# 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)    Both | |
| Program Resources | Using Existing Resources    Requiring New Resources | |
| Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03) | 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:                                    Date: |
| | Date of Approval/Endorsement by Governing Board: |

Revised 1/2021

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

May 5, 2023

Dr. Sanjay Rai
Acting Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Rai:

Anne Arundel Community College is requesting approval of the modification to our Intelligence Analytics lower division certificate program (HEGIS: 500116; CIP: 5202991).

The existing Intelligence Analytics certificate program has been modified to replace one of the previously required courses. The course replacement replaces a course with a prerequisite course, which decreases the minimum number of required credits from 16 to 15. This modification will remove hidden prerequisites, thus providing a seamless stackable certificate into the Homeland Security Intelligence Analytics area of concentration AAS degree. This modification will expand the opportunity for students to continue their study in this field.

This modification is consistent with the college's mission in that it will allow us to respond "to the needs of our diverse community by offering high quality, affordable, accessible, and innovative life-long learning opportunities."

Should you have any questions, please contact Dr. Tanya Millner, Provost/Vice President for Learning at tcmillner@aacc.edu or (410) 777-2332.

Thank you, and we look forward to the Maryland Higher Education Commission's decision regarding our request.

Sincerely,

Dr. Dawn Lindsay
President

cc:     Tanya Miller, Ed.D., Provost/Vice President for Learning
        Kentina Smith, Ph.D., Interim Associate Vice President for Learning
        Karen Cook, Esq., Dean, School of Business and Law
        Dr. Darian Senn-Carter, Interim Director, Homeland Security and Criminal Justice Institute
        Nanci Beier, M.A., Registrar
        Tara Carew, M.B.A., Director, Financial Aid

**FOR DEGREE-GRANTING INSTITUTIONS AUTHORIZED TO OPERATE IN MARYLAND**

**GUIDELINES FOR PROPOSING NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND SUBSTANTIAL MODIFICATIONS**

**INTELLIGENCE ANALYTICS 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.

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 is a premier learning community that transforms lives to create an engaged and inclusive society.

Anne Arundel Community College strives 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.

This program is designed to provide students with a critical understanding of the complex nature of the intelligence community and its role in supporting U.S. national security. The intended audience is students who wish to explore a future career in the intelligence community; current intelligence community employees desiring to advance their career in the intelligence community; and companies and firms who wish to advance employees' skills in the field of analytics.

The Intelligence Analytics certificate program is a culmination of research and interest communicated by students and dictated by the needs of the local, national and international community—both in government and in private sectors. It serves to develop a well-educated, highly trained and comprehensively prepared workforce to thwart various terrorist attacks against humans, infrastructures, and unconventional threats including chemical, biological and nuclear. In much regard, it also helps students plan for and respond to certain natural catastrophes.

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 goals, 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,* 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,

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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 pathway approach aims to provide better structure through intentional programming and interventions that will help all students through each milestone.

The three Engagement Matters goals are:

·   Goal 1: Engagement and Entry – 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.

This certificate program supports AACC's strategic plan in the areas Engagement and Entry, Progress and Growth, and Retention and Completion.

Engagement and Entry
In developing courses and programs, the Institute extensively considers the availability of local, national and international employment. The faculty assess basic professional qualifications in order to provide students with essential skills that ensure their initial employability, and that increase opportunities for professionals seeking higher learning, expanded skills and promotions in their existing careers.

Progress and Growth
This certificate program is a culmination of research and interest communicated by students and dictated by the needs of the local, national and international community – both in government and in the private sectors. It serves to develop a well-educated, highly trained, and comprehensively prepared workforce to thwart various terrorist attacks against humans, infrastructures, and unconventional threats including chemical, biological and nuclear.  In much regard, it also helps students plan for and respond to certain natural catastrophes.

Retention and Completion
The content of the proposed Certificate program encompasses several years of research and planning with law enforcement, intelligence, security, military, forensics, emergency preparedness, and corporate agencies.  This certificate leads to the development of skills that are critical and essential to employment in the area of Homeland Security and Intelligence Analytics.  Through the study and effective use of specific tactics and operations, students learn to collect and analyze the covert planning and threat information of persons and organizations deemed antagonists and enemies against national, global and corporate security. Central to learning are coordinating operations between agencies, and effectively disseminating to and exchanging information between government, private and public agencies to decrease vulnerability.

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.

No additional funding is required to support this certificate modification.

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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 of this certificate program as it has been in existence since 2007.  Existing resources within the Homeland Security and Criminal Justice Institute support this program. In addition, technical support is provided by AACC's technical call center and AACC's Virtual Campus provides support to the college's learning management system.

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

AACC is committed to this certificate program as it has been in existence since 2007.  If, however, enrollment trends and/or market demands lead to removal of this certificate program from our catalog offerings, currently enrolled students will be provided ample time to complete this program of study.

## B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

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

The field of Homeland Security aims to ensure that the country and its citizens are safe and provides efficient and effective response to emergencies.  In response to the COMAR regulation, this program helps meet an increasing need for diversely qualified and committed professionals in the specialty area of Intelligence Analytics. In Maryland and throughout the nation, Homeland Security is considered a priority and preparing individuals for employment within the Homeland Security industry is of the utmost importance to the security and well-being of the state and the nation. Still in its vastness, there is a rising need to develop individuals with very specialized, focused skills. Individuals completing this Certificate are prepared to enter the workforce in local, state, national and international business and government agencies, and are properly prepared to continue advanced learning at a four-year college or university.

Homeland Security operations continue to swell in order to address increased interests and its six strategic goals toward keeping America safe. Specifically, the proposed Intelligence Analytics Certificate program addresses the first two strategic goals of the Department of Homeland Security: (1) **Awareness:** *Identify and understand threats, assess vulnerabilities, determine potential impacts and disseminate timely information to our homeland security partners and the American public; and* (2) **Prevention:** *Detect, deter and mitigate threats to our homeland.*

Students that complete the proposed Intelligence Analytics Certificate will be marketable candidates for current, as well as new and projected career opportunities:

- **Domestic Nuclear Detection**
- **Office of Screening Coordination and Operations (SCO)** within the Border and Transportation Security Directorate. The mission of this new organization is to enhance terrorist-related screening through comprehensive, coordinated procedures that detect, identify, track and interdict people, cargo and other entities and objects that pose a threat to homeland security.

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- **Office of Interoperability and Compatibility** which includes the SAFECOM (Wireless Public Safety Interoperable Communications) program, created to coordinate public safety communications to achieve national wireless interoperability.
- **Weapons of Mass Destruction (WMD) Detection Technology**
- **America's Shield Initiative (ASI)** enhances electronic surveillance capabilities along the Northern and Southern land borders of the U.S. by improving the sensor and video surveillance equipment deployed to guard against the entry of illegal aliens, terrorists, WMDs and contraband into the U.S.
- **Cyber Security**
- **Homeland Secure Data Network (HSDN)** streamlines and modernizes the classified data capabilities in order to facilitate high quality and high value classified data communication and collaboration.
- The **Homeland Security Operations Center (HSOC) and Homeland Security Information Network (HSIN)** provide critical tools for sharing both classified and unclassified information and situational awareness with federal, state, and local governments.

The state of Maryland's Governor's Office of Homeland Security maintains three strategic priorities - one of which is to create an effective State partnership with Federal and Local Governments that achieves the objectives of the National Homeland Security Strategy and effectively invests Federal grants. These objectives include:

a. Build a seamless Public Safety System.
b. Build regional systems that are cost effective by networking and empowering local emergency organizations.
c. Build information sharing systems that respond to the demand for information, interoperability, and intelligence analysis.

The Intelligence Analytics Certificate program assists with generating new and developing current professionals to meet the "information sharing systems" objective.

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

This program greatly expands the educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education. In 2021 the Bureau of Labor Statistics indicated that there were nationally approximately 18,000 Black/African Americans government employees in the field of Homeland Security and Criminal Justice.

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

Not applicable

1. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

The Intelligence Analytics Certificate program is consistent with the goals of the Maryland State Plan for Postsecondary Education. The program provides access to an affordable certificate program and that establishes a high learning standard so that students pursuing vocations that include intelligence gathering and analysis and

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other related professions, will demonstrate the greatest level of professionalism and proficiency that pre-employment education can provide aimed to ensure success of students. In creating the Certificate, critical core subjects were selected from AACC's Homeland Security Management A.A.S. Degrees to ensure the certificate's integrity and its outcomes emphasize innovation and best practices in the field to meet professional requirements of the workplace and the needs of local, state, national and international entities and agencies. The program addresses various local, national, global and business concerns and interests in the general area of Homeland Security and competitive intelligence. Students are provided ample opportunity to reflect and demonstrate learning and skills through guided and independent activities consistent with student-centered learning.

**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.

Maryland is home to important agencies associated with the national plans for increased Homeland Security. The National Security Association, the Federal Bureau of Investigation, the Department of Justice, the Transportation Security Administration, Federal Transit Administration and other agencies are all increasing personnel in Homeland Security. Maryland is projected to gain thousands of Homeland Security positions within the next few years.

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

Not applicable as this is an existing program.

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.

Defense contractors such as Lockheed Martin, Northrop Grumman, General Dynamics, Raytheon, Boeing, EDS, Unisys, Dell, CSC and other private entities anticipate increasing personnel in the Homeland Security area. Kelly FedSecure indicated, "There are few states in the United States that have the professional/technical employment opportunities that exist today, and for the foreseeable future, in Maryland and the surrounding area." This program provides students with the knowledge, skills and opportunity to help meet the increasing workforce requirements of the state of Maryland, the nation and the global community.

*A recent study conducted by the rpk GROUP indicated that there is a significant market opportunity for Intelligence Analytics, indicating above average job growth and above median job openings; and there is significant employment outlook for Intelligence Analytics, indicating below 50% market saturation and less than 50% of competitors offering the program demonstrating positive growth.*

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

The Bureau of Labor and Statistics indicates that the Maryland, DC, and Virginia region has the highest concentration of jobs in Homeland Security and Criminal Justice, and the highest median income for jobs in Homeland Security and Criminal Justice. The Bureau of Labor Statistics also indicates that this field is one of

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the fastest growing government industries, projecting an average of 8% growth in positions from 2020 – 2027 both regionally and nationally.

**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 University of Maryland School of Public Policy – Intelligence Studies currently offers three graduate degree programs and two certificates specializing in intelligence analysis and national security policy. The first, *Intelligence Analysis*, is a 12-credit graduate certificate offered in an "executive-level format." The second program, *Information Assurance,* is equally a graduate-level program - combining expertise in the School of Public Policy, the College of Library and Information Sciences, and the School of Business. A study was conducted of comparable colleges and area universities to identify same or similar programming to that which is being proposed. The study included Prince George's Community College, Harford Community College, Baltimore City Community College, Morgan State University, Towson State University and the University of Maryland. At the time of the study, the colleges and universities did not offer undergraduate or certificate programs in Intelligence Analysis.

A greater examination does reveal, however, that colleges and universities throughout the nation continue to expand and offer the overarching Homeland Security Degree or other related programs that may include components of intelligence analytics:

- American Public University System– Master of Arts in Homeland Security

- Community College of Denver – Public Safety Management Associate in Applied Science Degree

- Community College of Denver – Public Safety Management Certificate Program

- Corinthian Colleges, Inc. – Homeland Security Specialist Diploma

- Curry College - Certificate in Homeland Defense

- Fairleigh Dickinson – Global Security and Terrorism Certificate

- Fairleigh Dickinson University – Undergraduate Security & Terrorism Studies Certificate

- Fairmont State Community and Technical College Associate in Applied Science Degree in Homeland Security

- George Mason University, National Center for Biodefense – Graduate Biodefense Degrees and Graduate Certificates

- George Washington University, Center for Excellence in Municipal Management – Homeland Security Certificate for Municipal Managers

- Iowa Central Community College Homeland Security Training Center - Basic Homeland Security Training

- John Jay College of Criminal Justice - Interdisciplinary M.A. Terrorism Certificate Program

- Kaplan College – Terrorism and National Security Management Certificate

- Lamar Institute of Technology - Six Certificates in Homeland Security

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- Lamar Institute of Technology – Associate of Applied Science in Homeland Security

- National Graduate School – Homeland Security Certificate

- National Graduate School – Homeland Security Concentration offered within Master of Science, Quality Systems Management

- Naval Postgraduate School, Homeland Security Master of Arts Program

- Northern Virginia Community College – Manassas Campus – Homeland Security Operations Specialist

- Penn State University, Fayette's Center for Community and Public Safety – Non-Credit Certificate in Homeland Security

- Purdue University, Homeland Security Institute - Area of Specialization in Homeland Security

- Sonoma College – Certificate in Homeland Security and Associate of Applied Science in Administration of Justice and Homeland Security Programs

- Southwestern College – Bachelor of Science Degree in Security Management

- Southwestern College – Certificate in Security Management

- Teikyo Post University - Certificate in Homeland Security

- University of New Haven, Master of Science in National Security and Graduate Certificate in National Security

- University of Tennessee, Center for Homeland Security and Counterproliferation – Developing Homeland Security Program

- University of Washington - Masters in Strategic Planning for Critical Infrastructures - Leadership Program for Homeland Security

2. Provide justification for the proposed program.

The existing Intelligence Analytics certificate program has been modified to replace one of the previously required courses with a prerequisite course. This modification also decreases the minimum number of required credits from 16 to 15. The proposed modification will remove hidden prerequisites, thus providing a seamless stackable certificate into the Homeland Security Intelligence Analytics area of concentration AAS degree. This modification will expand the opportunity for students to continue their study in this field in alignment with the AACC Strategic Plan.

### 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.

Since this program is not intended for transfer, there is no foreseeable impact, negatively or positively, on programs at HBI's.

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**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.

       Since this program is not intended for transfer, there is no foreseeable impact, negatively or positively, on programs at HBI's.

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

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

The certificate was established to prepare students for positions in the Homeland Security industry, business, technology, international affairs, public, policy and political science. By award of a Certificate of studies in Intelligence Analysis, students have demonstrated the fundamental knowledge of and basic proficiencies necessary for positions with the various agencies associated with Homeland Security and specifically, intelligence analysis. Program outcomes for the degree are based upon the core college competencies: communication; scientific, mathematical, and technological; critical thinking and problem solving; information literacy and research; social and civic responsibility; holistic nature of human knowledge; global perspective; and self-management and wellness.

Full-time faculty members include:

Dr. Darian Senn-Carter, interim director

Professor Keith Adkins

Dr. Reynaldo Evangelista

Professor David Hammel

Professor Anika Ingram, Esq.

Professor Joseph Johnson

Professor Adil Qaiyumi, Esq.

    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:

- Differentiate ethical and unethical actions regarding homeland security practices.
- Identify ethnic, cultural, national, religious, and political ideologies as it relates to homeland security.
- Examine and interpret homeland security and intelligence evidence.

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- Demonstrate effective problem solving in the field of homeland security.
- Communicate clear, concise and accurate reports as it relates to homeland security and intelligence.

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 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.

    b) document student achievement of learning outcomes in the program

The Homeland Security and Criminal Justice Institute documents evidence of student achievement of learning outcomes on a cyclical basis consistent with AACC's Learning Outcomes Assessment (LOA) plan. Documentation includes learning outcomes, curriculum maps, assessment plans, findings (data and analysis), and action plans.

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

Certificate Requirements: 15 credits

HLS 111 – Introduction to Homeland Security—3 credit hours

Demonstrate an understanding of theory, practice, and components of homeland security, including administrative, operational and legislative concepts. Explore both the public sector and private sector or local, state, national, and international levels impacting Homeland Security. Examine the most critical threats confronting Homeland Security.

HLS 211 – Intelligence Analysis and Security—3 credit hours

Examines intelligence analysis and its indispensable relationship to the security management of terrorist attacks and other threats. Explores vulnerabilities of our national defense and private sectors, as well as the threats posed to these institutions by terrorists, man-made disasters, and natural disasters. Students will discuss substantive issues regarding intelligence support of Homeland Security measures implemented by the United States and explore how the intelligence community operates. Lab fee $20.

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HLS 220 – Intelligence and U.S. National Security—3 credit hours

Examines the historical development of intelligence in supporting U.S. foreign and national security policy. Surveys the development of the intelligence discipline from the Revolutionary War to the 21st Century Global War on terrorism. Evaluates the legislations, executive orders and events that influence how intelligence has evolved to support U.S. policy makers and defines the intelligence process and how the intelligence disciplines and the agencies responsible for them support the policy maker and military commanders. Lab fee $20.

HLS 225 – Introduction to Intelligence Analytics—3 credit hours

Learn the intelligence analytical process and review the methodical approaches used by intelligence analysts to prepare assessments for U.S. policy makers. Examine the analytical process used to assess instability/strategic warning and terrorism analysis. Analyze the factors which influence an analyst's work to include the cognitive, cultural/social and institutional biases and how politicization of intelligence influences the analytical process. Explore various tools and research methods used by analysts to process and organize information and develop and present intelligence briefings. Lab fee $20.

HLS 230 – Intelligence Support to the Policy Maker and Military—3 credit hours

Examine how U.S. intelligence supports the creation, implementation and evaluation of U.S. foreign and national security policy. Analyze and evaluate the role of intelligence during critical foreign policy and national security events in U.S. history. Examine the intelligence community (IC) analytical processes and the mediums used to advise decision makers and military leaders. Also examine the intelligence community's relationship and support to local and state government and industry. Lab fee $20.

HLS 240 – National Security Challenges of the 21st Century—3 credit hours

Survey the major national security challenges facing the intelligence community in the 21st century: terrorism, transnational crime, cybercrime, nuclear weapons proliferation, and regional conflicts. Explore the technological and scientific principles required of analysts who follow these major intelligence challenges and how the U.S. government is addressing these challenges. Prerequisite(s): HLS 211 or HLS 220 or permission of director.

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.

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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 certificate modification 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 about competency, 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 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 encouraged 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. The college website, catalog, 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 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, as is information on tuition, fees, and methods of payment.

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.


AACC 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. AACC'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, and Resources for Students, Campus Life & Activities, and About Us.


**H. Adequacy of Articulation** (as outlined in <u>COMAR 13B.02.03.19</u>)

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found here.

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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, <u>terminal degree title and field</u>, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

| Name | Terminal Degree Title and Field | Academic Title | Status | Courses |
|---|---|---|---|---|
| Dr. Darian Senn-Carter, interim director | Ph.D., Education | Full Professor | Full-time | All courses |
| Keith Adkins | M.S., Pharmacy | Associate Professor | Full-time | All courses |
| Dr. Reynaldo Evangelista | Ph.D., Higher Education | Full Professor | Full-time | All courses |
| David Hammel | MBA, Business Administration | Associate Professor | Full-time | All courses |
| Anika Ingram, Esq. | JD, Juris Doctor | Full Professor | Full-time | All courses |
| Joseph Johnson | M.A., Education | Full Professor | Full-time | All courses |
| Adil Qaiyumi, Esq. | JD, Juris Doctor | Associate Professor | Full-time | All courses |

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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

AACC provides professional development for faculty in pedagogy that includes student-centered, content-focused, and evidence-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 with the priorities of the Division of Learning is provided yearly. Faculty may select from these signature programs for their required professional development plans.

AACC faculty development is designed to deepen the faculty member's understanding of concepts, skills, and teaching strategies that lead to 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 and 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 routinely provide opportunities for feedback and reflection.

   b) The learning management system

AACC utilizes the Canvas learning management system for all courses. All full-time and part-time faculty must complete Focus on Facilitation prior to teaching and/or developing an AACC online or hybrid course. Focus on Facilitation introduces Canvas, an understanding of teaching online, and best practices in course design, facilitation, and technology integration. Separate training is also available for faculty only using the LMS 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. Clear navigation, explicit instructions, accessibility, and format of appropriate assessments are presented and discussed. Lectures for all didactic courses are placed online through Canvas.

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

Faculty content developers work in collaboration with instructional designers to develop courses that adhere to institutional course design best practices as informed by the essential standards for course design. Additionally, trainings, presentations, demonstrations, and model courses are available to faculty regarding evidence-based best practices for distance education.

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

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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 150,000 physical books, 114,000 electronic books, 15,000 online and print periodicals and 21,000 audiovisual resources available online and in-house. The library provides access to more than 60 online databases, where most electronic resources can be found.

The library provides students and faculty access to the internet for education research purposes. 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 this 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 modification will be implemented using existing physical facilities, infrastructure and instructional equipment. No new facilities or resources will be required.

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

AACC provides all faculty and students with a college email address. In addition, the Canvas learning management system has its own electronic mailing system, as well as features that allow for group discussions and announcements.

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

AACC uses Canvas as its LMS, which students can learn on their own, virtually attend Canvas training, or receive help from the help desk or instructors. The help desk (410-777-HELP) is available days, evenings and weekends. There are also computer labs in the Truxal Library for student use. Canvas provides the necessary technological support that this certificate requires. All courses have a Canvas course shell in which faculty are minimally required to post their syllabus and 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 use and update regularly. Assignments can be accessed 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 **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

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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.

| Resources Categories | Year | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| 1 Reallocated Funds | | | | | |
| 2 Tuition/Fee Revenue (c+g below) | | | | | |
| a. Number of F/T Students Annual Tuition/Fee Rate | 10 | 20 | 20 | 20 | 20 |
| b. Annual Tuition/Fee Rate | $3970 | $5052 | $5160 | $5271 | $5386 |
| c. Total F/T Revenue (a x b) | $39700 | $101040 | $103200 | $105420 | $107720 |
| d. Number of P/T Students | | | | | |
| e. Credit Hour Rate | | | | | |
| f. Annual Credit Hour Rate | | | | | |
| g. Total P/T Revenue (d * e * f) | | | | | |
| 3 Grants, contracts, and other external sources | | | | | |
| 4 Other sources | | | | | |
| TOTAL (add 1-4_ | $39700 | $101040 | $103200 | $105420 | $107720 |

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.

Financial Data – Expenditures

1. Faculty Funds: Program to be supported by existing faculty resources
2. Admin. Staff Funds: Program to be supported by existing staff resources
3. Supportive Staff Funds: Program to be supported by existing staff resources
4. Equipment: Program to be supported with existing institutional resources.
5. Library: Program to be supported with existing institutional resources
6. New or Renovated Spaces: Program to be supported with existing institutional resources
7. Other Expenses: Program expenses for instructional and lab supplies, accreditation fees, equipment maintenance and office expenses: None

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**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 online Student Opinion Forms (SOFs) at the conclusion of each course. 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 based on the college's evaluation process, which includes a review of student opinion forms. SOF data is also reviewed during the faculty promotion and tenure processes. In addition to soliciting student input for faculty and course evaluation, faculty colleagues and supervisors conduct classroom visitations and peer evaluations in the second and fifth year of employment and at 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 classroom observation, review of SOFs, and review of course materials at a minimum.

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

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

The college has an established Office of Learning Outcomes Assessment. The Director of Assessment and Instructional Innovation meets regularly with a faculty-run subcommittee on LOA (a subcommittee of the Teaching and Learning Committee). The mission of the LOA subcommittee is to guide and oversee program-level outcomes assessment throughout the college. The LOA Office provides tools to the college's various programs to assist in regular program assessment, including an Annual Program/Department Assessment Report and a Curriculum Mapping Template (to ensure alignment of course objectives and outcomes with department and/or program outcomes as well as college-level core competencies). Learning outcomes for each course are reviewed by the college's Education Policies and Curriculum (EPC) committee at the time of course proposal submission. The EPC committee is designed to evaluate the addition of new programs and courses, the modification of programs and courses, and the deletion of existing programs and courses. EPC makes recommendations to the Academic Forum/Council of the college since it is charged with evaluating existing and proposed curricula and courses to ensure they support educational objectives and policies and comply with established requirements from accrediting and other approving agencies. The college conducts regular evaluations of degree programs regarding enrollment, retention, curriculum relevance, and outcomes assessment. All programs undergo a comprehensive review on a staggered four-year cycle, using a Comprehensive Program Review Template that contains program data scored on a rubric. The template includes metrics in program continuation and completion, course success, headcount, and program outcomes assessment. 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 program costs and return on investment to address cost effectiveness and the impact on student and community needs. Student satisfaction with courses and instruction is assessed for each course and instructor each semester

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through the collection of feedback from Student Opinion Forms.  This information is used for faculty evaluation and considerations for promotion and tenure.

**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.

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

This certificate is well positioned to increase access to minority and diverse student populations to career opportunities and advancement. The goals of the certificate include providing diverse students access to high quality curricula, instruction and educational experiences while ensuring equity of course and program outcomes through periodic and comprehensive program assessment as discussed above.

**O. Relationship to Low Productivity Programs Identified by the Commission:**
1.    If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable.

**P. Adequacy of Distance Education Programs** (as outlined in COMAR 13B.02.03.22)
1.    Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

AACC 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 the Middle States Commission on Higher Education. AACC utilizes the Canvas LMS to provide online lectures, assessments, discussion boards and other online instructional support to students. In addition, the college has distance education classrooms equipped with cameras and audio to share lectures with students in offsite facilities.

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

Not applicable.

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