

ANNE ARUNDEL COMMUNITY COLLEGE

101 College Parkway | Arnold, Maryland 21012-1895 | 410-777-AACC (2222) | www.aacc.edu



Dr. Dawn Lindsay

President

410-777-1177

Fax: 410-777-4222

dslindsay@aacc.edu

October 8, 2018

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

Dear Dr. Fielder: *Jim*

Anne Arundel Community College (AACC) proposes a new, upper division certificate program in Interprofessional Health. This certificate program fills an identified need for students and career changers who need to demonstrate team-building and other competencies to apply to BA/BS, MA/MS, and doctorate level programs in the field. This program has already been identified as a milestone for the current Physician Assistant program that is shared between AACC and University of Maryland Baltimore. The certificate represents a change in curriculum for that program, but not a shift in outcomes. The new curriculum is an accelerated MA program where 40 AACC students who successfully complete this certificate will have guaranteed admission. However, more such partnerships are already in the works. As a result, this certificate is in concert with the MHEC guidance for community colleges to establish 3+1 agreements with four-year colleges, which was communicated in memo form on June 27, 2018. I have attached that memo to this submission for reference.

I look forward to your positive response. Should you have any questions, please contact Dr. Alycia Marshall, Associate Vice President for Learning & Academic Affairs (410) 777-2776 or aamarshall@aacc.edu.

Sincerely,

Dawn

Dr. Dawn Lindsay
President

cc: Michael Gavin, Ph.D., Vice President for President
Alycia Marshall, Ph.D., Associate Vice President for Learning & Academic Affairs
Nanci Beier, M.A., Registrar
Elizabeth Appel, Dean, Health Sciences

Anne Arundel Community College

101 College Parkway Arnold, Maryland 21012-1895 410-777-AACC (2222)



Dr. Dawn Lindsay
President
410-777-1177
Fax 410-777-4222
dslindsay@aacc.edu

December 14, 2018

Karen King-Sheridan
Associate Director of Collegiate Affairs
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Ms. King-Sheridan,

We have consulted with Joann Boughman and Antoinette Coleman in the University of Maryland System office and we collectively respect MHEC's request to withdraw our proposal and understand the rationale. Therefore, I ask that you withdraw our current proposal which details a proposed 3 + 2 accelerated BS/MS degree with University of Maryland, Baltimore (UMB) offering 300-level courses and instead consider the attached revised proposal.

In recent days, we have also been able to work with our colleagues at UMB to revise this proposal to reflect new course designations at a lower level (100- and 200-level). I ask that MHEC accept the attached revision as our official resubmission of this program.

Anne Arundel Community College (AACC) proposes a new, lower division certificate program in Interprofessional Health. This certificate program fills an identified need for students and career changers who need to demonstrate team-building and other competencies to apply to BA/BS, MA/MS, and doctorate level programs in the field. This certificate has already been identified as a milestone for the AACC and UMB Collaborative Physician Assistant program.

I look forward to your positive response. Should you have any questions, please contact Dr. Alycia Marshall, Associate Vice President for Learning & Academic Affairs (410) 777-2776 or aamarshall@aacc.edu.

Sincerely,

A handwritten signature in cursive script that reads 'Dawn'.

Dr. Dawn Lindsay
President

Cc: Michael Gavin, Ph.D., Vice President for Learning
Alycia Marshall, Ph.D., Associate Vice President for Learning and Academic Affairs
Elizabeth Appel, M.S.W., Dean, School of Health Sciences

**MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL**

PROPOSAL FOR:

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

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Anne Arundel Community College
Institution Submitting Proposal

Fall 2018
Projected Implementation Date

Lower Division Certificate
Award to be Offered

Interprofessional Health
Title of Proposed Program

1299-20
Suggested HEGIS Code

Suggested CIP Code

Health Sciences
Department of Proposed Program

Dean Elizabeth Appel
Name of Department Head

Dean Elizabeth Appel
Contact Name

ehappel@aacc.edu
Contact E-Mail Address

410-777-7224
Contact Phone Number

Signature and Date
President/Chief Executive Approval

October 7, 2018
Date
Date Endorsed/Approved by Governing Board



ANNE ARUNDEL COMMUNITY COLLEGE
Proposal for Certificate in Interprofessional Healthcare

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A. Program Description and Centrality to the Institutional Mission Statement

The proposed certificate in Interprofessional Healthcare directly relates to both Anne Arundel Community College's (AACC) mission and vision. AACC Mission: With learning as its central mission, Anne Arundel Community College responds to the needs of our diverse community by offering high quality, affordable, accessible and innovative lifelong learning opportunities. AACC Vision: Anne Arundel Community College is a premier learning community that transforms lives to create an engaged and inclusive society.

Healthcare professionals practice medicine and work on interprofessional teams. Effectively training and building a healthcare workforce is critical to Maryland's future supply of healthcare providers. The purpose of this certificate is to deliver the competencies needed by health professionals and applicants to health professions, BS, MS, and doctorate programs. These competencies are what professionals and applicants to upper-level programs must demonstrate to be promoted and/or accepted into their chosen programs as well as contribute to an interprofessional team and provide high quality patient care.

Specifically, based on competencies that are desired for a variety of healthcare professions, this certificate provides a credential that verifies students are 1) ready to work within a variety of fields after achieving an AAS and 2) the competencies that many BA, MA, MD, DO, and other 4-year and graduate schools demand of their students when they apply. As a result, UMB and AACC have already developed an MOU, still being finalized, that will allow students completing this certificate into many of its other health programs. We expect to establish other such partnerships with this certificate.

University of Maryland Baltimore (UMB) has agreed to accept this certificate into their BS/MS Physician Assistant (PA) program, and both institutions are currently working to identify more programs for which this certificate would serve the same purpose. In short, there is already a professional medical institution recognizing the need for such a credential associated with these competencies, so much so it will be part of their Physician Assistant (PA) program.

AACC intends to continue collaboration with UMB by developing a 3+2 accelerated pathway to Physician Assistant Program completion. Historically, students completed a BA/BS degree from any regionally accredited institution and competed for enrollment in the PA program. We propose two new alternative pathways for students to apply to the PA program:

1. Students complete a BA/BS degree from any regionally accredited institution and complete all pre-requisite course work and the proposed certificate program taught at the 200 level from AACC, meet the standards for acceptance, and receive preferential conditional acceptance in the UMB Master's, PA program; or
2. Students complete the Associate of Arts Transfer Studies Degree at AACC, all pre-requisite courses and the proposed certificate offered at the 200 level from AACC, meet the standards for acceptance, receive preferential conditional approval and complete their Bachelors of Health Science during their first year of the Masters of

Health Science while enrolled in the MSHS with a PA concentration through the University of Maryland Baltimore PA Program.

Centrality to AACC's strategic plan, Engagement Matters: Pathways to Completion:

The proposed certificate supports AACC's strategic goals through the fulfillment of the following strategic themes:

- The AACC theme of **Progress** challenges academic units to "Increase progress of all students through a college-wide emphasis on equity, student success, and academic excellence." (AACC). The certificate is designed for completion within two academic semesters and the pathway opens and increases undergraduate and graduate education accessibility to students by limiting costs and providing knowledge, skills, and patient clinical experience in Maryland to encourage student success.
- The AACC theme of **Completion** encourages the campus to "develop, implement, and scale college-wide programs to track post-completion placement...and build internal bridges to fulfill and operationalize a continuum of learning." (AACC). This certificate not only provides students with the strategies to effectively engage with various interdisciplinary learners and faculty, but it also equips students with interprofessional competencies.

B. Critical and Compelling Regional or State-Wide Need as Identified in the State Plan

Alignment with the Maryland State Plan:

There is a critical and compelling regional and statewide need for healthcare professionals that necessitates the creation of an inclusive healthcare environment and fosters a diverse workforce. The Maryland State Plan for Postsecondary Education 2017-2021 outlines several goals for institutions of higher education.

This certificate program addresses:

Goal 1: Access, Affordability – This certificate offers the competencies that many students, especially those who did not major in a medical area, need to apply to a graduate program in health. This certificate therefore offers these competencies in a package and also at an affordable rate.

As mentioned, the certificate is also a pathway to the PA program at UMB. The certificate does not change the pathway or outcomes of the PA Program. However, to address accreditation requirements new as of 2020, AACC and UMB have restructured curriculum and staffing. In this restructuring, AACC has the opportunity to offer the pathway as a more affordable and accessible approach to the PA program to students. More specifically, the proposed certificate provides students with a year of high-quality education at a community college cost and will allow students to enter the PA program at UMB poised to complete their Bachelor's and Master's in accelerated fashion. With the offering of an affordable, accelerated Bachelor's and Master's degree program to be completed within five years through collaboration between AACC and the University of Maryland, Baltimore Graduate School, this encourages program

completion and health workforce enhancement. Educational costs will be significantly lowered, resulting in a students with less debt and a competent primary care workforce.

Goal 2: Success – This certificate builds upon a legacy Physician Assistant (PA) curriculum that AACC built and that has consistently produced ethical, competent and compassionate providers for the last 20 years. The PA program at AACC has Continued Accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). AACC's PA Program has consistently seen student pass rates over 90% on the national certifying exam for primary care physician assistants conducted by the National Commission on the Certification of Physician Assistants (NCCPA). This new certificate, however, will allow AACC to impart such competencies to students interested in other healthcare fields as well.

Goal 3: Innovation – This certificate is an innovative approach to considering how PA programs that were developed in partnerships with community colleges and graduate schools can address new accreditation standards. Moreover, this certificate also approaches a known gap for students who are career changers and need to show competency in certain medical backgrounds prior to applying to graduate schools in those fields. Finally, this innovative approach is directly in the spirit of the MHEC-approved resolution to allow community colleges to shape 3+1 agreements.

Alignment with National Trends:

According to the Maryland State Data Center, the State's population is projected to increase from 5,988,400 people in 2015 to 6,968,700 people in 2045. This net increase of close to 1,000,000 residents, in addition to a growing aging population, will increase the demand for healthcare services. The growth of the population means more need for healthcare services generally, and members of the large baby boom generation will require more medical care as they age. An increase in the number of patients with chronic diseases, such as diabetes, will also increase healthcare demand and, in turn, drive the need for healthcare providers including physician assistants who often provide preventive care and treat the sick. Additionally, research indicates an increase in the number of chronic conditions diagnosed in a single patient, requiring more complex disease management – a needed service for which physician assistants are skilled. Furthermore, increases in incomes may improve access to healthcare services, and advances in medical technology will continue to increase the number and types of treatments available.

In short, healthcare professionals in a variety of fields are going to be increasingly needed. As a result, bridges for career changers and from Associates to Bachelors to Masters Degrees in healthcare fields are necessary. This certificate is an approach acknowledging that need.

Physician assistants can provide many of the same services as physicians. PAs are expected to continue to have a growing role in providing healthcare services because they can be trained more quickly than physicians. Team-based healthcare provision models will continue to evolve and become more commonly used. Physician assistants will have growing roles in all areas of

medicine as states expand advanced procedures and autonomy, and as insurance companies expand their coverage of physician assistant services.

Job Outlook:

This certificate will prepare students for transfer to a variety of professional health programs. It will also poise students who do not elect to have such a track to pursue careers in medical transcription.

This certificate is a pathway to physician assistant. It will also serve as a pathway to programs like Pharmacy, Medicine, Occupational Therapy, and more. The tables below show professions that AACC is currently working on aligning with other institutions, however, there are many more to which this certificate would be aligned.

Physician Assistant	
<u>2017 Median Pay</u>	\$104,860 per year \$50.41 per hour
<u>Typical Entry-Level Education</u>	Master's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2016</u>	106,200
<u>Job Outlook, 2016-26</u>	37% (Much faster than average)
<u>Employment Change, 2016-26</u>	39,600

Pharmacy	
<u>2017 Median Pay</u>	\$124,170 per year \$59.70 per hour
<u>Typical Entry-Level Education</u>	Professional Degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2016</u>	312,500
<u>Job Outlook, 2016-26</u>	6%
<u>Employment Change, 2016-26</u>	17,400

Physician	
<u>2017 Median Pay</u>	Over \$200,000
<u>Typical Entry-Level Education</u>	Professional degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	Internship/Residency
<u>Number of Jobs, 2016</u>	713,800
<u>Job Outlook, 2016-26</u>	13% (Much faster than average)
<u>Employment Change, 2016-26</u>	91,400

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Physician Assistants, on the Internet at <https://www.bls.gov/ooh/healthcare/physicianassistants.htm> (visited September 04, 2018).

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

In 2016, the Maryland Office of Primary Care Access completed a statewide primary care needs assessment. The Maryland Statewide Needs Assessment is based on the integration of two health data tracking methods, the federal Agency for Healthcare Research and Quality (AHRQ) Prevention Quality Indicators (PQI) and the State Health Improvement Process (SHIP). The needs assessment determined that Baltimore City had the greatest need for providers and increased access to care due to the worst prevention quality indicators. The positive correlation between healthcare access and health status emphasizes a need for an increased number of providers including Physician Assistants in areas where healthcare access is limited to improve health outcomes. Thirteen Medically Underserved Populations (MUPs) in Maryland cover more than 142,000 residents. Ten of Maryland's 24 jurisdictions have an MUP designation. Among these 10 counties, three have multiple MUP designations; Anne Arundel County had two.

The Maryland Occupational Projections for 2016-2026 Workforce Information and Performance report for Physician Assistants projects a 22.2 % increase in employment with anticipated need growing to 3,446 positions and current occupancy as of 2016 at 2,850. An additional 626 positions are projected. For other fields that this certificate would serve, not mentioned in the charts above, numbers are similar. For instance, Occupational Therapists show a 20.6%



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increase in employment with 541 new jobs projected. Pharmacists show 7.92% increase with a need of 493 jobs. Medical Transcriptionists show nearly a 15% increase with 98 new jobs.

Maryland Department of Labor, Licensing and Regulations, Employment projections 2016-2026, retrieved on September 19, 2018 from <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>.

The 2017 State Occupational Employment and Wage Estimates for Maryland provide additional evidence for the need for Physician Assistant Education.

Job	Occupational code	Employed	Employment RSE	Employment per 1,000	Location Quotient	Mean hourly wage	Annual mean wage	Mean wage RSE
PA	29-1071	3010	10.4%	1.130	1.48	49.82	103,150	2.8%
Pharmacist	29-0151	6,290	6.8%	2.360	1.09	\$58.13	118,920	1.9%
Occupational Therapist	29-1122	3,330	8%	1.239	1.4	\$49.82	103,150	2%
Medical Transcriptionist	31-9094	740	27.5%	.277	.71	\$1.90	41,380	3.8%
Physician	29-1069	10,550	1.6%	3.96	1.59	\$93.06	193,570	.8%

https://www.bls.gov/oes/current/oes_MD.htm#29-0000J

Job growth will be robust in healthcare related occupations, as services expand to meet the needs of an aging population. Anne Arundel Community College should build on its existing strengths in these in-demand academic programs to expand enrollment and retain students, including those in the pipeline for healthcare professions. (AACC)

D. Reasonableness of Program Duplication

Currently, there are no programs that are designed to deliver the competencies for this purpose in the state of Maryland. As this certificate will be a milestone for some students on their way to gaining their credential as a Physician Assistant, we wanted to explain that as well. However, it should be noted that AACC has had a PA program for over 20 years, and this certificate is one mechanism for students to become a Physician Assistant.

Anne Arundel Community College (AACC) is committed to fostering partnerships and building pathways with a more integrated approach to Physician Assistant education in the state of Maryland. The University of Maryland Baltimore (UMB) Graduate School has a PA Program in collaboration with AACC. Currently, there is only one other PA program in Maryland, a collaboration between Towson University and the Community College of Baltimore County (CCBC). However, Frostburg State University is provisionally accredited from the Accreditation Review Commission for PA Education (ARC-PA) to launch a new program. A new mandate

from the accreditation body, however requires that all Physician Assistant programs award a master's degree by 2020 that is awarded by the sponsoring institution eligible to grant the graduate degree and deliver all PA courses at the high level rigor; this change is consistent with the University of Maryland Baltimore's mission and expertise.

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

Currently, there are no programs resembling this certificate at HBIs. Nor are there any resembling the Physician Assistant academic programs offered through Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore (UMES) that resemble the proposed BS/MSHS PA Concentration. In 2016, UMES lost the accreditation of its Physician Assistant program. It should be noted that when UMES lost its accreditation, the AACC/UMB partnership took on those students who were enrolled in UMES's program, and successfully completed them. Based on the current offerings of the Maryland HBIs, we do not expect any impact on the implementation or maintenance of high-demand programs at HBIs due to the current program in place and the demonstrated need for healthcare providers.

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

We believe that this certificate will prepare students for entry into a variety of programs currently at HBIs. AACC recently hired a new Director of Transfer and one of his major roles is to establish such partnerships.

G. Adequacy of Curriculum Design and Delivery to Related Learning Outcomes

AACC is committed to providing the best teaching and learning possible and excellence in all its courses. Every effort is made to ensure that coherence, cohesiveness, and academic rigor between programs offered in traditional instructional formats and those offered on-line are equivalent. Courses are designed to result in program learning outcomes appropriate to the rigor and breadth of the course and all courses assess student achievement of defined learning outcomes through regular and formal assessment planning.

The learning outcomes for each course are the foundation of the course; the learning activities, assessments and content of the course are in alignment with the outcomes and provide a clear pathway for mastery of the outcomes.

IPH 240 Spanish for Medical Professionals

3 credit hours

Addresses the translation/communication needs of medical professionals with little or no experience with the Spanish language. Develop communication proficiency and accuracy in the use of the Spanish language in medical settings with Spanish speaking patients. Learn pertinent information about Hispanic cultures while participating in language tasks through listening,



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reading, writing, and conversation. Participants should be able to comprehend a medical history in Spanish by being able to elicit pertinent medical information in simple terms.

Pre-requisites: HEA 150, MDA 100, BIO 233, BIO 234

HUS 275 Human Services Practicum

3 credit hours

Earn credit for human services-related work. Develop specific learning objectives and explore healthcare professions career goals. Approved by the office of Education and Training for Addictions Services (OETAS).

Note: For the IPH program: prerequisites: *BIO 223, BIO 234, HEA 150* and corequisites: IPH 240, IPH 261

IPH 260 Behavioral Health

3 credit hours

Study the biological, psychological, and social context of health and illness, through a comprehensive analysis of the relationship between health and behavior, with a focus on stress, addiction, nutrition, eating disorders, pain, and disease as they relate across the lifespan. Identify the psychological factors in the development of specific disease states. Use the biopsychosocial model in the examination of these topics.

Pre-requisites: MDA 100 and PSY 111 or PSY 211 or PSY 250

IPH 261 Patient-Centered Healthcare

3 credit hours

Explore healthcare delivery from a patient-centered perspective. Learn to account for social, ethnic, and religious sensitivities in the development, evaluation, and implementation of therapeutic goals. Weigh strategies for patient education, counseling, and preventive measures in the areas of diversity and healthcare delivery to these populations. Issues include the recognition of boundaries in personal relations within the workplace and balancing role fidelity with personal integrity and cultural humility.

Pre-requisites: MDA 100 and PSY 111 *Co-requisites: HUS 275, IPH 240*

IPH 262 Clinical Hematology and Microbiology

4 credit hours

From a health practitioner's perspective, demonstrate understanding of the laboratory tests used to assess hemostatic, and hematopoietic pathogenic disease states and conditions. Identify white blood cell morphology in healthy states and blood dyscrasias. Demonstrate knowledge of appropriate microbiological tests used to identify the characteristics of isolation and identification of pathogenic bacteria. Develop familiarity with virology, parasitology, and mycology and their associated laboratory assays. This course prepares students seeking a graduate degree as a healthcare provider (physicians, physician assistants, pathology assistant, etc.) with a basic background of hematology and clinical microbiology laboratory tests.

Lab fee \$200.

Pre-requisite: BIO 223, BIO 233, and BIO 234; CHE 112 or CHE 113

IPH 263 Principles of Diagnostic Procedures

2 credit hours

Demonstrate from a health practitioner's perspective understanding of the principles of diagnostic procedures used to assess patient disease states and disorders. Learn about regulatory aspects of healthcare; phlebotomy, clinical laboratory procedures in the blood bank, hematology, chemistry, cytogenetics, microbiology, and molecular laboratories; basic interpretation of electrocardiograms; performance and interpretation of pulmonary function tests; and performance and interpretation of vital signs. Lab Fee: \$200.

Pre-requisites: IPH 262

IPH 264 Legal & Ethical Issues for Healthcare Professionals

2 credit hours

Learn the legal and ethical responsibilities of the healthcare worker, including laws, regulations, and industry standards. Explore the principles of moral, bioethical, and health etiquette as they apply to current healthcare delivery, such as stem cell research, refusal of treatment, living wills, and right to die issues. Study the laws related to death, dying, and organ transplantation. Focus on the legal definition of death, competency, decision making regarding life-sustaining treatment, suicide, self-determination, and procurement and allocation of organs.

Pre-requisites: HUS 275, IPH 260, IPH 260, IPH 261

IPH 265 Statistics and Clinical Research Methods

3 credit hours

Use meaningful data to explore concepts in probability and statistics including measures of central tendency and dispersion. Develop statistical literacy by studying graphical representations of data, discrete and continuous probability distributions, and sampling techniques and theory. Construct and interpret confidence intervals, find lines of best-fit, and perform hypothesis tests for means, proportions, and independence. Emphasis will be placed on the use, appropriateness, and understanding of common biostatistics methods and epidemiologic approaches employed by healthcare professions as a basis for clinical judgement. Empirical data regarding medicine and patient care, as well as those used in the surveillance and investigation of health-related states of events will be explored. Technology use is required throughout the course for statistical analyses.

Pre-requisites: MAT 145 and MAT 146 or MAT 151 or higher level Math

IPH 266 Human Genetics as the Basis of Disease

3 credit hours

Designed to provide a basic understanding of the concepts of molecular genetics and inheritance as the foundation of human genetics and disease states, this course prepares healthcare professions participants for later recognition, application, and workup of dysmorphology in the context of human motor and cognitive development. Learn effective methods to discover a patient's genetic predisposition and increased risk for disease development.

Pre-requisites: MDA 100, PSY 111, BIO 223, BIO 233, BIO 234



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IPH 267 Foundations of Pharmacology and Pathophysiology

3 credit hours

Learn principles of multisystem function and dysfunction at the cellular and molecular levels, specifically as they relate to homeostatic function. Explore the physiologic changes that occur as a result of disease processes, the clinical manifestations indicative of altered health states, and the basis of drug therapies used to treat or affect these conditions. Focus on anatomy, chemistry, microbiology, and physiology with introductory pharmacology, while focusing on their specific applications to clinical practice.

Pre-requisites: BIO 223, BIO 233, BIO 234; CHE 112 or CHE 113

IPH 268 Applied Anatomy through Imaging Modalities

3 credit hours

This course will broaden the healthcare student's knowledge of human anatomy through visual application using various imaging modalities. Body system functions, interactions, and locations of specific structures will be explored in depth by way of plain film, CT, MRI, sonography, nuclear medicine, and angiography studies. Emphasis will be placed on anatomic structure location and organ system function as related to a patient's past and current medical history with physical examination findings as the basis in providing sound clinical decision making.

Pre-requisites: MDA 100, BIO 223, BIO 234

Implementation and Management:

AACC will be responsible for the educational and administrative needs of all students enrolled in the Interprofessional Healthcare certificate in accordance with AACC policies and procedures. AACC will ensure that all course offerings will be entered in the AACC student registration system. AACC will ensure that all course offerings appear correctly on student transcripts and student records; and will ensure that tuition and fees are at the applicable rate.

Accordingly, students enrolled in the certificate program shall pay tuition and fees; receive grades and academic credit; and shall be subject to the rules, policies, practices and regulations (pertinent to students) of AACC when enrolled in any of AACC's courses. Appropriate faculty have been identified and additional guest lectures will be identified as needed.

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

See Appendix A. *Anne Arundel Community College Associates of Arts Transfer Studies Degree* https://catalog.aacc.edu/preview_program.php?catoid=23&poid=8249&hl=%22transfer+studies%22&returnto=search and Appendix B, *Certificate in Interprofessional Healthcare*.

Identify any specialized accreditation or graduate certification requirements

N/A

If contracting with another institution, provide a copy of the contract



<https://www.aacc.edu>

The MOU for the partnership with UMB is nearly complete, but as both institutions are currently reviewing for final details, we are not submitting as yet. Noted principals in the partnership are:

1. AACC will teach freshman-sophomore year of PA Program
2. More programs will be identified where this certificate is part of a pathway to BA or MA/MS programs
3. In the PA program, an agreed upon number of seats are guaranteed for AACC students who complete the certificate
4. The same approach will be taken with more programs that will be identified over the next three months

H. Adequacy of Articulation

As mentioned throughout this narrative, this certificate is built to articulate directly to UMB's PA program, and will also articulate to a variety of other medial programs both at UMB and elsewhere.

I. Adequacy of Faculty Resources

Full-time faculty from relevant departments will oversee the courses in this certificate program. In addition, adjunct faculty with expertise specific to courses in the PA Certificate have been identified if enrollment exceeds expectation in courses. Below are listed the faculty who will oversee the courses in the certificate programs.

Faculty Member Name	Terminal Degree	Full-Time or Part Time	Courses Taught
Scott Cooper Professor and Department Chair, World Languages	MA	Full-time	IPH 240 Spanish for Medical Professionals
Sara Meinsler Associate Professor, Human Services	MSW, LCSW-C	Full-time	HUS 275 Human Services Practicum
Kellie McCants-Price Associate Professor, Psychology	PhD	Full-time	IPH 260 Behavioral Health
Cherilyn Hendrix Program Director, Physician Assistant Program	DHEd, PA-C	Full-time	IPH 261 Patient- Centered Healthcare
Lorraine Doucette Professor and Program Coordinator, Medical Laboratory Technician	MS, MT (ASCP)	Full-time	IPH 262 Clinical Hematology and Microbiology
Lorraine Doucette Professor and Program Coordinator, Medical Laboratory Technician	MS, MT (ASCP)	Full-time	IPH 263 Principles of Diagnostic Procedures
Mary Bachkosky	JD	Full-time	IPH 264 Legal-Ethics for Healthcare Professionals

Assistant Professor, Legal Studies Institute			
Amber Rust Associate Professor and Department Chair, Mathematics	PhD	Full-time	IPH 265 Introduction to Statistics and Clinical Research Methods
Paul Larsen Professor, Biology	PhD	Full-time	IPH 266 Human Genetics as the Basis of Disease
Kirsten Casey Professor and Department Chair, Alternative and Sustainable Energy Systems, Astronomy, Chemistry, Physics and Physical Science	PhD	Full-time	IPH 267 Foundations of Pharmacology and Pathophysiology
Lisa Pervola Assistant Professor and Department Chair Radiologic Technology, Chair	MSEd, RT(R), RDMS	Full-time	IPH 268 Applied Anatomy through Imaging Modalities

J. Adequacy of Library Resources

It is important to underscore that the certificate represented here includes competencies that are taught through an already-existing program. As a result, the current library holdings are sufficient to support this endeavor. AACC's award winning Andrew G. Truxal Library's collection includes over 150,000 physical books, 114,000 electronic books, 15,000 online and print periodicals and 21,000 audiovisual resources available online and in house. The library provides access to more than 60 online databases, where most electronic resources can be found. Students can also check out a number of anatomical and chemistry models for use in the library, as well as laptop computers, calculators, phone chargers, headphones, staplers, and more. AACC's Truxal Library is community-renown for research assistance, group study rooms and quiet spaces.

The Truxal Library is committed to participating in teaching and promoting lifelong learning at AACC and throughout Anne Arundel County by:

- Providing services that foster student success and enrich student learning.

- Establishing and maintaining access to information resources that support the college's curriculum.
- Teaching information literacy skills that empower students to effectively find, use and evaluate information.
- Assisting in the assessment of student learning.
- Collaborating in a spirit of collegiality with faculty in the process of teaching and learning.
- Providing a source for intellectual, cultural and physical vitality in the community.
- Creating an environment that welcomes a diverse college and community population by critically evaluating the library's collections, programs and services on a regular basis.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

Currently, AACC has ample space and facilities to run this program. Furthermore, AACC's new Health Sciences & Life Sciences Building, with 171,000 gross square feet, will house this program and will be open in 2021. This will allow the college to better meet the healthcare industry's increasing demand for highly-trained workers. AACC is nearing completion of the design phase of the project with additional site work scheduled for January 2019.

L. Adequacy of Financial Resources with Documentation

Appendix C holds financial tables to show the adequacy of financial resources.

M. Adequacy of Provisions for Evaluation of Program

Anne Arundel Community College has a committee designed to evaluate the addition or modifications of new programs at the institution. The college evaluates each program every year with respects to enrollment, curriculum relevancy, and outcomes assessment. Additionally, each program undergoes a comprehensive review every four years. During each review, programs are examined for currency of content, enrollment and trends, and learning outcomes and assessments with recommended changes in program courses. Changes in pedagogy, equipment and budget that would result are proposed. Lastly, strengths, partnerships, accreditations and articulations are considered.

“The Committee on Educational Policies and Curriculum (EPC) makes recommendations on course and program additions, modifications and deletions to the Academic Forum/Council of the College since EPC is charged with evaluating existing and proposed curricula and courses so that they support the educational objectives and policies of the college and comply with established requirements from accrediting and other approving agencies. The committee is assisted by subcommittees that review the proposals for completeness, accuracy, and compliance with established standards and may consult with the initiators of the proposals if necessary.”

All full-time faculty are evaluated annually by their direct supervisors and again by their peers during the tenure and promotion process. Part-time faculty are upon initial hire, periodically and during the promotion process.

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Anne Arundel Community College is committed to ensuring that its students and graduates are among the best-prepared citizens and workers of the world by offering high quality, affordable, and accessible learning opportunities while also continuing the institution's excellence, accountability, and continuous learning. To this end, practices and procedures are established to ensure faculty, staff, and administrators systematically access student learning outcomes at the course, program and institution levels.

The assessment activities may take diverse forms including, but not limited to, standardized assessments, placement tests, faculty-developed evaluations, focus sessions, surveys, and evaluation of student work. The college believes that such input is vital to its responsibility to maintain quality instruction. Therefore, class time may be used at times for these activities and it is expected that students will participate in the processes when asked. Confidentiality of responses is ensured.

N. Consistency with the State's Minority Student Achievement Goals

A key feature of AACC's mission and strategic planning involves respecting, valuing and achieving diversity. The Strategic Plan states: AACC is committed to supporting and sustaining a diverse and inclusive educational environment. Diversity is not merely a goal but a value that is embedded throughout the institution in multiple areas including (but not limited to): learning, teaching, student development, institutional functioning, and engagement in partnerships with the local and global community. (AACC.)

AACC recognizes that proactive steps are necessary to ensure equality of outcomes. The college has a comprehensive Diversity Plan that is managed by the committee on Diversity and is reviewed annually; this plan has led to significant institutional changes including professional development opportunities and the establishment of a Diversity Office in 2014, headed by the Chief Diversity Officer (CDO). This office works to improve the cultural competence of each employee on campus and to establish a welcoming environment for all students and employees. The President, Vice Presidents and CDO provide leadership and strategic direction in creating and nurturing a college climate that is welcoming, inclusive and respectful. The CDO spearheads many efforts and develops collaborations with internal and external partners to create positive interactions and cultural awareness among students, staff and faculty on campus. There are many professional development opportunities for faculty/staff that focus on diversity and inclusivity.

The proposed certificate aims to address both AACC's and the State's cultural diversity goals. First, the multimodal delivery of the courses in the program using face to face, clinical laboratory, community clerkships and distance learning technology will enhance student access to faculty and program mentoring, as it expands access and success for learners from diverse communities. For rural and isolated communities, multimodal learning can be the vehicle that conquers geography and space between teachers and students. The emergence of so-called "virtual universities" has had more success in attracting diverse populations compared to

traditional colleges. Ibarra (1999) asserts that historically underrepresented groups are highly attracted to programs with internet-based degrees that embrace core values of social change and community engagement.

The second way the new certificate addresses diversity goals is that multimodal learning not only achieves “access,” but can also help ensure “success,” as the interactive nature of teaching with technology meets the needs of various learners and allows for student centric, individualized instruction. Essentially, with the proper use of its varied technology, multimodal learning can address the needs of all populations, creating an environment where students can thrive. In contrast with many universities that have a predominance of a preferred learning environment grounded in outmoded ideas about one-size fits all educational pipelines, the varied types of interactions proposed in this program embrace a shift from passive to active learning and from competition to collaboration. Furthermore, different learning styles and cultures can be accommodated more easily because effective collaborative learning values diversity (Palloff & Pratt, 2005; Brindley, Walti, & Blaschke, 2009).

Additionally, AACC realizes that it must not only embrace and celebrate diversity, but also provide opportunities to develop students and faculty who can promote cultural competence and intercultural leadership. The certificate uses a comprehensive approach to positively influence the climate for interprofessional collaboration and diversity, by modeling inter-professional collaboration via a multidisciplinary, multicultural faculty working collaboratively.

O. Relationship to Low Productivity Programs Identified by the Commission

The proposed new certificate program is not directly related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. Distance Education Principles of Good Practice

Context of Online Education at AACC:

Online courses use the internet and AACC’s online learning platform, Canvas, to deliver course materials and facilitate regular and helpful interaction between instructors and students, and between fellow students. Online courses cover the same material as classroom courses and the learning outcomes are the same. The big difference is that the format offers a convenient way to take classes - allowing for greater flexibility in a student’s schedule - and can save travel time and costs as well.

It is important to know that online courses are **not** self-paced. They have a clear start and end date, and all instructors set deadlines for assignments and assessments in the same way as face-to-face classes. While students have access to materials 24/7, they must meet the objectives of the class on the required timetable.

Ensuring Effective Instruction:

Based on Quality Matters standards, at AACC, we have deployed a rubric that outlines best practices for face to face and distance education - this rubric helps faculty and instructional designers develop the courses, assess the readiness of the course and ensure that the courses are instructionally and pedagogically sound. The best practices are grounded in research, a proven synthesis of strategies, activities, design techniques, and organizational items that have proven successful in higher education. The specific domains of this checklist are as follows:

- Course overview and introduction to the students
- Course organization and design
- Learning outcomes, objectives, learning activity and assessment alignment
- Instructional materials
- Learner communication, interaction, engagement and collaboration
- Assessment and evaluation (measurement)
- Course technology
- Learner support

AACC utilizes the Canvas Learning Management System as its learning management platform and provides IT support for Canvas for online course delivery. Canvas has Collaborate conferencing software that will be used for synchronous live activities, i.e., orientation, face-to-face class sessions, and recurring webinars. Additionally, the Distance Learning Team has available to them the use of a video recorder to record lectures, webcams, and an interactive smart board.

The Instructional Design Team has been assigned to direct the distance education strategy for the online coursework included in the certificate.

Course development and curricular oversight will be accomplished in partnership with a program director, teaching faculty, and the Instructional Design Team, who will ensure course materials follow best practices in online education and adult learning theory. Collectively, they will produce the following materials:

- Course-level outcomes and module level objectives
- Course storyboards that will serve as planning documents for new courses that outline objectives, discussion prompts and learning activities, and resources (e.g., articles, websites, online videos)
- Assignments and assessments that measure student performance and clear instructions for completing them
- Grading rubrics
- Course syllabus

Supporting Students in Distance Education:

All the courses for the certificate will have an online component, and the majority will be delivered face to face. We realize that the key to the success of the online courses is dependent

on 1) students knowing upfront the assumptions, requirements and responsibilities of taking an online course; 2) students having the background, knowledge, and technical skills to undertake an online program; and 3) students having access to academic and technical support services to support their online activities. Accordingly, we will provide the following services to support the students in accessing distance learning technology:

- Communicate to students the nature of online learning, including their requirements, roles and responsibilities, and access to support services. We have also prepared a short questionnaire for students that will help them decide whether online learning is right for them. All our advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.
- Ensure that enrolled students shall have reasonable and adequate access to the range of student services to support their learning.
- Ensure that accepted students will have the background, knowledge, and technical skills needed to undertake the program.
- Make available the library's services to students so that they can have access to research databases, the online catalog of books and media, chat with or e-mail a Librarian, electronic interlibrary loan, and more.

Evaluation and Assessment of Online Courses:

AACC adheres to a quality improvement model for assuring the continuous quality of the online courses. The process will involve the following steps:

1. Assessment of course readiness as measured by our quality indicators of best practices (including assessment of faculty readiness)
2. Monitoring of course delivery as assessed by the instructional designers with use of our "course evaluation rubric"
3. Obtain feedback from the faculty, students and instructional designers.
4. Analysis of feedback as performed by the faculty.
5. Institute course revisions based on comments by the faculty.

Finally, to ensure the sustainability of the distance-learning program, the Dean of the Virtual Campus at AACC affirms the following:

- AACC policies for faculty evaluation includes appropriate consideration of teaching and scholarly activities related to programs offered through distance learning.
- Commitment to ongoing support, both financial and technical, and to a continuation of the program for a period enough to enable students to complete a certificate.

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Appendix B: Sample Two Semester Plan of Study, Interprofessional Healthcare Certificate

Fall	IPH 240 Spanish for Medical Professionals	3
Semester:	HUS 275 Human Services Practicum <i>with service learning/patient contact co-op component</i>	3
	IPH 260 Behavioral Health	3
	IPH 261 Patient-Centered Healthcare	3
	IPH 262 Clinical Hematology and Microbiology	4
	Total Credit Hours	16
Spring	IPH 263 Principles of Diagnostic Procedures	2
Semester:	IPH 264 Legal & Ethical Issues for Healthcare Professionals	2
	IPH 265 Statistics and Clinical Research Methods	3
	IPH 266 Human Genetics as the Basis of Disease	3
	IPH 267 Foundations of Pharmacology and Pathophysiology	3
	IPH 268 Applied Anatomy through Imaging Modalities	3
	Total Credit Hours	16
	Total credit hours for Certificate, Interprofessional Healthcare	32

Appendix C: Budget

TABLE 1: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c+g below)	502,560	657,120	725,920	740,880	837,600
a. #F.T Students	60	80	90	90	100
b. Annual Tuition/Fee Rate	162	162	162	162	162
c. Annual Full Time Revenue (a x b)	412,800	537,440	606,240	606,240	688,000
d. # Part Time Students	30	35	40	45	50

e. Credit Hour Rate	162	162	162	162	162
f. Annual Credit Hours	16	16	16	16	16
g. Total Part Time Revenue (d x e x f)	89,760	33,729	119,680	134,640	149,600
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	502,560	657,120	725,920	740,880	837,600

¹ Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

² This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

³ Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses (b + c below)	34,200	34,200	54,000	54,000	54,000
a. # FTE	1.25	1.25	2	2	2
b. Total Salary	34,200	34,200	54,000	54,000	54,000
c. Total Benefits	0	0	0	0	0
2. Total Administrative Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0

3. Total Support Staff Expenses (b + c below)	94,946	94,946	94,946	94,946	94,946
a. # FTE	2*	2	2	2	2
b. Total Salary	83,286	83,286	83,286	83,286	83,286
c. Total Benefits	11,660	11,660	11,660	11,660	11,660
4. 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	0	0	0	0	0
TOTAL (Add 1 - 7)	129,146	129,146	148,946	148,946	148,946

*These are positions that the college already devotes to the PA program, and do not indicate a new expense.

Addendum

Addendum

L. Adequacy of Financial Resources with Documentation

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$490,560	\$653,942	\$752,084	\$780,879	\$884,997
a. Number of F/T Students	60	80	90	90	100
b. Annual Tuition/Fee Rate	\$6,880	\$7,018	\$7,158	\$7,301	\$7,447
c. Total F/T Revenue (a x b)	\$412,800	\$561,408	\$644,216	\$657,100	\$744,713
d. Number of P/T Students	30	35	40	45	50
e. Credit Hour Rate	\$162	\$165	\$169	\$172	\$175
f. Annual Credit Hour Rate	\$16	\$16	\$16	\$16	\$16
g. Total P/T Revenue (d x e x f)	\$77,760	\$92,534	\$107,869	\$123,779	\$140,283
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$490,560	\$653,942	\$752,084	\$780,879	\$884,997

Financial Data – Resources

1. **Reallocated Funds:** None
2. **Tuition and Fee Revenue:** Tuition and Fees are estimated to increase by 2% each year.
3. **Grants and Contracts:** None
4. **Other Sources:** None
5. **Total Year**

Year 1	Year 2	Year 3	Year 4	Year 5
\$490,560	\$653,942	\$752,084	\$780,879	\$884,997

TABLE 2 - EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$36,816	\$37,553	\$61,285	\$62,511	\$63,761
a. # FTE	1	1	2	2	2
b. Total Salary	\$34,200	\$34,884	\$56,930	\$58,069	\$59,230
c. Total Benefits	\$2,616	\$2,669	\$4,355	\$4,442	\$4,531
2. Admin. Staff (b + c below)	\$94,946	\$96,845	\$98,782	\$100,757	\$102,773
a. # FTE	2	2	2	2	2
b. Total Salary	\$83,286	\$84,952	\$86,651	\$88,384	\$90,151
c. Total Benefits	\$11,660	\$11,893	\$12,131	\$12,374	\$12,621
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$131,762	\$134,398	\$160,067	\$163,268	\$166,534

Financial Data – Expenditures

1. **Faculty Funds:**
Salaries are estimated to increase by 2% each year.
2. **Admin. Staff Funds:**
None
3. **Supportive Staff Funds:**
None
4. **Equipment:**
Existing
5. **Library:**



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None

6. New or Renovated Spaces:

None

7. Other Expenses:

None