



OFFICE OF THE PRESIDENT

June 8, 2020

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

Dear Dr. Fielder:

Montgomery College respectfully requests approval of the following academic program action:

**Creation of the Homeland Security Certificate (CIP 43 0302, HEGIS 55 9902),
effective fall 2020.**

The proposed homeland security certificate offers students an overview to the nation's homeland security environment through an all-hazards approach. The curriculum consists of 18 credit hours with coursework in emergency management, intelligence and counter-intelligence functions, terrorism, critical infrastructure protection, and other relevant topics. This program can be completed fully online or on campus. It is noteworthy that this certificate in homeland security is the first offered in the state of Maryland.

Resources from the emergency preparedness management associate of science program will support the program, and no additional resources are required.

The associated fee of \$850 for a new stand-alone certificate will be submitted via USPS mail after electronic submission of the proposal.

Thank you for your time and consideration. If you would like clarification or have questions, please contact Ms. Betsy Leonard at betsy.leonard@montgomerycollege.edu or 301-807-7857.

Sincerely,

DeRionne P. Pollard, Ph.D.
President



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

Institution Submitting Proposal

Montgomery College

Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input checked="" type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment ☒ Yes
Submitted: ☐ NoPayment ☐ R*STARS
Type: ☒ Check

Payment Amount: \$850

Date Submitted: 06/08/2020

Department Proposing Program

Academic Affairs

Degree Level and Degree Type

Lower Division Certificate

Title of Proposed Program

Homeland Security Certificate

Total Number of Credits

18

Suggested Codes

HEGIS: 55 9902

CIP: 43 0302

Program Modality

☒ On-campus☒ Distance Education (*fully online*)

Program Resources

☒ Using Existing Resources☐ Requiring New Resources

Projected Implementation Date

☒ Fall☐ Spring☐ Summer

Year: 2020

Provide Link to Most Recent Academic Catalog

URL: catalog.montgomerycollege.edu

Preferred Contact for this Proposal

Name: Ms. Betsy Leonard

Title: Planning & Support Specialist

Phone: 301-807-7857

Email: betsy.leonard@montgomerycollege.edu

President/Chief Executive

Type Name: Dr. DeRionne P. Pollard

Signature:

Date: 06/08/2020

Date of Approval/Endorsement by Governing Board:

12/10/18

Revised 4/2020

Montgomery College

Homeland Security Certificate Proposal

A. Centrality to Institutional Mission and Planning Priorities:

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

Montgomery College is prepared to offer the new homeland security certificate. The program is a dynamic and diverse career field. Because security threats are becoming increasingly more frequent and sophisticated, the work to protect the nation is constantly evolving. That work cuts across numerous disciplines, creating job possibilities for people with nearly any level of education and work experience. Options exist for those who like to be at the forefront and for those who prefer to work in the background. The scope of homeland security practice is broad, encompassing a wide range of disciplines.

The homeland security certificate offers students an overview of the nation's homeland security environment through an all-hazards approach. The curriculum consists of 18 credit hours with coursework in emergency management, intelligence and counterintelligence functions, terrorism, critical infrastructure protection, and other relevant topics. This program can be completed fully online or on campus. It is noteworthy that this certificate in homeland security is the first offered in the state of Maryland.

The mission of Montgomery College is to empower our students to change their lives and to enrich the life of the community. The homeland security certificate will enrich the lives of students by providing access to one of the fastest-growing fields in the nation. Montgomery College is also serving the needs of our community by providing an educated workforce to help meet the diverse needs of our citizens. Montgomery College stands as a national leader for the quality and relevancy of its academic programs by offering academic programs that reflect the needs of both students and the community.

The vision statement of Montgomery College includes a focus on both academic excellence as well as opportunity. The homeland security certificate allows students to seamlessly transition into one of two bachelor-level homeland security programs in the state of Maryland. The next generation of homeland security professionals must be self-programmable, values-based, flexible, able to adapt to changing cultural models along the lifecycle, capable of bending without breaking, and possess the ability to remain inner-directed, while evolving with the surrounding society. Montgomery College is well-positioned to help students accomplish this goal.

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

The [2017-2021 Maryland State Plan for Postsecondary Education](#) states the goals of access, success, and innovation to support student success with less debt. Montgomery College echoes those goals by affirming its [MC2025 Strategic Plan](#) (Goal II. Enhance Transformational Teaching Practices and Learning Environments). Grounded in excellence, rigor, and equity, Montgomery College's goal is to expand access to successful strategies that provide all students with a strong foundation of knowledge, skills, cultural competency, and support that keeps them engaged and prepares them for completion, transfer, and careers.

The proposed homeland security curricula promote continuous learning as both instructional faculty and students are charged with keeping abreast of the almost daily tide of information flowing from the news. The world is becoming more interconnected and interdependent with each passing day, transforming the systems in which we live and work.

Once-familiar roles are evolving at an accelerated pace. Interactions between the evolving social, built, and physical environments are creating greater risk complexities. This new terrain has an impact on the practice of homeland security today and into the future.

The program is designed to articulate with the bachelor of science in homeland security at the University of Maryland Global Campus (formerly UMUC). Students not transferring into the bachelor of science in homeland security at this university are advised to check the requirements of the institution and program to which they intend to transfer.

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

The proposed homeland security program will be implemented with existing institutional resources from the emergency preparedness management associate of science program; no additional resources are needed. Outstanding faculty, state-of-the-art facilities, equipment, and library resources are already in place as the courses are currently being offered.

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

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

The United States depends on homeland security professionals to protect the country and its residents from terrorism, cyberattacks, and hostile nations. One full-time faculty member and two part-time faculty members are dedicated to preparing students who want to protect America's security infrastructure.

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

The homeland security program is a priority at Montgomery College. Six core courses enable students to progress through program completion quickly and efficiently, and our established resources help ensure the 18-credit homeland security program is an integral part of the Montgomery College community for years to come.

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

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

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

The homeland security certificate is designed to provide students with the knowledge and skills required to function as competent future homeland security professionals.

The employment outlook for homeland security jobs is excellent because there is a growing demand for qualified professionals in this field. Homeland security is one of the fastest-growing industries in the United States and the impact on the workforce has been sudden and dramatic. Over the last 10 years, new jobs have emerged, and many other existing jobs have been altered to reflect new homeland security responsibilities. While job availability and career stability depend on federal funding and the Department of Homeland Security budget, security and intelligence needs are on the rise.

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

The [2017–2021 Maryland State Plan for Postsecondary Education](#) lists several strategies to meet the goals of access, success, and innovation to support student success with less debt. Montgomery College provides educational opportunities that are convenient and flexible for students with three campuses in Montgomery County (Germantown, Rockville, and Takoma Park/Silver Spring), plus evening/weekend and online/distance learning. All courses in the proposed homeland security certificate program are offered at a variety of times and locations, including online, to guarantee access to the maximum number of students.

Additionally, community colleges continue to be an attractive option due to their lower tuition rates. For example, 2019-20 tuition at the University of Maryland Global Campus for in-state students is \$300 per credit while Montgomery College is \$201 for the first credit hour (\$132 plus minimum \$50 consolidated fee and other fees) and \$177. 40 for two or more credit hours.^{1 2} The figures speak for themselves.

Student success and the graduation completion rate are a priority at Montgomery College. To help students obtain academic success and achieve their goals, the College offers a variety of student success courses (STSU) that help students achieve their goals. Some topics include first-year seminars; seminars for international students; and courses on study skills, building math confidence, memory development, and career development.

Students in the homeland security program– and any other current student– can receive in-person tutoring at learning centers across the college, whether the subject is social sciences, math, reading and writing, health sciences, world languages, or business. Writing centers are located at each campus. Additionally, the College’s various support programs assist current students of unique populations, some of which are the following:

- The [First-Year Experience](#) program, which helps first-year students acclimate to the college environment by offering online and in-person new student orientation programs, online academic orientation, and workshops and events throughout the academic year;
- The [Combat2College](#) program, which provides veterans, active-duty service members, and reservists with specialized academic support and opportunities;
- The [Federal TRIO program](#), a grant-funded program designed to help students from disadvantaged backgrounds remain in school until graduation or transfer to a four-year college or university;
- [Disability Support Services](#), which provides accommodations and support services for students with documented disabilities; and
- [Achieving the Promise Academy](#), a collegewide program that provides academic support for any Montgomery College student through embedded classroom support and one-on-one individualized academic coaching.

Finally, the Department of Homeland Security Science and Technology Directorate (S&T) Office of University Programs (OUP) streamlines access to the expertise of the nation’s colleges and universities to address pressing homeland security needs. OUP uses the expertise of the nation’s colleges and universities to tackle tough homeland

¹ https://www.umgc.edu/costs-and-financial-aid/tuition/index.cfm?&marketcode=WB200531&gclid=EAIaIQobChMI0OXZjeLT4wIVTV8NCh2B3AOgEAAAYASABEgIke_D BwE&gclidsrc=aw.ds

² <https://www.montgomerycollege.edu/paying-for-college/tuition/current-rates.html#montgomerycountyresidents>

security challenges through workforce development initiatives that educate and train homeland security for the current and future workforce.

These initiatives show community colleges play an essential role in helping students acquire fundamental skills and information that will both prepare them for transfer to bachelor's degree programs and help them become competent members of the homeland security workforce.

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

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

The employment outlook for homeland security jobs is expected to stay strong as local and national security needs continue to grow.

Homeland security work is available in the air, on land, and at sea. There are jobs in every state, the District of Columbia, and abroad. Many homeland security jobs are with state, federal, or local governments. However, there are also numerous other opportunities in private companies and nonprofit organizations.

Jobs at the Department of Homeland Security are many and varied. They include air marshals, program analysts, and Coast Guard officers, to name a few. Along with these federal government positions, the department also has a significant number of contractor positions. For example, contract firms often employ workers who administer physical examinations for its agents and officers. Additionally, advisory councils, national laboratories, and research and development centers support the department's efforts.

Many other federal workers have responsibilities related to securing the nation. Workers at the Central Intelligence Agency, for example, help identify potential threats. The United States Department of Labor sends inspectors to ensure those firefighters and others who may be exposed to hazardous conditions wear sufficiently protective gear. The United States Department of State's Bureau of Diplomatic Security has special agents who advise American ambassadors in foreign countries and protect foreign dignitaries in the United States.

State and local governments also employ large numbers of people for homeland security work. Public buildings and facilities, such as municipal waterworks, often need workers to handle safety and security-related issues. All states, as well as many cities and counties, have an emergency management agency or similar organization to coordinate crisis services and look at ways to ensure homeland security at the state and local levels.

Businesses—both for-profit and nonprofit—also support homeland security work. Security is one of the biggest areas of private-sector employment. Many companies hire security workers to protect against possible threats to employees, customers, and physical and electronic assets. Corporations also rely on workers to develop contingency plans detailing how to handle possible disruptions to their business. Moreover, some businesses employ workers who develop and sell products and services related to homeland security.

Nonprofit organizations are another source of homeland security employment. A nonprofit environmental organization, for example, might examine the best ways to clean up a site that has been contaminated by a chemical or biological agent. Educational institutions employ people who teach and conduct research on several issues related to homeland security.

Graduates of this program are expected to join the labor market at entry-level to mid-level management, depending on prior experience.

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

The employment outlook within homeland security jobs is strong and is expected to continue to rise because this department plays the most active role in protecting the interests of the country and its citizens. A sluggish economy should not influence job opportunities at the Department of Homeland Security and its many arms. Homeland security jobs are expected to remain in high demand as national security is among the highest priorities of our government. It will always be an important role of the government to protect its citizens from threats.

The United States Bureau of Labor Statistics projects that employment of protective service occupations will grow five percent from 2016 to 2026, resulting in about 158,200 new jobs.³

Homeland Security Position Salary⁴	Low	Mid	High
IT Specialist	\$54,025	\$65,727	\$77,805
Security Specialist	51,841	65,496	82,295
Cyber Security Specialist	74,000	110,000	175,000
Mechanical Engineer	67,943	77,057	86,894
Policy Analyst	87,000	90,000	93,000
Program Analyst	64,109	76,515	91,053
Intelligence Officer	70,064	82,782	96,285
US Air Marshall	44,000	82,782	96,285
Security Screener	34,049	38,854	44,304
Customs Specialist	31,000	41,000	50,000
Border Patrol Agent	39,000	41,000	46,000
Immigration Officer	34,000	44,000	54,800
Coast Guard Enlisted	37,604	51,972	66,340
Coast Guard Officer	53,408	68,000	86,400

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.

According to Monster.com, homeland security is the fastest growing government field with an anticipated 96,000 jobs and overall growth of the sector of 42 percent.

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

Homeland security jobs are widely sought. The homeland security industry continues to grow, and as it is a multidisciplinary field, it needs people in many specialties. Currently, the

³ <https://www.bls.gov/ooh/protective-service/home.htm>

⁴ <https://www.onetonline.org/link/summary/13-1199.02#WagesEmployment>

highest demand in the public sector is for people trained in security, disaster management, and emergency matters. The need is also high for skilled intelligence analysts, policy analysts, managers, translators, trainers, and technical experts.

In the private sector, there is a high demand for corporate security personnel in the defense, financial services, and technology industries. Public utilities and key infrastructure entities, such as transportation, health care, education, information technology, and manufacturing, are becoming more involved in homeland security matters.

The table below shows the projected number of graduates with a homeland security certificate. The data are extrapolated from the number of students enrolled in Montgomery College course HMLS 201 - Introduction to Homeland Security, who report wanting to pursue the certificate. This is a conservative estimate, as the certificate has not been advertised to the college community.

Projected Graduates	Year 1	Year 2	Year 3	Year 4	Year 5
	5	7	9	11	15

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.

There are currently no certificate programs offered in the state of Maryland at the associate's level. There are only two degree programs at the associate's level in Maryland that currently offer homeland security:

- Anne Arundel Community College: AAS homeland security management - transportation and border security. Similar that the program requires an introduction to homeland security, but has a focus on transportation and border security.
- College of Southern Maryland: AAS homeland security. Similar in that the program requires courses introducing homeland security, emergency management, terrorism, critical infrastructure protection, and intelligence operations.

Although comparable programs exist at other community colleges in Maryland, none are close enough geographically for duplication to be a concern. Montgomery College is the only program west of I-95, providing the Washington metropolitan area an opportunity to study this field.

2. Provide justification for the proposed program.

Prior to the events that occurred on September 11, 2001, few people were familiar with the term "homeland security." In the aftermath of September 11, "homeland security" has come to mean many things to many people. It is still a relatively new mission and continues to evolve. The federal government defines homeland security as follows: homeland security is a concerted national effort to prevent terrorist attacks within the United States, reduce America's vulnerability to terrorism, and minimize the damage and recover from attacks that do occur.

To deal with these new and chilling realities, the Department of Homeland Security has grown exponentially, and homeland security identifies as one of the 14 high-demand sectors in the federal government. Because of unprecedented growth, homeland security has generated many new and emerging job opportunities. This new initiative signaled an added emphasis on the industry and resulted in an explosion of various academic programs

nationally. Homeland security is a moving target and the educational needs of those in the field depend on the threat matrix and realities at the present.

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

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

There will be no impact on Maryland's HBIs.

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

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

There will be no impact on Maryland's HBIs.

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 describe the faculty who will oversee the program.

Montgomery College developed the certificate program in homeland security in response to the growing threats facing our country and the increased demand for personnel knowledgeable in security management. Problems faced today are much more complex and different from those faced even a generation ago:

- Growth and changes in this country and the international political environment have created new threats and challenges for our society.
- Life is more complicated with new technologies, the unfamiliar vulnerabilities and threats they bring, and aging security infrastructure.
- Population growth and development have placed more people in harm's way.

Since September 11, 2001, the United States Department of Labor predicts the employment of security management personnel will grow faster than all other occupations due to the threat of terrorism. Concerns with threats to property and persons in our country will continue to grow in the years ahead. Trends clearly demonstrate increased demand in all aspects of intelligence analysis, information security, infrastructure protection, physical security, and law enforcement.

People who work in homeland security anticipate, prepare for, prevent, and react to everything from pandemics to hurricanes to terrorism. These workers help reduce our nation's vulnerabilities and minimize the damage from catastrophic events.

One full-time faculty member will oversee the program with the assistance of two part-time faculty members– all are dedicated to preparing students who want to protect America's security infrastructure.

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

The homeland security certificate at Montgomery College offers students an overview of the nation's homeland security environment through an all-hazards approach. The curriculum consists of 18 credit hours with coursework in emergency management, intelligence and counterintelligence functions, terrorism, critical infrastructure protection, and other relevant topics. Upon completion of this program, a student will be able to:

- Analyze the evolution of the Department of Homeland Security and list the agencies and responsibilities within the department.

- Summarize key homeland security responsibilities.
- Analyze the roles, responsibilities, and authorities of the various organizations responding to disasters and other emergencies.
- Describe the elements, structure, and purpose of the intelligence community.
- Describe the purpose and types of intelligence, and the process by which intelligence is requested, gathered, and shared.
- Identify the key challenges for the 21st century facing the United States homeland security.
- Assess critical infrastructures and key resources.
- Differentiate between cyberterrorism, cyberwarfare, cyberespionage, and cybercrime.

3. Explain how the institution will:

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

b) document student achievement of learning outcomes in the program

There are several comprehensive and multifaceted assessment processes for all disciplines across the college. Montgomery College's Office of Assessment supports the College's mission and vision by providing leadership in the area of assessment and evaluation. This is achieved by:

- Providing leadership, guidance, and data support for the College's assessment of student learning outcomes for programs.
- Coordinating a comprehensive system of program reviews for academic areas.
- Collecting, analyzing, and distributing reports and information to the College about assessment results.
- Consulting with administrative areas, disciplines, and academic programs on assessment and evaluation projects.

Following is an overview of assessment processes at Montgomery College:

Assessment Type	Purpose	Cycle
General Education Outcomes Assessment	To examine student acquisition of General Education competencies.	Once every three years
Program Assessment	To assess student attainment of the program's student learning outcomes to discover what is working well and where improvements can be made to increase student learning.	Once every three years
Program Review (also referred to as the College Area Review)	To examine the current alignment and relevance of a program's curriculum and success with retaining and matriculating students.	Once every five years
Administrative Assessment	To review an administrative area's success with achieving outcomes and institutional priorities.	Once every five years

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

Program Title: Homeland Security Certificate

This certificate offers students an overview of the nation's homeland security environment through an all-hazards approach. The curriculum consists of 18 credit hours with coursework in emergency management, intelligence and counterintelligence functions, terrorism, critical infrastructure protection, and other relevant topics.

Course Designator	Title	Credits
Semester One		
EMGT 101	Principles of Emergency Management	3
HMLS 201	Introduction to Homeland Security	3
HMLS 202	Introduction to Terrorism	3
Semester Two		
HMLS 210	Critical Infrastructure Protection	3
HMLS 211	Introduction to Intelligence Studies	3
HMLS 212	Current Issues in Homeland Security	3
Total Credits		18

- **EMGT 101 - Principles of Emergency Management:** This course introduces students to the field of emergency management. Emphasis is on the role, duties, and importance of the Emergency Manager and how various emergency management services (fire personnel, police, security, healthcare providers, etc.) work together in a system of resources and capabilities. It includes the role of national, regional, and local services in a variety of disasters. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. 3 semester hours
- **HMLS 201 - Introduction to Homeland Security:** Provides insight into the complex nature of homeland security through an interdisciplinary approach. Threats to homeland security, including natural and technological disasters, as well as intentional threats of domestic and international terrorism, including weapons of mass destruction, are examined. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly EMGT 201. 3 semester hours
- **HMLS 202 - Introduction to Terrorism:** Introduces terrorism, ranging from low-level acts of threats and acts of violence that may represent a significant risk to human life and property to large-scale acts of violence using "weapons of mass destruction" that may have devastating, long-term effects. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly EMGT 202. 3 semester hours
- **HMLS 210 - Critical Infrastructure Protection:** This course provides an introduction to the policy, strategy, and practical application of critical infrastructure protection from an all-hazards perspective. The focus of this course is the predominant infrastructure sectors such as water, energy, power, telecommunications, Internet and cyberinfrastructure. PRE- or COREQUISITE(S): HMLS 201 – Intro to Homeland Security. Three hours each week. 3 semester hours
- **HMLS 211 – Introduction to Intelligence Studies:** Provides a comprehensive overview of intelligence and security issues confronting the United States today. The course will focus on intelligence and security issues, the functions of the intelligence

world - intelligence collection, counterintelligence, information management, critical thinking, and decision-making. It also covers such vital issues as laws and ethics and the emerging threats and challenges that intelligence professionals will face in the future. PRE- or COREQUISITE(S): HMLS 201. Three hours each week. 3 semester hours

- **HMLS 212 - Current Issues in Homeland Security:** Covers timely issues such as Human Trafficking, Cybersecurity and Cyber Crime, Border and Port Security, terrorist movements, and other relevant topics. Students will reference recent publications and other resources for topics covered. PRE- or COREQUISITE(S): HMLS 201. Three hours each week. 3 semester hours

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

There are no General Education requirements for this certificate.

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

There are no specialized accreditation or graduate certification requirements for this certificate.

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

There are no written contracts with other institutions or non-collegiate organizations for this certificate.

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.

Montgomery College's online catalog helps students quickly locate and save details about the current schedule of classes, courses, and programs. The catalog is dynamic, meaning a live document that reflects changes in real-time. The online catalog is located on the official policies page of the College's website at montgomerycollege.edu/catalog.

To determine program-specific information, students can view the program advising guide aligned with any program in the catalog. These guides directly link to the catalog so they reflect real-time information. They are meant to supplement the advising process and should be used in conjunction with the College catalog and other College resources. The program advising guide for the [emergency preparedness management associate of science](#) is already published. If approved by the Maryland Higher Education Commission, the program advising guide for the new homeland security certificate will be displayed on Montgomery College's online catalog.

Students may find general information such as availability of academic support services, financial aid resources, tuition rates, and payment policies by using the search function at montgomerycollege.edu.

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.

If approved, the new homeland security certificate will be published in the College catalog. The Office of the Senior Vice President for Academic Affairs oversees publication and maintenance of the online catalog.

Advertising and recruitment for the homeland security program will occur at College events such as new student orientation, major-specific fairs, guest speaker series, symposia, college recruitment fairs, and networking opportunities from outside businesses and organizations. The Office of Communications oversees the publication of electronic and hard copy marketing materials.

H. Adequacy of Articulation

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

As stated earlier, the proposed homeland security certificate is designed to provide students with the requisite skills and content to succeed in the bachelors of science in homeland security at the University of Maryland Global Campus. The program is an outgrowth of an existing articulation agreement for public safety administration and developed in conjunction with the university's program. See Appendix A.

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

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

The emergency preparedness management and homeland security department already offers an associate of science in emergency preparedness management. Currently, there is one full-time faculty in the department; the department hires part-time faculty as needed. The current staffing level is considered sufficient to support the requested addition of a new program with six courses, three of which are new.

Name	Terminal Degree and Field	Academic Title/Rank	Courses
Kathleen Dayton	M.A. in Community Health and Education; Trinity University	FT Professor	Program Coordinator; EMGT 101
John Dimitriadis	M.S. in Management; University of Maryland, University College	PT Professor	HMLS 201, HMLS 202, HMLS 210
Vacant	Master's degree	PT Professor	HMLS 211, HMLS 212

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

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

Montgomery College's E-Learning, Innovation, and Teaching Excellence (ELITE) department offers training in pedagogy and instructional technology. A team of instructional designers works closely with individual faculty, academic departments, and committees to design and deliver faculty professional development. In addition, ELITE offers several online and in-person training sessions for the College's learning management system (Blackboard), as

well as Quality Matters training and semester-long training to prepare faculty for distance education courses.

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

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

Homeland security majors will have ready access to a supply of current and relevant books, journals, periodicals and other reference materials needed to meet the requirements of the curriculum. The Montgomery College library has three locations with comfortable facilities conducive to academic work. Library services are available 73 hours per week. The library supports the academic goals of our students and employees through group instruction sessions, personal research consultations, and online support. Available technology includes computers, printers, charging stations, high-speed scanners, laptops, tablets, One Button Studios for easy video creation, and collaborative workstations for group projects. Web-delivered subscription databases cover academic disciplines, including homeland security. The library also provides subject-specific support for programs taught at the College.

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.

The homeland security program will be implemented with existing institutional resources from the emergency preparedness management associate of science program. A broad offering of coursework ensures adequate physical facilities, infrastructure, and instructional equipment to support the homeland security certificate. As this is an online program, students will typically not utilize the facilities; however, numerous media centers that provide access to computers and support staff are available to students.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and**
- b) A learning management system that provides the necessary technological support for distance education.**

Montgomery College issues an email address to each student upon admission acceptance. The College utilizes Blackboard as its learning management system. Additionally, Montgomery College promotes distance learning by providing access to online counseling, advising, library resources, tutoring, and more.

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

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

TABLE 1: PROGRAM RESOURCES**1. Reallocated Funds:**

- Reallocated funds include faculty salaries allocated to support the new homeland security program.

2. Tuition and Fee Revenue:

- Tuition rates based on 2019 in-county tuition (89% of enrollment).
- The credit hour rate includes both tuition and fees with an estimated annual tuition increase.
- Full-time enrollment is equivalent to 30 credit hours for the academic year; part-time enrollment is equivalent to 12 credit hours for the academic year.

3. Grants and Contracts:

- No grants or external funding needed to implement this program.

4. Other Sources:

- No additional funds needed to implement this program.

5. Total Year:

- Program resources reflect a conservative projection of full-time and part-time student enrollment over five years.

Table 1: Program Resources					
Resource Categories	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
1. Reallocated Funds	\$88,808	\$90,958	\$93,168	\$95,441	\$97,782
2. Tuition/Fee Revenue (c + g below)	\$41,512	\$50,287	\$51,612	\$60,992	\$70,776
a. Number of F/T Students	5	6	6	7	8
b. Annual Tuition/Fee Rate	\$5,322	\$5,466	\$5,610	\$5,754	\$5,898
c. Total F/T Revenue (a x b)	\$26,610	\$32,796	\$33,660	\$40,278	\$47,184
d. Number of P/T Students	7	8	8	9	10
e. Credit Hour Rate	\$177.40	\$182.20	\$187.00	\$191.80	\$196.60
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$14,902	\$17,491	\$17,952	\$20,714	\$23,592
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$130,320	\$141,245	\$144,780	\$156,433	\$168,558

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

TABLE 2: PROGRAM EXPENDITURES

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

- One full-time faculty and two part-time faculty positions will support the homeland security program. The second part-time faculty position is vacant at this time. The department expects the position to be filled upon approval of the new certificate.
- Faculty salaries based on an annual increase of 2.75 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment Status	% of Time to Program
Kathleen Dayton	Full-Time	25%
John Dimitriadis	Part-Time	85%
Vacant	Part-Time	15%

2. Administrative Staff (# FTE, Salary, and Benefits):

- Administrative staff salaries based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Melissa Sprague	Department Chair	10%
Monique Davis	Dean	5%

3. Support Staff (# FTE, Salary, and Benefits):

- No additional support staff needed to implement this program.

4. Equipment:

- No additional equipment needed to implement this program.

5. Library Expenditures:

- No additional library resources needed to implement this program.

6. New and/or Renovated Space:

- No additional facilities space required to implement this program.

7. Other Expenses:

- No other expenses anticipated to implement this program.

8. Total Year:

- Total expenditures include faculty and staff salaries supporting the homeland security program. The expenditure is a reallocated resource.

Table 2: Program Expenditures					
Expenditure Categories	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
1. Faculty (b + c below)	\$65,883	\$67,385	\$68,929	\$70,515	\$72,145
a. Number of FTE	1.25	1.25	1.25	1.25	1.25
b. Total Salary	\$50,750	\$52,146	\$53,580	\$55,053	\$56,567
c. Total Benefits	\$15,132	\$15,239	\$15,349	\$15,462	\$15,577
2. Admin. Staff (b + c below)	\$22,925	\$23,573	\$24,239	\$24,926	\$25,633
a. Number of FTE	0.15	0.15	0.15	0.15	0.15
b. Total Salary	\$20,042	\$20,643	\$21,263	\$21,901	\$22,558
c. Total Benefits	\$2,883	\$2,929	\$2,977	\$3,025	\$3,076
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$88,808	\$90,958	\$93,168	\$95,441	\$97,778

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.

The College assesses and reviews programs on a regular basis based on the information noted in section G.3. All courses and programs at Montgomery College have clearly stated learning outcomes. The program learning outcomes align with and support the student learning outcomes of the individual courses that form a degree's curriculum. The program assessment process involves assessment planning, data collection, review of results, action plan development and implementation, and reassessment. The cyclical loop is closed by using the assessment results to improve teaching and learning experiences.

College faculty undergo an extensive and comprehensive evaluation process in compliance with the agreements between the College and the Montgomery College Chapter of American Association of University Professors (full-time faculty) and the Service Employees International Union (part-time faculty). This process includes student evaluations, self-evaluations, peer reviews, classroom observations, department chair reviews, and dean evaluation. The evaluation schedule varies from annually to every five years, depending on the faculty contract type and contract year. Evaluations determine if faculty members demonstrate high-quality performance in their teaching assignments, seek professional growth in their teaching area, are available to students, meet special objectives from preceding evaluations, and demonstrate substantial progress in service to their campus, College, and/or community. The purpose of a performance review is to promote the highest quality teaching techniques, to ensure knowledge of subject matter, to encourage

professional growth and development of faculty, to assess strengths and weaknesses in faculty performance, and to assess service to the College community.

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.

All programs at Montgomery College go through an academic program review every five years to determine program viability. The academic program review ensures all programs effectively use the College's instructional resources, support the College's mission, and serve the needs of students and the College community. The homeland security program will go through the academic program review process as all other programs at Montgomery College.

Montgomery College is proud to be selected as an Achieving the Dream (ATD) institution. ATD is a nationwide network of higher education institutions committed to systemic change to increase student success and completion, especially among disadvantaged students. As an ATD institution, Montgomery College works to build a culture of evidence that uses data to make informed decisions for student success. One example of the College's use of data is the [Student Success Score Card](#), which is a summary of indicators used to track student achievement.

The academic program review process and the student success scorecard provide actionable information to help the College assess and improve its focus on achievement and the success of every student.

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

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

Montgomery College is committed to creating a welcoming and inclusive environment for all students. As a whole, the Montgomery College community promotes an equity and inclusion focus where radical inclusion– or deeply rooted values of welcoming all individuals seeking higher education or continuing education– are an essential element of the College's fabric. The College's steadfast commitment to radical inclusion creates an inclusive, respectful learning environment that fosters critical thinking and civil discourse.

The homeland security program is committed to serving Montgomery College's diverse student body and promoting equity and inclusion by: (1) encouraging student participation in real-world activities, (2) providing a safe space for growth, and (3) providing a solid, skills-based curriculum designed for student success, retention, and completion.

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

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

Not applicable. This program is not related to low productivity programs identified by the Maryland Higher Education Commission.

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.

Montgomery College is eligible to provide distance education programs. The College currently offers five online degree programs and a variety of online and blended courses.

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

The Middle States Commission on Higher Education is the accrediting body for Montgomery College. The college received a positive outcome at the last reaccreditation in 2018.

APPENDIX A

Articulation Agreement: Montgomery College AS in Emergency Preparedness Management to University of Maryland University College BS in Public Safety Administration



University of Maryland University College

2017-2018

MONTGOMERY COLLEGE AS IN EMERGENCY PREPAREDNESS MANAGEMENT TO UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE BS IN PUBLIC SAFETY ADMINISTRATION TRANSFER GUIDE				
CHECKLIST FOR FULFILLMENT OF DEGREE REQUIREMENTS See catalog for overview of all requirements.				
<input type="checkbox"/> 30 credits at UMUC, including at least half of the major and minor and 15 upper-level credits. <input type="checkbox"/> 45 upper-level credits, including half the credit for the major and for the minor. <input type="checkbox"/> All required courses and minimum number of credits for major and minor. <input type="checkbox"/> Prerequisites for major and minor courses, if needed.		<input type="checkbox"/> All General Education Requirements. <input type="checkbox"/> Grade of C or better in all courses for the major and minor. <input type="checkbox"/> Grade of C- or better for WRTG 101 <input type="checkbox"/> Overall GPA of at least 2.0. <input type="checkbox"/> At least half the credit for the major earned through graded coursework. <input type="checkbox"/> Total 120 credits.		
UMUC DEGREE REQUIREMENTS	MC COURSES	UMUC EQUIVALENCY	CREDITS FROM MC	CREDITS NEEDED AT UMUC
COMMUNICATIONS	Credits:		9	3
WRTG 101 (3)	ENGL 102 or ENGL 103	WRTG 101	3	
WRTG 100A (3) Or other 3-credit WRTG course except 288, 388, 486A, 486B, COMM 390 and 492. ENGL 102 and JOUR 201 apply	ENGL 101	WRTG	3	
COMM 202 (3) Or other communication, writing, or speech	COMM 108 or 112	SPCH 100 or SPCH	3	
WRTG 394 (3) Or other upper-level advanced writing				3UL
ARTS AND HUMANITIES	Credits:		6	0
HUMN 100 (3) Or other arts/humanities	Arts Distribution	Arts & Humanities	3	
HIST 125 (3) Or other arts/humanities	Humanities Distribution (200 Level History)	Arts & Humanities	3	
BEHAVIORAL AND SOCIAL SCIENCES	Credits:		6	0
ECON 103 (3) Or other behavioral/social science	PSYC 102	PSYC 100	3	
BEHS 103 (3) Or other behavioral/social science	Behavioral & Social Sciences Distribution	Behavioral & Social Sciences	3	
BIOLOGICAL AND PHYSICAL SCIENCES	Credits:		7	0
BIOL 103 (4) Or other biological/physical science with related lab	AOSC 105	NSCI 173	4	
NSCI 100 (3) Or other 3-credit biological/physical science	BIOL 105	BIOL 211	3	
MATHEMATICS	Credits:		3	0
MATH 106 (3) or other approved math GenEd course (MATH 106, MATH 107, STAT 200, or more advanced MATH or STAT)	MATH 110 Recom'd Mathematics Foundation	MATH 106	3	
INTERDISCIPLINARY OR EMERGING ISSUES	Credits:		1	6
LIBS 150 (1)	LIBR 110	LIBS 150	1	
IFSM 201 (3) Prerequisite to IFSM 300				3
IFSM 300 (3) Related requirement for major				3UL

Legend/Notes

◆ required course for the major or minor

* course meets content requirement but not upper-level minimum

UL – UL stands for upper-level junior/senior courses and denotes the minimum upper-level credit that must be taken at UMUC for graduation

^ only 21 credits of vocational/technical are permitted for transfer at UMUC

Courses placed in the ELECTIVES/MINOR section may meet degree requirements depending on which course the student takes from the list of courses offered for the associate's degree. Any credit applied to the associate's degree must also meet UMUC's transfer credit policy.

UMUC Public Safety Administration, p. 1

UMUC DEGREE REQUIREMENTS	MC COURSES	UMUC EQUIVALENCY	CREDITS FROM MC	CREDITS NEEDED AT UMUC
PUBLIC SAFETY ADMINISTRATION MAJOR	Credits:		0	27
◆ PSAD 302 Introduction to Public Safety Administration (3)				3UL
◆ PSAD 304 Contemporary Public Safety Practices (3)				3UL
◆ PSAD 306 Public Safety Planning (3)				3UL
◆ PSAD 408 Public Safety Legal Issues and Public Policy (3)				3UL
◆ PSAD 410 Public Safety Research and Technology (3)				3UL
◆ PSAD 414 Public Safety Administration Ethics (3)				3UL
◆ PSAD 416 Public Safety Leadership (3)				3UL
◆ FINC 331 Finance for the Nonfinancial Manager (3)				3UL
◆ BMGT 317 Decision Making (3)				3UL
CAPSTONE COURSE FOR MAJOR	Credits:		0	3
◆ PSAD 495 Public Safety Issues and Challenges (3)	MUST BE TAKEN AT UMUC			3UL
ELECTIVES/MINOR	Credits:		28	21
Choose any electives to meet degree requirements. Note minimum requirements for upper-level coursework. See requirements of individual minor. Recommended minors: emergency management, fire service administration, or homeland security	EMGT 101	EMGT 302*	3	
	EMGT 103	EMGT	3	
	EMGT 104	Elective	3	
	EMGT 200	EMGT 304*	3	
	EMGT 105	EMGT	3	
	EMGT 106	Elective	3	
	BIOL 106	BIOL 212	1	
	EMGT 240	EMGT 116TR	3	
	HLTH 220	HLTH	3	
	EMGT Elective (200 Level)	Elective	3	
Upper-Level Electives at UMUC				9UL
Any Electives at UMUC				12
Total Minimum Credits Needed for Graduation: 120	Total Credits:		60	60