Dr. Dawn Lindsay
President
410-777-1177
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June 10, 2019

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 is requesting approval for the new Arts & Sciences Transfer-English Area of Concentration. Adding this English Area of Concentration (with its pre-existing courses) will prepare students to transfer to four-year colleges and universities that offer a baccalaureate degree with a major in English and will transfer to all Maryland four-year public colleges. Students who study English at AACC will be taught to read analytically, to ask why, and to think critically and write persuasively. Since all of these skills transfer well to the job market, students who choose to pursue AACC's Arts and Sciences Transfer Degree with a concentration in English set themselves up not only for transfer to four-year schools but for eventual careers across a wide range of occupations including publishing, journalism, media, advertising, marketing, public relations, education, technical communication, government, human services, public policy, research, law, and business. This program is consistent with the college's mission in that it will allow us to respond "to the needs of our diverse community by offering high quality, affordable, accessible, and innovative life-long learning opportunities."

All documentation is attached and the title page reflects the program name.

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

Sincerely,

Dr. Dawn Lindsay
President

cc: Michael H. Gavin, Ph.D., Vice President, Learning
        Alycia Marshall, Ph.D., Associate Vice President for Learning & Academic Affairs
        Nanci Beier, M.A., Registrar
        Alicia Morse, Ph.D., Dean, Liberal Arts
        Tara Carew, M.A., Director, Financial Aid

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

Institution Submitting Proposal	Anne Arundel Community College

Each *action* below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ◉ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted:	○ Yes ◉ No	Payment Type:	○ R*STARS ( ) Check	Date Submitted:	
Department Proposing Program	English/Communications				
Degree Level and Degree Type	Associate of Arts and Transfer degree				
Title of Proposed Program	Arts and Sciences Transfer-English				
Total Number of Credits	60				
Suggested Codes	HEGIS: 491001		CIP: 240101		
Program Modality	○ On-campus ○ Distance Education (*fully online*) ◉ Both				
Program Resources	◉ Using Existing Resources ○ Requiring New Resources				
Projected Implementation Date	◉ Fall ○ Spring ○ Summer Year: 2019				
Provide Link to Most Recent Academic Catalog	URL: **https://catalog.aacc.edu/**				

Preferred Contact for this Proposal	Name:	Dr. Alycia Marshall
	Title:	Associate Vice President for Learning and Academic Affairs
	Phone:	(410) 777-2776
	Email:	aamarshall@aacc.edu

President/Chief Executive	Type Name: Dawn Lindsay
	Signature:	Date: 7/2/19
	Date of Approval/Endorsement by Governing Board: 02/26/2019

Revised 6/13/18

MARYLAND HIGHER EDUCATION COMMMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

_____ NEW INSTRUCTIONAL PROGRAM

__X__ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

__X__ 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 2019
Projected Implementation Date

Associate of Arts	Arts & Sciences Transfer -English
Award to be Offered	Title of Proposed Program

491001	240101
Suggested HEGIS Code	Suggested CIP Code

English/Communications	Dave Meng
Department of Proposed Program	Name of Department Head

Dr. Alicia Morse	ammorse@aacc.edu	410-777-2567
Contact Name	Contact E-Mail Address	Contact Phone Number

_____7/2/19_____ President/Chief Executive Approval
Signature and Date

February 26, 2019   Date Endorsed/Approved by Governing Board
Date

A. Centrality to institutional mission statement 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.**

AACC's Mission Statement: "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."

To help meet the above mission, AACC has developed a variety of high quality programs for students who wish to receive an Arts and Sciences Transfer degree, and then transfer to a four-year institution offering Bachelor of Arts degrees in various professional disciplines. This degree is designed to allow students to choose an area of concentration in English while achieving their general education requirements.

The English and Communications Department at Anne Arundel Community College will ensure that the Arts and Science Transfer degree with an area of concentration in English will be designed to help students transfer to colleges and universities that offer a baccalaureate degree with a major in English and will transfer to all Maryland four-year public colleges. Students who study English at AACC will be challenged with taking a position and defending it with logic and reason. They will be taught to read analytically-to ask why-and to think critically and write persuasively. Since all of these skills transfer well to the job market, students who choose to pursue AACC's Arts and Sciences Transfer Degree with a concentration in English set themselves up not only for transfer to four-year schools but for eventual careers across a wide range of occupations including publishing, journalism, media, advertising, marketing, public relations, education, technical communication, government, human services, public policy, research, law, and business.

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

The college's strategic plan, *Engagement Matters: Pathways to Completion*,[1] focuses on creating the ideal conditions to ensure that more students complete their educational goals and earn family sustaining wages. The college is pursuing this plan while adhering to the mission's central tenet of committing to academic excellence, which is the fundamental foundation upon which the work and continued reputation as a college of distinction is built.

The strategic plan is strongly rooted in national research and best practices and reflects the student journey through the key milestones of engagement, entry, progress and completion. This guided pathways approach aims to provide better structure through intentional programming and interventions that will help all students through each milestone. The overriding purpose of *Engagement Matters: Pathways to Completion* is to "increase completion by transforming the culture of the institution to ensure equity and that the college

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[1] https://www.aacc.edu/about/mission-and-vision/strategic-plan

remains student-ready and committed to academic excellence." The three *Engagement Matters* goals are:

- **Goal 1: Engagement & Entry** - Increase connection and enrollment of all students through a college-wide emphasis on equity, student success and academic excellence.

- **Goal 2: Progress** - Increase progress of all students through a college-wide emphasis on equity, student success and academic excellence.

- **Goal 3: Completion** - Increase completion of all students through a college-wide emphasis on equity, student success and academic excellence.

Successful completion of the English (ENG) Area of Concentration will connect students to a wide range of transfer degree opportunities further supporting the College's strategic goals of progress and completion.

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 *Arts and Sciences Transfer- English Associate of Arts (A.A.)* program was structured around existing courses from the English department and is staffed by currently employed full-time and part-time faculty. No new courses were developed, and no new faculty were hired for the purposes of implementing the program. To address potential enrollment growth of the program, the School of Liberal Arts intends to allot funding from tuition and fees for the purpose of contracting additional adjunct faculty support at .5 FTE for years three through five of program implementation. The funding required to support instructional, administrative and technological expenses for this program exists currently and additional funding needs are expected to be available through the Liberal Arts budget as the program expands over the next five years.

Hence, no new funding is anticipated for at least the first five years of program implementation.

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

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

The Arts and Science Transfer Degree with an area of concentration in English is housed in the English and Communications Department within the School of Liberal Arts, and as such, it will continue to make use of the adequate administrative, financial, and technical support provided by the School to the Department. Administrative support for the department includes the collaboration of two office managers and an instructional coordinator (shared with two other departments in the School of Liberal Arts) and the administrative assistant of the Dean of the School of Liberal Arts. The English and Communications Department is overseen by a

Department Chair and the Dean of the School of Liberal Arts. In terms of financial support of the proposed program, the School of Liberal Arts proposes to sustain its sequence of courses through continuous employment of full-time faculty supplemented by adjunct faculty support on an as-needed basis. Since this is a traditional liberal arts transfer program containing only three online courses, the technical support required to ensure its continuation does not exceed that which is already provided within the School of Liberal Arts. This consists of an onsite technical call center and Anne Arundel Community College's Virtual Campus maintenance of the learning management system housing its online courses.

No new or additional administration, costs, or resources are needed or expected for the implementation of the program.

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

The *English - Arts and Sciences Transfer (A.A.)* program is an integral part of the college's *Credit Fields of Interest* initiative as well as its strategic plan, *Engagement Matters, Pathways to Completion*. Every program in the *Credit Fields of Interest* provides students with a *Planning Tool* that guides them through the Two-Year Sequence of Courses needed to complete the program. Program completion is a fundamental goal of the college's strategic plan: "The goal is to increase completion by transforming the culture of the institution to ensure equity and that the college remains student-ready and committed to academic excellence" (Anne Arundel Community College Strategic Plan: *Engagement Matters: Pathways to Completion*[2]). The English Department at Anne Arundel Community College plans to offer the *English - Arts and Sciences Transfer (A.A.)* program indefinitely. The English Major is a longstanding, fundamental major at all Maryland colleges and universities, and we anticipate our program providing students with a vital pathway to those programs for years to come. All of the required courses in the program are core English courses that the English Department has always offered and will continue to offer in the future. If low enrollments should dictate suspending or deleting the program in the future, the English department would continue to offer those same courses, allowing students to complete the program well beyond any need or decision to suspend the program.

B. Critical and compelling regional or statewide need as identified in the State Plan.

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

a. The need for the advancement and evolution of knowledge

The foundations of an English program are to teach critical reading skills, critical writing skills, and critical thinking skills. Toward this end, this degree with an English area of concentration will help students develop their abilities at every level of Bloom's taxonomy.

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[2] https://www.aacc.edu/about/mission-and-vision/strategic-plan

Students will be required to remember the content of texts and understand how elements of texts work together to present certain themes or ideas. They will be required to remember information about the cultural and social contexts of the texts they are reading and develop an understanding how these contexts influence the writing and the interpretation of the texts. Students will then be required to apply this information and understanding as they analyze the texts in order to respond to and write about thought-provoking questions. Students will also be challenged to evaluate texts as they articulate their interpretations. While analysis is a significant part of English studies, one must be creative in developing interesting arguments based on textual evidence as well as articulating arguments in engaging ways.

While this concentration will focus on literary texts, the abilities that students will develop in these courses (i.e. remembering, understanding, applying analyzing, evaluating, creating) are skills that are applicable to any field of study or career.

b. **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**

Community colleges, with their greater diversity of students, offer an important opportunity for broadening participation in many fields. With the approval of this degree program, AACC (as an open access institution) will be particularly well-positioned to draw on the existing diversity of its minority and educationally disadvantaged student populations to recruit degree candidates. At AACC, the English Area of Concentration creates a clear pathway for students in foundational courses, furthering awareness of and access to transfer degrees and the many excellent career opportunities available.

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

See F below on page 9.

2. **Provide evidence that the perceived need is consistent with the <u>Maryland State Plan for Postsecondary Education</u>.**

This Area of Concentration addresses two of the three Goals Listed in the *2017-2021 Maryland State Plan for Postsecondary Education* document.[3]

GOAL 1: ACCESS: AACC offerings remain an affordable and accessible option to citizens of Anne Arundel County and the surrounding area. The proposed degree/concentration will not encumber students with any extra burdens, financial or academic. As the concentration fits within the current Arts and Sciences Transfer degree plan, students will not need any additional credits beyond the standard 60 credits as mandated by law. In addition, the

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[3]https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf

courses required for the degree are offered every fall and spring semester in multiple formats, making it possible to complete the degree in a traditional two year time period.

GOAL 2: SUCCESS: An article dated Oct. 3, 2016 on the *Forbes.com* website discusses some well-paying jobs "for which English majors are unusually likely to be hired."[4] These include the following:

- corporate communications director ($128,000)
- editorial directors ($92,000)
- executive editors ($91,000)
- editors-in-chief ($74,900)
- senior writers ($71,400)
- content strategists ($90,500)
- content marketing managers ($82,100)
- content managers ($72,200)
- web producers ($69,900).
- technical writers ($69,700)
- technical editors ($69,500)

Our service area is in a region where there are many opportunities in terms of jobs with the federal government. The *GovCentral* website[5] lists several types of positions for which English majors are qualified:

- Editorial Assistants
- Printing Specialists
- Public Affairs Specialists
- Technical Writers and Editors
- Writers and Editors
- Administrative and Programs Specialists
- Program Analysts
- Program Managers
- Management Analysts

Item A.1 above also lists several fields where English degrees have proven to be viable. The proposed degree at AACC will prepare students to be successful if they decide to pursue an English degree at a 4-year university, which could then lead to employment in any of these numerous fields and positions. Should students receive the associate of arts degree and move into another field, students will still receive all the benefits from their studies that are explained in previous sections.

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

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[4] https://www.forbes.com/sites/georgeanders/2016/10/03/14-jobs-for-english-majors-that-pay-at-least-60000/#7af0eaac4f1d
[5] http://govcentral.monster.com/ education/articles/429-federal-jobs-for-english-and-literature-majors+&cd=1&hl=en&ct=clnk&gl=us

Note: This section does not apply to programs in the liberal arts and sciences. (COMAR 13B.02.03.08)

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

   Not applicable.

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

   Not applicable.

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.**

   Not applicable.

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

   Not applicable.

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.**

In Anne Arundel County, AACC is the only institution that would offer an Associate of Arts and Sciences Transfer Degree with a concentration in English. Of the closest community colleges (those within an hour's driving distance to AACC's Arnold campus), Chesapeake College, the Community College of Baltimore County, Howard Community College and Prince George's Community College offer similar programs (although they are identified in slightly different ways).

All of the institutions listed above require students pursuing an English area of concentration to take literature courses at the 200-level, and many require students to complete additional writing or composition courses beyond those mandated by the State's general education requirements. AACC's proposed program is unique in requiring students to complete at least 15 credits of 200-level literature courses. It also differs from nearby institutions in requiring students to take 3 credits in Communication and 3 credits in History. Students in AACC's degree program will also have the flexibility to select from 16 different 200-level literature courses, allowing them to identify and explore their own areas of interest within the larger field of literary study. This flexibility also distinguishes the proposed program from those offered by the Community College of Baltimore County, Howard Community College, and Prince George's Community College; each of these institutions mandates that students pick

within narrowly defined categories of literature in order to complete their degree requirements. Due to the proposed program's flexibility, AACC students will be able to select courses that will transfer easily to Maryland four-year institutions.

It is also unlikely that the proposed program at AACC would compete heavily with similar programs at Chesapeake College, the Community College of Baltimore County, Howard Community College, or Prince George's Community College. Data from the May 2017 MHEC Enrollment by Place of Residence show that students from these counties enroll at Anne Arundel Community College at very low rates.[6]

TABLE 1: Peer Institution ENG Curricula	
College	**Program Curriculum**
Anne Arundel Community College	Proposed: Arts & Sciences Transfer-English, Associate of Arts • 6 cr. Composition • 3 cr. 200-level Literature (fulfills Gen Ed) • 3 cr. Communications class (fulfills Gen Ed) • 3 cr. History (fulfills Gen Ed; HIS 111 Ancient & Medieval Civilizations, HIS 112 Early Modern & Modern Western Civilizations, HIS 211 US History through the Civil War OR HIS 212 US History Since the Civil War) • 12 cr. additional 200-level Lit courses (ENG 211, 212, 213, 214, 215, 216, 217, 220, 221, 222, 223, 224, 225, 226, 227, 228, 235, OR 250) (Students can also sub 160, 161, 207, or 208 for one of these courses)
Chesapeake College	Liberal Arts & Sciences w/English Pathway, Associate of Arts • 3 cr. Composition (fulfills Gen Ed) • 3 cr. 100-level Introduction to Literature (fulfills Gen Ed) • 4 cr. 100-level Literary Journal Production AND 100-level African American Literature OR 100-level Short Story • 3 cr. Literature elective • 3 cr. any 200-level English course
Community College of Baltimore County	English, Humanities and Social Sciences Transfer Pattern, Associate of Arts • 6 cr. Composition (fulfills Gen Ed) • 3 cr. 100-level English Grammar and Usage

[6] https://mhec.state.md.us/publications/Documents/Research/AnnualReports/2017EnrollbyPlaceResidence.pdf

	• 3 cr. 200-level Writing (Creative Writing, Technical Writing, OR Business Communication) • 3 cr. 200-level Literature (Literature by Women, Contemporary Western Literature, Shakespeare, OR Holocaust Literature) • 6 cr. 200-level Literature sequence (Pick 2 from British Literature I, British Literature II, American Literature I, American Literature II, World Literature I, World Literature II, African American Literature I, OR African American Literature II) • 9-12 cr. Program electives (additional English courses)
Howard Community College	English Associate of Arts degree Transfer (An Arts & Sciences Area of Study) • 3 cr. Composition (fulfills Gen Ed) • 3 cr. 200-level Introduction to Fiction, Poetry, and Drama • 3 cr. 200-level Genre Study (The Short Story OR Contemporary Poetry) • 3 cr. 200-level Ethics in Literature • 3 cr. 200-level English elective(Latin American Literature, Middle Eastern Literature, Asian Literature, World Literature I, OR World Literature II) • 12 cr. additional English electives (not specified)
Prince George's Community College	English Option in Associate of Arts in General Studies • 6 cr. Composition (Expository Writing and Writing About Literature) (fulfills Gen Ed) • 3 cr. 200-level Applied Grammar • 3 cr. 200-level Lit (World Literature to the Middle Ages, Mythology, Legend, and Folklore, OR World Literature from the Renaissance to Present) • 9 cr. 200-level Lit (British Literature to the 18th Century, 19th & 20th Century British Literature, American Literature to the 19th Century, American Literature 19th Century-Present, African American Literature Pre-1800-1920, OR African American Literature 1920-Present) • 3 cr. 100-level History class (must complement the selected literature survey course)

2. Provide justification for the proposed program.

Students at AACC would benefit from a clearly defined program of study in English. Currently, AACC students who intend to transfer to a four-year institution offering a baccalaureate degree with a major in English enroll in the Associate of Arts degree in Transfer Studies. Students in Transfer Studies must complete all state-mandated general education requirements, but they are not guided by any specific program requirements beyond the need to complete 12 credits of coursework in a single field of study (i.e. English). Our proposed program offers students an opportunity to acquire a strong background in literary analysis and research as well as additional skills linked to success as an English major at most colleges and universities. Courses in Communication and History will provide students with the verbal communication skills and historical context needed to engage in further literary studies.

In addition, the skills gained through completion of the proposed Arts and Sciences Transfer degree with an Area of Concentration in English are largely transferrable across academic fields and a wide range of occupations. Students who complete the proposed program will be well positioned for further studies in the humanities and social sciences. They are also preparing themselves for potential careers in fields as diverse as publishing, media, advertising, marketing, public relations, education, technical communication, government, human services, public policy, research, law, and business. In addition, AACC would be the only institution that would offer an Associate of Arts and Sciences Transfer Degree with a concentration in English.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

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

This area of concentration meets the needs of any transfer student attending an HBI majoring in English. As a community college, AACC has an increasingly diverse student population positioning the college to further support HBIs with the potential to increase the pool of transfer students from the proposed program.

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.

Maryland HBIs have programs in English.[7] AACC serves a diverse student body with increasing numbers of minority and underrepresented students. This Area of Concentration may increase the participation of underrepresented students in English and related fields by providing a transfer pathway to HBIs into English and related majors, contributing to increased diversity in these fields.

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[7] https://www.artsys.usmd.edu

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 English - Arts and Sciences Transfer (A.A.) program was established in response to the college's reorganization of degrees and certificates into *Fields of Interest*. This reorganization is structured around eleven broad Fields of Interest, each containing a series of majors. The *English - Arts and Sciences Transfer (A.A.)* major falls under the *Humanities and Social Sciences* Field of Interest. Existing English courses were aligned with the college's General Education Requirements to form a coherent program designed to transfer seamlessly to four-year institutions. In addition, the English department's core first-year composition courses were redesigned to conform to The Maryland Statewide Standards for College English Committee's *Statement of Expectations for First-Year Composition*, ensuring a reliable transfer of the first-year composition requirement to Maryland colleges and universities.

   Day-to-day maintenance and oversight of the program will be provided by the English department's *Curriculum Committee*, staffed by full-time faculty in the department and appointed by the chair. The chair will oversee the work of the committee, and the committee will report to the chair who currently reports to the Dean of Liberal Arts. Larger oversight of the program will be provided by the Assistant Dean for English, Literacy, and Communications beginning July 1 who will also report to the Dean of Liberal Arts. All significant changes to the program must be approved by the department as a whole as well as by the college's *Educational Policies & Curriculum Committee* and the *Academic Forum*.

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

   This area of concentration is designed as a selection of courses to support a Bachelor's degree in English. The English department has adopted the following set of learning outcomes for this area of concentration:

   1. Communicate complex ideas and information through writing, speaking, presenting, and using technology.
   2. Locate, organize, and analyze information from multiple sources in order to develop informed, reasoned, and substantiated arguments.
   3. Explain the value of tradition, innovation, and creativity in the writing process.
   4. Apply mathematical skills, critical analysis, and logical thinking to solve problems and interpret quantitative information.
   5. Apply an awareness of social diversity and the ways in which cultural values are historically and socially situated.
   6. Use a wide range of writing techniques and considerations leading to intellectual and personal development appropriately in short narrative and poetic forms.

7. Synthesize universal and individual experience into narrative and poetic form, which develop social and cultural awareness and an understanding of a wide range of human experience.

8. Express emotional content in concrete language.

9. Use and transcend models of narrative and poetic forms in a way that demonstrates imagination and originality.

10. Apply critical thinking, a conscious process and a disciplined approach to producing creative written work, including research, self-evaluation of one's own work and habits, and working cooperatively by giving and receiving feedback.

11. Engage with the landscape of established and contemporary literature through reading and creatively responding to literary forms and participate in the cultural community of creative writing.

3. **Explain how the institution will:**
   a) Provide for assessment of student achievement of learning outcomes in the program

   All academic departments maintain assessment plans for their programs and courses that outline learning outcomes, curriculum mapping, assessments, and data collection cycles. Assessments to measure student learning take many forms including exams, research papers and other written assignments, class discussions, performances, and lab exercises. These assessment items are mapped to course-level and program-level learning outcomes. Measures of student learning are aggregated to the appropriate level (course, program, institution) to provide the basis for faculty discussions on curriculum, pedagogy, and assessment. In addition to periodic program-level learning outcomes assessment, all credit degree and certificate programs are reviewed on a 4-year cycle for evidence of: program retention and completion, success in program foundational courses, enrollment, value-added, and assessment practices. The English degree will begin in AY2020 and will be due for review in AY2024.

   b) Document student achievement of learning outcomes in the program

   Departments document evidence of student achievement of learning outcomes on a cyclical basis in the college's assessment management system (AMS). Documentation includes learning outcomes, curriculum maps, assessment plans, findings (data and analyses), and action plans. The first round of data collection, beginning in fall 2019, will focus on the two core composition courses that satisfy the program's 6 required credits of English, ENG-101 Academic Writing and Research 1 and ENG-102 Academic Writing and Research 2. Individual composition skills (such as thesis, development, organization, coherence, and clarity) which are linked to discrete learning outcomes will be assessed.

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

General Education Requirements: 34 credits

- English Composition: 6 credits
  - ENG 101 – Academic Writing and Research 1 *3 credits*

- o ENG 102 – Academic Writing and Research 2 *3 credits*
  Students may substitute ENG 101A for ENG 101
- Arts and Humanities: *6 credits*
  - o Communications course *3 credits*
  - o Sophomore Literature course: *3 credits*
- Biological and Physical Science: *7 credits*
- Mathematics: *3 credits*
  - o MAT 133 - Finite Mathematics *3 credits*, or,
  - o MAT 135 - Statistics *3 credits*, or
  - o More advanced level of mathematics.
- Social and Behavioral Sciences: *6 credits*
  - o Social and Behavioral Sciences course (other than history) *3 credits* AND
  - o Students must choose one History course from the following:
    - ▪ HIS 111 - Ancient and Medieval Western Civilizations *3 credits*
    - ▪ HIS 112 - Early Modern and Modern Western Civilizations *3 credits*
    - ▪ HIS 211 - United States History through the Civil War *3 credits*
    - ▪ HIS 212 - United States History Since the Civil War *3 credits*
- Technology Requirement: *3 credits*
- Wellness Requirement: *3 credits*

Area of Concentration: 26 credits

- **REQUIRED COURSES: 12 credits**. From the following, choose an additional four courses beyond the Sophomore Literature Course used to satisfy the Core Course Requirement. Students should check the requirements of their transfer school before selecting the courses listed below:

ENG 211 - World Literature 1 *3 credits*
ENG 212 - World Literature 2 *3 credits*
ENG 213 - British Literature 1 *3 credits*
ENG 214 - British Literature 2 *3 credits*
ENG 215 - Early American Literature: Colonial to 1865 *3 credits*
ENG 216 - American Literature, 1865-1945: Realism to Modernism *3 credits*
ENG 217 - Contemporary American Literature: 1945-present *3 credits*
ENG 220 - The Bible as Literature *3 credits*
ENG 221 – Introduction to Shakespeare *3 credits*
ENG 222 - The American Novel *3 credits*
ENG 223 - The British Novel *3 credits*
ENG 224 - Modern American Poetry *3 credits*
ENG 225 - African American Literature *3 credits*
ENG 226 - Ethnic American Literature *3 credits*
ENG 227 - Literary Nonfiction *3 credits*
ENG 228 – Literature in English by Women *3 credits*
ENG 235 - Modern Drama *3 credits*
ENG 250 - Literature of the Chesapeake Bay *3 credits*

For any one course in the list above, students may substitute one course from the following:
ENG 160 - The Art and Science of Grammar *3 credits*
ENG 161 - Introduction to Linguistics *3 credits*
ENG 207 - Writing for Professionals *3 credits*
ENG 208 - Fundamentals of Editing *3 credits*

- **ELECTIVES: 14 CREDITS.** Students are recommended to check on transfer institution's requirements. No more than 3 credits of physical activity courses may be used as electives.

Course Descriptions

ENG 160 The Art and Science of Grammar, 3 Credits
3 credit hours - Three hours weekly; one term
Learn the grammar of the English language at an advanced level. Focus on the definitions, functions, and relationships among its words. Analyze the types, styles, and logic of grammatically correct sentences and use this knowledge and these skills to assess effective written communication. Assess punctuation's impact on communication.

ENG 161 Introduction to Linguistics, 3 Credits
3 credit hours - Three hours weekly; one term
Explore the nature of language and the development of the English language. Learn about the evolution, operation, and acquisition of human language and its relation to animal communication. Investigate social and cultural influences on language and the development of dialects. Analyze the relationship between language, thinking, and writing and trace the development of various writing systems. No knowledge of a foreign language is necessary.

ENG 207 Writing for Professionals, 3 Credits
3 credit hours - Three hours weekly; one term
Study and practice problem-solving strategies for professional writing—including technical writing—using casebook studies and student writing projects. Analyze goals, purposes, audiences, and resources in professional written work. Develop strategies for planning, drafting, and revising professional writing.

ENG 208 Fundamentals of Editing, 3 Credits
3 credit hours - Three hours weekly; one term
Explore and apply editorial principles. Focus on adapting materials for audience and purpose, organizing and designing documents, refining and correcting prose, and preparing manuscripts. Practice editing techniques in individualized projects.

ENG 211 World Literature I, 3 Credits
3 credit hours - Three hours weekly; one term
Explore great works of literature from the earliest written records through the 17th century. Read selections from ancient Mesopotamian, Biblical, Islamic, Asian, classical Greek and Roman, and medieval and Renaissance European literature.

ENG 212 World Literature II, 3 Credits

3 credit hours - Three hours weekly; one term
Study literature from Europe, the Americas, Africa, and Asia, from the 18th century to the present. Read selections from works written in the Neoclassical, Romantic, and Realistic periods as well as representative works of modern literature.

ENG 213 British Literature I, 3 Credits
3 credit hours - Three hours weekly; one term
Survey British literature from the Anglo-Saxon period through the 18th century. Read selections from British writers of poetry, drama, and prose of the Anglo-Saxon, Medieval, Renaissance, Restoration, and Neoclassical periods.

ENG 214 British Literature II, 3 Credits
3 credit hours - Three hours weekly; one term
Read British poetry and prose (fiction and nonfiction) composed since the end of the 18th century. Study significant literary, social, and historical influences on writers of this period, such as romanticism, industrialism, the crisis in religion, and the aftermath of the world wars of the twentieth century.

ENG 215 Early American Literature: Colonial to 1865, 3 Credits
3 credit hours - Three hours weekly; one term
Survey the literature of the United States from its colonial beginnings to the Civil War. Study major influences--literary, historical, and social--reflected in the writing of this period.

ENG 216 American Literature 1865-1945: Realism to Modernism, 3 Credits
3 credit hours - Three hours weekly; one term
Survey the literature of the United States from the Civil War to the end of World War II. Explore readings reflecting major currents--literary, historical and social—in the culture of the United States.

ENG 217 Contemporary American Literature 1945-Present, 3 Credits
3 credit hours - Three hours weekly; one term
Survey the literature of the United States written since 1945. Explore readings reflecting major currents--literary, historical and social--in the culture of the United States.

ENG 220 The Bible as Literature, 3 Credits
3 credit hours - Three hours weekly; one term
Study the Bible from a literary perspective, with attention to historical and cultural contexts. Explore how the Bible uses literary devices to convey its themes. Analyze how biblical content and structures have influenced subsequent European and American literature.

ENG 221 Introduction to Shakespeare, 3 Credits
3 credit hours - Three hours weekly; one term
Study representative works selected from Shakespeare's tragedies, comedies, histories, romances, and sonnets, with attention to historical and cultural contexts.

ENG 222 The American Novel, 3 Credits
3 credit hours - Three hours weekly; one term

Study representative novels of the United States from the 19thcentury to the present. Discuss matters of theme and style as well as developments in the form of the novel. Explore major cultural and literary currents reflected in the works.

ENG 223 The British Novel, 3 Credits
3 credit hours - Three hours weekly; one term
Study representative British novels from the 18th century to the present. Discuss matters of theme and style as well as developments in the form of the novel. Explore major cultural and literary currents reflected in the works.

ENG 224 Modern American Poetry, 3 Credits
3 credit hours - Three hours weekly; one term
Study representative 20th and 21st century poetry of the United States. Discuss influential poetic theories and movements as well as the social and political contexts out of which the poetry arose.

ENG 225 African American Literature, 3 Credits
3 credit hours - Three hours weekly; one term
Explore African American poetry, fiction, nonfiction, and drama from the 18th century to the present. Study major literary, political, and social currents in American and African American culture.

ENG 226 Ethnic American Literature, 3 Credits
3 credit hours - Three hours weekly; one term
Explore ethnicity and its relationship to race, culture, and religion. Study ethnic literatures of the United States, including readings from African American, Latino/Latina, Asian American, Native American, Arab American, and Jewish American literatures. Read poetry, fiction, non-fiction, and drama by ethnic American writers and discuss these works in their literary and historical contexts, including the social and political circumstances out of which they arise.

ENG 227 Literary Nonfiction, 3 Credits
3 credit hours - Three hours weekly; one term
Study representative readings in literary nonfiction. Discuss types of nonfiction writing, literary traditions and style, including the Personal Essay, Literary Journalism, Nature/Science writing, the Literary Memoir, Travel Writing and Humor.

ENG 228 Literature in English by Women, 3 Credits
3 credit hours - Three hours weekly; one term
Compare and analyze multicultural literature in English, written by women of diverse regions, cultures, races, sexualities, religions, and classes. Explore the relationships between gender and literary form, content, production, evaluation, and interpretation, with attention to historical, social, cultural, and political contexts, as well as literary analysis. Readings include poetry, prose, and drama.

ENG 235 Modern and Contemporary Drama, 3 Credits
3 credit hours - Three hours weekly; one term

Study significant individual works from modern and contemporary playwrights writing in English. Discuss thematic, stylistic, and conventional/generic concerns as well as social, literary, and historical contexts of the plays.

ENG 250 Literature of the Chesapeake Bay, 3 Credits
3 credit hours - Three hours weekly; one term
Study the history and ecology of the Chesapeake Bay area and its watershed as well as depictions of the region in various literary genres, including fiction, poetry, literary memoir, nature writing, and journalism. Read and discuss the work of writers such as John Barth, Gilbert Byron, Lucille Clifton, Frederick Douglass, Elizabeth Hodges, Tom Horton, H.L. Mencken, Linda Pastan, Susan Stranahan, William Styron, Christopher Tilghman, and William Warner.

ENG 260-269 Travels in English Literature, 3 Credits
3 credit hours - Three hours weekly; one term
A travel-study course with guided trips during Christmas, spring break or summer to sites associated with important literary periods and figures. Each term a particular literary period or movement and major writers associated with it will be the focus for intensive study. Emphasis is on the relationship between the period and milieu and the writers and their writings. Pertinent major works will be read and discussed before the trip. Lecture attendance, a research paper and a final exam are required. Trip fees are to be charged in addition to course tuition. Trip length will range between one and two weeks.

ENG 280-289 Special Topics Umbrella, 3 Credits.
3 credit hours - Three hours weekly; one term
The course description is narrowly focused on literature. The change in the description is meant to encompass special topics in English that are focused on literature as well as genres and authors and creative and professional writing, e.g. a course in short fiction or in a sub-genre of creative writing such as detective fiction.

Program Requirements:
The Program Requirements for this degree are simultaneously satisfied by three of General Education Requirements listed above: (1) the Communications Arts and Humanities general education requirement, (2) the Sophomore Literature Arts and Humanities general education requirement, and (3) one of the History Social and Behavioral Sciences general education requirement courses (HIS 111 or HIS 112 or HIS 211 or HIS 212).

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

See G.4 above on page 9.

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

Not applicable

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

Not applicable

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.

AACC provides all students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interactions, 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. The English department has a Content Manager who regularly reviews, revises, and updates as needed program content for all advertising, recruiting, and admissions materials on the college website and elsewhere including the college catalog which is accessible to all students through the college's website.[8] Anne Arundel Community College ensures accuracy of program presentation in advertising, recruiting and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with our Strategic Communications (Marketing) department. If this program is approved, the catalog will present clear and accurate curricular information to include course and degree requirements, available course formats and information about technology assumptions about competency, equipment requirements and the learning management system. Each student also receives a course syllabus from their instructor which outlines the course content to be covered and the nature of faculty/student interactions as appropriate for that course and course format. For online courses or courses with an online component, students are made aware about assumptions of technology competence and skills, technical equipment requirements and the College's learning management system (Canvas). This information for each course may be provided via the course syllabus or directly by the instructor during the first few class sessions.

In addition, each new student is required to attend an orientation session, either online or in person. Orientation offers an introduction to all the various aspects of academic and campus life at AACC. Students learn tips for academic success, hear a variety of AACC student success stories, learn more about MyAACC (the student portal), meet faculty members, join a student organization, meet fellow students and take a campus tour.

Students have access to the complete range of services available at AACC in support of achieving their educational goals.[9] The college website, catalog,[10] and a myriad of other materials outline the comprehensive services available to students: Academic Services, Student Records, Campus Amenities, Careers & Employment, Disability Support Services, Child Care Services, Health & Personal Counseling Services, Student

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[8] https://catalog.aacc.edu
[9] https://www.aacc.edu/resources
[10] https://catalog.aacc.edu

Achievement & Success, and Technology. The majority of AACC credit students receive some form of financial aid, scholarships or financial support. AACC's Financial Aid & Veterans Benefits office[11] provides financial assistance to students and families, allowing them to participate fully in the total educational experience. Information on how to apply for scholarships and grants,[12] as well as information on tuition and fees and methods of payment[13].

All admissions and outreach materials are the same for all students, and accurately represent programs and services available. Notice of nondiscrimination and information on Title IX, ADA and Title 504 contacts are provided.

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 English Department maintains a standing committee as well as a Content Manager who together regularly review, revise, and update as needed program content for all advertising, recruiting, and admissions materials on the college website and elsewhere. Anne Arundel Community College ensures accuracy of program presentation in advertising, recruiting and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with our Strategic Communications (Marketing) department. Anne Arundel Community College's homepage has links to six major headings, two of which directly apply to college majors and credit courses (earn a degree, certificate or college credits, and earn college credits while in high school). The main page for each heading has relevant advertising, recruiting and admissions information. In addition, across the top of every page are direct links to Programs & Courses, Apply & Register, Costs & Paying for College, Resources for Students, Campus Life & Activities, and About Us.

H.   Adequacy of Articulation

AACC coursework transfers to Maryland public institutions based on the rules outlined in the Code of Maryland Regulations (COMAR: 13B.06 General Education and Transfer). This Area of Concentration in English utilizes existing coursework to establish a clear transfer pathway for students. The English Department plans to engage and partner with additional public and private Maryland institutions to discuss Memoranda of Understanding to ensure seamless transfer as this area of concentration is approved and enrolls students.

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

This Area of Concentration utilizes courses and faculty members already in place. The English department at AACC currently employs 26 full-time faculty and 60 adjunct

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[11] https://www.aacc.edu/about/administrative-offices/financial-aid/
[12] https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/financial-aid-and-scholarships/
[13] https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/credit-tuition-and-fees/

faculty. The majority of our literature offerings are taught by full-time faculty. Of the 27 full-time faculty, 8 faculty hold the rank of Full Professor, 15 Associate Professor, 2 Assistant Professor, and 2 Instructor. The full-time faculty hold 18 doctorates and 9 MA degrees. All full-time faculty have completed graduate degrees in English, Comparative Literature, Creative Writing, American Studies, or Rhetoric and Composition. Below please find a list of the full-time faculty teaching courses in the English Area of Concentration beyond the required composition sequence:

Name	Degree and field	Rank	Appointment Type	Courses
Margaret Boas	MA, English	Associate	Tenured	British Literature 1&2, Shakespeare
Dean Bowers	Ph.D., English	Associate	Contract	British Literature 1&2, British Novel
Garrett Brown	MFA, Creative Writing Ph.D., English	Associate	Tenure Track	Creative Writing
Alan Brownlie	Ph.D., English	Associate	Contract	American Novel, British Literature 1&2, British Novel
Steven Canady	Ph.D., English	Full	Tenured	Shakespeare
Susan Cohen	MA, Creative Writing Ph.D., English	Full	Tenured	Creative Writing, Literature of the Chesapeake, Ethnic American Literature,
Kathleen D'Angelo	MFA, Creative Writing Ph.D., English	Assistant	Contract	Creative Writing
Jennifer Dix	Ph.D., Comparative Literature	Associate	Contract	Grammar, Ethnic American Literature
James Finnegan	Ph.D., English	Full	Tenured	American Literature 1,2,&3, Modern Poetry
Paul Gabriel-Tucci	MA, English	Associate	Tenured	Shakespeare, British Literature 1&2, Writing for Professionals
Daryl Gonder	Ph.D., English	Associate	Tenured	Modern Drama
Candice Hill	Ph.D., English, Rhetoric and Composition	Associate	Tenure Track	Ethnic American Literature, Women's Literature in English, American Literature 1,2,&3, World Literature 1&2
Robert Hurd	Ph.D., English	Full	Tenured	American Literature 1,2,&3, Modern Poetry, Linguistics

Wayne Kobylinski	Ph.D., English	Associate	Tenure Track	World Literature 1&2
Johnny Lew	Ph.D., American Studies	Associate	Contract	American Literature 1,2,&3
Jacquelyn Lyman-Thomas	MA, English	Associate	Tenured	Creative Writing, British Literature 1&2
Mark Matthews	MA, English	Associate	Contract	British Literature 1&2
Timothy May	MA, English	Instructor	Contract	British Literature 1&2, British Novel, Shakespeare
David Meng	MA, English MA, Liberal Arts	Associate	Tenured	American Literature 1,2,&3, American Novel
Marjorie Paoletti	MA, English	Associate	Tenured	Modern Drama
Jessica Rabin	Ph.D., English	Full	Tenured	The Bible as Literature
Brian Riley	Ph.D., English	Associate	Tenured	American Literature 1,2,&3
Verna Robinson	MA, English DA, Community College Education	Full	Tenured	American Literature 1,2,&3, American Novel
Grace Sikorski	Ph.D., English	Full	Tenured	Women's Literature in English, American Literature 1,2,&3, Modern Poetry
Suzanne Spoor	Ph.D., Comparative Literature	Full	Tenured	African American Literature, Women's Literature in English, Ethnic American Literature
Simon Ward	M.Litt., Creative Writing	Assistant	Contract	Creative Writing
Brian Weber	MA, English	Instructor	Contract	American Literature 1,2,&3, Literature of the Chesapeake

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

Anne Arundel Community College provides professional development for faculty in pedagogy that includes student-centered, content focused, evidenced-based effective

teaching practices that improve student learning. Competency-based faculty professional development learning opportunities occur in a variety of formats including face-to-face workshops, online and hybrid courses, focused signature series programs, and department specific mini workshops. These opportunities are facilitated by internal teaching faculty and expert consultants. A menu of focused faculty development programs aligned to the priorities for the faculty is provided yearly. Faculty select from these signature programs for their required professional development plans which outline their proposed professional goals and professional development activities for a renewable two-year period.

Anne Arundel Community College faculty development is designed to deepen understanding of concepts, skills, and teaching strategies in order provide substantial learning experiences for students. Faculty content experts engage in professional development opportunities focused on understanding and applying a learner-centered approach to college teaching linking theory to practice. Structures and strategies necessary for student learning of challenging content, critical thinking, and collaboration are taught to faculty utilizing adult learning theory and incorporating active learning. Faculty are provided with formal and informal opportunities to collaborate with colleagues and learn in job-embedded contexts for discipline/course specific content instruction. Faculty are supported in expanding their instructional practices through these formal professional development opportunities and through colleague to colleague professional development including learning structures such as mentoring, coaching, teaching squares, book studies, and colleague to colleague observation and feedback. In addition, supervisors provide opportunities for feedback and reflection.

b) The learning management system

All full and part-time faculty must complete Online Focus/Online Focus-Applied training prior to teaching and/or developing an AACC online or hybrid course. Online Focus provides online faculty an understanding of teaching online and best practices in course design, facilitation and technology integration. Online Focus-Applied provides online faculty an opportunity to build or substantially improve an online or hybrid course utilizing best practices in course design and quality standards. Separate training is also available for faculty only using the Learning Management System for teaching in a face to face mode. In all of these trainings, instruction regarding online pedagogy is both provided and modeled. An emphasis is placed on strategies that facilitate communication, develop higher order thinking and problem solving skills, and engage learners in the online environment. The value of clear navigation, explicit instructions, accessibility, and format of appropriate assessments are also focused on.

c) Evidenced-based best practices for distance education, if distance education is offered.

Faculty content developers will work in collaboration with instructional designers to develop courses that adhere to institutional course design best practices as informed by the essential standards for course design. Additionally, trainings, presentations,

demonstrations, and model courses are available to faculty regarding evidenced-based best practices for distance education through the Virtual Campus.

J.   Adequacy of library resources

This Area of Concentration utilizes existing courses to establish a clear transfer pathway for students. The AACC library staff has officially verified that the current library resources are adequate to support the Area of Concentration. AACC's Andrew G. Truxal Library maintains a robust collection of online and physical resources that address grammar, linguistics, composition and rhetoric, professional writing, creative writing, and literary works and their authors. The library regularly acquires materials in these subject areas and will continue to do so in support of AACC's Area of Concentration in English.

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.**

   This Area of Concentration utilizes existing courses to establish a clear transfer pathway for students. Thus, current laboratory spaces, equipment, and computer technologies are adequate to support this programming.

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**

   AACC provides all students with a student college email address. In addition, there is an electronic mailing system within the Canvas learning management system. Canvas is a robust and comprehensive learning management system that features tools for group discussions as well as private email communication with the instructor and among students. It also features an accessible online gradebook that all instructors are required to use and update regularly. Assignments can be assessed directly in Canvas using easily accessible tools for providing and viewing instructor feedback. Regardless of the course format, all courses have a Canvas course shell in which faculty are required to post their syllabus and to use the Canvas gradebook. Additionally, they may use any of the other Canvas features such as posting announcements and discussion boards.

   b) **A learning management system that provides the necessary technological support for distance education**

   The college has a desk (410-777-HELP) that is available during the week and on weekends. There are also computers in the Truxal Library for student use. This Area of

Concentration utilizes existing courses to establish a clear transfer pathway for students. Thus, current laboratory spaces, equipment, and computer technologies are adequate to support this programming.

L. Adequacy of financial resources with documentation:

TABLE 1 - RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$0.00	$0.00	$0.00	$0.00	$0.00
2. Tuition/Fee Revenue (c + g below)	$27,000.00	$27,540.00	$35,113.50	$35,815.66	$43,837.90
a. Number of F/T Students	3	3	4	4	5
b. Annual Tuition/Fee Rate	$4,500.00	$4,590.00	$4,681.80	$4,775.44	$4,870.94
c. Total F/T Revenue (a x b)	**$13,500.00**	**$13,770.00**	**$18,727.20**	**$19,101.76**	**$24,354.70**
d. Number of P/T Students	6	6	7	7	8
e. Credit Hour Rate	$150.00	$153.00	$156.06	$159.18	$162.36
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	**$13,500.00**	**$13,770.00**	**$16,386.30**	**$16,713.90**	**$19,483.20**
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 – 4)	**$27,000.00**	**$27,540.00**	**$35,113.50**	**$35,815.66**	**$43,837.90**

Financial Data – Resources

1. **Reallocated Funds:**
   None

2. **Admin. Staff Funds:**
   None

3. **Supportive Staff Funds:**
   None

4. **Equipment:**
   Existing

5. **Library:**
   Existing

6. **New or Renovated Spaces:**
   None

7. **Other Expenses:**
   None

TABLE 2 - EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**

1. Faculty (b+c below)	$0.00	$0.00	$14,800.80	$15,096.81	$15,398.75
a. # FTE	0.00	0.00	0.50	0.50	0.50
b. Total Salary	$0.00	$0.00	$13,749.00	$14,023.98	$14,304.46
c. Total Benefits	$0.00	$0.00	$1,051.80	$1,072.83	$1,094.29
2. Admin. Staff (b + c below)	$0	$0	$0	$0	$0
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Support Staff (b + c below)	$0	$0	$0	$0	$0
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Library	$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)	**$0.00**	**$0.00**	**$14,800.80**	**$15,096.81**	**$15,398.75**

Financial Data – Expenditures

1. **Faculty Funds:**
   Students entering the program will take foundational courses already in place for the Area of Concentration. Salaries are estimated to increase by 2% each year.

   No new full time faculty are expected to be required for this program. Due to the large size of the English Department, it is anticipated that only 0.5 adjunct faculty will be need in years 3, 4, and 5 to support additional course offerings.

2. **Admin. Staff Funds:**
   None

3. **Supportive Staff Funds:**
   None

4. **Equipment:**
   Existing

5. **Library:**
   Existing

6. **New or Renovated Spaces:**
   None

7. **Other Expenses:**
   None

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.

All instructors and courses are evaluated by students using the college-wide Student Opinion Form. Students fill out and submit their evaluations of instructor and course at the end of each course using an online form. Student Opinion Form data and individual student comments on the form are incorporated into Annual Faculty Evaluations. They also become part of faculty assessment for promotion and tenure.

Full-time English Department faculty receive comprehensive evaluations at the end of their second and fifth year of employment in additional to regular annual evaluations. All new adjunct faculty members are reviewed in their first semester using the department's peer mentor process, and subsequently a minimum of once every three years. Full-time faculty also receive a comprehensive evaluation when applying for promotion or tenure. The comprehensive evaluations consist of a peer-review by a committee of English Department faculty (usually three). Committee members visit classes, review graded essays, and review course materials (including syllabi, assignments, and exams) for all courses taught. At the end of the peer-review, the committee writes a comprehensive report on the faculty member's overall teaching effectiveness. The report is submitted to the department chair.

Student learning outcomes will be assessed by evaluating data collected via the Canvas Learning Platform data collection tool. Data will be collected from a number of assessment sources, including essays, exams, and quizzes. Faculty will compare global achievement levels with the current set of student learning outcomes to determine the utility and effectiveness of the learning outcomes. This procedure leaves open the possibility of future adjustment to ensure that these outcomes drive optimal classroom instruction and yield useful data.

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

The College has an established Office of Learning Outcomes Assessment. The Director of Learning Outcomes Assessment meets regularly with a faculty-run subcommittee on Learning Outcomes Assessment (a sub-committee of the Teaching and Learning Committee). The mission of the subcommittee on Learning Outcomes Assessment is to guide and oversee program-level outcomes assessment throughout the college. The Office of Learning Outcomes Assessment provides tools to the college's various programs to assist in regular program assessment, including an Annual Program/Department Assessment Report and a Curriculum Mapping Template (to ensure alignment of course objectives and outcomes with department and/or program outcomes as well as college-level core competencies). The English Department maintains established Learning Outcomes for each course in the English Area of Concentration. Learning Outcomes for each course are reviewed by the college's Education Policies and Curriculum Committee. The English and Communications Department Curriculum Committee reviews Learning Outcomes for all courses on a regular

cycle. Each year, the committee reviews Learning Outcomes for all courses in one of the following categories: Composition, Developmental, Sophomore Literature, and Communications (so courses in each category are reviewed every four years). At the end of the year, the Curriculum Committee presents its review of Learning Outcomes to the English and Communications department for approval.

Anne Arundel Community College has the Committee on Educational Policies and Curriculum (EPC), designed to evaluate the addition or modification of new programs, and deletion of existing programs. EPC makes recommendations to the Academic Forum/Council of the college since it is charged with evaluating existing and proposed curricula and courses so that they support educational objectives and policies, and comply with established requirements from accrediting and other approving agencies. The proposed program was reviewed and approved by EPC, the Academic Forum/Council as well as the College's Board of Trustees.

The college conducts regular evaluations of degree programs with respect to enrollment, retention, curriculum relevancy, and outcomes assessment. All programs undergo a comprehensive review on a staggered 4-year cycle, using a Comprehensive Program Review Template that contains program data scored on a rubric. The template includes metrics in the areas of program continuation and completion, course success, headcount and program outcomes assessment. Also required is completion of a Program Review Narrative, which includes action items. The entire package is then reviewed in meetings that include the program chair/director, Instructional Data Specialist, Director of Learning Outcomes Assessment, Dean, Associate Vice President for Learning and Academic Affairs (AVPL), and the Vice President for Learning. The purpose of the program review meeting is to share program successes and address program needs. To ensure that progress is being made on action items, the Office of the AVPL requires the Deans to complete two-year interim reports. Program review meetings and discussions also include consideration of programs costs and return on investment to address cost effectiveness.

Student satisfaction with courses and instruction is assessed for each course and instructor each semester through the collection of feedback through student opinion forms (see additional information above in the response to section M1). Through student opinion forms, students can assess and comment on the course content, delivery and instruction. This information is used for faculty evaluation and considerations for promotion and tenure.

Faculty satisfaction with course content and delivery is discussed through regularly scheduled meetings among department faculty who may discuss recommendations for changes to the curriculum or pedagogy as appropriate.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR13B.02.03.05)

Community colleges, with their greater diversity of students, offer an important opportunity for broadening participation in the Liberal Arts. At AACC, the English Area of Concentration, which includes courses that are frequently taken as general education courses, provides the opportunity to be intentional about raising awareness among all students of

transfer degrees and the many excellent career opportunities available to English graduates. This program supports the institution's diversity statement to support and sustain a diverse and inclusive educational environment by providing access to the program for a diverse student population. The goals of the proposed program include providing diverse students access to high quality curricula, instruction and educational experiences while ensuring equity of course and program outcomes through periodic and comprehensive program assessment as discussed above.

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.

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.**

   Anne Arundel Community College has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses by Middle States Commission on Higher Education. AACC utilizes the Canvas platform to provide online lectures to students. In addition, the college has distance education classrooms equipped with cameras and audio to share lectures with students in offsite facilities.

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

   Not applicable.

References

1. Anne Arundel Community College Strategic Plan FY 2017-20 (2016) Retrieved from: https://www.aacc.edu/about/mission-and-vision/strategic-plan

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