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

Institution Submitting Proposal	

Each __action__ below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:

Department Proposing Program		
Degree Level and Degree Type		
Title of Proposed Program		
Total Number of Credits		
Suggested Codes	HEGIS:	CIP:
Program Modality	On-campus	Distance Education (*fully online*)
Program Resources	Using Existing Resources	Requiring New Resources
Projected Implementation Date	Fall Spring	Summer Year:
Provide Link to Most Recent Academic Catalog	URL:	

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: *Mike Gavin on behalf of Dawn Lindsay* mg Date:
	Date of Approval/Endorsement by Governing Board:

Revised 4/2020

Dr. Dawn Lindsay
President
410-777-1177
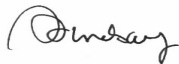Fax: 410-777-4222
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July 20, 2020

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

Dear Dr. Fielder:

Anne Arundel Community College (AACC) is requesting approval for a new lower division certificate, Spanish. This proposed certificate will give students the opportunity to possess an official credential that marks their proficiency levels as they apply to the workforce. Students will become adept language learners who understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts. To that end, the Spanish Certificate supports AACC's mission in every facet because it, "….responds to the needs of our diverse community by offering high quality, affordable, accessible, and innovative lifelong learning opportunities."

Thank you and we look forward to the Maryland Higher Education Commission's decision. Should you have any questions, please contact Dr. Alycia Marshall, Associate Vice President for Learning & Academic Affairs at aamarshall@aacc.edu or (240) 381-9514.

Sincerely,

Dr. Dawn Lindsay
President

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

Spanish (certificate)

A. **Centrality to Institutional Mission and Planning Priorities:**

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

The mission of AACC identifies teaching and learning as its primary focus and states that "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." Anne Arundel Community College's vision is that of "…a premier learning community that transforms lives to create an engaged and inclusive society." AACC's philosophy is to "strive to embody the basic convictions of our country's democratic ideal: that individuals be given full opportunity to discover and develop their talents and interests; to pursue their unique potentials; and to achieve an intellectually, culturally, and economically satisfying relationship with society[1]."

The proposed Spanish certificate, builds on 21st century competencies that students need to navigate a multicultural workplace such as, communication, collaboration, and social and cross-cultural skills. Upon successful completion of the Spanish certificate, students will be able to engage in meaningful conversation, understand and interpret spoken language and written text, and present information, concepts, and ideas in the target language. In addition, they will be trained as collaborators to use their native and acquired language to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal. Finally, they will become adept language learners who understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts. To that end, the Spanish certificate supports AACC's mission in every facet because it, "….responds to the needs of our diverse community by offering high quality, affordable, accessible, and innovative lifelong learning opportunities."

The American Council on the Teaching of Foreign Languages[2] (ACTFL) is the national organization that provides guidance on teaching and learning in world language classrooms. Students will earn the credential by completing the required courses listed in the certificate and by demonstrating that they can communicate in Spanish at a specific proficiency level. We will use the Oral Proficiency Interview[3] (OPI) to gauge students' proficiency levels according to the ACTFL Proficiency Guidelines[4]. This interactive assessment tool measures how well a person communicates in a second language. The OPI score along with the required courses show an employer and/or community organization what students can actually do with the Spanish language. This certificate will give the

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[1] https://www.aacc.edu/about/mission-and-vision/
[2] https://www.actfl.org/
[3] https://www.actfl.org/professional-development/assessments-the-actfl-testing-office/oral-proficiency-assessments-including-opi-opic
[4] https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

students a tangible credential enhanced by a nationally recognized assessment tool that reveals their true proficiency levels.

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

AACC is committed to helping students achieve their educational goal, which is the theme of AACC's strategic plan. Every decision is grounded in how students can be helped to achieve academic excellence and remain engaged with their own goals.

The college's strategic plan, *Engagement Matters II: Excellence through Innovation* [5], 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 II: Excellence through Innovation* 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." The three Engagement Matters goals are:

- **Goal 1: Entry and Engagement -** Increase engagement with students, employees and community.

- **Goal 2: Progress and Growth -** Increase progress, growth, and connection of students and employees.

- **Goal 3: Retention and Completion -** Increase retention and completion of all students.

If approved, upon successful completion of the Spanish certificate, students will possess an official credential that marks their proficiency levels as they apply to the workforce. They will be able to engage in meaningful conversation, understand, and interpret spoken language, and written text, and present information, concepts, and ideas in the target language. Students will become adept language learners who understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts. These skills are the foundation for understanding how diversity, equity, and inclusion manifest themselves in the workforce. Furthermore, connection to a purposeful program that is applicable to the workforce will act as a motivator for progress and completion.

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

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.)**

    As documented in section L, the majority of funds required to offer and sustain this program are devoted to retaining full-time faculty members with regionally competitive salaries and benefits, along with one adjunct faculty member. The funding required to support instructional expenses for this program exists currently and additional funding needs (e.g. local travel, professional development) are expected to be available through the Liberal Arts and/or Division of Learning budgets as the program expands over the next five years. Current administrative and technical support is available to sustain the program for the next five years and no additional funding for this support is required.

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

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

        AACC is committed to the ongoing administrative, financial, and technical support for this certificate program. The proposed certificate program falls under the Department of World Languages and current administrative staff will provide oversight. Existing resources within the department will support the program. Technical support will be provided by the onsite technical call center through AACC's Information Services department. AACC's Virtual Campus will provide support and maintenance of the College's learning management system and any additional instructional technology, as needed.

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

        Spanish has represented the highest number of enrollments in the Department of World Languages each semester for at least the past twenty years. At this time, there are enough full-time Spanish instructors to sustain the Spanish certificate program. In the event that the program increases enrollment beyond the full-time faculty members' course load, the School of Liberal Arts intends to renew any additional adjunct faculty contracts in Spanish as needed.

   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**

        Globalization has changed how cultures and communities interact with each other. The ease of global travel, an increase in immigration from Spanish-speaking countries, and the internet have lowered barriers that once kept the world's communities separate. The

Hispanic population in Anne Arundel County has expanded significantly in the recent years, from 6.1% (32,902) of all residents on the 2010 U.S. Census to 8.1% (46,659) in 2018, according to the Census Bureau's Population Estimates Program report. Community leaders and organizations predict that the 2020 Census will show a significant increase in the Spanish-speaking population.[6] Therefore, employers are seeking applicants whose proficiency in another language enhances their ability to navigate our modern world; and more students are finding themselves working in environments where knowing Spanish is an imperative. This includes knowing how well their potential employees can understand and speak Spanish in order to communicate effectively with their customers and clients. In order to meet this need, the proposed certificate was created to prepare students who wish to enter the mid-level workforce with a reputable credential that represents a student's proficiency level in Spanish.

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

Employers are seeking applicants whose proficiency in another language enhances their ability to navigate our modern world; therefore, more students are finding themselves working in environments where knowing Spanish is an imperative. With the approval of this certificate 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. This will enable AACC to recruit diverse certificate candidates with an aptitude to develop the communication skills required to meet the needs of employers who provide services to the growing Hispanic communities of Anne Arundel County and the state.

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

Not applicable.

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

The 2017-21 Maryland State Plan for Post Secondary Education reaffirms the state's commitment to embracing diversity and education for civic engagement.[7] This certificate promotes diversity as it addresses history and cultural products and practices. Having successful certificate holders in the community can increase civic engagement as these individuals will be able to reach out to Spanish-speakers with whom they associate.

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[6] https://data.census.gov/cedsci/table?q=Anne%20Arundel%20County,%20Maryland&hidePreview=true&g=0500000US24003&table=DP02&tid=ACSDP5Y2018.DP02&lastDisplayedRow=169

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

Access: AACC offerings remain an affordable and accessible option to citizens of Anne Arundel County and the surrounding area. This proposed certificate is an exceptionally affordable training option for students, especially because Spanish certificate training at regional institutions of higher education cost upwards of $9,000 per student to complete. If approved, the 16-credit certificate will cost approximately $2, 356 at Anne Arundel Community College.[8] This certificate also increases access to employable skills in bilingual needs in the state.

Success: In 2018, The National Skills Coalition reported that 43% of Maryland jobs were classified as "middle skills" or those that require education beyond high school, but not a four-year degree.[9] Like all of the certificate programs at AACC, this certificate program boasts a clear pathway for students made up of six Spanish courses that can be applied to a myriad of "middle skills" positions. Couple that with AACC's transparent college policies, admissions and enrollment procedures, and wrap-around student support services (e.g.: Advising, library services, Veteran Support Center, etc.), AACC aims to support student success and makes completing this certificate streamlined and straight-forward for students who strive to enter the mid-level workforce with a tangible credential. Furthermore, this certificate program will positively contribute in helping traditional and non-traditional students develop cultural competence that can be translated to working with people from diverse backgrounds in the workplace and community.

Innovation: Consistent with the Maryland State Plan, AACC continues to offer innovative programs that are instructed by credentialed and experienced faculty members. In line with Strategy 8, this certificate provides students with opportunities to "support workforce development and improve workforce readiness."[10]

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.**

   Community College graduates can apply the Spanish certificate to numerous professions at various levels such as educators, law enforcement personnel, healthcare professionals, physical therapist assistants and aides, childcare providers, construction workers, landscape service providers, restaurant management personnel, hotel management personnel, home health aides, and occupational therapy assistants.

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 Hispanic population in Anne Arundel County has expanded significantly in the recent years, from 6.1% (32,902) of all residents on the 2010 U.S. Census to 8.1% (46,659) in 2018, according to the Census Bureau's Population Estimates Program report. Community leaders and

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[8] https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/credit-tuition-and-fees/
[9] https://www.nationalskillscoalition.org
[10] https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf

organizations predict that the 2020 Census will show a significant increase in the Spanish-speaking population.[11] Anne Arundel Community College offers numerous programs that lead to high-demand professions that often require students to work with Spanish-speaking co-workers, clients, and other community members. The Maryland Department of Labor has published Maryland's Occupational Projections for Workforce Information and Performance for 2016-2026. This document is meant to "Identify the state's rapidly-growing, stable or declining occupations and indicate the projected demand for workers in occupations." For example, the state predicts an increased need of: 27.07% more physical therapist aides, 26.78% more physical therapist assistants, 18.10% more health support occupations, 26.45% more medical assistants, 7.81% more ambulance drivers and attendants, 6.77% more childcare workers, 7.66% more teacher assistants, 10.68% more construction trade workers, 8.25% more landscaping and groundskeeping workers, 8.46% more food service managers, 18.89% more home health aides, and 24.07% more occupational therapy aides. Of all of the mid-level entry jobs listed above, law enforcement personnel is the only profession not projected to increase between 2016 and 2026.[12] The ability to communicate with Spanish-speaking individuals in these fields can improve the effectiveness of workers and can be life saving in some.

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 the 2013-17 Maryland State Plan for Postsecondary Education, "The fastest-growing group in the State is the Hispanic population. Maryland's Hispanic population grew nearly 107% during the previous decade.[13] The surge in the Hispanic population is also affected by growth in immigrants from other nations whose primary language is not English. It is expected that this rapid growth will continue in the next several decades. Institutions will need to expand their program offerings to include those that include Spanish instruction to meet the needs of the growing Spanish-speaking population in order to allow Maryland to be a national leader in providing educational opportunity and supporting diversity.

According to the U.S. Census Bureau's American Community Survey (ACS) 5-Year Estimates, in 2017, 8.3% of Anne Arundel County residents were foreign-born (46,939); of these, 53.5% (25,107) were naturalized citizens, 46.5% (21,832) were not US citizens, and 38.4% (18,014) were born in Latin America. The same report indicated that 5.3% (28,270) of county residents spoke Spanish in the home and 2.1% (10,896) spoke English less than "very well."[14]

The Occupational Outlook Handbook (OOH) from the Bureau of Labor Statistics identifies the fastest-growing occupations in the country. Solar photovoltaic installers, home health aides, personal care aides, occupational therapy assistants, and nurse practitioners have predicted growth rates of 28% to 63% between 2018 and 2028.[15] All of these professions serve Spanish-

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[11] http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

[12] http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

[13] https://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstitapprovals/MHECStatePlan_2014.pdf

[14] https://data.census.gov/cedsci/table?hidePreview=true&g=0500000US24003&q=Anne%20Arundel%20County,%20Maryland&table=DP02&tid=ACSDP5Y2017.DP02&lastDisplayedRow=169

[15] https://www.bls.gov/ooh/fastest-growing.htm

speaking populations in communities like those found throughout the state of Maryland. At the time of this writing, a sample of CareerBuilder.com's Maryland job openings requiring an associate's degree or less that require or prefer applicants proficient in Spanish included teaching assistant, donor recovery technician, administrative assistant, and equipment rental specialist.[16]

The Occupational Outlook Handbook projects that employment of interpreters and translators will grow 19% from 2018 to 2028, much faster than the average for all occupations. Globalization and an increasing population of non-English-speaking people in the United States will drive employment growth. The OOH suggests that job prospects will be best for those with at least a bachelor's degree and/or professional certification.[17] The Spanish certificate provides students with a stepping-stone to higher education or official certification and may be a sufficient credential when formal translation credentials are not compulsory.

Furthermore, the Maryland Small Business Development Center (SBDC) reported that they have been providing consulting services to entrepreneurs in Spanish for over 10 years. They reported having a growing need to hire more Spanish speaking consultants, especially in Prince George's and Montgomery counties.[18]

According to the Maryland Teacher Staffing Report from 2016-2018, there is a critical shortage of teachers in computer science, technology education, English for Speakers of Other Languages (ESOL), Spanish, French, mathematics, chemistry, earth and space science, physical science, physics and most areas of special education.[19] The Spanish certificate can provide potential educators a valuable credential that validates their ability to work with students who are not yet proficient in English. Furthermore, this certificate can be stacked onto the A.A.T. in Secondary Education and Spanish at Anne Arundel Community College if students take a specified sequence of courses. As mentioned previously, a credential will serve the growing need for teachers in Anne Arundel County Public Schools and other county systems across the state. For instance, Annapolis High School's Hispanic population (35.39%) outnumbers both the African American (25.75%) and white populations (31.55%). Glen Burnie High School reports a lower, but still significant Hispanic population of 18.16% and South River reports a lower number of 9%. Elementary schools in these clusters report higher numbers of Hispanic students, which reveals a projected increase in the high schools over the next five to ten years.[20] Teachers frequently find themselves in situations where they can reach more students when they have Spanish-language skills, regardless of where they teach in the county. The same is true for parent communication. The knowledge base that students gain in the Spanish certificate program will allow them to communicate with parents and guardians in parent-teacher conferences and at community events.

[16] https://www.careerbuilder.com/jobs?utf8=%E2%9C%93&keywords=Spanish&location=Maryland

[17] www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm

[18] https://www.marylandsbdc.org

[19] http://marylandpublicschools.org/about/Documents/DEE/ProgramApproval/MarylandTeacherStaffingReport20162018.pdf

[20] www.aacps.org

D. Reasonableness of Program Duplication:

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

The collection of pre-existing courses at AACC that make up the Spanish certificate program requirements are already being taught at the College. The existence of the Spanish certificate program at AACC will provide students the opportunity to earn a credential that can be immediately applied to the mid-level workforce. Although a similar certificate program in Spanish (Certificate in Spanish Studies) is offered at the University of Maryland Baltimore County (UMBC), their program is only for current UMBC students who want to add to their credentials, but do not have time to complete a major or minor. Our program differs in that it is offered at a community college and therefore provides this language proficiency credential at a lower tuition cost. Towson University offers a Spanish Certificate, but it requires its applicants to have a Bachelor's degree in order to be admitted into the program. Technically speaking, their Spanish Certificate is not similar to the one proposed by AACC because access to the program is limited due to the requirement of a Bachelor's degree. Because AACC is an open-enrollment institution, students can apply to the Spanish certificate program as long as they have completed the pre-requisites of Elementary Spanish 1 (SPA 111) and Elementary Spanish 2 (SPA 112). SPA 111 and SPA 112 can be satisfied in any of the following ways: (i) successful completion of both courses, (ii) completion of two years of high school Spanish, or (iii) departmental assessment. We feel that the flexibility offered by this Spanish certificate program will allow students the opportunity to apply their language skills to the myriad of high-demand careers in law enforcement, healthcare, physical therapy, childcare, construction, landscaping, restaurant management, hotel management, home health, and occupational therapy.

TABLE 1: Peer Institution Spanish C		
College	**Lower Division Certificate in Spanish Offered?**	**Similar Programs**
Towson University	No	Professional Spanish Post-Baccalaureate Certificate (requires students to hold a Bachelor's degree in order to be admitted into the program)
University of Maryland Baltimore County	Yes	Certificate in Spanish Studies (Certificate cannot be combined with Modern Languages, Linguistics & Intercultural Communication-Spanish major or minor)

Table 2: Peer Institution Spanish Curricula	
College	**Program Curriculum**

Anne Arundel Community College	Proposed program name: Spanish (certificate)
	• Proposed program includes: Five 3-credit courses and one 1-credit Oral Proficiency Interview Preparation course
	• Proposed Courses:
	   ○ Upon satisfying the SPA 111 and SPA 112 requirement, students will enroll in SPA 211 Intermediate Spanish 1 and SPA 212 Intermediate Spanish 2 and a three-course concentration or SPA 213 Intermediate Spanish Grammar Review and Composition and a four-course concentration designed to provide students with the foundation to become proficient in Spanish at the intermediate level according to the ACTFL Proficiency Guidelines. (15 credits)
	   ○ SPA 260, Oral Proficiency Interview Preparation, is required for the Spanish certificate. (1 credit)
	• Projected time to complete: 2 years
	• Proposed tuition for program: $2,356 (in-county); $4,196 (out-of-county); $6,820 (out-of-state)
	• Pre-requisites: SPA 111 and SPA 112 form the gateway courses to the upper level certificate requirements. SPA 111 and SPA 112 can be satisfied in any of the following ways: (i) successful completion of both courses, (ii) completion of two years of high school Spanish, or (iii) departmental assessment.

Towson University[21]	• Program name: Professional Spanish Post-Baccalaureate Certificate
	• Program includes: Five 3-credit 500 and 600 level courses
	• Courses:
	   ○ FORL 520 Language Acquisition
	   ○ SPAN 680 Hispanic Cultures in the Media
	Elective courses (9 credits)
	   ○ SPAN 607 Creative Writing in Spanish
	   ○ SPAN 608 Spanish in the Community

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[21] https://www.towson.edu/cla/departments/foreignlanguages/professional-spanish-certificate/

	○ SPAN 609 Spanish Translation ○ SPAN 655 Hispanic Popular Cultures ○ SPAN 665 Film and Society in the Spanish Speaking World ○ SPA 670 Special Topics in Spanish Language: Literature and Civilization ○ SPAN 691 Directed Readings in Spanish ○ SPAN 694 Travel Study Abroad - Projected time to complete: 2 years - Tuition for program: $8,775 (in-state) and $15,820 (out-of-state) - Pre-requisite: Bachelor's degree from an accredited institution
University of Maryland Baltimore County[22]	- Program name: Certificate in Spanish Studies (Certificate cannot be combined with MLLI-Spanish major or minor) - Program includes: 17 credits - Courses: ○ SPAN 201 Intermediate Spanish I , SPAN 202 Intermediate Spanish II, and either SPAN 301 Advanced Spanish I or SPAN 304 Spanish for Heritage Spanish Speakers I (11 credits) Elective courses (6 credits) ○ Spanish courses above SPAN 301 and 304 Second elective (3 credits) ○ MLL 280 Introduction to the Spanish Speaking World ○ MLL 213 Film and Society in Spain ○ MLL 218 Film and Society in Latin America ○ ECON 387 Economic Development of Latin America ○ POLI 377 Latin American Politics ○ Another course above SPAN 301 and SPAN 304 - Projected time to complete: 2 years - Tuition for program: $8,585 (in-state) and $19,618 (out-of-state) - Pre-requisites: SPAN 101 Elementary Spanish I and SPAN 102 Elementary Spanish II

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[22] https://mlli.umbc.edu/spanish/

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

The Spanish certificate will provide students with a tangible credential that can be applied to the mid-level workforce to demonstrate language proficiency or be used as a stepping-stone for various 4-year programs. Students do not have to hold a degree to be admitted into this certificate program. Because AACC is an open-enrollment institution, students will be granted acceptance to the program as long as they have successfully completed the pre-requisites listed in Appendix A. Furthermore, the certificate is offered at an affordable rate compared to the Maryland institutions mentioned above with similar programs.

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.**

This certificate program has the potential to increase the participation of underrepresented students in Spanish programs by providing a foundation for a transfer pathway to HBIs in liberal arts, behavioral and social science, human services, and social work, contributing to an increased diverse presence at HBIs. In addition, this certificate program can potentially lead into the substantial language program at Morgan State and the smaller program at Bowie State, allowing for graduates of HBIs to combine their undergraduate studies with language skills and knowledge of Hispanic cultures.

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.**

See letter E above.

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.**

Veteran Spanish instructors at AACC analyzed the objectives of the required courses to determine which courses students would need to reach a minimum proficiency target of "Intermediate-Mid" according to the ACTFL Proficiency Guidelines. They considered the course themes, assessments, and grammar requirements that will provide students the opportunities they need to reach this minimum target. Communication in the written and spoken language are the focus of the required courses. The Chairperson of the Department of World Languages will oversee the Spanish certificate program with support from the Assistant Dean and Dean. Given that the courses included in this proposed certificate program already exist in the Department of World Language's curriculum, the Department of World Languages and the School of Liberal Arts believe that packaging these courses in the proposed Spanish certificate program would best fit the academic goals of students desiring to develop excellent communication skills in Spanish necessary for a variety of careers and some tailored transfer pathways.

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

    Upon successful completion of this program, students will be able to:

    1. Communicate orally and in writing in Spanish in the community and workplace.

    2. Work with native and heritage speakers of Spanish in a variety of contexts.

    Course outcomes include:

    1. Identify the main idea and details about various topics in written and spoken conversations and texts.

    2. Communicate in spontaneous spoken conversations on both familiar and every day topics, using a variety of practiced or memorized words, phrases, intermediate sentences, and questions.

    3. Present information on familiar and cultural topics using a variety of practiced or memorized words, phrases, and intermediate sentences through spoken and written language.

    4. Combine a variety of grammar structures and vocabulary to respond to a range of intermediate-level writing and speaking prompts.

    5. Formulate comparisons between the cultural products, practices, and perspectives of Spanish-speaking cultures and those of [the student's] own culture.

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

3. **Explain how the institution will:**

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

        Anne Arundel Community College is committed to ensuring that its students and graduates are among the best-prepared citizens and workers of the world by offering high quality, affordable, and accessible learning opportunities while also continuing the institution's excellence, accountability, and continuous learning. To this end, practices and procedures are established to ensure faculty, staff, and administrators

systematically assess student learning outcomes at the course, program, and institution levels.

All AACC 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. Program review also includes a review of program outcomes.

The Department of World Languages has administered a learning outcome assessment program in reading, writing, listening, and speaking in the 100 and 200 levels of courses in Arabic, French, and Spanish each semester since fall 2012 and has documented student achievement in these areas with Anne Arundel Community College's Director of Assessment and Instructional Innovation. The Department proposes to design learning outcome assessment instruments for the following courses: Spanish Grammar Review and Composition (SPA 213), Spanish Conversation (SPA 221), Spanish Civilization and Culture (SPA 225), Latin American Civilization and Culture (SPA 226), and Latin American and Spanish Film (SPA 227). These instruments will be administered to all students enrolled in these courses beginning in fall 2020.

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

   Departmental learning outcome assessment plans are submitted to and approved by Anne Arundel Community College's Director of Assessment and Instructional Innovation. The Department of World Language's current plan directs data collection on one language skill (reading, writing, speaking, and listening) each semester in the 100 and 200-level grammar sequence courses on a biannual schedule. Each language skill is linked to a discrete learning outcome in each course included in the assessment plan. This plan will be updated this academic year to reflect the addition of learning outcome assessment in Spanish as detailed above in Section 3a. Assessment instruments completed by students, their scoring sheets, and instructor analysis at the section level are stored in hard copy format in the department chair's office. Annual reports are made available to the college's Director of Assessment and Instructional Innovation.

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

See appendix A

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

   Not applicable.

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 Department of World Languages' Academic Chair 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 that is accessible to all students through the college's website.[23] 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 certificate requirements, available course formats and information about technology assumptions, competencies, equipment requirements, and the learning management system. Each student also receives a course syllabus from their instructor that 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

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[23] https://catalog.aacc.edu

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.[24] The college website, catalog[25], and a myriad of other materials outline the comprehensive services available to students: Academic Services, Student Records, Campus Amenities, Careers & Employment, Disability Support Services, Health & Personal Counseling Services, Student 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[26] provides financial assistance to students and families, allowing them to participate fully in the total educational experience. More information on how to apply for scholarships and grants is found on the college website[27], as is information on tuition, fees, and methods of payment.[28]

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.**

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 Strategic Communications. 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.[29]

H. Adequacy of Articulation

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[24] https://www.aacc.edu/resources
[25] https://catalog.aacc.edu/
[26] https://www.aacc.edu/about/administrative-offices/financial-aid
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[28] https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/credit-tuition-and-fees/
[29] https://www.aacc.edu/

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

   Not applicable.

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 faulty member will teach (in this program).**

   This certificate requires courses and employs faculty members who are already in place. The World Languages department at AACC currently employs four full-time faculty members for Spanish courses. All of our courses are taught by the full-time faculty members. Two of the faculty members are tenured and the other two have accomplished the rank of Associate Professor. Below please find a list of all faculty currently teaching in this program.

Table 3: Faculty Resources				
Name	**Terminal Degree, Title and Field**	**Academic Title**	**Status**	**Courses**
Scott Cooper	M.A., Francophone Studies and Spanish	Professor/Tenured	full-time	SPA 211, 212, 225 & 226
Jodie Hogan	M.A., Intercultural Communications and Spanish & M.A., Education	Associate Professor	full-time	SPA 211, 213, 221, 226 & 227
Dawn Meissner	M.A., Spanish	Associate Professor/Tenured	full-time	SPA 211, 212, 221, 225 & 226
Khaled Sayed	M.A., Bilingual and Bicultural Education	Associate Professor	full-time	SPA 211 & 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**

      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. Internal teaching faculty and expert consultants facilitate these opportunities. A menu of focused faculty development programs aligned to the priorities for the Division of Learning is provided yearly.

Faculty may select from these signature programs for their required professional development plans.

Anne Arundel Community College faculty development is designed to deepen understanding of concepts, skills, and teaching strategies in order to 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 regular and periodic opportunities for feedback and reflection.

b)   **The learning management system**

AACC utilizes the Canvas learning management system for all courses. 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 presented and discussed. Lectures for all didactic courses are placed online through the Canvas system.

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. Beginning in the fall of 2020, the following prerequisite and program courses for the proposed certificate will be available to students online: Elementary Spanish I (SPA 111-prerequisite), Elementary Spanish 2 (SPA 112-prerequisite), Intermediate Spanish 1 (SPA 211), and Intermediate Spanish 2 (SPA 212).

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.**

The college's Andrew G. Truxal Library has a collection of over 148,000 books, 150 print periodicals, 560 CDs, 2,650 DVDs, and 65 online databases offering access to more than 15,000 electronic journals and magazines, 35,000 electronic books, hundreds of thousands of digital images and hours of streaming video and audio. The library provides student and faculty access to the Internet for educational research purposes. All textbooks used in the Spanish certificate curriculum are available in the library for students to use. The textbooks will be available both to be checked out and in the reference section. Resources are periodically reviewed for current content and availability. Library staff were consulted during the program development phase and determined that adequate resources are available for the students in the proposed program.

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 certificate program utilizes existing courses, faculty, and staff to establish a clear pathway for students. Thus, current laboratory spaces, equipment, office space, 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. 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**
AACC has an easy-to-use learning management system, Canvas, which students can either learn on their own, virtually attend Canvas online training, or receive help from the help desk or instructors. The helpdesk (410-777-HELP) is available during the week and on weekends. There are also computers in the Truxal Library for student use. Canvas provides the necessary technological support that this certificate needs. 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. 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.

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

1. Complete <u>Table 1: Resources and Narrative Rationale</u>. **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 - 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. **Tuition and Fee Revenue**
   Tuition & Fees are estimated to increase by 2% each year.
3. **Grants and Contracts:**
   None
4. **Other Sources:**
   None
5. **Total Year**

None

2. Complete <u>Table 2: Program Expenditures and Narrative Rationale</u>. **Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.**

TABLE 3 - EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b+c below)	$0	$0	$7,516.66	$7,666.99	$7,820.33
a. # FTE	$0	$0	0.25	0.25	0.25
b. Total Salary	$0	$0	$6,982.50	$7,122.15	$7,264.59
c. Total Benefits	$0	$0	$534.16	$544.84	$555.74
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	$3,615	$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)	**$3,615.00**	**$0.00**	**$7,516.66**	**$7,666.99**	**$7,820.33**

Financial Data – Expenditures

1. **Faculty Funds:**
   We estimate that by the third year we will need a 0.25 adjunct faculty member as the program grows. Salaries are estimated to increase by 2% each year.
2. **Admin. Staff Funds:**
   None.
3. **Supportive Staff Funds:**
   None.
4. **Equipment:**
   None.
5. **Library:**
   None.
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 courses and faculty at AACC are evaluated by students using the online Student Opinion Forms (SOFs) at the conclusion of each semester. These forms have standard Likert questions with opportunities for anecdotal feedback. Students are also given the opportunity to leave comments in some of the criteria and to render a summary judgment of the course and teaching faculty. All faculty are evaluated each academic year based on the college's evaluation form which includes a review of student opinion form data. Student opinion form data is also reviewed and evaluated during the faculty promotion and tenure processes. In addition to soliciting student input for faculty and course evaluation, faculty colleagues conduct classroom visitations and peer evaluations in the second and fifth year of employment and at any time of consideration for promotion or tenure for full-time faculty. Adjunct faculty are evaluated by a peer or supervisor in the first year of employment and every three years thereafter and/or at the time of consideration of promotion. Adjunct evaluations include a classroom observation, review of student opinion forms and review of course materials.

   Student learning outcomes for this new program will be assessed by evaluating data collected from the expressive and receptive language skill assessments discussed in Section 3a of this document. Program faculty will compare global achievement levels in expressive and receptive language skills 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. See section 3a above for more information on evaluation of student learning outcomes.

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 Assessment and Instructional Innovation. The Director of Assessment and Instructional Innovation 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 Assessment and Instructional Innovation provides tools to the college's various programs (such as the proposed program) 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 Department of World Languages maintains established Learning Outcomes for all of its courses, including the Spanish courses in this certificate program. Learning Outcomes for each course are reviewed by the college's Education Policies and Curriculum

(EPC) Committee. The Department of World Languages chair reviews Learning Outcomes for all courses on a biennial basis, presenting its findings and revisions to the Office of Assessment and Instructional Innovation and EPC for review.

Anne Arundel Community College has the EPC committee, designed to evaluate the addition or modification of new programs, and deletion of existing programs. EPC makes recommendations to the college-wide Academic Forum/Council 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 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, Assistant Dean, Director of Assessment and Instructional Innovation, Dean, Associate Vice President for Learning (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 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 and the impact on student and community needs. Each year the program progress is evaluated in the Assessment of Outcomes and Educational Effectiveness Plan. In addition, national exam pass rates are also evaluated during this process.

Student satisfaction with courses and instruction is assessed for each course and instructor each semester through the collection of feedback through student opinion forms. 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 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.**

   According to AACC's Diversity statement, "AACC is committed to supporting and sustaining a diverse and inclusive educational environment." Community colleges, with their greater diversity of students, offer an important opportunity for broadening participation in the liberal arts. At

AACC, the Spanish certificate program, which includes courses frequently taken in fulfillment of general education requirements, provides an opportunity to raise awareness among all transfer degree students about the many career opportunities available to graduates with excellent communication skills in Spanish. The proposed program is well positioned to increase access to minority and diverse student populations to a variety of career opportunities. 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.

Specifically, three of the four Spanish faculty members of the Department of World Languages are participants in AACC's Model Course Initiative, which aims to eradicate achievement gaps through inclusive pedagogy. Over the next three years, these faculty are redesigning curriculum and pedagogy in the Spanish sequence of classes in order to better address student success for diverse learners.

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 (MHEC). 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. AACC currently offers 32 fully online programs as approved by MHEC.

   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

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Appendix A

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Spanish (certificate)

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Explanation of Course Sequence Options

The Elementary and Intermediate Spanish sequences provide students with the foundation and grammar skills necessary to be successful in more advanced Spanish courses. Students who have previously studied Spanish may request from the academic chair a waiver for both SPA 111 and SPA 112. Once the Elementary Spanish sequence requirement has been satisfied, students recommended for SPA 211 and SPA 212 will select three other courses required for the certificate (SPA 221, SPA 225, SPA 226, SPA 227, and/or SPA 230), along with SPA 260. Students approved to enroll in SPA 213 will earn the certificate with a combination of four other courses (SPA 221, SPA 225, SPA 226, SPA 227, and/or SPA 230) and the required SPA 260. SPA 260, Oral Proficiency Interview, is a mandatory 1-credit course required for all students enrolled in the Spanish certificate program.

Certificate Requirements: 16 - 22 credits

SPA 111 and SPA 112 form the gateway courses to the upper level certificate requirements. SPA 111 and SPA 112 can be satisfied in any of the following ways: (i) successful completion of both courses, (ii) completion of two years of high school Spanish, or (iii) departmental assessment. Upon satisfying the SPA 111 and SPA 112 requirement, students will enroll in SPA 211 and SPA 212 and a three course concentration or SPA 213 and a four course concentration designed to provide students with the foundation to become proficient in Spanish at the intermediate level according to the ACTFL Proficiency Guidelines. SPA 260, Oral Proficiency Interview, is required for the Spanish certificate. Please see the Academic Chair of World Languages for assessment and/or placement.

SPA 111 and SPA 112 are only required for beginning level students. All students must see the academic chair for placement.

SPA 111 Elementary Spanish 1	3 credits
And	
SPA 112 Elementary Spanish 2	3 credits
SPA 211 Intermediate Spanish 1	3 credits
And	
SPA 212 Intermediate Spanish 2	3 credits
Or	
SPA 213 Intermediate Spanish Grammar Review and Composition	3 credits

If taking SPA 211 and SPA 212, select three courses from the following list of electives. If taking SPA 213, select four courses from the list of electives:

SPA 221 Intermediate Spanish Conversation	3 credits
SPA 225 Intermediate Spanish Civilization and Culture	3 credits
SPA 226 Intermediate Latin American Civilization and Culture	3 credits
SPA 227 Intermediate Latin American and Spanish Film	3 credits
SPA 230 Spanish for Business and Finance	3 credits
Required course:	
SPA 260 Oral Proficiency Interview Preparation	1 credit

Program Outcomes

Upon successful completion of this program, students will be able to:

1. Communicate orally and in writing in Spanish in the community and workplace.
2. Work with native and heritage speakers of Spanish in a variety of contexts.

Course Number, Title and Credit Hours	Course Description
SPA 111 - Elementary Spanish 1 3 credits	Develop an understanding of basic pronunciation and grammar necessary for reading, writing, and speaking in Spanish. Not for those who have experience with the Spanish language. Crosslisted: Also offered as SPA 111H; credit is not given for both SPA 111 and SPA 111H. Note: Not for native speakers.
SPA 112 - Elementary Spanish 2 3 credits	Build upon knowledge learned in SPA 111 with emphasis on speaking, reading, and writing. Prerequisite(s): SPA 111 or one year of high school Spanish or permission of department chair. Crosslisted: Also offered as SPA 112H; credit not given for both SPA 112 and SPA 112H. Note: Not for native speakers.
SPA 211 - Intermediate Spanish 1 3 credits	Build vocabulary and grammar skills for the purpose of reading, writing, listening and speaking. Discuss aspects of Spanish and Spanish-American culture. Prerequisite(s): SPA 112 or SPA 119 or two years of high school Spanish or permission of department chair. Crosslisted: Also offered as SPA 211H; credit not given for both SPA 211 and SPA 211H. Note: Not for native speakers.
SPA 212 - Intermediate Spanish 2 3 credits	Master intermediate vocabulary and grammar structures. Read short poetry and short fiction in Spanish. Discuss Spanish and Spanish-American culture. Prerequisite(s): SPA 211 or three years of high school Spanish or permission of department chair. Crosslisted: Also offered as SPA 212H; credit not given for both SPA 212 and SPA 212H. Note: Not for native speakers.
SPA 213 - Intermediate Spanish Grammar Review and Composition 3 credits	Review grammatical usage of Spanish, including present, past, future and conditional tenses, perfect forms, the subjunctive, comparatives and superlatives, expressions of time and object

	pronouns. Produce guided compositions, a significant component of the course. Prerequisite(s): SPA 212 or four years of high school Spanish or permission of the department chair. Crosslisted: Also offered as SPA 213H; credit not given for both SPA 213 and 213H. Note: Not for native speakers.
SPA 225 - Intermediate Spanish Civilization and Culture 3 credits	Intermediate course covering the history, culture, literature, and fine arts of Spain. Taught in Spanish. Prerequisite(s): SPA 212 or four years of high school Spanish or permission of department chair. Note: Not for native speakers.
SPA 226 - Intermediate Latin American Civilization and Culture 3 credits	Intermediate course covering the history, culture, literature, and fine arts of Latin America. Taught in Spanish. Prerequisite(s): SPA 212 or four years of high school Spanish or permission of department chair. Note: Not for native speakers.
SPA 227 - Intermediate Spanish and Latin American Film 3 credits	Dissect and debate contemporary issues presented in Spanish and Latin American films such as: gender roles, immigration, political influence, censorship, socioeconomic ramifications, and globalization. Examine Hispanic values, beliefs, and perceptions through the lens of cinema. This course will be conducted entirely in Spanish. Prerequisite(s): SPA 212 or four years of high school Spanish or permission of the department chair. Note: Open to native speakers by permission of the department chair.
SPA 230 - Spanish for Business and Finance 3 credits	Covers business-related Spanish vocabulary and the concepts of international business and finance. Course includes a review of Spanish grammar and practice writing different types of communications in Spanish for hypothetical business situations. Prerequisite(s): SPA 211 or three years of high school Spanish or permission of department chair. Note: Not for native speakers.
SPA - 260 - Oral Proficiency Interview Preparation 1 credit	Prepare for the Oral Proficiency Interview. Review and expand both vocabulary and grammatical structures required to hold predictable and concrete conversations within the target culture. Converse at a level that is easily

	understood by sympathetic interlocutor accustomed to dealing with non-native speakers. Prerequisite:12 credits of SPA at the 200-level or permission from the department chair