



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

Institution Submitting Proposal	Anne Arundel Community College
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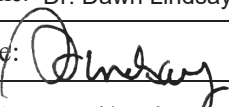
Each action below requires a separate proposal and cover sheet.

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|--|---|
| ☐ 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 ☐ Yes	Payment ☐ R*STARS #	Payment	Date
Submitted: ☐ No	Type: ☐ Check # 0550307	Amount: 850.00	Submitted: 5/1/2023

Department Proposing Program	Health Sciences		
Degree Level and Degree Type	New Stand Alone Certificate		
Title of Proposed Program	Health Sciences Certificate		
Total Number of Credits	35		
Suggested Codes	HEGIS: 1212.01	CIP: 34.0199	
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 submission as per COMAR 13B.02.03.03)	☒ Fall ☐ Spring ☐ Summer Year: 2024		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.aacc.edu/		

Preferred Contact for this Proposal	Name:	Dr. Tanya Millner
	Title:	Provost/Vice President for Learning
	Phone:	(410) 777-2332
	Email:	tcmillner@aacc.edu

President/Chief Executive	Type Name:	Dr. Dawn Lindsay
	Signature:	 Date: 05/01/2023
Date of Approval/Endorsement by Governing Board:		

Revised 1/2021



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Dr. Dawn Lindsay

President

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May 1, 2023

Dr. Sanjay Rai

Acting Secretary of Higher Education

Maryland Higher Education Commission

6 N. Liberty Street

Baltimore, MD 21201

Dear Dr. Rai:

On behalf of Anne Arundel Community College (AACC), I am requesting approval for a new Lower Division certificate in Health Sciences.

This certificate is designed to provide the foundation for continued study in the field of health sciences. The certificate provides a course of study designed to meet the needs of students who plan to study and transfer to a college or a university that grants an associate or baccalaureate degree in various areas of health sciences. Students enrolled in this certificate program will take classes that are commonly found in associate degree program pre-admission requirements and/or prerequisite courses for baccalaureate degree courses.

This innovative certificate program has been designed in collaboration with Maryland community colleges that are part of the Maryland Education Alliance (MEA): AACC; Cecil College; Chesapeake College; College of Southern Maryland; Harford Community College; and Prince George's Community College. This certificate provides a structure for academic progression and credential stacking. It allows students to complete the first year of an associate degree program in a health sciences field at one institution, followed by a second year in a specialized health sciences program at another institution. This collaboration benefits students as they will be able to complete the certificate at their local community college, and then transfer these credits to another community college that offers the health sciences program not offered at their local community college. This also assists the community colleges as they will not need to create duplicate programs and will not be competing for clinical placements.

This Lower Division Certificate in Health Sciences fully aligns with the college's mission of offering high quality, affordable, accessible, and innovative life-long learning opportunities.

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

We appreciate the Maryland Higher Education Commission's consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Lindsay", written in a cursive style.

Dr. Dawn Lindsay
President

cc: Tanya Millner, Ed.D., Provost/Vice President, Learning
Tina Smith, Ph.D., Interim Associate Vice President for Learning and Academic Affairs
Elizabeth Appel, MSW, Dean, School of Health Sciences
Shannon B. Gilkey, MSW, Director of Operations, School of Health Sciences
Nanci Beier, M.A., Registrar
Tara Carew, M.B.A., Director, Financial Aid

Health Sciences, 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.**

AACC's Mission Statement: "With learning as its central mission, Anne Arundel Community College responds to the needs of our diverse community by offering high quality, affordable, accessible, and innovative life-long learning opportunities."

Anne Arundel Community College (AACC) is proposing a new lower division certificate in Health Sciences. This certificate is designed to provide the foundation for continued study in the field of health sciences. The certificate provides a course of study designed to meet the needs of students who plan to study and transfer to a college or a university that grants an associate or baccalaureate degree in various areas of health sciences. Students enrolled in this certificate program will take classes that are commonly found in associate degree program pre-admission requirements and/or prerequisite courses for baccalaureate degree courses.

This innovative certificate program has been designed in collaboration with Maryland community colleges that are part of the Maryland Education Alliance (MEA): AACC; Cecil College; Chesapeake College; College of Southern Maryland; Harford Community College; and Prince George's Community College. This certificate provides a structure for academic progression and credential stacking. It allows students to complete the first year of an associate degree program in a health sciences field at one institution, followed by a second year in a specialized health sciences program at another institution. This collaboration benefits students as they will be able to complete the certificate at their local community college, and then transfer these credits to another community college that offers the health sciences program not offered at their local community college. This also assists the community colleges as they will not need to create duplicate programs and will not be competing for clinical placements.

This lower division certificate in Health Sciences fully aligns with the college's mission of offering high quality, affordable, accessible, and innovative life-long learning opportunities.

- 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 to assist students in achieving academic excellence and remaining engaged with their educational 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, 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 three goals of Engagement Matters 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 Health Sciences certificate, students will have the foundational courses needed to apply for and/or enroll in a health science associate degree program or transfer to a four-year institution. They will be able to engage in critical thinking and become experienced learners who understand diverse cultural perspectives. Students will develop and use appropriate personal and interpersonal skills needed as a healthcare provider. These skills are the foundation for understanding how diversity, equity, and inclusion manifest themselves in caring for patients and working as part of a healthcare team. Furthermore, connection to a purposeful program that is applicable to their end goal will act as a motivator for progress and completion.

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

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel unless adjunct faculty are needed to support enrollment growth. The funding required to support instructional expenses for this program exists currently.

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

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

The Health Sciences certificate program is housed in AACC’s School of Health Sciences and is managed by the Assistant Dean of Health Sciences and Strategic Initiatives. As such, it will continue to make use of the adequate administrative, financial and technical support provided by the college to the program. Administrative support for the department includes collaboration of existing positions, including: an office manager, the instructional services and admissions and advising departments, the administrative assistant for the

Dean of the School of Health Sciences, and the college's full-time faculty. In terms of financial support of the proposed program, the School of Health Sciences proposes to sustain the sequence of courses through continuous employment of full-time faculty members, supplemented by adjunct faculty support on an as-needed basis. Since this is a general education certificate program, the technical support required to ensure its continuation does not exceed that which is already provided within the college. This consists of an onsite technical call center and AACC's *Innovation+Design+Engagement+Accessibility Lab (IDEA Lab)* that support maintenance of the learning management system housing online courses.

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

As mentioned above, this certificate program consists mostly of general education classes that are offered at the college continuously. Should a situation occur where the College needs to discontinue this certificate program, the general education courses will remain in place allowing all students to complete the certificate requirements. For courses in the certificate program that are not classified as general education courses (e.g., Medical Terminology) the college would ensure that these classes are offered and taught during a teach-out.

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 Health Sciences certificate program is designed to provide a strong health science–related prerequisite foundation so students are prepared to apply and enroll in a health sciences degree program at AACC or transfer to an MEA community college that offers a health sciences program that AACC does not offer.

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

In the United States, the field of health sciences continues to have an ongoing need for trained and certification/licensure eligible healthcare workers. With the approval of this certificate program, AACC (as an open access institution) will be particularly well-positioned to offer a starting point for many health sciences programs, either those offered at AACC or at other community colleges through the MEA.

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 Maryland State Plan for Postsecondary Education.

The Health Sciences certificate program supports the three goals outlined in the 2022 Maryland State Plan for Postsecondary Education. This plan outlines three primary goals for the postsecondary community in Maryland:

Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Success: Promote and implement practices and policies that will ensure student success.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.²

The Health Sciences certificate is designed to be the starting point of a student's preparation for a variety of fields in the health sciences. Examples include but are not limited to radiologic technology, respiratory therapy or surgical technology. This certificate provides students with the opportunity to take the prerequisite coursework to these programs at the community college in their county, thus paying in-county tuition rates. The credits they earn in the AACC Health Sciences certificate program are transferable to other MEA colleges' health sciences programs. The creation of the certificate and collaboration with other MEA colleges evidence a commitment to innovation in post-secondary pathways. Health sciences programs are expensive to run and programs often compete for prime clinical sites. This collaboration allows each college to offer the program it currently offers and recruit and enroll students from other communities.

C. Quantifiable & Reliable Evidence and Documentation of Market Supply & 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.

Completion of a Health Sciences certificate is designed to provide a basis for further study in the health sciences leading to a career. The certificate meets the needs of students who plan to study and transfer to a college or university that grants an associate degree or higher in various health sciences programs. Some examples of career pathways a student may pursue include respiratory therapists, radiology technicians, surgical technologists, and medical laboratory technicians. According to the Maryland Department of Labor as of January 2023, the Education and Health Services sector experienced the most growth with an increase of 3,500 jobs from the Health Care and Social Services subsector.

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 State of Maryland's long-term occupational projections for the following professions from 2020-2030 are as follows:

Field	2020 openings	2030 openings	% increase
Respiratory therapist	3203	3868	20.76%
Nuclear Medical Technologist	490	559	14.08%
Surgical Technologist	2664	3093	16.1%
Radiology Technologist	5255	5956	13.34%
Massage Therapists	1192	2539	27.465

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

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 Health Sciences certificate was designed in collaboration with other Maryland community colleges that are part of the MEA. This certificate provides a structure for academic progression and credential stacking. It allows students to complete the first year of an associate degree in a health sciences field at AACC, followed by a second year in a specialized program at AACC or another MEA institution. The certificate program is outcome-based and designed to meet the prerequisite requirements of designated health sciences programs offered at MEA institutions. The Health Sciences certificate is also stackable into the AACC Transfer Studies degree. The flexibility offered by this degree program will allow students the opportunity to seamlessly transfer into a wider range of health sciences programs not offered by their home institution of AACC, but available at one of the MEA institutions. Cecil Community College, in collaboration with the MEA, plans to uniquely offer programs in Public Health and Sports Management while AACC offers students programs in Medical Laboratory Technician and Massage Therapy. Other MEA institutions are working to develop similar Health Sciences certificate programs to broaden the availability of health sciences program opportunities for students across the state. In collaboration with Princes George's Community College, Chesapeake College, Harford Community College and Cecil College, students will have the ability to take advantage of programs not currently available at AACC such as respiratory therapy, nuclear medicine technician, and sports management.

TABLE 1 Peer Institution Health Sciences Certificate	
College	Program Curriculum
Anne Arundel Community College	29-35 credits • 3 cr. English Composition • 3 cr. Arts & Humanities Gen Ed • 12 cr. Biological & Physical Sciences • 3 cr. Social & Behavioral Sciences Gen Ed • 3 cr. Mathematics Gen Ed • 3 cr. Medical Terminology • 6-8 cr. Health Sciences elective courses (choose 2 with advisement)
Cecil Community College	30 credits • 3 cr. English Composition • 3 cr. Arts & Humanities Gen Ed • 8 cr. Biological & Physical Sciences • 3 cr. Social & Behavioral Sciences Gen Ed • 4 cr. Mathematics Gen Ed • 3 cr. Medical Terminology • 6 cr. Health Sciences electives

2. Provide justification for the proposed program.

The Health Sciences certificate will provide students who have a desire to pursue a career in the health sciences with a structured pathway of academic progression. The certificate is designed to allow students to complete their first year of study at AACC and prepare them for pursuing a second year in a specialized health sciences program. The Health Sciences certificate is uniquely designed to meet the prerequisite requirements of designated health sciences programs at other MEA institutions. Students can choose either a health sciences career housed at AACC or choose a seamless transition to another MEA college that offers the health sciences program not offered at AACC. This pathway offers students the opportunity to enroll in a broader scope of health sciences fields uniquely offered by other MEA institutions. This collaboration will effectively utilize the laboratory space, clinical availability, and faculty expertise of each institution. Courses that are required in the Health Sciences certificate are not new to AACC; the only new aspect is making the pathway towards the Health Sciences certificate and its benefits clearer to students. The proposed courses also align well with and support the requirements for advanced degrees in various health sciences careers at the university level.

If the proposed certificate is approved, AACC would be able to uniquely offer students from AACC as well as Prince George's Community College, Chesapeake College, Cecil Community College, and Harford Community College programs in Medical Laboratory Technician and Massage Therapy, helping to meet demand in the region and state.

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.**

The Health Sciences certificate program is designed to provide a strong health sciences-related prerequisite foundation so students are prepared to apply and transfer to a college or university for further study in a variety of health sciences careers. This offers students the ability to begin their academic preparation at the community college level cost-effectively, efficiently and economically, while preparing the student for a transfer to another two- or four-year institution, improving the pool of applicants who are qualified to attend a high-demand program at an HBI.

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

Maryland HBIs that offer bachelor's programs in health sciences fields include Coppin State University and University of Maryland Eastern Shore. This certificate program has the potential to increase the participation of underrepresented students in the health professions by providing a clear transfer pathway to these HBIs and contributing to an increased diverse presence in health sciences majors at HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):**1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

The proposed Health Sciences certificate was developed in collaboration with colleges in the MEA. The concept was to promote the ability for a home institution (specifically in this application, AACC) without an accredited health sciences program at their college to send students to a fellow MEA institution that has an established and accredited program. This partnership has several benefits, allowing students to initially enroll and participate in courses at their home institution, limiting travel and expense, while earning transferable credits that are fully applicable to the host institution that provides a career pathway of interest not available to the student otherwise. Benefits for the institutions include less competition for clinical placements, an ability to accept a diverse student population from varied parts of the state, and efficient use of laboratory space, faculty, and other resources.

The Health Sciences certificate program will be housed in the School of Health Sciences and will be managed by the Assistant Dean of Health Sciences and Strategic Initiatives and it will continue to make use of the adequate administrative, financial and technical support provided by the school to the program.

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

All of the college's credit courses have stated educational objectives and learning outcomes that not only support the particular courses' topics area, but also are required to directly relate to the college's ten College-Wide Core Competencies.

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

1. Explain the foundation that enhances preparation for continued study in the field of health sciences.
2. Describe and discuss basic medical terminology and recall facts, terms and basic concepts in preparation for continued study in the field of health sciences.
3. Demonstrate an understanding of facts and ideas related to the field of health sciences by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.
4. Locate, organize, and analyze information from multiple sources in order to develop informed, reasoned, and substantiated arguments.
5. Demonstrate essential critical thinking skills and problem-solving abilities needed to be successful in the field of health sciences.
6. Effectively review current literature, analyze data, and conduct evidence based research.
7. Apply mathematical and scientific skills quantitatively and qualitatively.
8. Apply knowledge of diversity, equity, and inclusion in society and in the field of health sciences.

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 four-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. All programs are also responsible for complying with AACC's Learning Outcomes Assessment (LOA) program. By utilizing the Assessment, Evaluation, Feedback & Intervention System (AEFIS) as part of the college's LOA, each program must list its mission, vision, goals/objectives and outcomes. In addition, each program must include measurable course-level outcomes for each technical course within its program of study. AEFIS can generate reports that include a detailed Curriculum Map of the program's courses mapped to the achievement of the program's goals, an annual assessment plan to measure program outcome achievement, and a report indicating data analysis and measures. The assistant deans and deans of each school review the program-specific data submitted by the academic chair/program director of each department and utilize the data for reports to the senior AACC administration as part of a comprehensive program review process and as a component of the college's LOA plan and compliance with accreditation.

b) Document student achievement of learning outcomes in the program

Departmental learning and program outcome assessment plans are submitted to and approved by the Assistant Dean of Health Sciences and Strategic Initiatives as well as AACC's Director of Assessment and Instructional Innovation. The program conducts ongoing program and course-level assessment consistent with AACC's LOA plan.

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

Certificate Requirements: 29-35 credits/ **General Education Requirements in bold**

- ENG 101/ENG 101A - **Academic Writing and Research 1** 3 credits
- **Arts and Humanities requirement** 3 credits
- Biological and Physical Sciences: 1
 - BIO 101-**Fundamentals of Biology** 4 credits
 - AND
 - BIO 233-Anatomy and Physiology 1 4 credits
 - BIO 234- Anatomy and Physiology 2 4 credits
 - OR
 - BIO 231-Human Biology 1 4 credits
 - BIO 232Human Biology 2 4 credits
- **Mathematics: Seek advisement for career specific** 3 credits
- Social and Behavioral Science
 - PSY 111- **Introduction to Psychology** 3 credits
- Additional Course Requirements
 - MDA 113 – Medical Terminology 3 credits
- Elective Courses (choose two with Advisement)
 - BIO 223- Microbiology 4 credits
 - CHE 111 - General Chemistry 4 credits
 - ENG 102- **Academic Writing and Research** 3 credits
 - HEA 111 – **Personal & Community Health (Wellness)** 3 credits
 - PSY 211 - **Developmental Psychology (Diversity)** 3 credits
 - SOC 111 - **Introduction to Sociology (Diversity)** 3 credits

Course Listing and Course Descriptions:***ENG 101 - Academic Writing and Research 1***

3 credit hours - Three hours weekly; one term.

Learn critical writing, reading, and thinking strategies. Write multiple essays, culminating in an instructor-guided research paper. Analyze a variety of texts and identify their cultural, historical, and social contexts. Develop foundational information literacy, academic research, and documentation skills.

Prerequisite: *Appropriate placement into ENG 101.*

Note: *A grade of C or better is required to satisfy the general education requirement.*

ENG 102 - Academic Writing and Research 2

3 credit hours - Three hours weekly; one term.

Develop advanced critical writing, reading, and thinking skills. Compose analytical and argumentative essays, culminating in the production of an independent, extensive, multiple-source, fully documented research paper. Analyze a variety of texts through close reading and explore their cultural, historical, and social contexts. Learn advanced research techniques, including formulation of research questions, identification of multiple audiences, analysis of rhetorical situations, and ethical research tactics.

Prerequisite(s): *Successful completion of ENG 101 or ENG 101H with a grade of C or better.*

Note: *A grade of C or better is required to satisfy the general education requirement.*

BIO 101 – Fundamentals of Biology

4 credit hours – Three hours of lecture and three hours of laboratory weekly; one term

Learn the basic principles common to living organisms and insights into the scientific methods used to determine those principles. Topics include biological molecules, cell structure and metabolism, biological organization, homeostasis, reproduction and development, and heredity and evolution. Lab fee \$20.

Prerequisite: *Eligibility for ENG 101/ENG 101A and either eligibility for any general education math or a score of 27 or better on the Arithmetic Placement Test, or a "B" or better in MAT 005.*

Note: *Credit is not given for both BIO 101 and BIO 102 or BIO 101 and BIO 231. You must register for both BIO 101 and BIO 101LB.*

BIO 233 – Anatomy and Physiology 1

4 credit hours – Three hours of lecture and three hours of laboratory weekly; one term.

Study biological chemistry, cell structure and function, tissues and the histology, gross anatomy and physiology of integumentary, skeletal, muscle and nervous systems. Each section includes both lecture and lab. Lab fee \$15.

Prerequisite: *BIO 101. Eligibility for ENG 101/ENG 101A and eligibility for any general education math.*

Note: *Credit is not given for (1) both BIO 230 and BIO 233 or (2) both sequences BIO 231-232 and BIO 233-234.*

BIO 234 – Anatomy and Physiology 2

4 credit hours – Three hours of lecture and three hours of laboratory weekly; one term.

Study the histology, gross anatomy and physiology of the circulatory, lymphatic, respiratory, digestive, endocrine, urinary and reproductive systems and early human development. Each section includes both lecture and lab. Lab fee \$15.

Prerequisite: BIO 233 and eligibility for ENG 101/ENG 101A.

BIO 231 – Structure and Function of the Human Body

4 credit hours – Three hours of lecture and three hours of laboratory weekly; one term.

Learn the biologically significant inorganic and organic molecules and their relationship to human anatomy and physiology, the structure of cells and tissues, cellular physiology, the fundamentals of inheritance and the anatomy and physiology of the integumentary, skeletal, and nervous systems Lab fee \$15.

Prerequisite: Eligibility for ENG 101/ENG 101A and either eligibility for any general education math or a score of 27 or better on the Arithmetic Placement Test or a B or better in MAT 005.

Note: Credit is not given for (1) both BIO 101 and BIO 231 or (2) both BIO 230 and BIO 231 or (3) both sequences BIO 231 - BIO 232 and BIO 233 -BIO 234. Students enrolled in the Pharmacy Technician and Massage Therapy certificate programs should consult their program advisor for math eligibility.

BIO 232 – Human Biology 2

4 credit hours – Three hours of lecture and three hours of laboratory weekly; one term.

Study the anatomy and physiology of the circulatory, lymphatic, respiratory, urinary, muscular, digestive, endocrine and reproductive systems. Additional topics include body fluid composition, acid-base balance, electrolytes and early human development. Lab fee \$15.

Prerequisite: BIO 231 and eligibility for ENG 101/ENG 101A.

PSY 111 – Introduction to Psychology

3 credit hours – Three hours of lecture; one term

Explore the science of psychology and how psychological research applies to aspects of everyday life. Topics include biological basis of behavior, cognition, memory, development, learning, mental health, and our interactions with others.

Note: Also offered as PSY 111H; credit is not given for both PSY 111 and PSY 111H.

MDA 113 – Medical Terminology

3 credit hours – Three hours of lecture; one term

Learn medical terminology, including prefixes, suffixes, word roots and medical abbreviations. Utilize concepts presented in a body systems approach that emphasizes key anatomical and physiological terms. Additional topics include pathology, diagnostic procedures, and treatment modalities.

Prerequisite: Eligibility for ENG 101/ENG 101A.

Note: Also offered as MDA 113H; credit not given for both MDA 113 and MDA 113H.

MAT 137 – College Algebra

3 credit hours – Three hours weekly; one term.

This course meets the Mathematics General Education Requirement.

Learn algebra concepts useful in the fields of business, social science, life science and health science. Study functions and their applications including linear, quadratic, high-degree polynomial, rational, exponential and logarithmic functions. Solve systems of linear and non-linear equations and inequalities. Explore matrices, sequences and series.

Prerequisite(s): Achieve an appropriate score on the Mathematics Placement Test, or a grade of C or higher in MAT 037, or successful completion of an approved mathematics preparation course.

Note: MAT 037 and MAT 137 may be taken in the same semester. A grade of at least C is required in MAT 037 in order to start MAT 137. Credit will not be given for both MAT 137 and MAT 145.

MAT 135 – Statistics

3 credit hours - Three hours weekly; one term.

This course meets the Mathematics General Education Requirements

Use meaningful data to explore concepts in probability and statistics including measures of central tendency and dispersion. Develop statistical literacy by studying graphical representations of data, discrete and continuous probability distributions, and sampling techniques and theory. Construct and interpret confidence intervals, find lines of best-fit, and perform hypothesis tests for means, proportions, and independence. Technology use is required throughout the course for statistical analyses.

Prerequisite(s): Achieve an appropriate score on the mathematics part of the Act or SAT, or score at an appropriate level on the Mathematics Placement Test, or completion of MAT 012 or MAT 012E or MAT 013B or MAT 034 or MAT 035 with a grade of at least C, or successful completion of an approved mathematics preparation course.

Note: Also offered as MAT 135H; credit is not given for both MAT 135 and MAT 135H, or for both MAT 135 and MAT 223.

BIO 223 –General Microbiology

4 credit hours – Three hours of lecture and three hours of laboratory weekly; one term.

Study of the fundamental principles of microbiology, the diversity of microorganisms and the relation of microorganisms to disease and industry. Laboratory work includes the examination of media, culture methods, microscope examinations and identifications, the control of microorganisms by physical and chemical means and some quantitative techniques. Lab fee \$50. ***Prerequisite:*** BIO 101 or BIO 103 or BIO 231 or BIO 233; eligibility for ENG 101/ENG 101A and any general education math.

Note: Also offered as BIO 223H; credit is not given for both BIO 223 and BIO 223H. You must register for both BIO 223 and BIO 223.LB

CHE 111 – General Chemistry 1

4 credit hours – Three hours of lecture and three hours of laboratory weekly; one term.

Study atomic theory and periodic relationships, chemical bonding, gases, liquids and solids, stoichiometry, kinetic-molecular theory, solutions, oxidation-reduction, reactions of molecules and ions and nuclear chemistry. Laboratory work includes basic techniques and principles as well as quantitative measurements by titration, calorimetry and stoichiometry. Lab fee \$35. ***Prerequisite:*** MAT 137 or MAT 145 (formerly MAT 141) with a grade of C or better or eligibility for MAT 146 or higher and eligibility for ENG 101/ENG 101A.

Note: Also offered as CHE 111H. Credit is not given for both CHE 111 and CHE 111H, or for both CHE 111 and CHE 115.

HEA 111 – Personal and Community Health

3 credit hours - Three hours weekly; one term

Identify the dimensions of wellness and the various factors that promote optimal health for individuals and their communities. Describe the current and emerging issues in health promotion and disease prevention and evaluate evidenced-based methods to control risk factors in diverse populations. Examine topics and health behavior strategies to optimize and enhance quality of life.

PSY 211 – Developmental Psychology

3 credit hours - Three hours weekly; one term

Examine current research and principles and theories of human growth and development. Provides an overview of the development of thinking, language, personality, motor behavior and social behavior from infancy through maturity.

Prerequisite: PSY 111 or PSY 111H or permission of department chair.

Note: Also offered as PSY 211H; credit is not given for both PSY 211 and PSY 211H.

SOC 111 – Introduction to Sociology

3 credit hours - Three hours weekly; one term

Learn sociological principles and perspectives as a way of understanding everyday social life. Study meanings and functions of various roles in historical and contemporary societies. Evaluate causes, consequences and comparisons of social hierarchies.

Prerequisite: Eligibility for ENG 101/ENG 101A.

Note: Also offered as SOC 111H; credit is not given for both SOC 111 and SOC 111H.

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

The Health Science Certificate meets all the general education requirements for an A.A.S. degree per the chart below. Please refer to course requirements in #4 above in bold that show compliance.

Arts or Humanities	1 course	3 credits
Social and Behavioral Sciences	1 course	3 credits
Biological and Physical Sciences	1 course	3-4 credits
Mathematics	1 course	3-4 credits
English Composition	2 courses	6 credits
General Education elective(s)	Additional General Education coursework	Must meet minimum required GE credits as specified by COMAR

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 college catalog is accessible to all students through the college's website. 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 the Strategic Communications (marketing) department. If this certificate 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 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. The college website, catalog, and myriad 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 Office provides financial assistance to students, 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.

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 (www.aacc.edu) has links to six major headings, two of which directly apply to college majors and credit courses (earn a degree, certificate or college credits, and earn college credits while in high school). The main page for each heading has relevant advertising, recruiting and admissions information. In addition, across the top of every page are direct links to Programs & Courses, Apply & Register, Costs & Paying for College, Resources for Students, Campus Life & Activities, and About Us.

H. Adequacy of Articulation

Anne Arundel Community College coursework transfers to Maryland public institutions based on the rules outlined in the Code of Maryland Regulations (COMAR 13B.06 General Education and Transfer). This certificate in Health Sciences utilizes existing coursework to establish a clear pathway for students to complete the first year of an associate degree with a health sciences concentration and fulfills the prerequisite requirements for students to continue in a second year in a specialized program at an MEA institution.

I. Adequacy of Faculty Resources

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

This certificate program is comprised of General Education courses that are taught by faculty members currently employed at AACC. The appropriate Assistant Dean or Academic Chair will assign each faculty member to the General Education courses. The chart below identifies the Assistant Dean and Academic Chair in each discipline.

Name	Terminal Degree Title and Field	Academic Title	Status	Courses
Wayne Kobylinski	Ph.D.	Professor and Academic Chair	Full-time	ENG 101/ENG 101A – Academic Writing and Research 1 ENG 102 – Academic Writing and Research 2 (elective course)
Will vary depending on the course the student selects			Full-time	Arts and Humanities Requirement – (students' choice)
Debra Bartlett	Ph.D.	Professor and Academic Chair	Full-time	BIO 101- Foundations of Biology AND BIO 233 – Anatomy and Physiology 1 AND BIO 234 Anatomy and Physiology 2 OR BIO 231-Human Biology 1 AND BIO 232-Human Biology 2
Arthur E. Cimiluca, Jr.	MS	Assistant Dean	Full-time	Mathematics Requirement (students should seek advising before selecting)

Name	Terminal Degree Title and Field	Academic Title	Status	Courses
Rachelle Tannenbaum	Ph.D.	Professor and Academic Chair	Full-time	PSY 111 - Introduction to Psychology PSY 211- Developmental Psychology (elective course)
Heidi McLean	BS	Academic Chair and Instructor	Full-time	MDA 113 – Medical Terminology
Debra Bartlett	Ph.D.	Professor and Academic Chair	Full-time	BIO 223 – Microbiology (elective course)
Jason Barbour	Ph.D.	Professor and Academic Chair	Full-time	CHE 111 – General Chemistry (elective course)
Cory Doubek	MS	Assistant Professor and Academic Chair	Full-time	HEA 111 – Personal & Community Health (elective course)
Kathleen Krueger	Ph.D.	Associate Professor and Academic Chair	Full-time	SOC 111 – Introduction to Sociology (elective course)

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-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, 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 to the priorities of the Division of Learning is provided yearly. Faculty may select from these signature programs for their required professional development portfolios.

AACC 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

Anne Arundel Community College 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 faculty with an understanding of teaching online and best practices in course design, facilitation, and technology integration. Online Focus-Applied provides 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 is presented and discussed. Lectures for all didactic courses are placed online through the Canvas system.

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

Faculty content developers work in collaboration with instructional designers to develop online 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. In addition, all faculty members, both full- and part-time, who will be teaching hybrid or online sections, enroll in and must pass Online Focus. Online Focus is a semester-length online course in effective online educational practices and best practices in course design offered by the college's IDEA Lab.

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 library's collection includes over 150,000 physical books, 114,000 electronic books, 15,000 online and print periodicals and 21,000 audiovisual resources available online and in house. The library provides access to over 60 online databases, where most electronic resources can be

found. Students can also check out a number of anatomical and chemistry models, as well as laptop computers, calculators, phone chargers, headphones, staplers, and more. This certificate utilizes existing courses and therefore current library sources are adequate to support this 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 transfer pathway for students. Thus, current classroom, laboratories, 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

Anne Arundel Community College 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

Anne Arundel Community College 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.

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

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)	\$28,800	\$29,184	\$36,960	\$37,440	\$45,504
a. Number of F/T Students	3	3	4	4	5
b. Annual Tuition/Fee Rate	\$4,800	\$4,864	\$4,928	\$4,992	\$5,056
c. Total F/T Revenue (a x b)	\$14,400	\$14,592	\$19,712	\$19,968	\$25,280
d. Number of P/T Students	6	6	7	7	8
e. Credit Hour Rate	\$2,400	\$2,432	\$2,464	\$2,496	\$2,528
f. Annual Credit Hour Rate	\$150	\$152	\$154	\$156	\$158
g. Total P/T Revenue (d x e x f)	\$14,400	\$14,592	\$17,248	\$17,472	\$20,224
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$28,800	\$29,184	\$36,960	\$37,440	\$45,504

Financial Data – Resources

- 1. Reallocated Funds:** Existing resources will be reallocated to support this program
- 2. Tuition and Fee Revenue:** The number of students is estimated based upon the number of students enrolled in Health Sciences prerequisite courses. Tuition & Fees are estimated to increase by 2% each year. Fees include Student Activity, Athletics, Registration fee, Educational Services fee.
- 3. Grants and Contracts:** None
- 4. Other Sources:** None
- 5. Total Year:** None

AACC expects that this program will enroll approximately 9 students in its first year, with enrollment growing steadily after that. The projections above reflect the fact that approximately 25% of AACC students attend full-time.

The college is projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees (\$8/credit) and Registration fees (\$75/semester). On average, full-time AACC students take 33 credits per year; part-time students take 20 credits per year on average.

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

TABLE 2 - EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$15,367	\$16,136	\$16,943	\$17,789	\$18,678
a. # FTE	0.10	0.10	0.10	0.10	0.10
b. Total Salary	\$6,740	\$7,077	\$7,431	\$7,802	\$8,192
c. Total Benefits	\$8,627	\$9,059	\$9,512	\$9,987	\$10,486
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$15,367	\$16,136	\$16,943	\$17,789	\$18,678

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Because the courses required for this program are all currently also required for other programs, we estimate that .10 FTE of a faculty member's time will be required to administer this program.

Salaries and benefits are forecasted to increase 5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

Financial Data – Expenditures

- 1. Faculty Funds:** Students entering the program will take foundational courses already in place for the degree program. Salaries are estimated to increase by 5% each year.
- 2. Admin. Staff Funds:** Certificate to be supported by existing staff resources
- 3. Supportive Staff Funds:** Certificate to be supported by existing staff resources
- 4. Equipment:** Certificate to be implemented with existing institutional resources

5. Library: Certificate to be implemented with existing institutional resources

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

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

The College has an established Office of Learning Outcomes Assessment (LOA). 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 Office of LOA provides tools to the college's various programs to assist in regular program assessment, including an Annual Program/Department Assessment Report and a Curriculum Mapping Template (to ensure alignment of course objectives and outcomes with department and/or program outcomes as well as college-level core competencies). The School of Health Sciences maintains established program outcomes for all of its programs, including this Health Sciences certificate. Program outcomes for each course are reviewed by the college's Education Policies and Curriculum (EPC) Committee. The School of Health Sciences reviews program outcomes at minimum every four years.

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

The college conducts regular evaluations of certificates with respect to enrollment, retention, curriculum relevancy, 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 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 & Instructional Innovation, dean, Associate Vice President for Learning & Academic Affairs (AVPL), and the Provost/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.

Student satisfaction with courses and instruction is assessed for each course and instructor each semester through the collection of feedback through student opinion forms (see additional information above in the response to section M1). Through SOFs, 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 and in the State Plan for Postsecondary Education).

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. In addition, the elements of the proposed certificate program strongly align with the college's strategic plan in support of academic excellence in using "... high-quality educational practices and learning to eradicate systemic inequalities."

The proposed Health Sciences certificate is well positioned to increase access for minority and diverse student populations to healthcare career opportunities and advancement in a variety of healthcare fields. This innovative certificate program allows students from Anne Arundel County to begin an associate degree program close to home and then complete the last part of a specialized program at another Maryland community college. This pathway creates a seamless transition and makes it easier for students to complete a degree they would otherwise be unable to complete. The goals of the proposed 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. The curriculum and program outcomes within the certificate have been developed to ensure that the principles of diversity, equity and inclusion are embedded in all aspects of the program.

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 provide Distance Education.**

AACC has been approved by the Middle States Commission on Higher Education 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. The College provides appropriate training for faculty/students and utilizes the Canvas platform to provide online lectures, assessments, discussion boards and other online instructional supports 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.