thereof. Structured around a semester-long project in which students iteratively design, develop, and test a significant software project built around real-world needs.

CMSC 285 - Programming Capstone Project (4)

Prerequisite: Grade of C or better in CMSC 230

Design and implement a group project focused on a relatable, real-world problem. Develop a large piece of software 'from scratch' applying techniques taught in the course and learned in predecessor courses. Collaborate in a team setting of iterative (agile) development. This course will strongly prepare students for success in team-based work in both four-year education and industry.

Course Descriptions for Required Math Courses:**MATH 185 - Calculus I (4)**

Gen Ed Math

Prerequisite: Grade of C or better in MATH 165 or MA 111 (formerly MA 210)

Presents topics including functions, limits, continuity, the derivative concept, differentiation techniques (including product rule, quotient rule, chain rule, and implicit differentiation), applications of the derivative, and definite and indefinite integral concepts. The Fundamental Theorem of Calculus is discussed and used in the context of introductory integration. Intended for students in mathematics, science, engineering, medical, and other technical programs as the first course in the three-semester calculus sequence (MATH 185, MATH 195, MATH 285).

MATH 195 - Calculus II (4)

Gen Ed Math

Prerequisite: Grade of C or better in MATH 185 or MA 210 (formerly MA 211)

Presents the second of three courses in the calculus sequence. Topics include methods and applications of integration, improper integrals, sequences and series, Taylor approximations, and an introduction to differential equations.

Course Descriptions for Other Required Courses:**ENGL 101 - English Composition (3)**

Gen Ed English

Prerequisites: Grade of C in ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100, students must enroll in both ENGL 100 and ENGL 101; Grade of B or better in ENGL 70 or ENGL 75 or (ESOL 72 and ESOL 73) or ESOL 100, students may enroll in ENGL 101 without ENGL 100 but may opt to co-enroll in ENGL 100 for additional reading support; or satisfactory performance on the writing assessment and the reading assessment (formerly EN 101)

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

Course descriptions for additional CMIS, CMSC, and MATH elective options and General Education options are available on this catalog page:

<https://frederick-public.courseleaf.com/credit-course-descriptions/>

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

General Education requirements will be met in the degree as outlined in the requirements section above.

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

No certification is required. Individual courses may prepare students for certification example in specific areas, such as a particular programming language.

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

N/A

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

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

Information related to faculty/student interactions, assumption of technology competence and skills, technical equipment requirements, and the learning management system can be found under the “Resources” tab on the college website, <https://www.frederick.edu>.

Not only is it essential that the College measure student achievement, but it must also provide students with clear information on how they are expected to achieve each core learning outcome. This is accomplished at the course level through information communicated in the syllabi, which provides a simple matrix outlining the course outcomes being assessed by each graded assignment in a given course.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The FCC website is managed by the College marketing department and the academic catalog is managed by the Assistant Dean, Curriculum Systems and Scheduling. Updates of essential

program and course information are made in collaboration with all College departments to include Teaching, Learning and Student Success, Student Affairs, Financial Aid, Registration and Records, Student Development, and Enrollment Services. This process ensures the materials available are clear and accurate and contain pertinent information regarding all program offerings and services available.

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

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

The program supports transfer articulations with surrounding 4-year institutions. This would allow FCC to create articulations with any public Maryland Universities that have a Computer Science bachelor's degree. A draft articulation agreement has been reached with Mt. St. Mary's University, as shown below. Similar agreements are in progress with Towson University and University of Maryland Baltimore County (UMBC).

Transfer Pathway/Articulated Courses
Traditional Undergraduate
Associate of Science (A.S.) in Computer Science
and Bachelor of Science (B.S.) in Computational Technology

MSMU – DCS	Frederick Community College (60 credits)
MSMU Major	FCC Major
	MATH 170 - Introduction to Discrete Math (3)
TECH 310 Applied Calculus (3)	MATH 185 - Calculus I (4)
substituted for TECH 210 in major requirements if needed	MATH 195 - Calculus II (4)
TECH 430 Modeling and Simulation (3)	CMSC 285 – Programming Capstone Project (3)
TECH 220 Introduction to Python (3)	CMSC 105 – Introduction to Programming in Python
MATH 410 Applied Numerical Methods (3)	MATH 275 - Differential Equations (3)
TECH 230 Introduction to Java (3)	CMSC 130 – Programming Fundamentals (3)
TECH 200 Data Analysis I (3)	MATH 120-Statistics (3)
TECH 210 Applications of Functions (3)	MATH 165 – Precalculus (4)
TECH 320 Algorithmic Analysis (3)	CMSC 230 – Data Structures and Algorithms
	FCC General Ed Requirements
College Writing (Core)	ENGL 101 English Composition (3)
PSYCH 100 Foundations of Psychology	Gen Ed Elective: PSYC 101 General Psychology (3)
Art, Literature, Music, Theatre (Core)	Arts Gen Ed (3)
Elective	Gen Ed Elective: ENGL 102 English Composition & Literature (3)
SOC 100 Foundations of Sociology	Gen Ed Elective: SOCY 101 Introduction to Sociology (3)
Elective	Humanities Elective (3)
Arts/Humanities or History or Language(Core)	Communications Gen Ed (3)
Elective	Physical Education, Health, or Nutrition Requirement (1-3)

MSMU - DCS Degree Completion Requirements

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

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

The proposed degree will require oversight by one full-time faculty member who also serves as the program manager. The program manager worked in the software industry for 35 years, was formerly an adjunct instructor in the Computer Science department at the University of California and is a certified Scrum Master. Further, all other program faculty have appropriate degrees, applicable certifications, and practical experience in the field along with substantial teaching experience.

Faculty Name	Appointment Type	Terminal Degree Title and Field	Academic Rank/Title	Status	Courses to be Taught
Jonathan Southard	Faculty	M.S. Computer Science	Associate Professor	Full-time	Able to teach all Computer Science courses
Susan Johnson	Faculty	M.S. Telecommunications	Professor	Full-time	CMSC 130, CMSC 105 (elective), CMIS 203 (elective)
Stephen Sell	Adjunct	M.S. Computer Science	Adjunct	Part-Time	CMSC 130, CMSC 105
Richard A. Young	Adjunct	B.S. Computer Science	Adjunct	Part-Time	Able to teach all Computer Science courses
Soham Patil	Adjunct	M.S. Computer Science	Adjunct	Part-Time	Able to teach all Computer Science courses
Clayton Henry	Adjunct	M.S. Cybersecurity	Adjunct	Part-Time	Able to teach all Computer Science courses
Frank Seidel	Faculty	MBA	Professor	Full-time	Has taught program electives in the past; focused mainly on a different program now

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

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

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

Pedagogy and evidence-based practices programming includes:

1. New full-time Faculty, Staff, and Administrator orientation, a yearlong series focused on introducing new full-time faculty and learning administrators to best practices in teaching and learning, and the policies, procedures, and practices of the College.
2. New adjunct faculty orientation, adjunct faculty professional learning events, and for adjuncts only monthly themed gatherings.
3. A myriad of professional learning events, provides teaching and learning resources, consultations, facilitates conference funding approval, houses Alternative Credit Approval Team (ACAT), and supports the organization of Teaching and Learning and Student Success Faculty and Leadership events.
4. Monthly teaching, learning excellence and innovation professional learning sessions designed to inspire faculty to engage student minds and support their success through active learning, innovation, and scholarship, including Culturally Responsive Teaching and Cultural and Global Competence Development; Scholarship of Teaching and Learning; Technology, Teaching and Innovation; and Faculty Leadership and Academic Management.
5. Academic department chairs, program managers, and fellow faculty provide discipline specific training and professional learning for adjunct and full-time faculty such as lab safety, clinical orientation, outcomes assessment, curricular requirements, and equipment use.
6. Further, full-time faculty are supported in their pathways to promotion through the Faculty Appointment and Promotion Process. The myriad pathways to promotion include alternative credit options which are approved by ACAT.
7. Finally, in collaboration with Human Resources Employee and other college stakeholders, ensures that development of faculty and staff by supporting the orientation of new employees; the ongoing training of faculty and staff on college policies and procedures, business practices, wellness, and hiring.

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

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

No new holdings will be needed for this program update. The Library has a robust collection of print and ebooks. Collection development guidelines are focused on supporting the curriculum of

the College, and resources are allotted to fulfill faculty and program requests to update materials as needed. Additionally, as has already been done with the core learning materials for the main program-required courses, the Computer Science program faculty have the ability to develop open educational resources for a variety of discipline-related topics. This capacity will further insulate the Library from being affected by this revision, as not only will the current program needs be fulfilled by current resources, any new resources that may be identified as necessary in the future may be able to be created in-house.

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

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

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

The program shares excellent facilities with the college's information technology and cybersecurity programs. This includes classroom/lab facilities fully equipped with computers and audiovisual instructional equipment.

The President of the College supports the adequacy of equipment and facilities to meet this program's needs.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) An institutional electronic mailing system, and**
 - b) A learning management system that provides the necessary technological support for distance education**

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

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

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

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

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

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue	\$133,005	\$167,840	\$199,508	\$237,510	\$281,845
(c + g below)					
a. Number of F/T Students	42	50	59	70	84
b. Annual Tuition/Fee Rate	\$3,166.80	\$3,166.80	\$3,166.80	\$3,166.80	\$3,166.80
3. Total F/T Revenue	\$133,005	\$167,840	\$199,508	\$237,510	\$281,845
(a x b)					
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
4. Grants, Contracts & Other	0	0	0	0	0
External Sources					
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL (Add 1 – 4)	\$133,005	\$167,840	\$199,508	\$237,510	\$281,845

RESOURCES NARRATIVE RATIONALE

Reallocated Funds

No funds will need to be reallocated.

Staffing (Administrative, Faculty, and Support)

Currently the program has in place 1 full-time faculty member 100% committed to the program, 1 full-time faculty member who teaches is about 20% committed to the program, and 4 adjuncts who will be used to teach courses within this program. We have one administrative and one support staff who are already assigned to work and support

this program and will continue to do so. We anticipate no additional funding will be required.

Tuition and Fee Revenue

We have used the projected numbers of graduates listed above. As discussed there, we believe this to be a conservative projection.

Grants and Contracts**Other Sources**

Not Applicable

Total Year

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

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

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	106,847	110,050	94,459	97,292	100,210
a. Number of FTE	1.2	1.2	1	1	1
b. Total Salary	66,126	68,109	70,152	72,256	74,423
c. Total Benefits	22,913	23,599	24,307	25,036	25,787
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	30,297	30,967	31,895	32,863	33,838
a. Number of FTE	.40	.40	.40	3.40	.40
b. Total Salary	23,009	23,699	24,410	25,143	23,009
c. Total Benefits	7781	7957	8196	8453	8695
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses (Adjuncts)	19,800	19,800	23,400	23,400	23,400
TOTAL (Add 1 – 7)	156,944	160,817	149,754	153,555	157,448

PROGRAM EXPENDITURES NARRATIVE RATIONALE

Faculty

There is one full-time faculty member who teaches 100% within the program. There is one other full-time faculty member who teaches some classes within the program (almost all of them electives) but mostly teaches in other programs. Therefore, the number of FTEs is rated for the first two years at 1.2. It is anticipated that over time, some of the teaching commitments

currently handled by these individuals will be transferred to adjuncts; therefore, the number of FTEs drops to 1.0 in the third year and after. Costs include salary, 3% COLA added to current salary for year 1 and then each year after. The benefits are based on 7.65% FICA and 27% benefits.

Administrative Staff

The full-time faculty member is also the program manager. The AOM for this area is accounted for under Support Staff. Effective July 1, 2025, a new Assistant Dean position will also provide administrative support in part, to the computer science program with particular support to administrative tasks associated with the program.

Support Staff

These figures combine costs of two employees providing support divided over 5 programs. The salaries include a 3% COLA added in each year. The salaries and the cost of benefits are divided over the 5 programs they support. It should be noted that each of the other four programs these individuals support is larger, and therefore consumes more of their time, than Computer Science; these figures are, therefore, conservative and should be thought of as upper bounds.

Other Expenses

This includes a projected cost of 22 adjunct credits in each of the first two years, and 28 credits in year 3 and after, at approximately \$900 per credit. This is in line with the assumptions discussed under Faculty.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

In addition to the standard surveys and evaluations run by the college, each core course conducts a Retrospective discussion with the students at the end of each term, in which their feedback is respectfully solicited and discussed. Many valuable improvements have already come out of these conversations.

3. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

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

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

***Effective July 1, 2025, Program Manager roles will be shifted to Assistant Deans and/or Faculty Leads.**

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

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

FCC has long been committed to the recruitment and retention of minority students and providing a learning environment that is open, welcoming, and supportive of cultural diversity. Its strategic plan includes the following goals:

- *strengthen faculty and staff technology skills, cultural competence, instructional effectiveness, leadership, and innovation.*
- *eliminate the achievement and opportunity gaps for underrepresented students and emerging populations.*
- *increase student cultural and global competence through innovation and alignment of curricular and co-curricular programming.*

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

The new program strongly supports these goals. Minority students often have fewer experiences/opportunities coming out of high school. The new program emphasizes hybrid instruction and one-on-one tutoring (in labs) which is better suited to these students' needs than a strictly online format. It provides a solid foundation in problem solving and programming skills spread over three semesters as opposed to two, which is a more accessible learning curve. With the emphasis on pair programming and group work, the new program allows minority students to be paired up with those who may have enjoyed stronger high school experiences, which is to the benefit of both.

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

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

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

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

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

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

Online learning has become an integral part of teaching and learning at FCC. Budget allocations support curriculum development, Quality Matter course reviews, and faculty training. As part of the Center for Teaching and Learning, Online Learning and Instructional Innovation supports the curriculum, governance, and administrative processes of the College. FCC faculty teaching online courses receive individual training and course development guidelines from OLII.

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

In compliance with C-RAC guidelines, all online instructors are subject to a peer course evaluation, and instructors can apply for Quality Matters certification. Students have an

opportunity to evaluate each course at the end of each semester. Program managers, department chairs, the Associate Vice Presidents and Deans and the Provost for Teaching, Learning and Student Success have access to the student course evaluations in their respective areas. Student feedback is used for course and program improvement, and faculty are expected to reflect on student evaluations in their annual self-evaluation. The Quality Matters (QM) Peer Review protocol is at the center of the College's quality assurance efforts in course design. The QM protocol is based on a rubric with 44 key quality standards for online course design. The standards are used to peer-review existing online courses at FCC, guide the design of new courses, and shape the training of online faculty.

The College has made every effort to comply with relevant federal and state regulations for its online courses and programs. For example, the efforts to comply with Substantive Change in Degree Programs, ADA compliance requirements, compliance with the federal definition of a Credit Hour, compliance with current copy right provisions, and USDOE's State Authorization Regulations. FCC has contractual arrangements with Maryland Online (MOL) and Quality Matters (QM). The MOL course-sharing initiative (Seatbank) provides students from different Maryland Community Colleges with greater access to distance learning opportunities.



Frederick Community College Board of Trustees

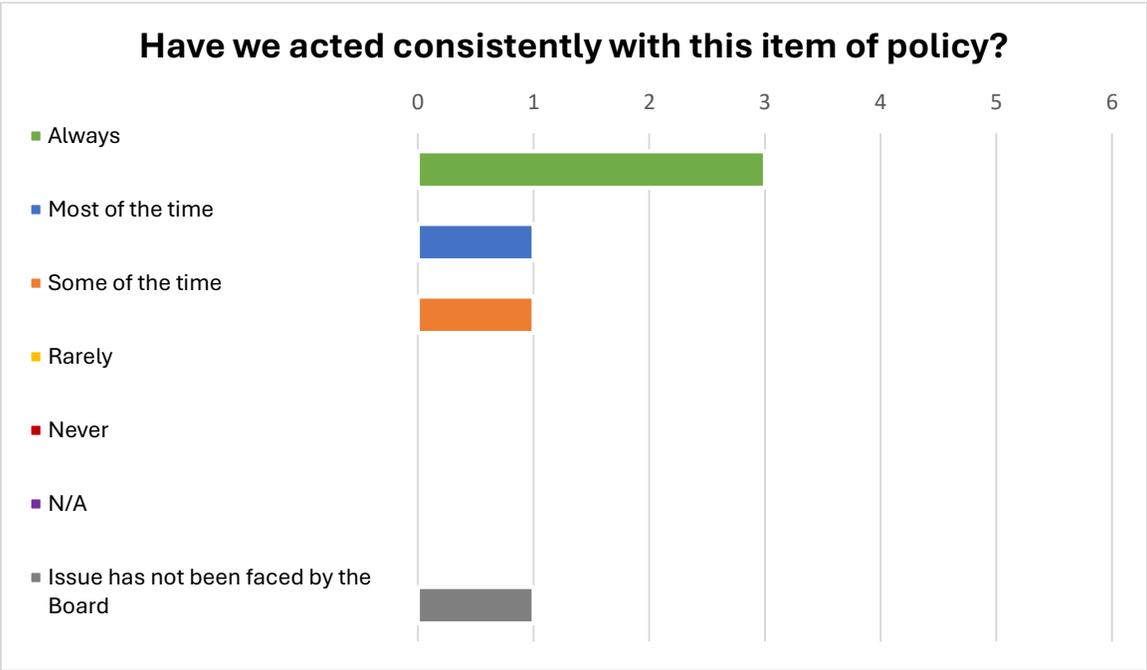
**Board Self-Monitoring Survey Results:
GP-4 Board Job Contributions
Date: 4/23/2025**

Number of Responses: 6

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

Accordingly, the Board has direct responsibility to:

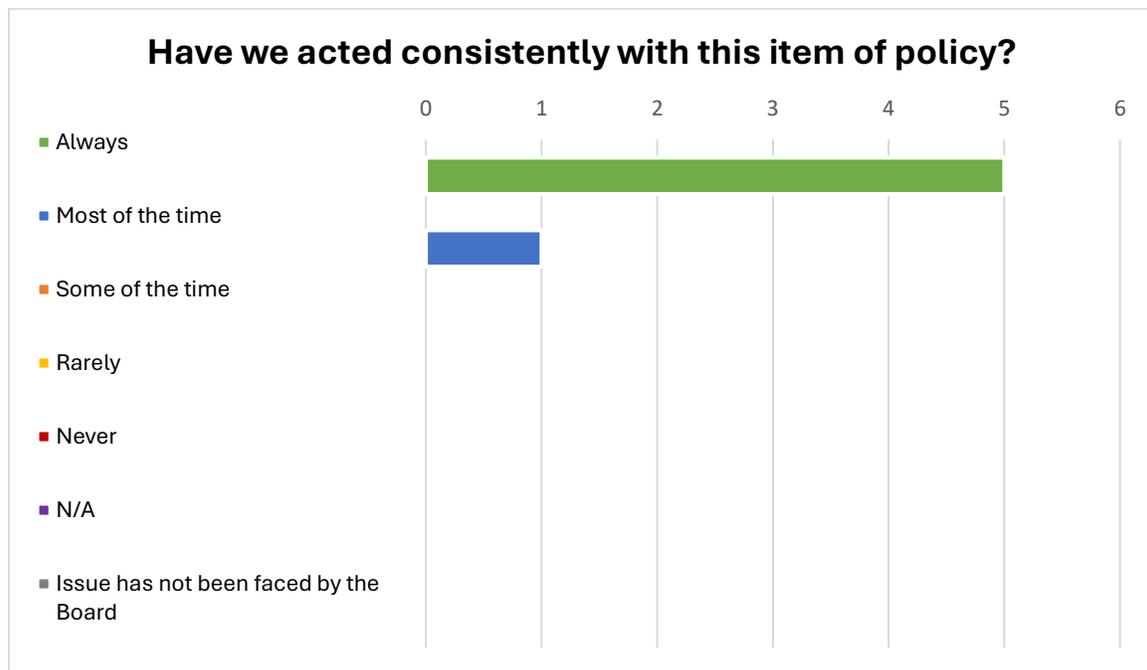
- 1. Create the link between the Owners and the College.



Provide specific representative examples to support your above response when applicable.

- The Board of Trustees is currently in the process of developing the plans for reaching out to owners in an effort to ensure organizational performance.
- I have answered always, although, as a Board, we are in the midst of developing the plan for community outreach. Each one of us, however, over the time we have served on the Board, have recognized it to be one of our responsibilities to be sensitive to and to absorb input from the “owners,” that is the residents of Frederick County on whose behalf we serve on the Board.
- The Board is in the early stages of developing an ownership linkage plan.
- It is top of mind. The responsibility is recognized and there is a great desire to execute our responsibilities.
- Historically I believe this link existed but not in a formal manner. As a result of the adoption of Policy governance and development of ends policies it has become clear that a more formal process may be in order. While the ear to the ground and relationships are good for short term issues they do not provide a process for “future” thinking and therefore calls for a more formal process.
- Speaking to a subcommittee of a large stakeholder board (e.g., BOE) may not represent views of ownership.

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



Provide specific representative examples to support your above response when applicable.

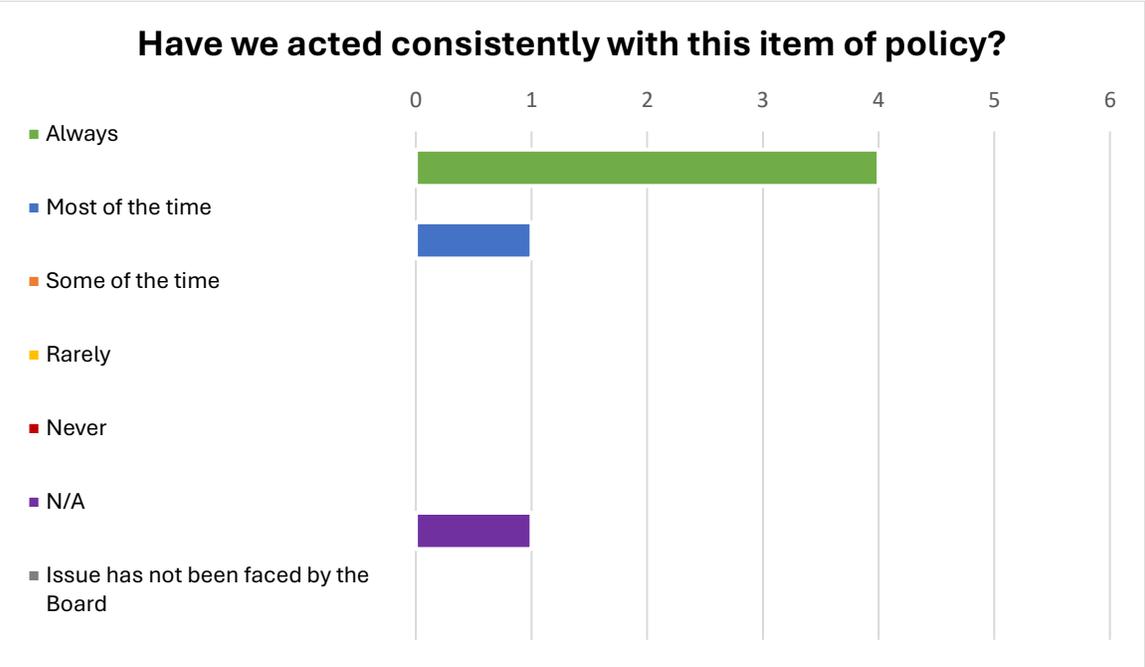
- The Trustees have addressed 2.0 through 2.4 within the past year through our newly written and approved policies.
- We absolutely have acted consistent with this policy having spent the better part of the past 18 months developing ends policies, executive limitation policies, etc. This has involved an enormous effort of the Board and of the leadership team at the College. The work product is impressive and will be a roadmap for the governance of the college for years to come.
- The Board understands and accepts its relationship with the President and the role and responsibilities of both the President and the Board.

- Our Board has embraced the process by asking questions requiring clarification where there might be ambiguity.
- We are making progress in 2.3 and 2.4. I feel like there is opportunity for growth and refinement as our understanding and comfort level improves with PG.
- As a board member, we and the FCC leadership have always governed under these written policies.

3. Provide assurance of organizational performance on Ends and Executive Limitations.

3.1. Continuity of the President’s role and function.

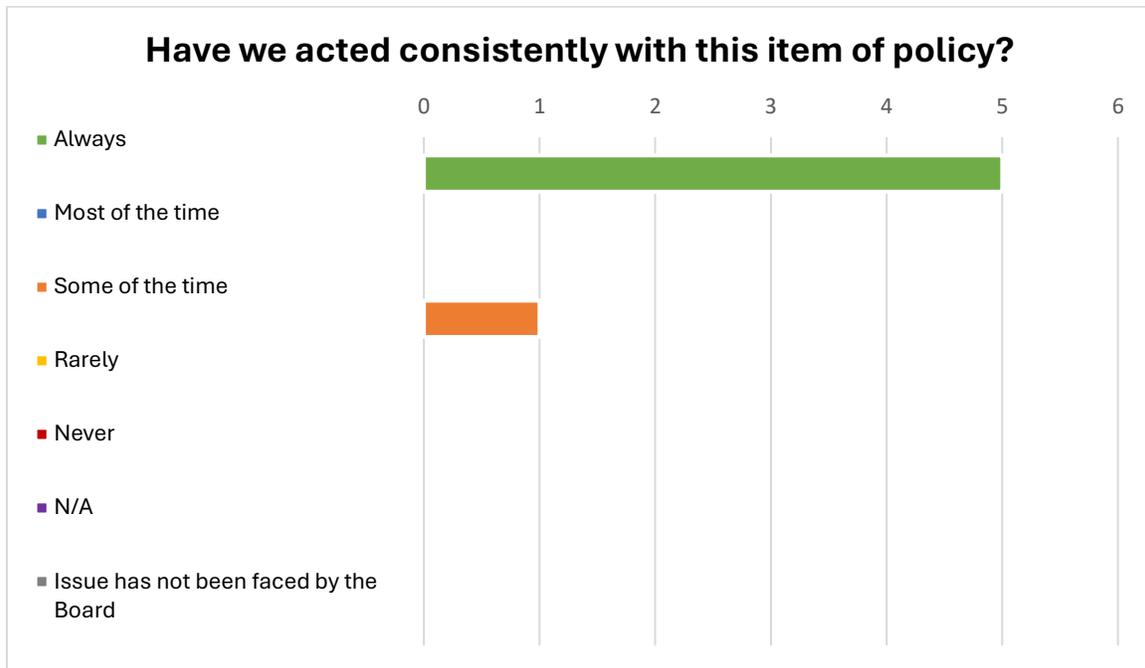
3.2. Structured monitoring of the President as outlined in Board-CEO Delegation policies.



Provide specific representative examples to support your above response when applicable.

- The President has consistently provided monitoring reports during Board meetings. The trustees use these reports to assure Ends policies are being met.
- We have developed and observed polices and implementing procedures to establish clear lanes for the Board and the President. We have been mindful of these boundaries in our discussions and actions.
- Clarity is requested when necessary.

- Still in the process of establishing the monitoring reports and developing a history of monitoring reports that will help to better monitor performance and achievement of ends.
- 4. Have ongoing awareness of federal, state, and local governmental bodies, as well as with other public and private organizations, regarding the immediate and prospective requisites of the College in fulfilling its Ends.**

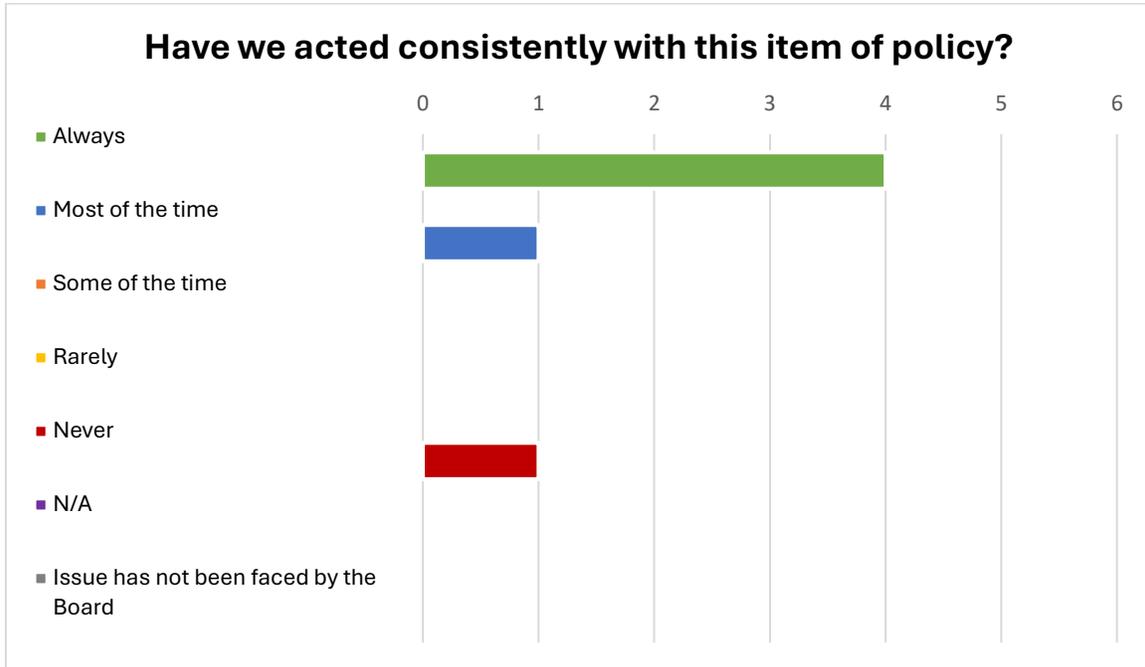


Provide specific representative examples to support your above response when applicable.

- Trustees attended the MACC legislative conference where speakers provide updates on current legislative actions. This conference also provides an opportunity to meet with local legislators to exchange information.
- We have educated ourselves and our executive leadership has helped us to be better educated as to what is happening at the federal, state and local level. This awareness is critical today with the political environment in Washington and its impact on education issues.
- As part of Ownership Linkage, the Board will be engaging with our government leaders.
- This is a major challenge in this current climate. We encourage timely updates and full transparency.
- I believe the Board has always been aware of the relationships with state and local officials and to a lesser extent private organizations. The establishment of formal linkages should help.

- Attending training (e.g., Maryland Association of Community Colleges and Association of Community College Trustees) keeps us current on political issues and how they may affect policy development.

4.1. The Board shall engage in an annual strategic exercise to ascertain and prioritize the College’s requirements for representation and advocacy before governmental bodies, as well as public and private institutions.

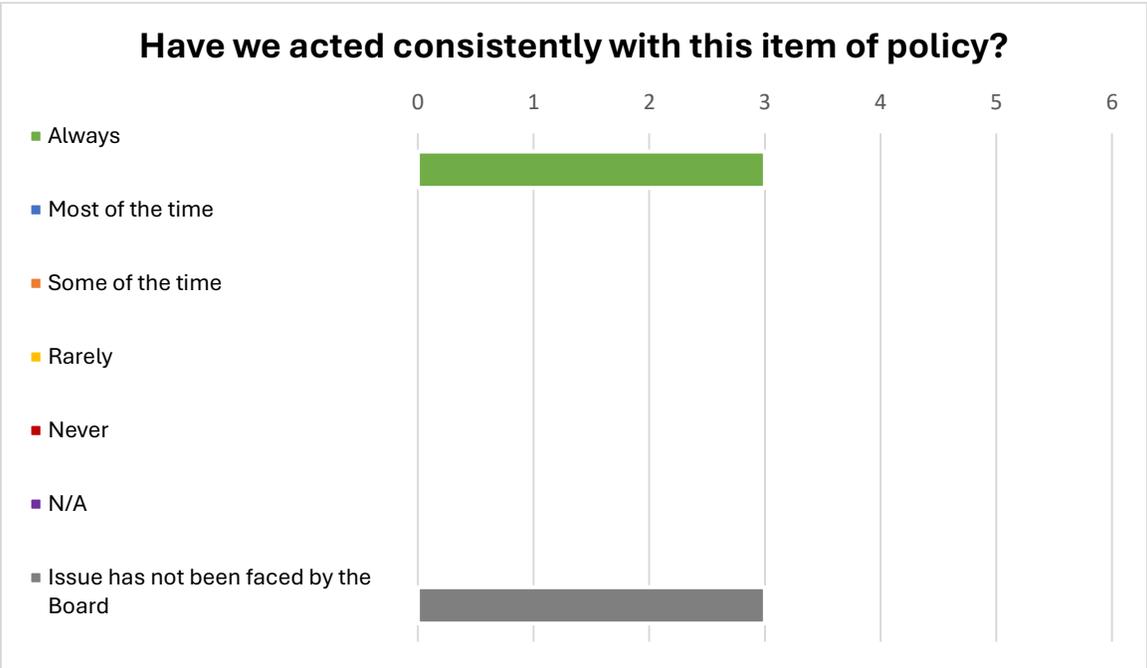


Provide specific representative examples to support your above response when applicable.

- The college holds an annual legislative summit with the county legislators in an effort to exchange information.
- We have religiously observed having annual and more frequent retreats as necessary to identify and plan our strategic indicatives. Not all of this has focused on external advocacy and much has been focused on looking internally at ourselves and how we are functioning. Going forward, I believe the Board will play a much more significant role in outreach to the community and our political leaders.
- I can only speak to the past 18 months but I do not think we have had a formal strategic exercise up until this point.
- Attending training (e.g., Maryland Association of Community Colleges and Association of Community College Trustees) keeps us current on political issues and how they may affect policy development.

4.2. When deliberating on whether to endorse proposals (or proposed initiatives) submitted by governmental entities, public organizations, or private sector entities, the Board shall apply the following evaluative criteria:

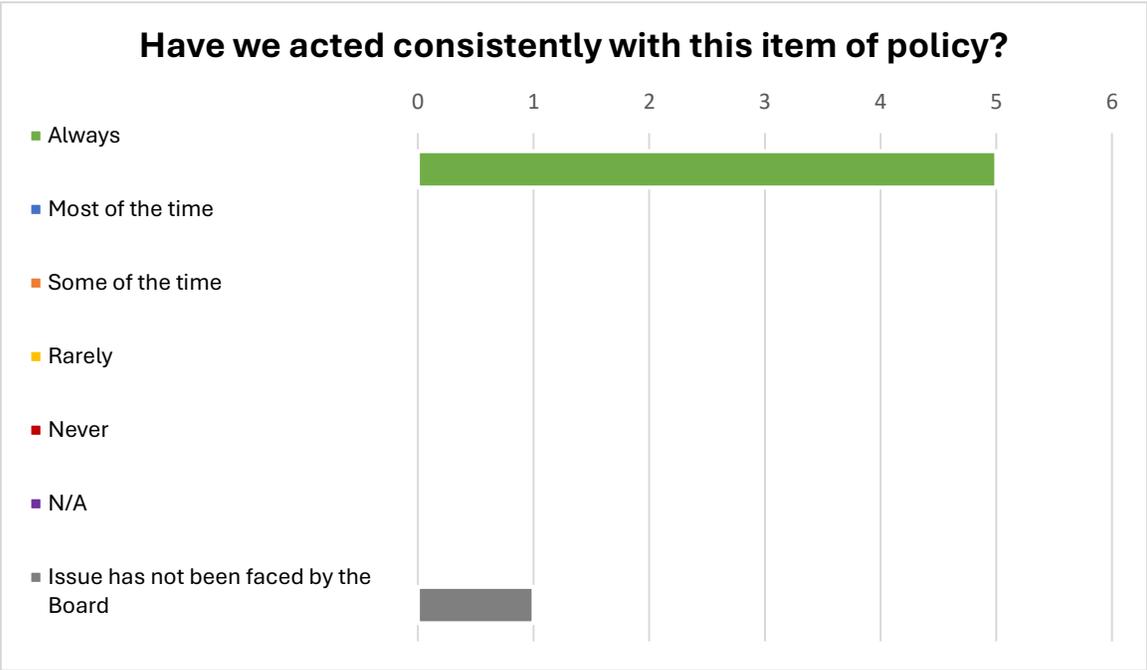
- 4.2.1. The likelihood of the proposed initiative impeding the College’s ability to achieve the stated Ends.**
- 4.2.2. The potential ramifications of the proposed action on the long-term strategic interests of the College.**
- 4.2.3. The possibility that the proposed initiative could infringe upon, and/or dilute the CEO’s vested authority in managing operational Means decisions.**
- 4.2.4. The maintenance of political neutrality, not adopting political positions or endorsing political candidates.**



Provide specific representative examples to support your above response when applicable.

- Although it can be difficult, the Trustees have not permitted their personal political views to influence decision making. The Trustees have also refrained from engaging in the operational side of the college.
- No specific instance responsive to these questions come to mind but I do feel confident that the Board is motivated always to act in the best interest of the institution and ready to advocate for the institution when required to do so and in a nonpartisan way.
- I do not recall facing these issues; however, as the current administration tries to dismantle DEI programs, we may have to address these issues in the future.

- 5. At all times, have at least two (2) Trustees who have completed the Maryland Open Meetings Act Training conducted by the Maryland Attorney General’s Office, and evidenced by a certificate of completion. All Trustees are encouraged to complete the training no later than the end of their first year as a Trustee.
 - 5.1. The Chair is the designated member under the Maryland Open Meetings Act who is required to attend an open meeting where the Board of Trustees votes to hold a closed session.
 - 5.2. In the Chair’s absence, the Vice Chair is the designated member under the Maryland Open Meetings Act who is required to attend an open meeting where the Board of Trustees votes to hold a closed session.
 - 5.3. In the absence of the Chair and Vice Chair, any other Trustee who has taken the training may serve as the designated member under the Maryland Open Meetings Act who is required to attend an open meeting where the Board of Trustees votes to hold a closed session.

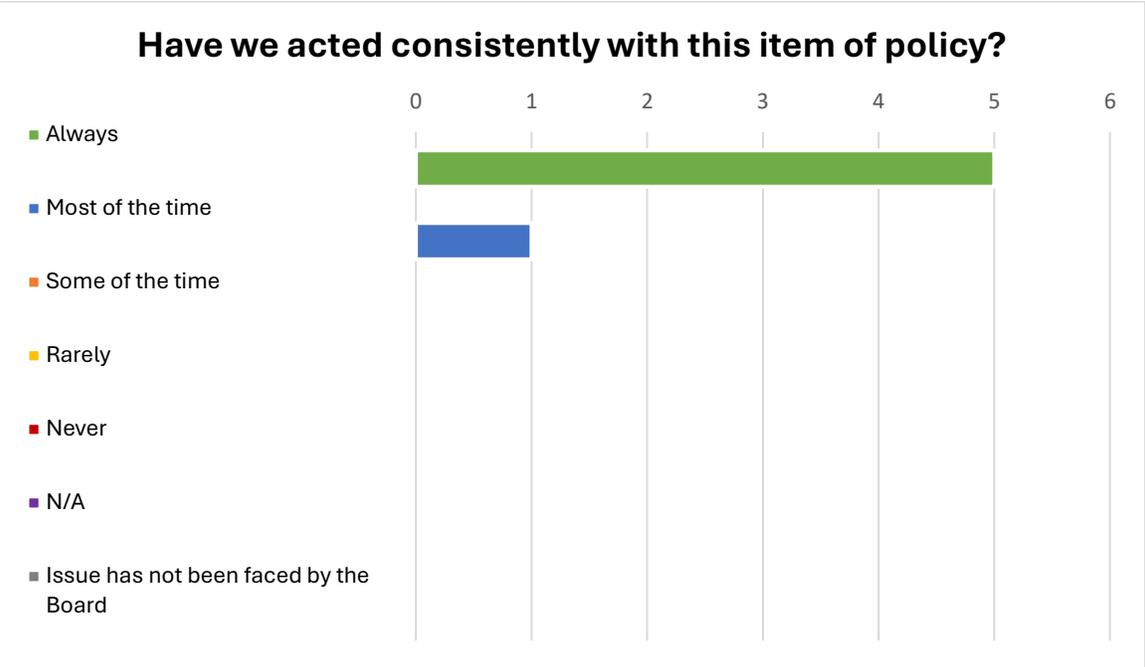


Provide specific representative examples to support your above response when applicable.

- I believe that all Trustees have taken the training for the Open Meetings Act and respect the roles of the Chair and Vice Chair.
- To my knowledge, we at all times have observed this requirement as a Board. In those instances, in which I have served as Chair or Vice Chair, I have made it a point to be current on my training under Maryland’s Open Meetings Act.
- I am not aware that this training has taken place.

- We currently have adequate representatives. However, I do not recall taking the training but I will do so promptly.

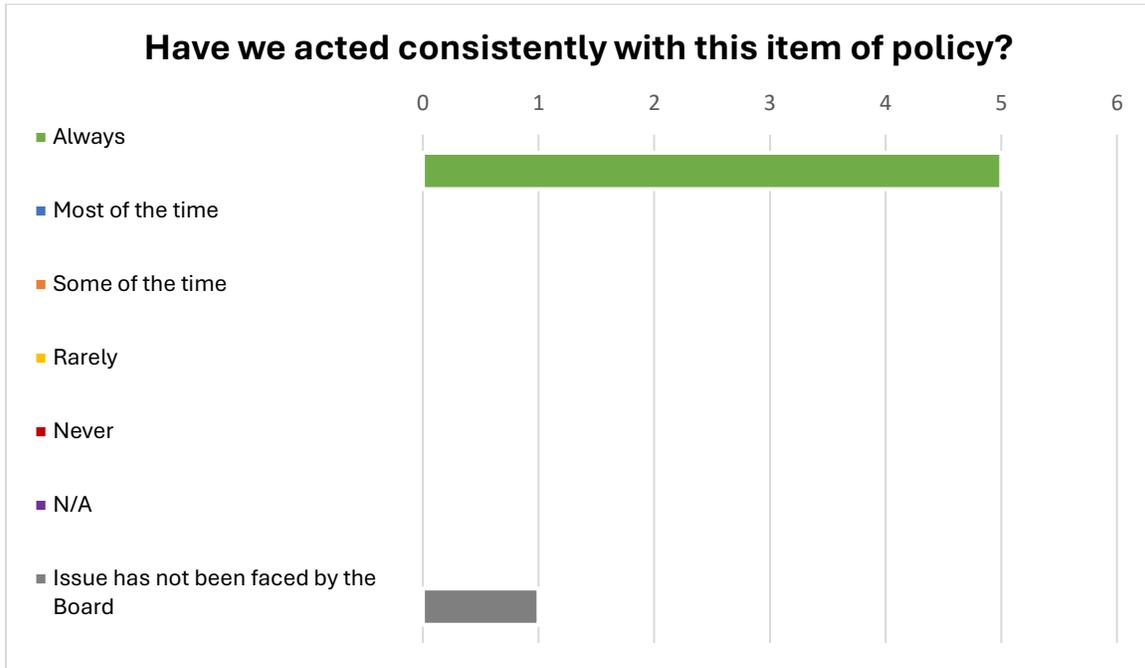
6. Without compromising legal privileges and confidentiality, provide a transparent process of review and disclosure that enhances owner and stakeholder confidence in the organization’s legal counsel and auditor utilization.



Provide specific representative examples to support your above response when applicable.

- Legal counsel is in attendance at all public Board meetings in view of the public. In addition annual auditing reports are provided in open meeting sessions.
- While I don’t have specific examples in mind, I believe that the Board is, at all times, sensitive to our responsibilities under the Open Meetings Act and ensuring that our decision-making process is transparent.
- In light of the dissatisfaction of a number of the public who are dissatisfied with the closing of the children’s center I would say that there is always an opportunity to provide better transparency and discussion of the major points, to help ensure that the owners and stakeholders know that we have based our decisions on informed discussion.

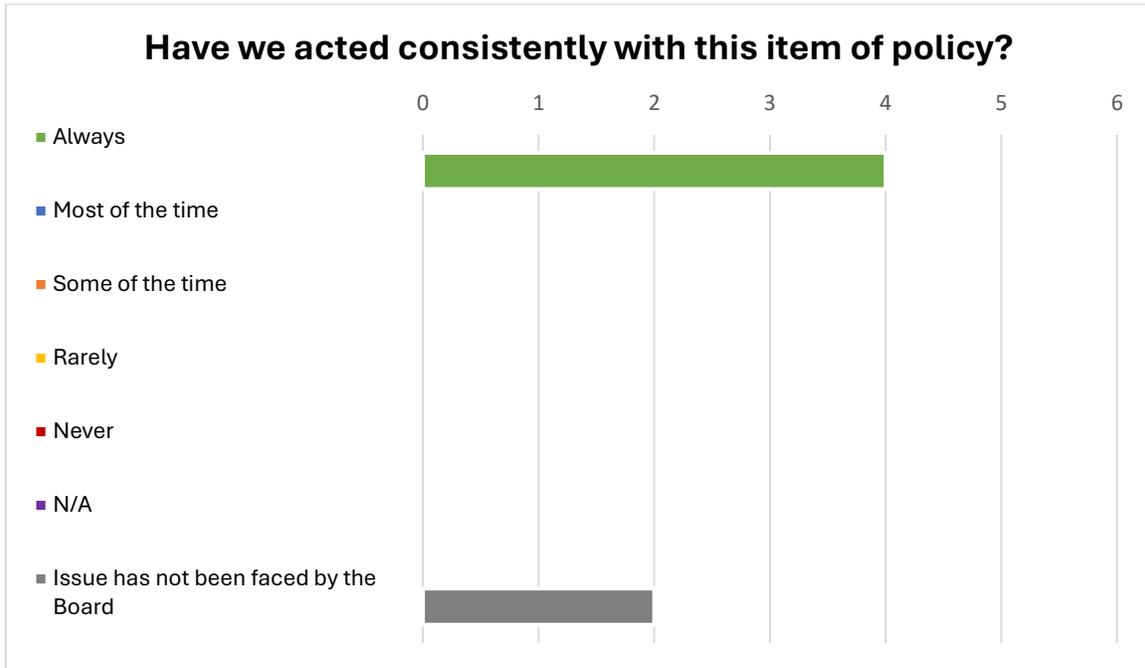
6.1. The Board may, at its discretion, engage in additional options to assist the Board in its decision-making, including but not limited to, appointment, compensation and oversight of the College attorney; designation of specific area(s), if any, of legal focus; and liaison with legal counsel on behalf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



Provide specific representative examples to support your above response when applicable.

- We have called upon the College attorney to assist us when required. We feel comfortable, as a Board, with the relationship with the College lawyer, whom we feel always has the best interest of the institution in focus.
- All legal matters are referred to the Board’s attorney. There is representation at all regular monthly meetings.

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



Provide specific representative examples to support your above response when applicable.

- We have not had the opportunity or the need, at this point, to exercise this authority but the Board is well aware of the authority and the power to us it where required.

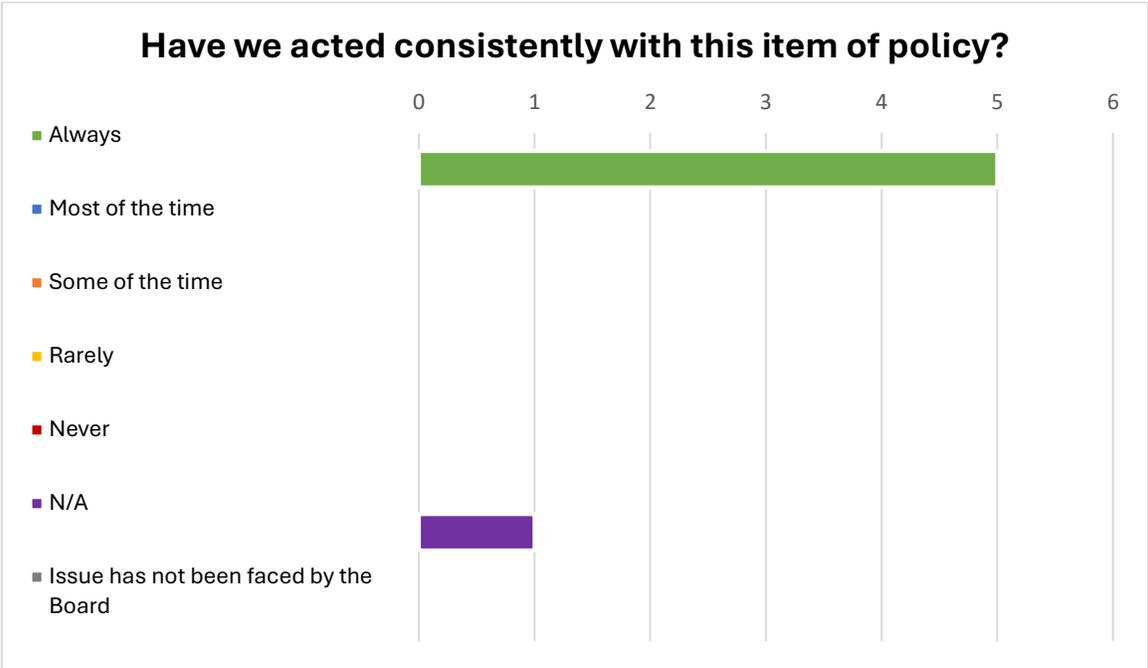


Frederick Community College Board of Trustees

**Board Self-Monitoring Survey Results:
GP-1 Role of the Board Chair
Date: 4/23/2025**

Number of Responses: 6

The Frederick Community College Board Chair, who is also designated as the Board’s Chief Governance Officer – CGO, is a specially empowered member of the Board, and assures the integrity of the Board’s processes and Policy Governance compliance.



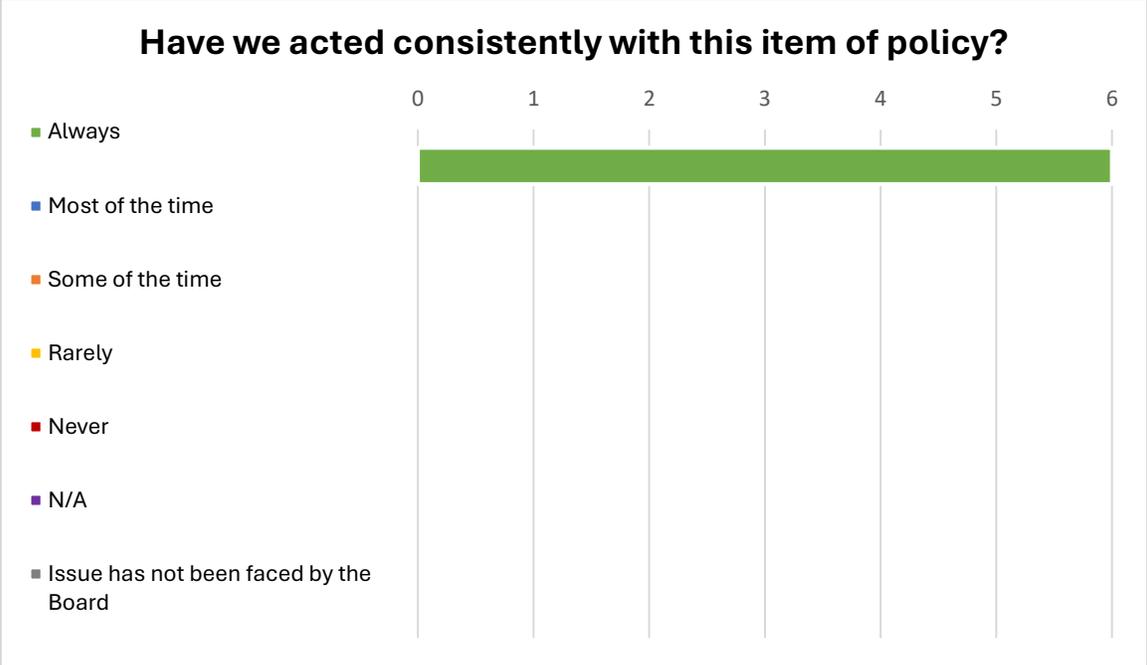
Provide specific representative examples to support your above response when applicable.

- The Trustees understand and respect the role of the CGO.
- Ted Luck has served ably in the role as Board Chair and managed meetings and expectations very well. He is always prepared and shares with the Board and the

FCC community important thoughts about our implementation of Policy Governance, which is still a work in process.

- He always speaks for the Board and keeps us in compliance during meetings.
- We always adhere to this policy. The Board speaks with one voice (e.g., the closure of the child care center is an example of compliance).

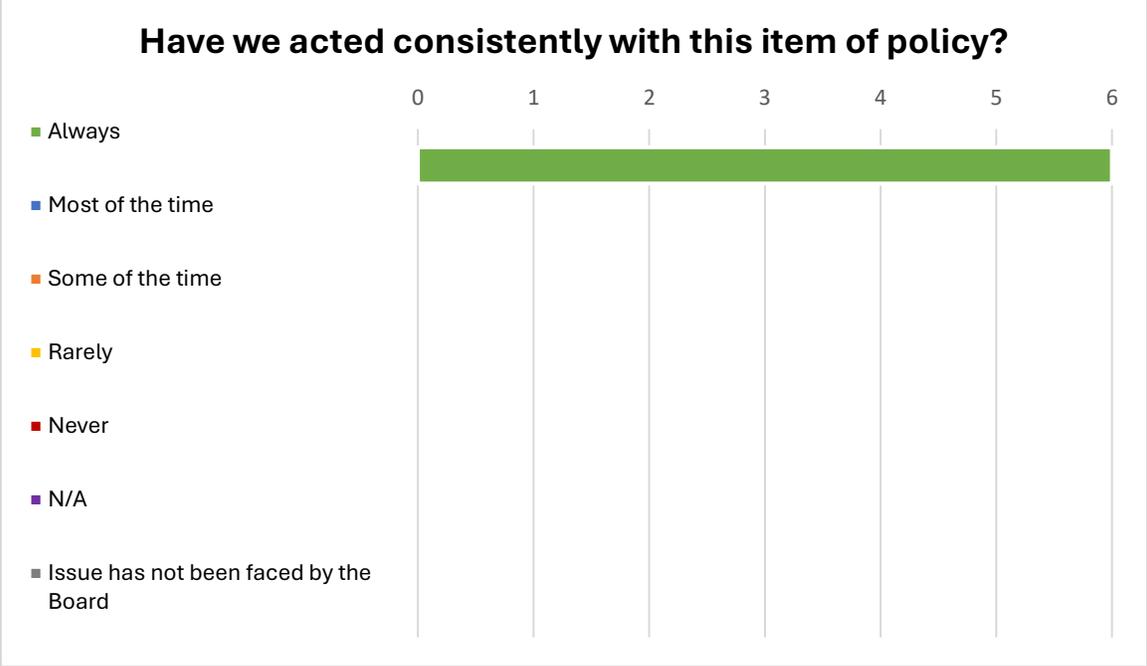
1. The assigned result of the Board Chair/CGO’s job is that the Board behaves consistently within its own rules and those legitimately imposed upon it from outside the organization.



Provide specific representative examples to support your above response when applicable.

- Our Board is consistent with respecting the rules of order.
- We have operated consistently with our own rules, our bylaws, Roberts Rules of order and the Board Chair has policed that process to ensure compliance.
- Can’t think of any examples when we were not in compliance.

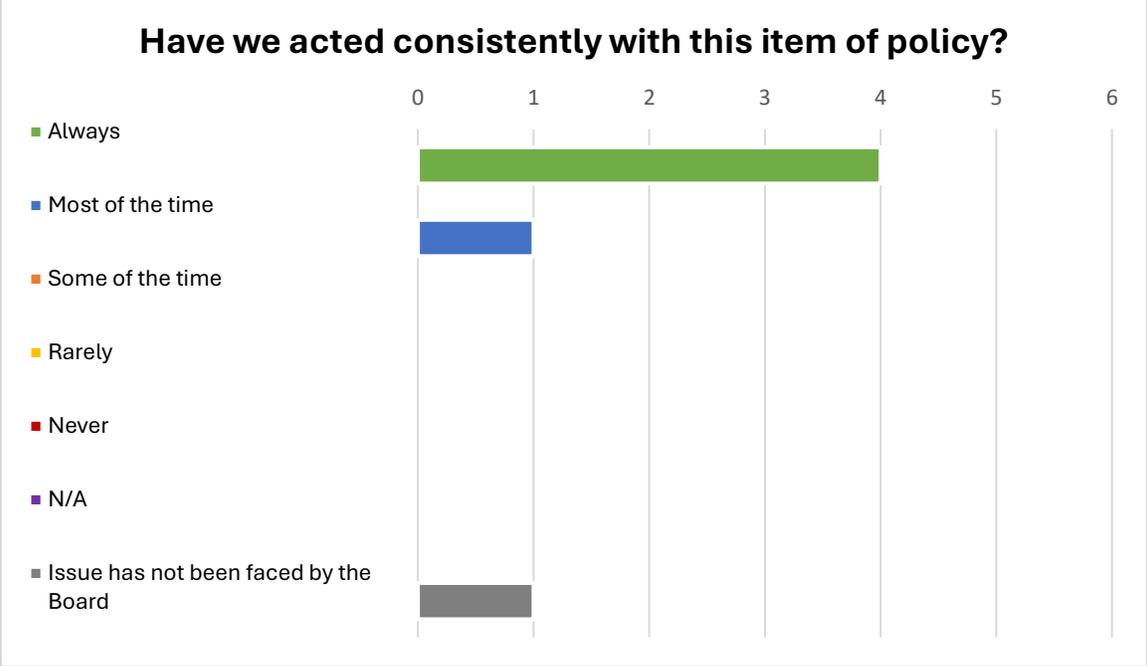
1.1. Meeting discussion content will include only those issues that, according to Board policy, clearly belong to the Board to decide or monitor.



Provide specific representative examples to support your above response when applicable.

- The Board follows the meeting agenda with consistency.
- With the Policy Governance model, we have been much more focused at our meetings and intentional about our attention to the matters on our agenda. A good example is our planned outreach efforts to the community. When the discussion got a little afield, we refocused and scheduled a much more deliberate discussion at our next meeting, just completed.
- We have not deviated from policy.
- Can't think of any time when we were not in compliance.

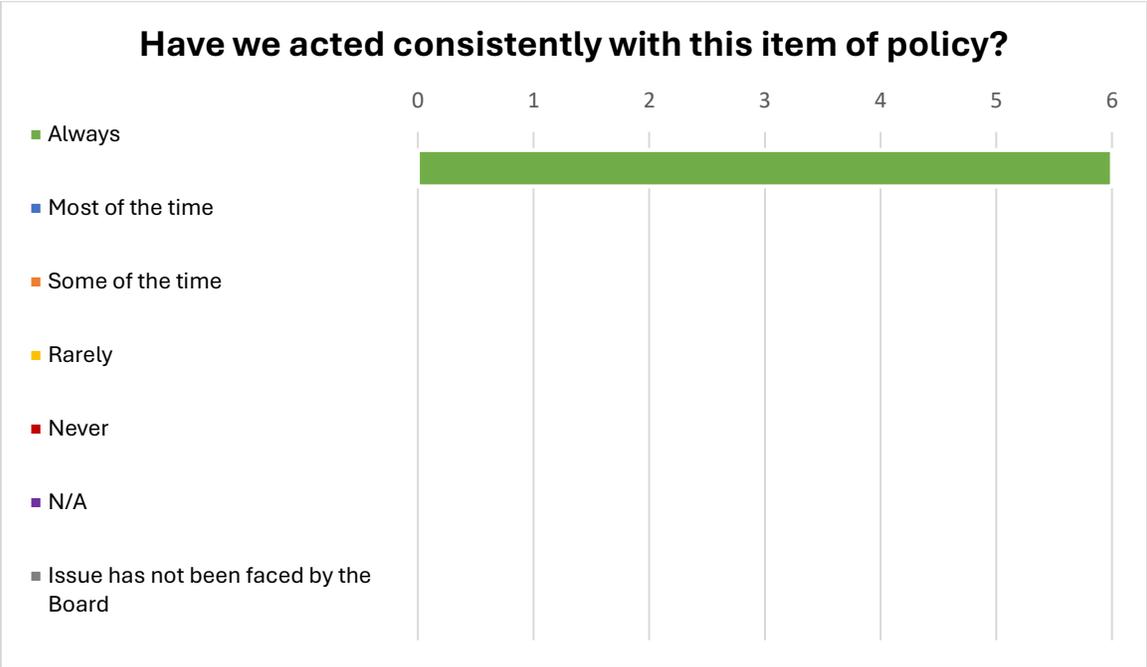
1.2. Information that is neither for monitoring performance nor for Board decisions will be avoided or minimized and always noted as such.



Provide specific representative examples to support your above response when applicable.

- As we have gotten more experienced with the Policy Governance model and the Board’s role, we have been much more deliberate as a Board about avoiding immersion in operational issues.

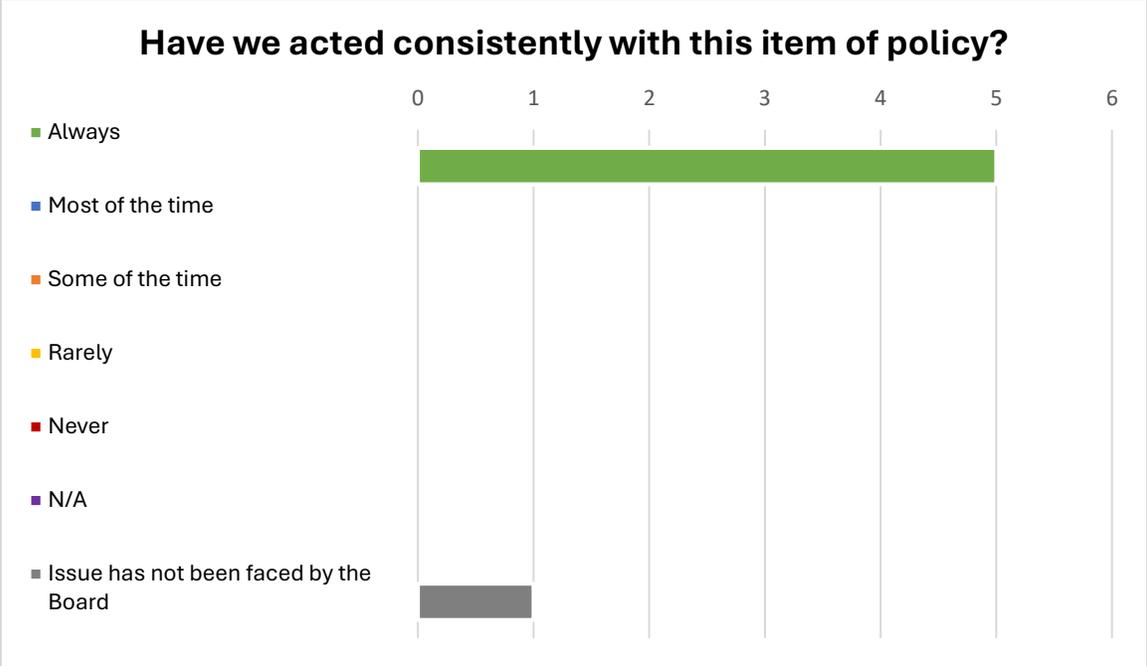
1.3. Deliberation will be timely, fair, orderly, and thorough, but also efficient and kept to the point.



Provide specific representative examples to support your above response when applicable.

- We have been exceedingly efficient over the past year in our deliberations and decision making.
- Each Board member is given and encouraged to fully address any issue brought before the Board.
- Can't think of anytime when conversation was not relevant.
- Our Board meetings always start on time, adhere to the agenda, and end on time.

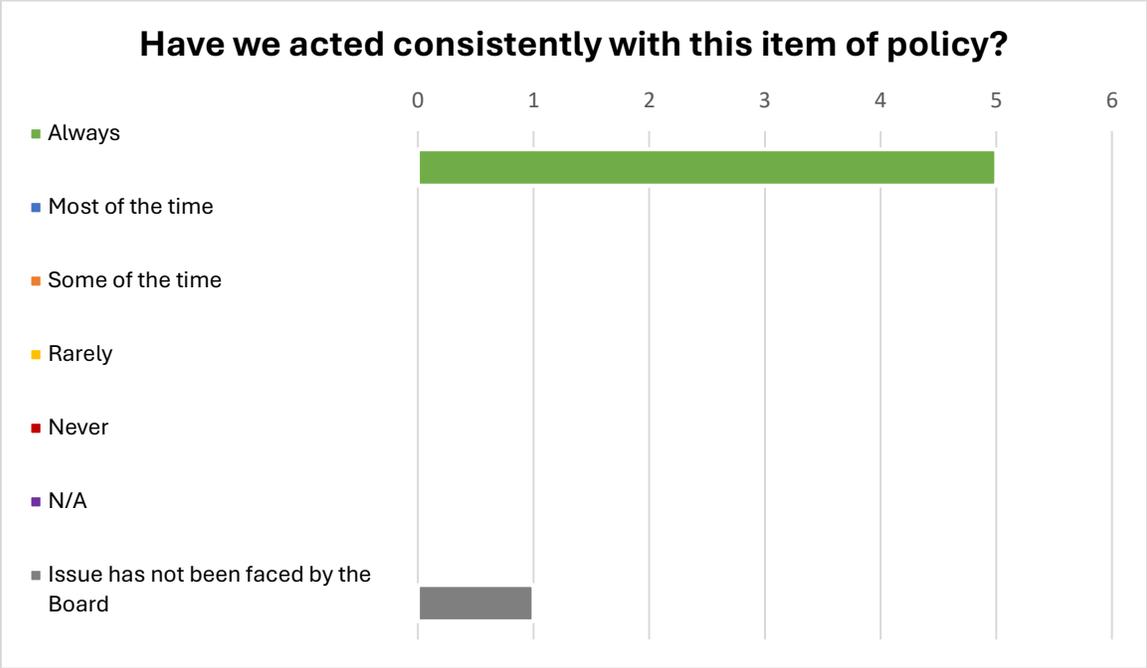
1.4. The Board’s Vice-Chair will be sufficiently informed of Board issues and processes to provide continuity in the event of planned or unexpected Board Chair/CGO absences.



Provide specific representative examples to support your above response when applicable.

- The Chair and Vice Chair work together in an effort to assure consistency.
- In instances when the Board Chair has been unavailable, our Board Vice Chair has stepped to the place and conducted our meetings effectively. Every member of the Board, in my view, is coming to meetings prepared to address the matters before us.
- Our collaboration is a quintessential model.
- Although the Chair/CGO has not been absent, the Vice Chair is always well-informed on matters facing the board.

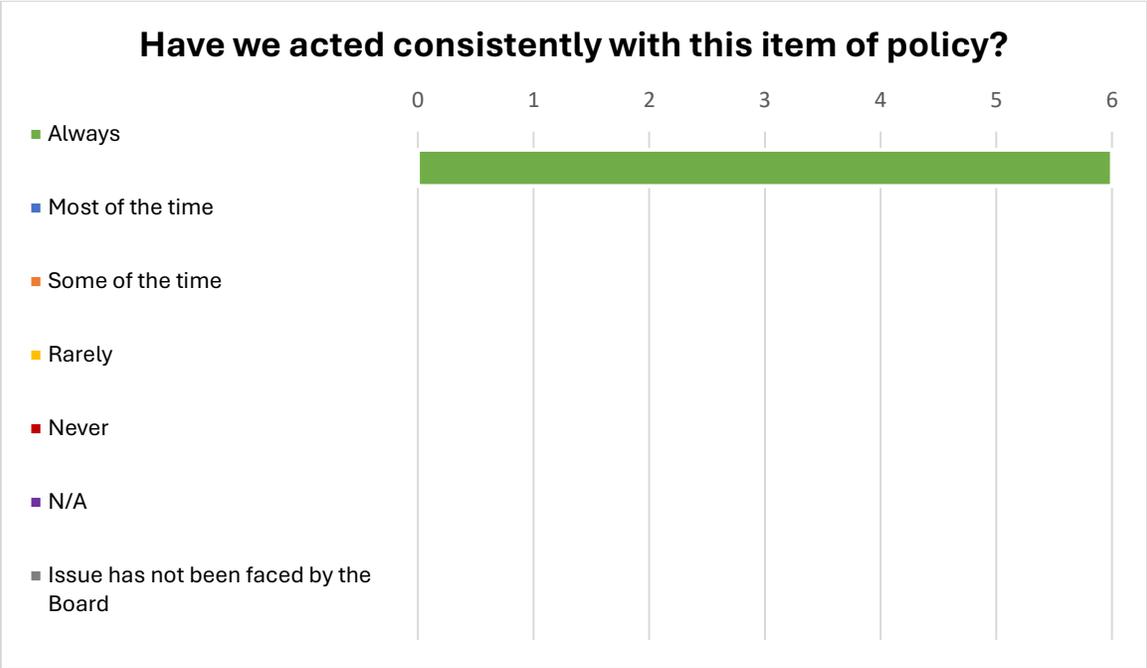
2. The authority of the Board Chair consists in making decisions that fall within topics covered by Board policies on Governance Process and Board-CEO Delegation, with the exception of (a) employment or termination of a President and (b) instances where the Board specifically delegates portions of this authority to others. The Board Chair/CGO is authorized to use any reasonable interpretation of the provisions in these policies.



Provide specific representative examples to support your above response when applicable.

- The Board Chair has exercised the authority of the position ably always sensitive to the views of other members of the Board. The Board Chair, where appropriate, has reached out to other members of the Board for input.

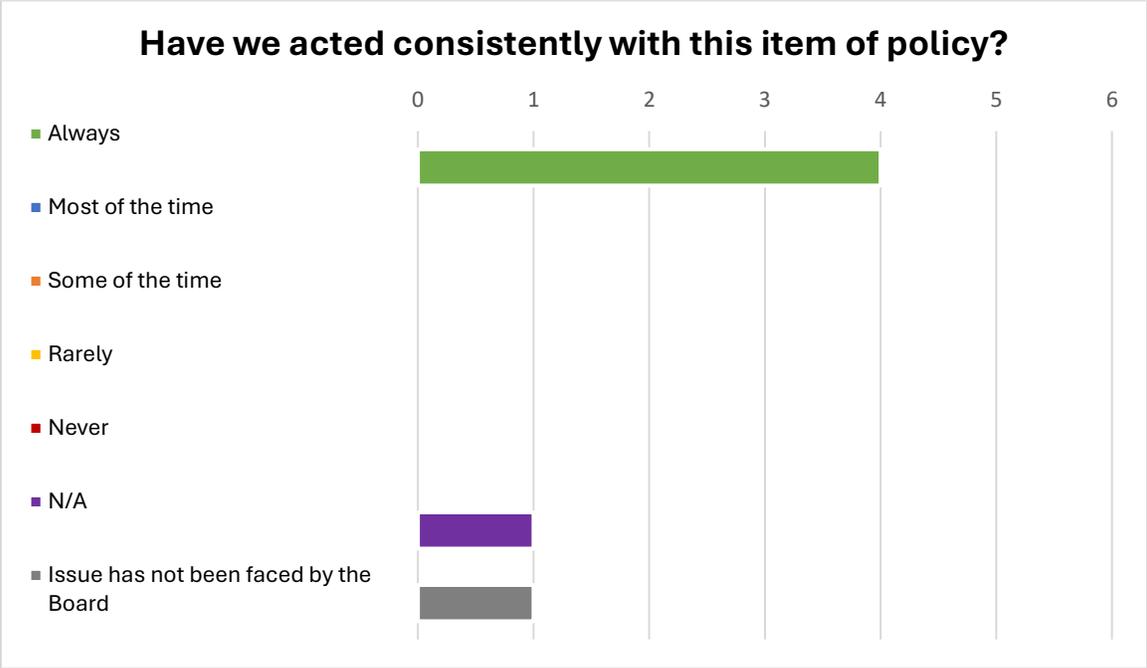
2.1. The Board Chair/CGO is empowered to chair Board meetings with all the commonly accepted power of that position, such as ruling and recognizing.



Provide specific representative examples to support your above response when applicable.

- The Board Chair has acted consistently with our policies and bylaws and has exercised the authority delegated appropriately. Where he has deemed it appropriate, the Board Chair has begun meetings with comments that are helpful to the Board and to the FCC community. The Board Chair has the respect and confidence of his colleagues on the Board.
- I cannot think of anytime we were not in compliance. When we have begun to move in wrong direction, the Chair corrects direction.

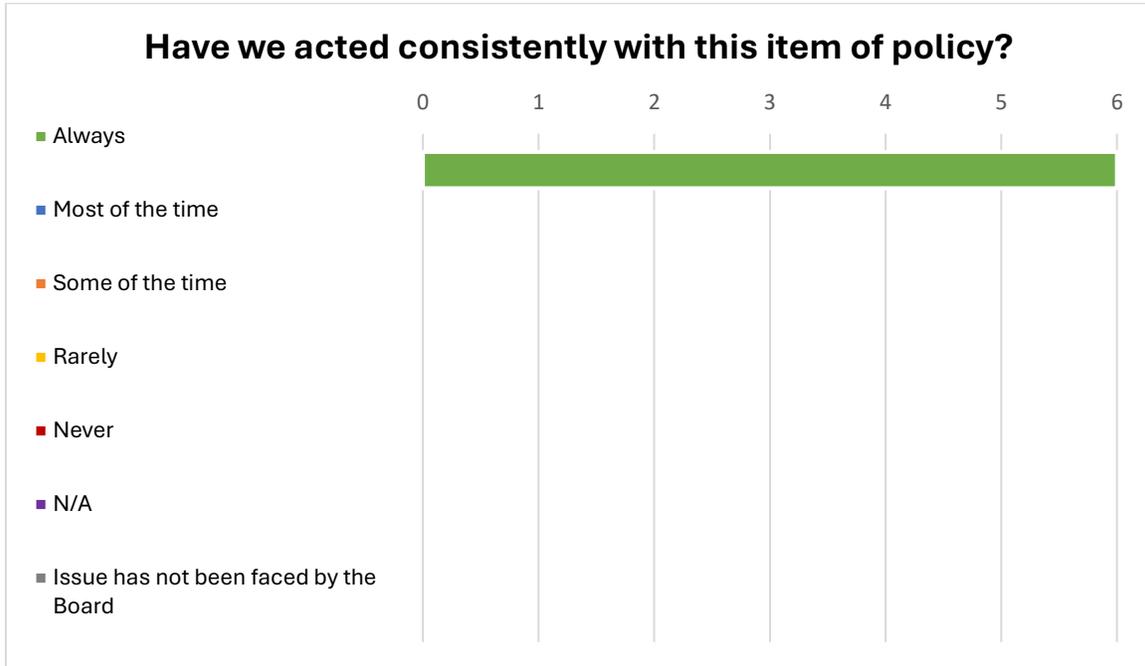
2.2. The Board Chair/CGO is authorized to appoint the members of all Board committees.



Provide specific representative examples to support your above response when applicable.

- This issue has not been faced by the current iteration of the Board and our existing Board Chair. In the past, this power has been used appropriately and effectively with the presidential search committee being the most recent significant committee activity.
- The authority has not been exercised, no committees have been established.
- I believe Chair Luck and President Cheek chose the committee to go on the first Linkage visit.
- Recently, the chair appointed subcommittee members to attend ownership linkage meetings.

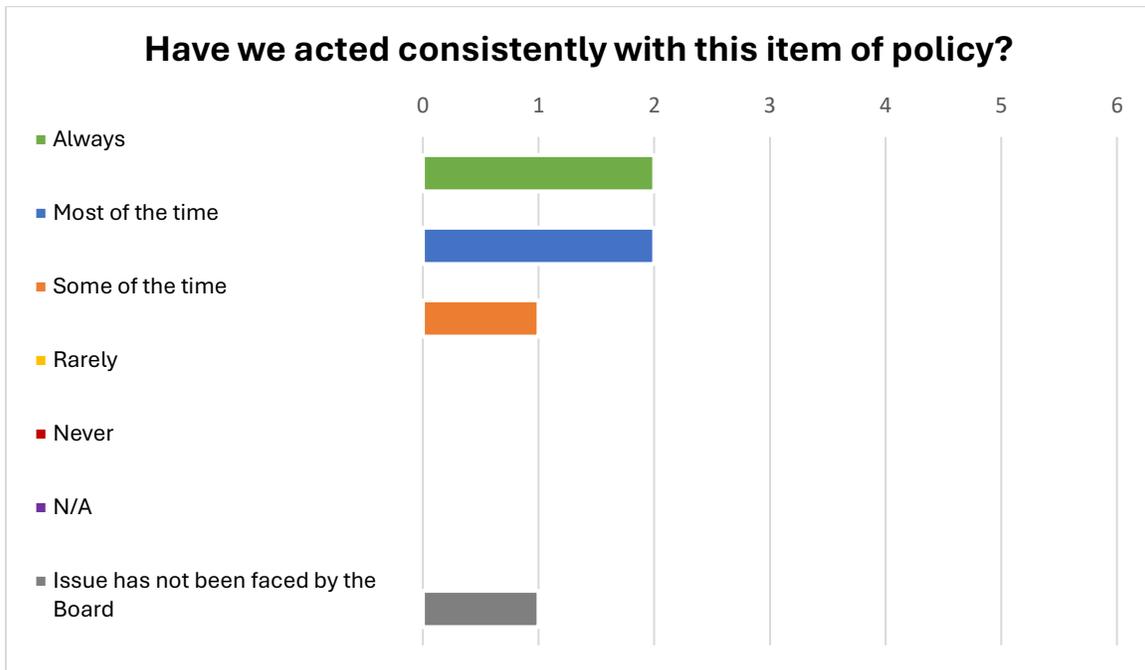
2.3. The Board Chair/CGO has no authority to make decisions about policies created by the Board within *Ends* and *Executive Limitations* policy areas. Therefore, the Board Chair/CGO has no individual authority to supervise or direct the President.



Provide specific representative examples to support your above response when applicable.

- The Trustees understand that the Board works as a whole and not individually.
- The Board Chair and the Board as a whole have respect of the boundaries of our role as Board members and the authority vested in the President.
- The Board Chair/CGO understands and executes only by the authority for the full Board.
- Cannot think of any instance where this policy was violated.

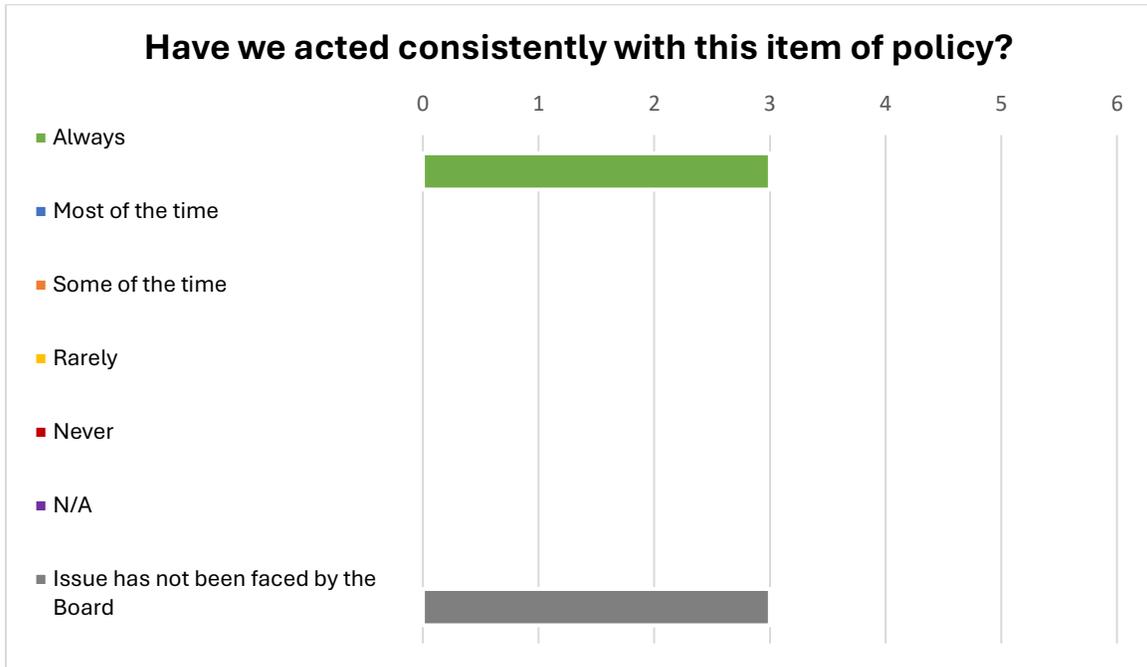
2.4. The Board Chair/CGO may represent the Board to outside parties in announcing Board-stated positions and in stating the Board Chair/CGO’s decisions and interpretations within the area delegated to the Chair.



Provide specific representative examples to support your above response when applicable.

- We continue to work on refraining from personally responding to questions from the outside, but we are learning.
- To my recollection, this issue has not surfaced during the term of our existing Board Chair. I am confident, however, that the Board Chair will exercise this authority appropriately.
- We always adhere to this policy. The Board speaks with one voice (e.g., the closure of the child care center is an example of compliance).

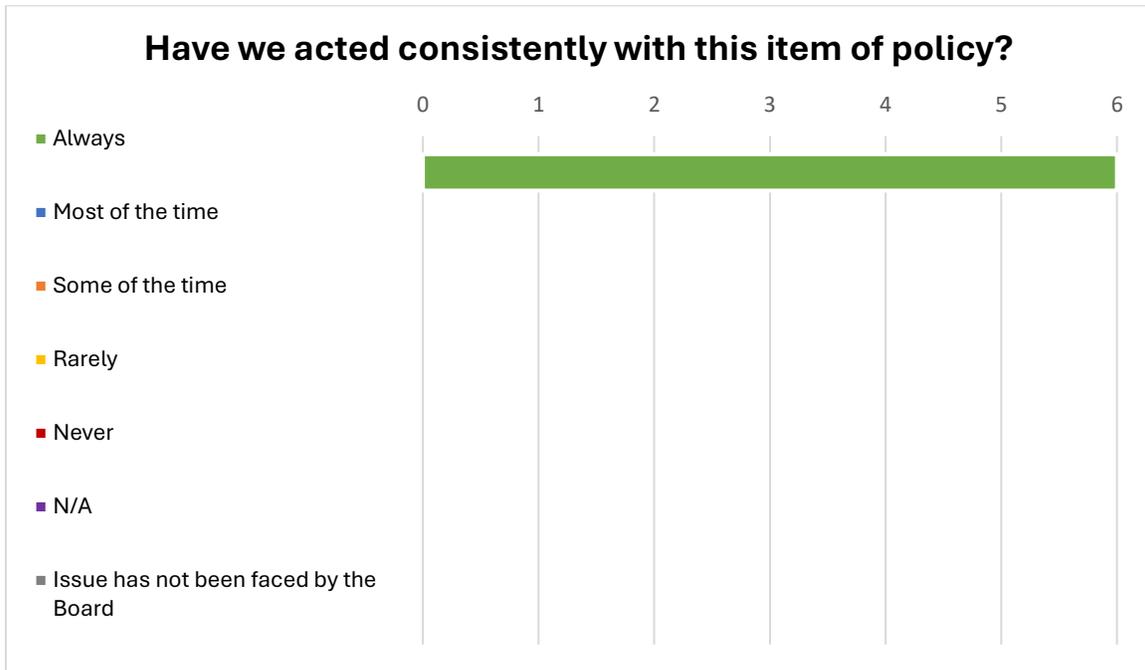
2.5. The Board Chair/CGO may delegate this authority, but remains accountable for its use.



Provide specific representative examples to support your above response when applicable.

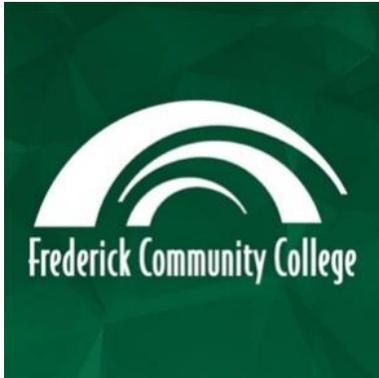
- I don't think this issue has surfaced during the term of our existing Chair, but I am confident that he is fully aware of his responsibilities in this area.

3. The Board Chair/CGO bears responsibility for annual professional development relative to Policy Governance principles and practices.



Provide specific representative examples to support your above response when applicable.

- We have spent an enormous amount of time dedicated to the implementation of Policy Governance and learning its nuances, all of which has been led by the Chair.
- Board retreats and frequent interactions with consultants (especially re: Policy Governance) help the Board to continually improve its effectiveness.
- He has led linkage discussion and I believe the July retreat.
- The Board Chair and other Board members attend ACCT and MACC conferences as part of their professional development.

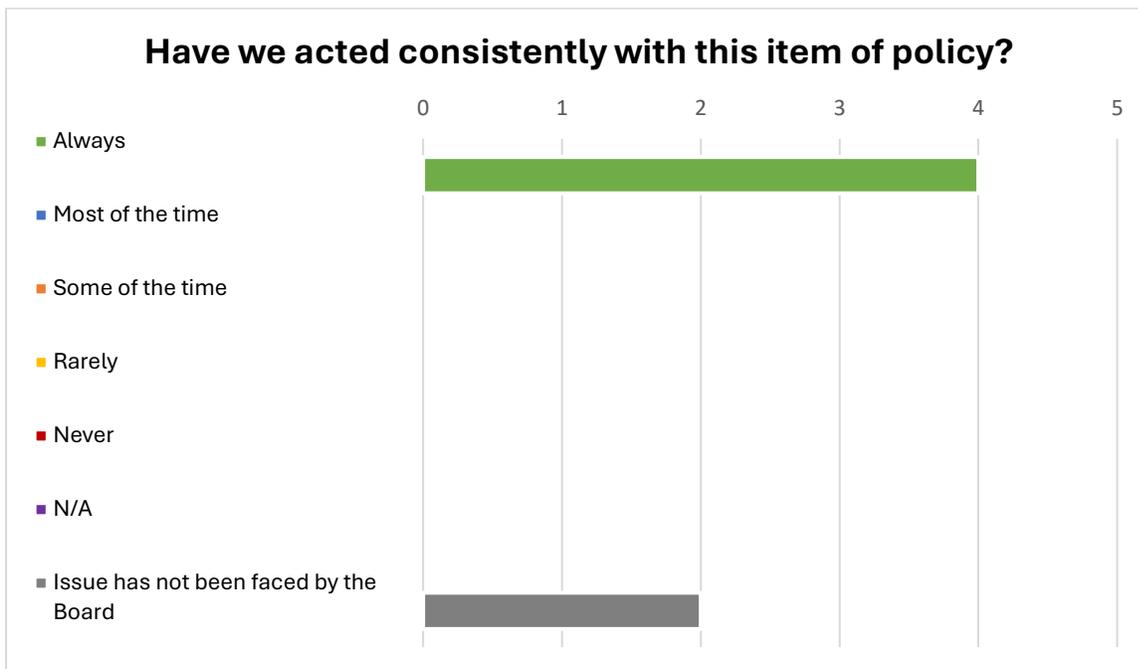


Frederick Community College Board of Trustees

**Board Self-Monitoring Survey Results:
GP-2 Role of the Vice Chair
Date: 4/23/2025**

Number of Responses: 6

The Frederick Community College Board Vice Chair shall, in the absence of the Board Chair/CGO, preside at all meetings of the Board and have such other duties, powers, and accountabilities as the Board may specify.



Provide specific representative examples to support your above response when applicable.

- We have not had an issue with this under the current Board Chair but in all instances in memory, if the Board Chair was unable to preside at a meeting, the Board Vice Chair assumed the responsibility to do so. The Board Chair and Vice Chair have

acted as a team in recent years with each participating in planning Agendas for meetings, etc.

- The Vice Chair has been consistent in presiding at meetings when needed.
- As an outstanding former Board Chair, our current Vice Chair is more than qualified to act in the Chair's absence. There has not been an opportunity, as yet, for the Vice Chair to step in.



FCC BOARD OF TRUSTEES POLICY

Policy Type: Board-CEO Delegation

Policy Title: President Succession

Policy Number: BCD-5

Date Adopted: 6.4.2024

Version: 1.0

Date Last Reviewed: 6.4.2024

Responsible Party: President's Office

Reviewing Committee: Board of Trustees

In its role of assuring organizational performance and continuity, the Board shall act in the event of the President's absence to ensure consistent leadership for the management of the organization and, if necessary, an orderly transition in President succession.

Short- and Long-Term Absences

1. The Board considers a short-term absence to be one which is longer than one month and less than six months in which it is expected that the President will return to their position once the event that precipitated the absence is resolved. Any absence longer than six months constitutes a long-term absence.
 - 1.1. For a short-term absence, the President will designate to the Board up to two College executive staff members, one of whom the Board shall choose to assume temporary (i.e., Acting President) leadership of the operation of the organization. The Acting President, to the extent feasible, will have a full suspension of their normal duties during this temporary period.
2. For a long-term absence, the Board will meet as soon as feasible at a special or regular meeting to appoint an Acting President.
 - 2.1. The Acting President will have the same authority and accountability as the President. Furthermore, if the Acting President is a member of the College executive staff, they will have a suspension of their normal duties to the fullest extent possible.
3. The Board will determine if it wishes to amend its Executive Limitations in areas of significant organizational risk or increase the frequency of monitoring for any policy or any part of any policy for the period of the President's absence.

4. In addition to monitoring Acting President performance through the normal cycle of monitoring reports, the Board will provide a summative performance assessment of the Acting President at agreed upon intervals.
5. The Board will determine compensation for the Acting President appointment.
6. Immediately upon the appointment of the Acting President, the Board Chair, in collaboration with the newly appointed Acting President, will notify the Senior Leadership Team, College employees, the FCC Foundation, Inc. Board of Directors, and key civic and organizational leaders of the appointment. Appropriate and timely notice shall also be provided to the entire College community.

Return from Absence

1. The Board and President shall mutually decide upon the schedule for return to the position.
2. Upon the President's return, and as is deemed appropriate by the President and the Board Chair, the President may maintain a reduced schedule for a set period of time with the commitment of working toward a full-time schedule.
3. If either the short- or long-term absence entails a medical or other event that the College is unable to reasonably accommodate, the Board shall determine the anticipated return to service and/or the inability to do so and the period of time that it is prudent to continue with the Acting President appointment.
4. If the President notifies the Board that the absence will be permanent, the Board Chair, with input and direction from Trustees, will develop a plan for recruitment and selection of a new Permanent President.
 - 4.1. The Board reserves the right to relieve the Acting President (allowing them to return to their position and normal duties) in favor of appointing an Interim President (i.e., internal employee, external consultant, or other external hire) until a Permanent President is selected.
5. Service as Acting or Interim President shall not preclude an individual from being considered by the Board for permanent appointment as College President.
6. Regardless of the process used, the Board will approve the person to be appointed Interim and/or Permanent President.

Date Of Change	Version	Description of Change	Responsible Party
6.4.2024	1.0	First release following Policy Governance consulting work.	President



FCC BOARD OF TRUSTEES POLICY

Policy Type: Governance Process

Policy Title: Board Code of Conduct

Policy Number: GP-3

Date Adopted: 2.21.2024

Version: 1.0

Date Last Reviewed: 2.21.2024

Office Responsible: Board of Trustees

Reviewing Committee: Board of Trustees

The Frederick Community College Board of Trustees expects of itself and its members, ethical business-like and lawful conduct. This includes proper use of authority and appropriate decorum when acting as Trustees. This Code of Conduct is intended to set basic rules of conduct for Trustees in order to maintain the Board's integrity and the confidence of the community. This policy applies to all Trustees including the Board Chair.

1. Ever mindful of their responsibilities under State law, Trustees must have loyalty to the Ownership (the residents of Frederick County) that supersedes any loyalties to the appointing authority, the President, College employees, other organizations or any personal interest as a consumer. This accountability also supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs.
2. Trustees are accountable to exercise the powers and discharge the duties of their office honestly and in good faith. Trustees shall exercise the degree of care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
3. Trustees will respect the confidentiality appropriate to issues of a sensitive nature, including at all times the content of legally held, closed meetings of the Board, in perpetuity.
4. Trustees must avoid a conflict of interest with respect to their fiduciary responsibility.
 - 4.1. There must be no self-dealing or any conduct of private business or personal services between any Trustee and the organization, except as procedurally controlled to assure openness, competitive opportunity, and equal access to otherwise "inside" information. Trustees must stay informed on requirements of the State Ethics Law.

- 4.2. Trustees will disclose at the regular monthly meetings any new involvements with other organizations, vendors, or any associations that might be or might reasonably be seen as being a conflict.
- 4.3. When the Board is to decide upon an issue, about which a Trustee has an unavoidable conflict of interest, that Trustee shall recuse themselves without comment, from not only the vote, but also excuse themselves from the physical or virtual deliberation. This absence shall be recorded in the minutes.
- 4.4. Trustees will not use their Board position to furnish services or goods of the College to themselves, family members, associates or organizations upon which a Trustee serves as a Board member.
- 4.5. Trustees will not use their Board position to obtain College employment for themselves, family members, or associates. Should a Trustee become employed by the College, they must resign from the Board before the first day of said employment.
- 4.6. Trustees will maintain impartiality in hiring by neither writing letters of recommendation nor acting as a reference for candidates for any position at the College.
5. Trustees shall not attempt to exercise individual authority over the organization or the President.
 - 5.1. When interacting with College employees, Trustees must recognize that individual Trustees have no authority to instruct or evaluate employees, and no authority to insert themselves into employee operations.
 - 5.2. The Board Chair or designee is the only person authorized to speak to the public, the media or other entities on behalf of the Board. Trustees shall not presume to speak for the Board when interacting with the press or the public. Media inquiries should be directed to the Board Chair.
6. Trustees shall be familiar with the incorporating documents, relevant legislation and regulations, by-laws, governing policies of the organization, issues pertaining to higher education, as well as the rules of procedure and proper conduct of a meeting so that any decision of the Board may be made in an efficient, knowledgeable and expeditious fashion.
7. Trustees will be properly prepared for Board deliberation through the review of all Board meeting materials in advance of Board meetings.
8. Trustees will collaborate with other Trustees and share information on matters of substance related to their governance role so that no one Trustee possesses information that all other Trustees should have. Such collaboration must adhere to legal requirements of board assemblage.

9. Trustees will support the authority of Board decisions, regardless of the member's personal position on the issue.
10. Trustees shall review community college publications and regularly take part in educational activities including state, regional and national meetings and events that will assist them in their ability to serve effectively as a member of the College's governing Board.
11. Trustees are encouraged to communicate the Board's interest and respect for student accomplishments by attending student commencement ceremonies and events.
12. Trustees shall hold themselves and other Trustees accountable for complying with this Code of Conduct.

Handling Violations of the Code of Conduct

13. If there is a perceived violation by a Trustee(s), it is incumbent upon the involved members to attempt to resolve the conflict. If resolution is not reached, members will engage the Chair in an attempt to reach resolution prior to engagement of the Board as a whole.
14. Trustees who are found to have violated the Board's Code of Conduct are subject to a Board review of their actions and a possible formal Board rebuke in the form of a direct criticism noted in the Board minutes.

Date Of Change	Version	Description of Change	Responsible Party
2/21/2024	1.0	First release following Policy Governance consulting work.	President



To: Frederick Community College Board of Trustees

From: Dr. Annesa Payne Cheek, President

Date: April 23, 2025

Subject: **Action Item**
President's Interpretation for EL-3 Communication and Support to the Board

Board Policy: BCD-3 Delegation to the President

RECOMMENDATION

Approval of the enclosed interpretation for Policy EL-3 Communication and Support to the Board.

OVERVIEW

Attached for the Board's consideration is my final interpretation for Policy EL-3 Communication and Support to the Board. A draft was reviewed at the March 19 Board meeting.

ANALYSIS

Per Board-CEO Delegation Policy BCD-3 Delegation to the President:

The Board will instruct the President through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, i.e., Executive Limitations, allowing the President to use any reasonable interpretation of these policies.

ATTACHMENT(S)

President's Interpretation for Policy EL-3 Communication and Support to the Board

President's Interpretation for EL-3 Communication and Support to the Board

Note: Board Policy is indicated in bold typeface throughout the report.

The President shall not permit the Board to be unsupported in its work and shall not fail to proactively communicate, provide information and counsel to the Board in a timely manner.

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

- 1. Withhold, impede, or confound information relevant to the Board's informed accomplishment of its job.**

- 1.1. Allow the Board to be without timely decision information to support informed Board choices, including regular updates on the status of the Board's Policy Governance expenditures, environmental scanning data, and risk assessment.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The annual budget includes allocations for the Board's expenses.
- b. The Board is made aware if expenditures are anticipated to exceed the annual governance budget.
- c. Relevant background and context information is provided to aid in Board decision-making.
- d. The President will update the Board as needed regarding legal matters, federal, state, and local political considerations, concerns or threats to the College's reputation, fiscal solvency, and any related impact to the College.

This interpretation is reasonable because the idea that effective boards need timely and accurate information from the CEO to make sound decisions is widely supported in governance literature by organizations such as Govern for Impact and the American Association of Community College Trustees.

- 1.2. Neglect to submit timely monitoring data including, interpretations of Board policies that provide the observable metrics or conditions that would demonstrate compliance, rationale for why the interpretations are reasonable and evidence of compliance.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. Monitoring reports are submitted to the Board as scheduled.

President's Interpretation for EL-3 Communication and Support to the Board

This interpretation is reasonable because the monitoring report is a formative basis for measuring organizational outcomes which is synonymous with the President's performance. These reports evaluate the achievement of Board specified Ends and Executive Limitations.

1.3. Let the Board be unaware of any actual or anticipated non-compliance with any Ends or Executive Limitations policy, regardless of the Board's monitoring schedule.

INTERPRETATION:

Compliance will be demonstrated when:

- a. The President has informed the Board when there is anticipated, and/or actual non-compliance with any Executive Limitations or Ends policy, and that such communication has been documented.

This interpretation is reasonable because it is best practice for the President to provide the Board with updates regarding matters of compliance on a timely basis, including notifications regarding the status (e.g. fully compliant, partially compliant, non-compliant) for all monitoring reports.

1.4. Let the Board be unaware of any incidental information it requires, including:

- **Anticipated media coverage;**
- **Actual or anticipated legal actions;**
- **Changes in executive personnel;**
- **Anticipated noncompliance with federal law, state law or local;**
- **Quarterly financial statements;**
- **Annual year-end financial report; or**
- **Names and titles of two executive administration members familiar with Board and presidential matters and processes.**
- **At least every quarter a presentation from a designated area.**
- **On a timely basis, an overview of new projects or initiatives.**

INTERPRETATION:

Compliance will be demonstrated when:

- a. The President regularly provides communications, and/or phone calls when necessary, to inform Trustees of media coverage; actual or anticipated legal actions; changes in executive personnel; anticipated noncompliance with federal law, state law or local law; and urgent matters.
- b. Quarterly financial statements, year-end financials, and annual audit reports are presented to the Board.

President's Interpretation for EL-3 Communication and Support to the Board

- c. In accordance with BCD-5 President Succession, the names and titles of two executive administration members (which I interpret as direct reports to the President) familiar with Board and presidential matters and processes are provided to Trustees when there is a short-term absence of the President. Said executive would provide a presentation from a designated area at least quarterly and a timely overview of new projects or initiatives.

This interpretation is reasonable because it provides a continuous and timely flow of information to the Board directly from the President.

1.5. Allow the Board to be unaware that, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board- Management Delegation, particularly in the case of Board behavior which is detrimental to the work relationship between the Board and the President.

INTERPRETATION:

Compliance will be demonstrated when:

- a. The Board is notified during a meeting (and recorded in minutes) that they are out of compliance with established Board policy(ies), citing the appropriate Governance Process or Board-CEO Delegation policy.
- b. During the summer retreat, time is provided to discuss the Board/President's work relationship, Policy Governance practice, and Governance Process and Board-CEO Delegation policy compliance.

This interpretation is reasonable because it provides both instantaneous and regularly scheduled opportunities for monitoring Board compliance.

1.6. Present information in unnecessarily complex or lengthy form.

INTERPRETATION:

Compliance will be demonstrated when:

- a. Unless otherwise requested, the Board meeting pack content is clear and labeled appropriately so Trustees know what items are for action or informational only. Further, each item shall include an executive summary that outlines the issue before the Board and what is being asked of them regarding the item, and at a content length that is reasonably succinct.
- b. Each Board agenda includes an item regarding the quality and relevance of information presented.

This interpretation is reasonable because it presents information to the Board in an organized and comprehensive manner. Further, each Board meeting agenda has an evaluation agenda item at the conclusion of each board meeting, where Trustees

President's Interpretation for EL-3 Communication and Support to the Board

can give direction to the President as to additional modifications related to the presentation of information.

2. Withhold from the Board the support needed for its official functioning and communications.**INTERPRETATION:**

Compliance will be demonstrated when:

- a. The President has provided administrative support to the Board for all reasonably requested items, including but not limited to, Board meeting preparation, recording meeting minutes, policy storage, and professional development arrangements.

This interpretation is reasonable because it facilitates dedicated administrative support for Board activities, by facilitating a clear communication and support linkage to assist with the Board's needs.

3. Favor any Board Member or Members above the Board as a whole.**INTERPRETATION:**

Compliance will be demonstrated when:

- a. The Board Chair confirms that they have not received any notice from Board members as to their belief that one or more members are favored over others.

This interpretation is reasonable because the Chief Governance Officer and all Trustees are provided with the opportunity to confirm the absence or presence of Board Member favoritism.



To: Frederick Community College Board of Trustees

From: Dr. Annesa Payne Cheek, President

Date: April 23, 2025

Subject: **Action Item**
President's Interpretations for E-1 Ends

Board Policy: BCD-3 Delegation to the President

RECOMMENDATION

Approval of the enclosed interpretation for Policy E-1 Ends.

OVERVIEW

Attached for the Board's consideration is my final interpretation for Policy E-1 Ends. A draft was reviewed at the March 19 Board meeting.

ANALYSIS

Per Board-CEO Delegation Policy BCD-3 Delegation to the President:

The Board will instruct the President through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, i.e., Executive Limitations, allowing the President to use any reasonable interpretation of these policies.

ATTACHMENT(S)

President's Interpretation for Policy E-1 Ends

President's Interpretation for E-1 Ends

Note: Board Policy is indicated in bold typeface throughout the report.

Global ENDS Statement:

Frederick Community College exists to provide all Frederick County residents and others who choose to enroll at the College, with the education, workforce preparation, skills, abilities, and personal growth necessary to succeed in an increasingly interconnected world, at a cost that demonstrates the prudent use of the College's available resources.

1.0 Student Achievement and Workforce Preparation

1.1. Students acquire the foundational skills needed to complete their instructional pathway at the College.

INTERPRETATION:

I interpret acquiring "foundational skills" as the completion of math and English gateway courses, which are among the first credit-bearing, college-level courses in a program of study.

I interpret "instructional pathway" as a credit-bearing certificate or degree program.

Compliance will be demonstrated when:

- a. Students select an instructional pathway aligned with their career aspirations.
- b. Students complete gateway math and English courses within the first 30 credits of an instructional pathway.

This interpretation is reasonable because research from the Community College Research Center (CCRC) demonstrates that students who complete gateway courses within the first 30 credits of an instructional pathway are more likely to persist and achieve their academic goals. CCRC is a research organization that focuses on the study and improvement of community colleges in the United States. CCRC is part of the Teachers College at Columbia University.

1.2. Graduates have necessary preparation to successfully transfer to a baccalaureate granting institution.

INTERPRETATION:

I interpret "necessary preparation" as the College maintaining articulation agreements, and providing transfer guidance and transfer-related information to students.

Compliance will be demonstrated when:

- a. The College maintains current articulation agreements with four-year institutions.
- b. The College provides students with access to accurate information about transfer options.

President's Interpretation for E-1 Ends

- c. The College offers educational and outreach opportunities to prospective transfer students.

This interpretation is reasonable because it aligns with best practices for improving transfer and baccalaureate completion as outlined in the CCRC Transfer Playbook.

1.3. Students obtain the essential skills and associated credentials to obtain gainful employment in their chosen profession with family-sustainable wages.

INTERPRETATION:

I interpret "gainful employment" to mean:

- a. All Title IV eligible career related credentials are aligned with the U.S. Department of Education Gainful Employment standards.
- b. Frederick County graduates should have employment within one year of graduation with compensation that is above 150% of the Federal Poverty Guidelines.

Compliance will be demonstrated when:

- a. The College submits the required Title IV career-related certificate programs to the U.S. Department of Education.
- b. Alumni survey respondents report employment and compensation at a level that is above the 150% of the Federal Poverty Guidelines.

The interpretation is reasonable because employment after graduation is a common and reasonable expectation of learners after investing in their education. Furthermore, Federal Gainful Employment standards, where applicable, require institutions to evaluate whether graduates of Title IV-eligible programs are earning wages sufficient to justify the cost of their education and training.

1.4. Students gain the knowledge, skills, and abilities necessary to equitably participate in our society, our economy, and our democracy.

INTERPRETATION:

I interpret "knowledge, skills, and abilities necessary to equitably participate in our society, our economy, and our democracy" as critical thinking, problem solving, interpersonal, leadership, and written communication skills.

Generally, I interpret this policy statement to mean that, as part of the learning experience at Frederick Community College, students have the opportunity to gain an understanding of their roles and responsibilities in our community and society at large.

President's Interpretation for E-1 Ends

Compliance will be demonstrated when:

- a. Students are provided with opportunities to develop critical thinking, problem-solving, interpersonal, leadership, written communication and cultural competency skills.
- b. Students are provided with opportunities to develop an understanding of their roles and responsibilities in our community and society at large.
- c. Students are provided with opportunities to develop leadership skills outside of the classroom environment.

This interpretation is reasonable because research by organizations such as the American Association of Colleges and Universities (AAC&U) and the National Survey of Student Engagement (NSSE) considers these skills to be essential for personal and professional success. Furthermore, it is standard practice in higher education for core curriculum to foster the development of these competencies.

1.5. Students experience a variety of co-curricular opportunities that favorably impact the lives of the participant(s).

INTERPRETATION:

Compliance will be demonstrated when:

- a. Students have access to co-curricular opportunities such as cultural and diversity programs, workshops, student clubs and organizations, athletics, service opportunities and activities outside of the classroom that support holistic learning and wellness.

This interpretation is reasonable because it aligns with industry best practices described by the National Association of Student Personnel Administrators (NASPA), and is a focus of NSSE and the Community College Survey of Student Engagement (CCSSE). Each of these organizations is committed to studying and improving student engagement, particularly how students interact with their educational environment, both inside and outside of the classroom.

1.6. Graduates demonstrate significant gains in their critical thinking, problem solving, interpersonal, leadership, and written communication skills.

INTERPRETATION:

Compliance will be demonstrated when:

- a. Graduates report, on the graduation exit survey, gains in these skills.
- b. Employers report satisfaction with graduates.

This interpretation is reasonable because these skills align with the National Association of Colleges and Employers (NACE) career readiness competencies. Graduate self-assessments and employer surveys are standard practices in higher education.

President's Interpretation for E-1 Ends

2.0 Diverse populations of learners experience learning and academic success responsive to their unique whole learner needs.

2.1. Educational opportunities exist for those that might not otherwise have them.

INTERPRETATION:

I interpret "...those that might not otherwise have educational opportunities..." as learners of diverse backgrounds, student-parents, students with disabilities, military veterans, and first-generation and PELL-eligible students.

Compliance will be demonstrated when:

- a. The College's tuition is lower than comparable four-year private or state colleges and universities.
- b. The College provides federal, state, and institutional financial aid.
- c. The College provides support services for students with diverse backgrounds, student-parents, students with disabilities, military veterans, and first-generation students.
- d. Learners have access to multiple modalities of course delivery (i.e., online, face to face, and hybrid).

This interpretation is reasonable because it addresses the primary barriers students face accessing higher education based on research conducted by the Community College Research Center (CCRC). Further, multiple delivery modalities provide more options for learners to access education.

2.2. Learners have access to learning and academic support consistent with current technology and research.

INTERPRETATION:

Compliance will be demonstrated when:

- a. The College's annual budget supports classroom technology that meets the needs of learners.
- b. The College's annual budget supports equipment and technology that meet the requirements of academic programs or professional fields of study.
- c. The College's Center for Teaching and Learning provides evidence-based academic support services to meet the needs of learners.

This interpretation is reasonable because the College has an existing process for acquisition and replacement of instructional technologies, software, and equipment to support up-to-date classroom and career instruction. Further, research by the National Association of Student Personnel Administrators (NASPA) shows that academic support services contribute to improved academic outcomes.

President's Interpretation for E-1 Ends

2.3. Learners have ancillary support that meet their unique needs.

INTERPRETATION:

I interpret “ancillary support” that meets learners’ unique needs as nonacademic wraparound services.

Compliance will be demonstrated when:

- a. Learners have access to mental health resources and programming.
- b. Learners have access to food support.
- c. Learners have access to financial resources that support emergency needs (childcare, transportation, and housing).
- d. Learners have employment opportunities on campus.

This interpretation is reasonable, as research by the Council for the Advancement of Standards in Higher Education (CAS) and the Hope Center for College, Community, and Justice indicates that non-academic support is essential to academic success.

3.0 Regional Impact and Engagement

3.1. All residents of Frederick County are provided entry to an inclusive, equitable, human-centered, and financially accessible post-secondary education.

INTERPRETATION

I interpret “inclusive, equitable, human-centered” as being an open access institution where residents, regardless of prior academic experience, have the opportunity to participate in post-secondary education and training. I would interpret “financially accessible” as the availability of financial resources to help pay for educational expenses.

Compliance will be demonstrated when:

- a. The College has a policy and process for admitting students that reflects the principles of an open access institution.
- b. The College complies with federal and state student financial aid award guidelines.
- c. The College engages in resource development activities to fund and award student scholarships.

This interpretation is reasonable because open access admission is a core principle of the American Association of Community Colleges (AACC). Additionally, Title IV of the Higher Education Act of 1965 (HEA), a section of U.S. federal law that deals with federal student financial aid programs, is the industry standard. Lastly, work by the Council for Advancement in Higher Education (CASE) supports the need for public institutions of higher education to engage in fundraising.

President's Interpretation for E-1 Ends

3.2. Residents of Frederick County have avenues for lifelong learning.

INTERPRETATION:

I interpret “lifelong learning” as the ongoing, voluntary, and self-motivated pursuit of knowledge for personal or professional development throughout an individual’s life.

Compliance will be demonstrated when:

- a. The College offers Frederick County residents a wide array of learning opportunities.

This interpretation is reasonable because the Code of Maryland Regulations (COMAR) mandates Maryland community colleges serve their communities by providing a wide variety of continuing education and community programs that benefit citizens. Additionally, the American Association of Community Colleges (AACC) emphasizes the key role community colleges play in fostering lifelong learning.

3.3. The College is recognized as a distinctive, inclusive, collaborative, innovative leader in workforce training, capacity-building, and growing the economic development of the region.

INTERPRETATION

Compliance will be demonstrated when:

- a. Stakeholder surveys affirm the effectiveness of the College’s training programs and partnerships with local businesses.
- b. A third-party study analyzes the College’s economic impact to the region.

This interpretation is reasonable because it aligns with the Achieving the Dream (ATD) Community Vibrancy Framework and the American Association of Community Colleges’ (AACC) Workforce and Economic Development goals.

3.4. The College develops future-focused strategies to identify and address on-going workforce and regional economic development needs.

INTERPRETATION

Compliance will be demonstrated when:

- a. The College gathers and analyzes future-oriented data and information related to workforce and economic trends.
- b. The College utilizes and integrates future-oriented data and strategies into its planning.

This interpretation is reasonable because the Institute for the Future (ITF), a widely recognized expert in foresight and futures thinking, emphasizes future-focused planning to better anticipate systemic shifts and understand their long-term impacts. Also, the National Association of College and University Business Officers (NACUBO) emphasizes that strategic planning is essential for higher education institutions to navigate financial

President's Interpretation for E-1 Ends

challenges, align resources with institutional priorities, and ensure long-term sustainability.

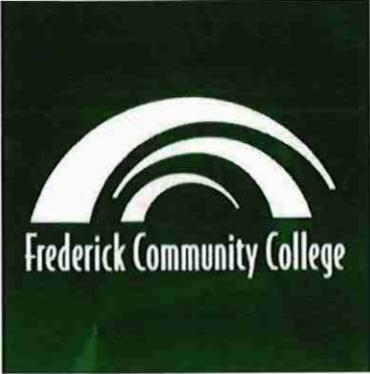
3.5. The quality of life for Frederick County residents is enhanced by virtue of the College's existence.**INTERPRETATION**

I interpret "quality of life" as an enhanced social and cultural experience.

Compliance will be demonstrated when:

- a. The College provides opportunities for community residents to access cultural, arts, and sporting events.
- b. The College provides opportunities for community residents to access personal and cultural enrichment learning experiences.

This interpretation is reasonable because the Code of Maryland Regulations (COMAR) mandates Maryland community colleges serve their communities by providing a wide variety of continuing education and community programs that benefit citizens. According to Learning Resource Network (LERN), a national organization dedicated to providing resources and support for lifelong learning programs and community education initiatives, these opportunities contribute to both economic and social cohesion in communities.



**Frederick Community College
Board of Trustees**

President’s Baseline Insight Report

EL 8 – Access to Education

Report Date: 4/23/2025

Compliance Status: **(F)** / P / N Compliant



Note: Board Policy is indicated in bold typeface throughout the report.

I am submitting this baseline insight report to the Frederick Community College Board of Trustees, focusing on the Board’s Executive Limitation Policy: “EL-8 Access to Education.” This report is submitted for your review. I confirm that the information provided is accurate and establishes a baseline for compliance with the policy as approved by the Board, unless noted otherwise.

Annasa L. P. Cheek

4/23/2025

Annasa Cheek, Ed.D.
President

Date

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

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

- 1. Cause or allow the setting of tuition and/or fees that do not provide for a reasonable balance of fiscal responsibility between students and taxpayers, that do not consider County and State appropriations, forecasted enrollment, major strategic initiatives, requirements for total cost recovery, or a contribution to the overhead of the College.**

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when, prior to setting tuition and fees:

- a. The College forecasted billing credit hours based on enrollment projections.
- b. The College estimated state and county appropriations.
- c. The College calculated the financial requirements to meet union contracts.
- d. The College projected costs for obligations, major strategic initiatives, and estimated requirements for total cost recovery.
- e. The College calculated contribution to overhead.

- a. On 2/5/2025 the CFO/VPA confirmed that enrollment projections provided by the VP for Student Experience and Chief Foresight and Decision Support Officer were used to forecast billing credit hours.
- b. On 2/2/2025, the CFO/VPA confirmed the College’s use of county and state appropriations estimates via consult with state and county representatives.
- c. On 2/5/2025, the CFO/VPA confirmed union contract requirements were funded via consult with the College’s Labor Relations Specialist.
- d. On 2/2/2025, the CFO/VPA confirmed the review of departmental budgets, obligations and strategic initiative requests to project total cost recovery (via consult with the AVP for Finance and the entire Finance team) for the FY26 budget.
- e. On 2/5/2025, the CFO/VPA confirmed that information provided by the College auditor, SB & Co., was used to determine the contribution to overhead.

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

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

- 1. Cause or allow the setting of tuition and/or fees that do not provide for a reasonable balance of fiscal responsibility between students and taxpayers, that do not consider County and State appropriations, forecasted enrollment, major strategic initiatives, requirements for total cost recovery, or a contribution to the overhead of the College.**

INTERPRETATION:

EVIDENCE:

f. The College completed tuition and fee comparisons against community colleges in Maryland.	f. On 2/5/2025, the CFO/VPA confirmed that a tuition and fee review, comparing FCC to all other community colleges in Maryland was completed.
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This interpretation is reasonable because it ensures an evidence-based process for determining an appropriate tuition and fee structure for the College and is a process used by peer institutions.

2. Fail to communicate to students and potential students plans for future tuition and/or fee increases to allow students to do financial planning.

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:

- a. The College communicates tuition and fees to students once the rates are approved by the Board of Trustees.

- a. On 2/19/2025 the Board approved the FY26 tuition and fees. On 4/1/2025, the CFO/VPA confirmed that the College published its FY26 tuition and fees on the website ([Tuition-Fees - Frederick Community College](#)).

This interpretation is reasonable because it ensures prompt communication to students about tuition and fees allowing them to plan and budget more effectively, which aligns with best practices identified by National Association of College and University Business Officers (NACUBO).

3. Be without a consistent method that provides for appropriate recognition of prior learning and/or demonstrated competency obtained outside of Frederick Community College provided educational programs.

INTERPRETATION:

EVIDENCE:

- Compliance will be demonstrated when:
- a. The College has a procedure in place to recognize and award prior learning and competencies for students, using accepted higher education methods.
 - b. The College has a procedure in place to recognize the transfer of credits into the College from other institutions.

- a. On 4/1/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that the College’s [Prior Learning](#) procedures are accessible on the College website and are administered and maintained by the Articulation and Transfer Success Coordinator.
- b. On 4/1/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed the College’s credit transfer procedures are outlined in the academic catalog: [Transferring in Credits | Frederick Community College Academic Catalog](#) and in the [Academic Standards Policy](#).

This interpretation is reasonable because the College takes into consideration a quality-based recognition of knowledge and competency that has occurred outside of the College’s own instructional programs in a manner that is broadly accepted in higher education and is based on frameworks and standards of the national Council for Adult and Experiential Learning (CAEL).

4. Permit academically qualified students from historically marginalized backgrounds, those with disabilities, or those with insufficient economic means to be without a supportive environment that enables them to complete their educational programs, while also not compromising academic standards, wherever possible.

INTERPRETATION:

EVIDENCE:

- Compliance will be demonstrated when:
- a. The College provides support services for students with financial, mental, physical and other related barriers to ensure they have opportunities for academic success.
 - b. The College provides clear communication to students about how they can receive financial aid assistance.
 - c. The College leverages additional resources from the College’s Foundation, and other sources to assist students with limited means.

- a. On 3/10/2025, the Interim Vice President for Student Experience confirmed that the College has a variety of established financial, mental, and physical support services for students including the Office of Financial Aid, FCC Foundation, FCC Live Well (mental health counseling & basic needs resources), and Disabilities Access Services (DAS). These offices provide ongoing informational programming and direct support for FCC students.
- b. On 3/10/2025, the Interim Vice President for Student Experience confirmed that the Office of Financial Aid provides direct outreach/ programming to students about financial aid resources, shares information in the weekly Student NewsBlast, and provides a wide array of student financial information on the College’s [Consumer Information Disclosure](#) page.
- c. On 3/10/2025, the Executive Director for Development and the FCC Foundation confirmed that the Foundation maintains 117 endowed scholarships, 33 grants, and an emergency fund to support students. These funding sources awarded over \$1 million to students in FY24.

This interpretation is reasonable because it is based on research by the Community College Research Center (CCRC) that shows support services enhance success for students who lack supportive environments.

5. Permit activities, circumstances, or decisions that jeopardize the ability of students to enroll in and complete available courses, programs, or assessments, or to obtain the instructional hours required to complete their program of study.

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:

- a. The College has ‘teach-out plans’ when programs of study are cancelled which ensures that no student be academically/instructionally stranded.
- b. Students are offered alternative courses when a course is cancelled.
- c. The College has policies in place that provide students, with extenuating circumstances, support and guidance to withdraw from classes and/or complete courses.
- d. Prior learning and/or competency assessments are available to students.
- e. The College provides a wide variety of instructional modalities for students,

- a. On 3/10/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that students in any discontinued degree or certificate programs are offered a teach out plan per [Academic Standards Policy and Procedures](#) section V.J.8.
- b. On 3/10/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that when courses are cancelled or modalities are changed, students receive a course cancellation or change notice, which provides suitable course alternatives.
- c. On 3/10/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that the College has a [Student Withdraw Policy](#) that includes guidelines and support for withdrawing, or requesting a short-term leave of absence, due to extenuating circumstances.
- d. On 3/10/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that the College’s [Prior Learning](#) procedures allow student’s work experiences, workplace training, professional licensure and certifications, military training and service, life experiences, competency assessment, and volunteering and/or community service activities to be evaluated for prior learning credits.
- e. On 3/10/2025, the Provost and VP of Teaching, Learning, and Student Success confirmed that courses are

5. Permit activities, circumstances, or decisions that jeopardize the ability of students to enroll in and complete available courses, programs, or assessments, or to obtain the instructional hours required to complete their program of study.

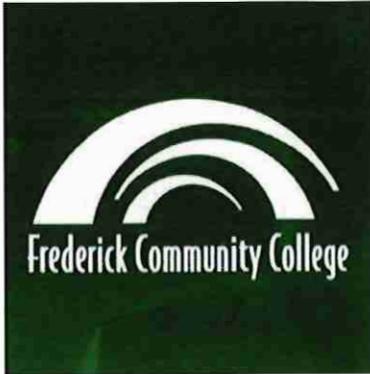
INTERPRETATION:

EVIDENCE:

including in-person, online, hybrid options.

available to students in the following modalities (approximate percent of each in Fall 2023): in-person (59%), online (29%), hybrid (11%), and hyflex (can attend in-person or online, <1%).

This interpretation is reasonable because it provides options consistent with peer institutions for students on those occasions where learning may be disrupted and is consistent with Maryland Higher Education Commission (MHEC) requirements to provide teach out plans when discontinuing degree and certificate programs.



**Frederick Community College
Board of Trustees**

President's Baseline Insight Report

EL 11 – Compensation and Benefits

Report Date: 4/23/2025

Compliance Status: F / (P) / N Compliant



Note: Board Policy is indicated in bold typeface throughout the report.

I am submitting this baseline insight report to the Frederick Community College Board of Trustees, focusing on the Board's Executive Limitation Policy: "EL-11 Compensation and Benefits." This report is submitted for your review. I confirm that the information provided is accurate and establishes a baseline for compliance with the policy as approved by the Board, unless noted otherwise.

Annesa L. P. Cheek

4/23/2025

Annesa Cheek, Ed.D.
President

Date

Note: Board Policy is indicated in bold typeface throughout the report.

With respect to employment, compensation and benefits for employees, consultants, independent contractors and volunteers, the President shall not cause or allow jeopardy to the College’s fiscal integrity or public image.

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:

- a. The College has a compensation philosophy that guides the administration of an equitable total compensation program.

- b. Key considerations such as institutional goals, position responsibility, and market information are used in determining employee salaries.

- c. Offers of employment are equitable and fall within compensation classifications and wages as negotiated in a collective bargaining agreement as applicable.

- a. The VP of Talent and Culture confirmed on 4/1/2025 that in partnership with an experienced compensation consultant, the College is currently undertaking a comprehensive classification study. This study will strengthen the College’s institutional capacity and help to inform a compensation philosophy and structure that will assist in decision-making, policy development, and standard operating practices. The next phase of the study will include a market analysis, based on the aforementioned classification study, as well as the development of a compensation philosophy by the end of FY26.

- b. The VP of Talent and Culture confirmed on 4/1/2025 that employee salaries are reviewed prior to offers of employment based on key considerations including the College’s salary scales and benchmarking information provided by the College and Universities Professional Association for Human Resources (CUPA-HR).

- c. The VP of Talent and Culture confirmed on 4/1/2025 that their office regularly conducts analyses to ensure employee salaries are equitable prior to offers of employment based on key considerations including the College’s salary scales and benchmarking information provided by the College and Universities Professional Association for Human Resources (CUPA-HR). As part of the current comprehensive classification study (as noted above in item

With respect to employment, compensation and benefits for employees, consultants, independent contractors and volunteers, the President shall not cause or allow jeopardy to the College’s fiscal integrity or public image.

INTERPRETATION:

EVIDENCE:

a.), a market analysis will be conducted to ensure incumbent workers are also being compensated equitably. It is an industry best practice to conduct this type of analysis every 3-5 years and, moving forward, the College will align itself with this guidance.

This interpretation is reasonable because internal controls are used for verification, and it fits with best practice in the higher education industry.

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

1. Change their own compensation and benefits.

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:

- a. The CEO’s compensation amount has been verified by the Vice President (VP) for Talent and Culture and matches the approved amounts established by the Board as noted in the CEO’s contract.
- b. The CEO’s ordinary and necessary expenses match their employment contract as verified by the VP for Talent and Culture and Chief Financial Officer and Vice President for Administration (CFO/VPA).

- a. On 4/1/2025, the VP for Talent and Culture verified that the CEO’s compensation amount matches the approved amounts established by the Board as noted in the CEO’s contract.
- b. On 4/1/2025, the VP for Talent and Culture and the CFO/VPA verified that the CEO’s ordinary and necessary expenses match the CEO’s employment contract.

This interpretation is reasonable because internal controls are used for verification, and it fits with best practices in the higher education industry as benchmarked with College and University Professional Association for Human Resources (CUPA-HR) and the Chronicle of Higher Education.

2. Establish current compensation and benefits that deviate materially from the geographic or professional market for the skills employed or from the approved budget.

INTERPRETATION:

EVIDENCE:

- Compliance will be demonstrated when:
- a. The College conducts a comparison with other community colleges in the State for salaries and benefits annually.

 - b. The CEO, the VP for Talent and Culture, and the CFO/VPA annually review secondary salary and compensation data obtained from the College and University Professional Association for Human Resources (CUPA-HR) and the Chronicle of Higher Education which provide normative data from a regional and national perspective.

- a. The VP for Talent and Culture and the CFO/VPA are members of the Maryland Association of Community Colleges (MACC) and actively engage in compensation reviews within the Business Officers and HR subgroups of MACC.
- b. On 4/1/2025, the VP for Talent and Culture confirmed that Human Resources reviewed (the review did not include the CFO/VPA) secondary salary and compensation data obtained from the College and University Professional Association for Human Resources (CUPA-HR) and the Chronicle of Higher Education which provide normative data from a regional and national perspective in FY2025. Beginning in FY2026, the CEO, the VP for Talent and Culture, and the CFO/VPA will meet annually in the Spring to review the salary surveys.

This interpretation is reasonable because institutional benchmarking is done to provide comparison data, and it fits with best practices in the higher education industry as benchmarked with College and University Professional Association for Human Resources (CUPA-HR) and the Chronicle of Higher Education.

2.1. Establish or change compensation and benefits that deviate from the current collective bargaining agreement(s).

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:
a. The VP for Talent and Culture and CFO/VPA confirm that all employees that are a part of any collective bargaining agreement have been paid consistent with the most recent bargaining unit agreement.

a. The VP for Talent and Culture and CFO/VPA confirmed on 4/1/2025 that the College does not currently have a collective bargaining agreement in place.

This interpretation is reasonable because payment of benefit and salaries are agreed upon within the collective bargaining agreement, and it fits with best practices in the higher education industry as benchmarked with College and University Professional Association for Human Resources (CUPA-HR) and the Chronicle of Higher Education.

3. Create obligations over a longer term than revenues can be safely projected.

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:

- a. The VP for Talent and Culture and CFO/VPA confirm that compensation and benefits agreed to within employee contracts and obligations created under union agreements do not exceed the forecasted budget for the term of the agreement.

- a. On 4/1/2025, the VP for Talent and Culture and CFO/VPA confirmed that compensation and benefits agreed to within employment contracts in FY 2025 do not exceed the forecasted budget for the term of the agreement. The VP for Talent and Culture and CFO/VPA further confirmed on 4/1/2025 that the College does not currently have a collective bargaining agreement in place.

This interpretation is reasonable because there are internal controls in place that are verified by the VP for Talent and Culture and CFO/VPA, and it fits with best practices in the higher education industry financial practices and is benchmarked with College and University Professional Association for Human Resources (CUPA-HR) and the Chronicle of Higher Education.

4. Promise or imply permanent or guaranteed employment.

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:

- a. All employees are issued an employment agreement for no more than two years.
- b. No one has been offered College employment beyond the standard protocol employed by the Talent and Culture/Human Resources department.

- a. On 4/1/2025, the VP for Talent and Culture confirmed all employment contracts were issued for a one-year time period.
- b. On 4/1/2025, the VP for Talent and Culture confirmed that standard protocols were employed for all employment offered by the College upon review of all employment contracts issued to date in FY2025.

This interpretation is reasonable because it fits with best practices in the higher education industry as benchmarked with College and University Professional Association for Human Resources (CUPA-HR) and the Chronicle of Higher Education.

4.1. No College employee, except for the College President or their official designee, is permitted to extend an offer of employment to any candidate or non-employee.

INTERPRETATION:

EVIDENCE:

Compliance will be demonstrated when:

- a. Talent and Culture/Human Resources or its designees are the only personnel at the College who extend offers of employment.

- a. On 4/1/2025, the VP for Talent and Culture confirmed that the VP for Talent and Culture or the appropriate Talent and Culture/Human Resources designee(s) were the only personnel at the College who extended offers of employment issued to date in FY2025.

This interpretation is reasonable because it fits with best practices in the higher education industry as benchmarked with College and University Professional Association for Human Resources (CUPA-HR) and the Chronicle of Higher Education.

POLICY GOVERNANCE® SOURCE DOCUMENT

Why a Source Document?

A “source” is a point of origin. A source document is a “fundamental document or record on which subsequent writings, compositions, opinions, beliefs, or practices are based.” (Websters)

Without a simply expressed clear point of source, interpretations, opinions, writings and implementations may intentionally or unintentionally diverge from the originating intent and ultimately be undifferentiated. The point of source (“authoritative source”) is John Carver, the creator of Policy Governance, with Miriam Carver his fellow master teacher.

Without a simply expressed clear source document, Policy Governance is not reliably grounded and not transferable as a paradigm of governance. It is left vulnerable to interpretation, adaptation and impotence. This document has been produced by the International Policy Governance Association and approved by John and Miriam Carver as being true to source.

What is Policy Governance?

Policy Governance is a comprehensive set of integrated principles that, when consistently applied, allows governing boards to realize owner-accountable organizations.

Starting with recognition of the fundamental reasons that boards exist and the nature of board authority, Policy Governance integrates a number of unique principles designed to enable accountable board leadership.

What Policy Governance is NOT!

1. Policy Governance is not a specific board structure. It does not dictate board size, specific officers, or require a CEO. While it gives rise to principles for committees, it does not prohibit committees nor require specific committees.
2. Policy Governance is not a set of individual “best practices” or tips for piecemeal improvement.
3. Policy Governance does not dictate what a board should do or say about group dynamics, methods of needs assessment, basic problem solving, fund raising, managing change.
4. Policy Governance does not limit human interaction or stifle collective or individual thinking.

Principles of Policy Governance

1. **Ownership:** The board exists to act as the informed voice and agent of the owners, whether they are owners in a legal or moral sense. All owners are stakeholders, but not all stakeholders are owners, only those whose position in relation to an organization is equivalent to the position of shareholders in a for-profit corporation.
2. **Position of Board:** The board is accountable to owners that the organization is successful. As such it is not advisory to staff but an active link in the chain of command. All authority in the staff organization and in components of the board flows from the board.
3. **Board Holism:** The authority of the board is held and used as a body. The board speaks with one voice in that instructions are expressed by the board as a whole. Individual board members have no authority to instruct staff.
4. **Ends Policies:** The board defines in writing its expectations about the intended effects to be produced, the intended recipients of those effects, and the intended worth (cost-benefit or priority) of the effects. These are Ends policies. All decisions made about effects, recipients, and worth are Ends decisions. All decisions about issues that do not fit the definition of Ends are means decisions. Hence in Policy Governance, means are simply not Ends.
5. **Board Means Policies:** The board defines in writing the job results, practices, delegation style, and discipline that make up its own job. These are board means decisions, categorized as Governance Process policies and Board- Management Delegation policies.



POLICY GOVERNANCE® SOURCE DOCUMENT

6. **Executive Limitations Policies:** The board defines in writing its expectations about the means of the operational organization. However, rather than prescribing board-chosen means -- which would enable the CEO to escape accountability for attaining Ends, these policies define limits on operational means, thereby placing boundaries on the authority granted to the CEO. In effect, the board describes those means that would be unacceptable even if they were to work. These are Executive Limitations policies.
7. **Policy Sizes:** The board decides its policies in each category first at the broadest, most inclusive level. It further defines each policy in descending levels of detail until reaching the level of detail at which it is willing to accept any reasonable interpretation by the applicable delegatee of its words thus far. Ends, Executive Limitations, Governance Process, and Board-Management Delegation policies are exhaustive in that they establish control over the entire organization, both board and staff. They replace, at the board level, more traditional documents such as mission statements, strategic plans and budgets.
8. **Clarity and Coherence of Delegation:** The identification of any delegatee must be unambiguous as to authority and responsibility. No subparts of the board, such as committees or officers, can be given jobs that interfere with, duplicate, or obscure the job given to the CEO.
9. **Any Reasonable interpretation:** More detailed decisions about Ends and operational means are delegated to the CEO if there is one. If there is no CEO, the board must delegate to two or more delegatees, avoiding overlapping expectations or causing confusion about the authority of various managers. In the case of board means, delegation is to the CGO unless part of the delegation is explicitly directed elsewhere, for example, to a committee. The delegatee has the right to use any reasonable interpretation of the applicable board policies.
10. **Monitoring:** The board must monitor organizational performance against previously stated Ends policies and Executive Limitations policies. Monitoring is for the purpose of discovering if the organization achieved a reasonable interpretation of these board policies. The board must therefore judge the CEO's interpretation for its reasonableness, and the data demonstrating the accomplishment of the interpretation. The ongoing monitoring of board's Ends and Executive Limitations policies constitutes the CEO's performance evaluation.

All other practices, documents, and disciplines must be consistent with the above principles. For example, if an outside authority demands board actions inconsistent with Policy Governance, the board should use a 'required approvals agenda' or other device to be lawful without compromising governance.

Policy Governance is a precision system that promises excellence in governance only if used with precision. These governance principles form a seamless paradigm or model. As with a clock, removing one wheel may not spoil its looks but will seriously damage its ability to tell time. So in Policy Governance, all the above pieces must be in place for Policy Governance to be effective. When all brought into play, they allow for a governing board to realize owner accountability. When they are not used completely, true owner accountability is not available.

Policy Governance boards live these principles in everything they are, do and say.

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Reference: Carver Guides, 2nd Edition, 2009

