



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

Institution Submitting Proposal	Allegany College of Maryland
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*Each action below requires a separate proposal and cover sheet.*

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> *STARS # 184266	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 184266	Amount: \$250.00	Submitted: 10/15/24

Department Proposing Program	Criminal Justice
Degree Level and Degree Type	Associate of Science
Title of Proposed Program	Criminal Justice Transfer
Total Number of Credits	60
Suggested Codes	HEGIS: 5505.02   CIP: 43.0107
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B 02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer    Year: 2025
Provide Link to Most Recent Academic Catalog	URL: <a href="https://catalog.allegany.edu/current/degrees-and-programs/">https://catalog.allegany.edu/current/degrees-and-programs/</a>
Preferred Contact for this Proposal	Name: Dr. Karin E. Savage
	Title: Dean, Career Education
	Phone: (301) 784-5567
	Email: ksavage@allegany.edu
President/Chief Executive	Type Name: Dr. Cynthia S. Bambara
	Signature: <i>Cynthia Bambara</i> Date: 10/15/2024
	Date of Approval/Endorsement by Governing Board:



**ALLEGANY COLLEGE**  
of MARYLAND  
OFFICE OF THE PRESIDENT

October 15, 2024

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

Dear Secretary Rai:

Enclosed for the Commission's review is a proposal for a substantial modification to the *Associate of Science in Criminal Justice Transfer* program offered by Allegany College of Maryland.

HEGIS Code: 5505.02, CIP Code: 43.0107

This substantial modification was endorsed by the Curriculum Committee, respective faculty and administrative committees, and Board of Trustees at Allegany College of Maryland. I also endorse this request. The effective date will be fall semester, 2025.

We have mailed a check for \$250 to cover the Commission's fee for this review.

If you have any questions about the deletion of this certificate, please contact Dr. Karin E. Savage, Dean of Career Education at [ksavage@allegany.edu](mailto:ksavage@allegany.edu) or 301.784.5567.

Sincerely,

Dr. Cynthia S. Bambara  
President

cc: Dr. Emily A.A. Dow, Assistant Secretary, Academic Affairs  
Dr. Kurt Hoffman, Senior Vice President, Instructional and Student Affairs  
Dr. Karin E. Savage, Dean, Career Education  
Lyndsay Silva, Associate Director of Program Review

**CYNTHIA S. BAMBARA, PRESIDENT**

301-784-5270 | 301-784-5050 (Fax) | [cbambara@allegany.edu](mailto:cbambara@allegany.edu)

# Academic Program Proposal

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SUBSTANTIAL MODIFICATION FOR

ASSOCIATE OF SCIENCE IN CRIMINAL JUSTICE TRANSFER

ALLEGANY COLLEGE OF MARYLAND

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

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

**The Criminal Justice Transfer A.S. Program at Allegany College of Maryland is a program that provides a comprehensive approach to criminal justice education. The program provides students with a broad foundation of coursework and prepares students for further study within the field of criminal justice.**

**The mission of Allegany College of Maryland is "We deliver diverse and relevant education centered around student success in a supportive and engaging community." The Criminal Justice Transfer A.S. program relates to ACM's mission in that we provide students with diverse and relevant education relating to the field of criminal justice. Likewise, we are focused on student success in all aspects of the program.**

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

**The proposed substantial modification to the Criminal Justice Transfer A.S. program supports the institution's strategic goals. Specifically, ACM's Strategic Plan for 2024-2028 includes the goals of student success and the College's commitment to Diversity, Equity, Inclusion and Justice. The modified Criminal Justice Transfer program is aimed at student success, which is a major institutional priority at ACM (as evidenced by its inclusion in the Strategic Plan.) These revisions to the program are aimed at increasing the ability to transfer the program to different institutions, as well as aimed at providing students with appropriate twenty-first century criminal justice education. Both of these efforts will increase student success. Further, the Criminal Justice Program includes the following program-level student learning outcome: Students will articulate the unique issues encountered by diverse populations. This outcome directly relates to concepts of Diversity, Equity, Inclusion and Justice, which is one of ACM's strategic goals.**

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

**The Criminal Justice Transfer program has existed for a number of years at ACM. This is not a new program, but rather a substantial modification (per the MHEC definition of substantial modification.) The program is funded through the College's budget each and every year and this has provided more than adequate funding for the Program since its inception a number of years ago.**

4. Provide a description of the institution's a commitment to:
  - a) ongoing administrative, financial, and technical support of the proposed program

**ACM is committed to providing administrative, financial and technical support to the modified Criminal Justice Transfer A.S. program, as it has done for the existing Criminal Justice Transfer Program. The program has existed for a number of years and has always had its administrative, financial and technical needs met and the College is committed to ensuring this continues to happen in the years to come.**

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

**ACM intends for this program to exist for many years into the future. However, should the program need to be discontinued at any point, ACM is committed to allowing currently enrolled students to finish the program, as provided for in ACM policies.**

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
  - a) The need for the advancement and evolution of knowledge
  - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
  - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

**There is a need for this Criminal Justice A.S. Program for many reasons. Specifically, it provides for the advancement and evolution of knowledge. For a number of years, we have witnessed an increasing number of students who are desiring to continue their studies after graduating from ACM, and this program allows this to occur. By providing our students with concrete opportunities for transfer, this program**

absolutely provides for advancement and evolution of knowledge. It will allow students a solid path to transfer, with in essence is a solid path to the advancement and evolution of knowledge.

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

The Maryland State Plan for Postsecondary Education looks for (1) Access, (2) Success, and (3) Innovation. This program meets all three of these key terms. The Criminal Justice (A.S.) program curriculum is designed to provide students with access to a quality education and affordability with ample transfer opportunities. Success is demonstrated because our students will be better prepared for a four-year school and will have better transfer opportunities with an A.S. degree. Finally, this is innovation. We are utilizing what we have and increasing the quality all with the intention of making improvements for our students.

#### 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.

Graduates of the Criminal Justice A.S. program will, most likely, transfer to a four-year school to finish a Bachelor's Degree in Criminal Justice. However, those wishing to enter the workforce immediately upon completion of the program could work in law enforcement including local, county and state police departments, corrections at the local, state or federal level, private security and other entry-level criminal justice positions. For most positions, it is anticipated that the level of entry is entry-level positions. However, students will have opportunities for advancement in their careers and by entering the position with a college education will enhance opportunities for growth.

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 Bureau of Labor Statistics project that police careers will grow 3% by 2032. (<https://www.bls.gov/ooh/protective-service/police-and-detectives.htm#tab-6>).

Additionally, other fields in Criminal Justice have projected growth including Probation Officers, Correctional Treatment Specialists, and others. (<https://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm>). Further in the field of private investigators and detectives, the anticipated growth is 6%, which is faster than average. [Private Detectives and Investigators : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics \(bls.gov\)](#)

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.

Over the next five years, it is anticipated that the need for Criminal Justice Professionals will continue to increase. Presently, the Maryland Department of Corrections is extremely short-staffed. It was reported in 2023 that the Maryland Department of Corrections was understaffed by more than 3400 employees. (<https://marylandmatters.org/2023/04/20/afscme-report-staffing-shortage-by-more-than-3400-at-marylands-correctional-facilities/#:~:text=A%20new%20report%20released%20Thursday,shortage%20of%20more%20than%203%2C400.>) With two Maryland prisons very close in proximity to ACM, opportunities for entry-level criminal justice professionals abound.

Additionally, the Bureau of Labor Statistics project that police careers will grow 3% by 2032. (<https://www.bls.gov/ooh/protective-service/police-and-detectives.htm#tab-6>). Additionally, other fields in Criminal Justice have projected growth including Probation Officers, Correctional Treatment Specialists, and others. (<https://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm>). Further in the field of private investigators and detectives, the anticipated growth is 6%, which is faster than average. [Private Detectives and Investigators : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics \(bls.gov\)](#)

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

Over the last five years, enrollment in the Criminal Justice Transfer Program has been as follows:

Year	Enrollment
2020-2021	11
2021-2022	15
2022-2023	14
2023-2024	20
2024-2025	13

As this is an established program at ACM, it is anticipated that the program will continue and grow over the next several years. Additionally, with the deletion of the Criminal Justice Transfer A.S. Criminal Investigation Area of Concentration (filed separately to MHEC), it is anticipated that more students will join this particular program in years to come—particularly since this program now includes access to investigations courses.) However, as our student base is from numerous locales, it is difficult to provide specific data on the supply of prospective graduates for years to come.

**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.

Numerous other Colleges offer Criminal Justice Degrees across the State of Maryland. Some of these colleges offer A.A.S. Programs, some offer Criminal Justice as an area of concentration in other programs, so that students can receive an A.S. or an A.A. degree. At ACM, we offer a Criminal Justice A.A.S. program that is designed for students wishing to immediately enter the workforce. The Criminal Justice A.S. program that is the subject of this report, exists to allow students a program with which will transfer.

Geographically, most close to ACM are the following programs:

Hagerstown Community College offers an Administration of Criminal Justice A.A. program that is similar to ACM's in that it is a transfer program. The program differs in the fact that HCC's program is an A.A. wherein ACM's is an A.S. Additionally, the specific course offerings are different between the two institutions.

Garrett College does not appear to offer a standalone Criminal Justice Program.

Criminal Justice Transfer A.S. (#24413)

As a note, there are a number of variations of CIP 43 "Security and Protective Services" programs across the State of Maryland. Included in the chart below are the programs that are similar to ACMs. In the chart, the specific similarities and differences are explained.

College	Similarities	Differences
Prince George's Community College—Criminal Justice A.S.	This program is similar to the Criminal Justice Transfer Program at ACM in that it requires: Introduction to Criminal Justice; Criminal Law; Criminal Evidence and Procedure; Criminal Justice Ethics and Juvenile Delinquency. Also, similarly, this degree leads to an A.S. like ACM's program.	Classes in this program differ substantially in that this program requires Community Policing, Criminal Investigation (an elective at ACM); and Criminology.
Prince George's Community College—Criminal Justice A.A.S.	This program is similar to the Criminal Justice Transfer Program at ACM in that it requires:	Classes, however, differ greatly from ACM's program. This program requires classes in Community

	<b>Introduction to Criminal Justice; Policing; Criminal Law; Criminal Evidence and Procedure.</b>	<b>Policing; Criminal Investigation (an elective option at ACM); Victimology; Security; Terrorism; Police Management; and there is an Internship possibility. This program leads to an A.A.S. which is different than ACM's program.</b>
<b>College of Southern Maryland—Criminal Justice</b>	<b>This program is similar in the following courses: Introduction to Criminal Justice and Criminal Law. The program also leads to an A.S., like the Criminal Justice Transfer Program at ACM.</b>	<b>This program is different in that there are a number of different courses including: Criminal Investigation (elective option at ACM); Community Policing and Criminology.</b>
<b>Wor-Wic Community College—Criminal Justice</b>	<b>The similarities are as follows: Introduction to Criminal Justice; Policing, Criminal Law; Corrections; Juvenile Delinquency and Criminal Evidence and Procedure</b>	<b>The differences are vast between these programs. Wor-Wic focuses more on policing—such as Community Policing, Traffic Law, Preliminary Investigation and Reports. The program also offers a field experience. Finally, Wor-Wic's degree leads to an A.A.S degree.</b>
<b>Cecil College—Criminal Justice</b>	<b>Similarities exist with Introduction to Criminal Justice; Police; Criminal Law; Ethics; Juvenile Delinquency type courses.</b>	<b>The program at Cecil College is an A.A.S. Program. This program also differs in courses with a Forensic Tech in Crime Scene Investigation Class; a Professional Issues in Criminal Justice Class as well as a Cooperative Education Experience in Criminal Justice Course.</b>
<b>Anne Arundel Community College—Law Enforcement and Criminal Justice</b>	<b>Similarities between the programs include Introduction to Criminal Justice; Criminal Justice Ethics; Criminal law; Policing.</b>	<b>This program results in an A.A.S. degree. Courses differ substantially in that Anne Arundel Community College requires Investigations and Criminalistics, Terrorism/Counterterrorism; Homeland Security and Police Administration.</b>
<b>Hagerstown Community College—Administration of Justice</b>	<b>Similarities for the A.A. program include Introduction to Criminal</b>	<b>Hagerstown has a program that leads to an A.A. degree and one that leads to an A.A.S.</b>



	<p><b>Justice, Criminal Law, Criminal Procedure.</b></p> <p><b>Similarities for the A.A.S. program include: Introduction to Criminal Justice, Law Enforcement, Corrections, Criminal Law and Criminal Procedure.</b></p>	<p><b>degree. Courses in the A.A. program are different in the following ways: Criminology; additionally, this program includes significantly more open electives than ACM's program.</b></p> <p><b>For the A.A.S. program, differences include Criminal Investigation. Additionally, students are provided a number of electives that are not part of ACM's program.</b></p>
<p><b>Montgomery College—Criminal Justice</b></p>	<p><b>Similarities between the programs includes Criminal Law and Criminal Evidence and Procedure.</b></p>	<p><b>Montgomery College's program leads to an A.A. degree. Course differences include Administration of Justice, Criminology, and a number of electives.</b></p>

2. Provide justification for the proposed program.

**As noted throughout this report the Program is not a “new” program. Rather, it is a substantial modification. Accordingly, this is not the type of situation in which we are creating a program in an already crowded field, but rather are modifying our existing program. Our Criminal Justice A.S. Program has existed for a number of years and will continue to exist just with a substantially modified curriculum.**

**As noted throughout this report, the Program is in need of substantial curriculum revision needed to facilitate transfer opportunities for our students and to provide students with a more current and appropriate twenty-first century criminal justice education.**

**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.

**Based upon the distance Allegany College of Maryland is from any Historically Black Institutions (HBIs), and the fact that this Program has existed for many years, it is not expected that there will be any potential impact on the implementation or maintenance of high demand programs at Historically Black Institutions (HBIs).**

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

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

**Based upon the distance Allegany College of Maryland is from any Historically Black Institutions (HBIs), and the fact that this Program has existed for many years, it is not expected that there will be any potential impact on the uniqueness and institutional identifies and missions of Historically Black Institutions (HBIs).**

## **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR13B.02.03.10](#)):**

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

**The Criminal Justice Transfer Program was created at Allegany College of Maryland a number of years ago. The revisions contained in this substantial modification were drafted by the Program Director after review of other Criminal Justice Programs. Prior to drafting, the Program Director worked with Program Faculty. Thereafter, the Program Director held consultations with the Academic Deans and Senior Vice President at ACM.**

**Brandon James Hoover, J.D. is the Program Director for Criminal Justice. Mr. Hoover has been faculty at ACM since 2013 and has been Program Director since 2017.**

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

**The present Program Learning Outcomes for the Criminal Justice Program are as follows:**

1. Students will demonstrate an ability to locate, analyze and apply criminal justice resources including various types of law.
2. Students will create criminal-justice artifacts using accurate facts, grammar, syntax, and appropriate source citation.
3. Students will demonstrate the basic skills required and effective oral communication skills expected of entry-level criminal justice professionals.
4. Students will demonstrate an ability to effectively resolve ethical dilemmas encountered by criminal justice professionals.
5. Students will articulate the unique issues encountered by diverse populations.
6. Students will demonstrate factual knowledge about the core components of the criminal justice system.

7. **Students will demonstrate the ability to apply the required steps utilized in scene search and forensic methods in order to evaluate various types of evidence.**
3. Explain how the institution will:
  - a) provide for assessment of student achievement of learning outcomes in the program

**At ACM, each academic program engages in Program Assessment every year (for three years in a row). During that time, programs are required to assess student learning for each program learning outcome. During the fourth year, each academic Program engages in a Comprehensive Program Review.**

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

**As noted above, at ACM, each academic program engages in Program Assessment every year (for three years in a row). During that time, programs are required to assess student learning for each program learning outcome. During the fourth year, each academic Program engages in a Comprehensive Program Review. These Annual Program Assessment Reports and Program Reviews document student achievement of learning outcomes in the program.**

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

<b>Course</b>	<b>Credits</b>	<b>Descriptions</b>
CRIM 101 Intro to Criminal Justice	3	A survey of the history, philosophy and social development of police, courts and corrections in a democratic society. Identification and operations of local, state and federal agencies will be covered with emphasis on criminal justice career orientation.
CRIM 103 Criminal Law	3	A study of substantive criminal law as it is applied at local, state and federal levels. Elements of crimes as prosecuted in a court of law are examined, and court decisions are used to study the sources and types of criminal laws.
ENG 101 Freshman English	3	Students develop skills in expository and argumentative academic writing by reading and responding to texts; by engaging in the writing process of prewriting, drafting, revising and editing; and by mastering the conventions of American Edited English. The course includes instruction in research methods such as use of library resources, documentation, citation, and the avoidance of plagiarism. Credit may be conferred by way of the CLEP general examination in English composition (with essay). Students

		seeking to earn credit by examination should consult their advisors.
Math Elective	3	A number of courses can be utilized to satisfy the Math Elective requirement.
SOC 101 Intro to Sociology	3	A basic course in sociology. Overview of principles of sociology using empirical knowledge and the application of the scientific method. Review of basic principles of social interaction, social roles, organization, processes, stratification, social change, group dynamics, and valuation.
CRIM 210 Policing	3	This course is a study of contemporary police practices, issues, and strategies. The course focuses on police proficiencies and procedures applied through critical thinking techniques and practical demonstrations. The role of police in society, police and community relations, police specialization and supervision, and current and future police issues are explained in this advanced criminal justice elective course. The course is designed to broaden the students' educational experience through real-world models and appropriate observational assignments, and is taught in conjunction with local law enforcement.
CRIM 106 Intro to Corrections	3	A survey of the field of corrections as it relates to the criminal justice system. Emphasis is placed on the history of corrections and the various forms of criminal sanctions imposed at local, state and federal levels.
English Elective	3	A number of courses can be utilized to satisfy the English Elective requirement.
SPCH 101 Speech Communications	3	A survey course incorporating intrapersonal, interpersonal, and public speaking. A student will acquire theory and develop skills in interviewing, small group discussion, and informative/persuasive speaking.
PSYC 101 General Psychology	3	A foundation course in psychology. Review of the nature and purpose of psychology, the dynamics of adjustment, sensory development, psychometry, and the application of psychological knowledge to practical problems.
Elective	3	A number of courses can be utilized to satisfy the Elective requirement.
CRIM 115 Juvenile Justice	3	Juvenile Justice is a comprehensive study of the prevention, detection, and correction of juvenile delinquency. The course includes a study of laws relating to young offenders, police procedures dealing with youth and the Juvenile Court process. The course also focuses on the processes of juvenile justice intake, assessment, community programs and the institutional treatment of youth.
CRIM 203 Ethics and Leadership	3	A topical study of the various philosophical approaches for developing appropriate ethical decision-making tools for the

		criminal justice professional. Ethical dilemmas are illustrated in actual application in police, courts, corrections, criminal justice policy, and criminal justice scenarios. Students are exposed to the significance of ethics and to reflect critically on matters especially pertinent within criminology and criminal justice curricula.
Lab Science (4 credits)	4	A number of courses can be utilized to satisfy the Lab Science Elective requirement.
CRIM/POSC 205 Introduction to American Constitutional Law	3	A topical study of the development of the U.S. Constitution through the interpretation by the Supreme Court. Subjects include judicial review, federalism, Congressional and Presidential authority, the First Amendment, criminal rights, due process, and equal protection of the law.
CRIM 104 Criminal Evidence and Procedure OR CRIM 207 Criminalistics	3	<p>CRIM 104: Examines the principles and techniques of criminal procedure employed during trials to determine the admissibility of physical and testimonial evidence. An analysis of laws and court decisions relating to the admissibility is emphasized.</p> <p>CRIM 207: Criminalistics focuses on the field of forensic science from a criminal justice perspective. The course emphasizes the role of the crime investigator in preserving, recording, and collecting physical evidence at the crime scene. Students will learn about the use of DNA in forensics, as well as discuss admission of scientific/DNA evidence into court proceedings. The course utilizes hands-on forensic science related activities.</p>
Lab Science Elective	4	A number of courses can be utilized to satisfy the Lab Science Elective requirement.
PE Elective	1	A number of courses can be utilized to satisfy the Physical Education Elective requirement.
POSC 101 American National Government	3	The structure and functions of American national government. The elements of the executive, legislative, and judicial processes, with emphasis upon the role of the voter. Particular attention to problems of civil liberties, responsible government, and efficient administration.
Humanities Elective	3	A number of courses can be utilized to satisfy the Humanities Elective requirement.

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

The General Education requirements will be met by students taking the following courses:

**ENG 101, English Elective, Math Elective, Sociology 101, Speech 101, Psychology 101, Two (2)—Four Credit Lab Sciences, Political Science 101, One Credit of Physical Education Elective, and a Humanities Elective.**

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

**Students are required to earn the grade of at least “C” in all Criminal Justice Courses to successfully complete the program.**

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.

**Students will be provided with clear, complete and timely information regarding the above-listed topics. Such information is provided through Orientation, provided to all students through the ACM webpage, provided through required content on all course learning management system pages.**

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.

**All advertising, recruiting and admissions materials will clearly and accurately represent the proposed program and services. Evidence is not available at this time, as such materials will not be created until after this proposal is approved.**

**H. Adequacy of Articulation** (as outlined in [COMAR 13B.02.03.19](#))

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](#).

**The current Criminal Justice Transfer program has articulations in place with the following schools: Frostburg State University, Mount Aloysius College, Saint Francis Worldwide, Seton Hill University, Southern New Hampshire University, West Virginia University and West Virginia University at Potomac State.**

**Provided that this substantial revision proposal is approved, ACM will begin to work to update all such articulation agreements to reflect the new program. Through in-house review at ACM, we believe that the revisions to this curriculum will not impede any articulation agreements. The Program Director has already been in touch with ACM’s Transfer Coordinator who is prepared to begin working to revise the articulations.**

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

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

**Since this program has already existed for a large number of years and does not include the creation of any new courses, the current full-time and adjunct faculty are adequate to meet the needs of the program. The Program will be directed by Brandon James Hoover, a full-time faculty member at the rank of Professor who is admitted to the bar in the States of Maryland and West Virginia. Brandon will teach some courses himself. Additionally, Scott K. Golub, a full-time Associate Professor faculty member at the College serves on a full-time basis for the Program. Finally, various adjuncts from the community are used from time to time. Presently, Robert E. Bright, Jr. (former recipient of the ACM Adjunct of the Year) is our sole part-time faculty member. In the past, we have had local attorneys serving as part-time faculty for the Program, as well. All of the general education courses currently exist and will be taught by existing full-time and adjunct faculty with teaching credentials and excellent teaching skills. The education courses will be taught by current full-time and adjunct faculty who are also properly credentialed and have excellent teaching skills.**

<b>Faculty Name</b>	<b>Status</b>	<b>Degree</b>	<b>Courses Taught</b>
Brandon James Hoover Professor	Full-Time Director	Jurist Doctor	CRIM 103: Criminal Law CRIM 115: Juvenile Justice

			CRIM 205: Constitutional Law (rotating basis)
Scott K. Golub Associate Professor	Full-time	Masters of Criminal Justice (M.S)	CRIM 101: Introduction to Criminal Justice CRIM 103: Criminal Law CRIM 104: Criminal Evidence and Procedure CRIM 106: Introduction to Corrections CRIM 203: Ethics and Leadership CRIM 205: Constitutional Law (rotating basis) CRIM 207: Criminalistics
Robert E. Bright, Jr. Retired—Federal Bureau of Prisons	Part-Time	Bachelors of Criminal Justice (B.S.)	CRIM 210: Advanced Policing

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

**ACM provides a wide-range of pedagogy training for its faculty on a consistent basis. Specifically, the College holds a Professional Development Day, in May each year. This training relates directly to pedagogy to meet the needs of students. Additionally, other training opportunities are offered on a regular basis to meet the pedagogy needs of students.**

b) The learning management system

**ACM further provides detailed training for learning management system use. This includes in person trainings and online training. Additionally, our onsite LMS technical support service, eLets, provides concierge service tailored to each individual's needs. It should be noted that ACM requires faculty to complete specialized LMS training to teach online, flex, and blended courses. All faculty in the Criminal Justice Program have been trained in all modalities.**



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

**ACM offers training through eLets for distance education courses. Any course that is offered through distance education is required to go through training and review. All Criminal Justice courses that have been offered online have undergone this review and currently are certified. Likewise, all instructors in the program have been trained to teach online, flex, and blended class format.**

**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 substantial modification of this program requires no new courses and the current library holdings are appropriate to meet the needs of the program and are consistent with COMAR 13B.02.02.18. The resources include on-site collections as well as computerized access to holding in other libraries. Additionally, the Allegany County Circuit Court Law Library is 2.6 miles from the ACM campus and is open to the public. The ACM Library is a wonderful learning-centered institution and the Criminal Justice Department has a close-working relationship with the librarians. Each year, numerous criminal justice students receive library instruction and library assistance for their research. Additionally, each year the library purchases new Criminal Justice materials, as they are requested from the Criminal Justice department.**

**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.

**As mentioned previously, this program does not require any new courses. Accordingly, it will be using the same physical facilities, infrastructure, and instructional equipment as has been used by the current Criminal Justice Program and Criminal Justice Transfer Program. The Criminal Justice Program has state of the art classrooms, and a Criminal Justice Lab for hands-on activities which are used by the current programs and will be used by the modified program, as well.**

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

**ACM provides all faculty and students with access to email through Microsoft Office. Additionally, the College offers HelpDesk services for anyone who is struggling with the use of technology.**

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

**ACM provides all students and faculty with access to D2L Brightspace for all courses. Additionally, ACM provides HelpDesk and other services for anyone struggling with the use of Brightspace.**

**L. Adequacy of Financial Resources with Documentation** (as outlined in [COMAR13B.02.03.14](#))

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

**Criminal Justice - Transfer A.S. revisions  
FY26 - FY30**

Maryland Higher Education Commission

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resources Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	323,447	385,122	449,171	515,630	584,535
a. #F.T Students	31	34	37	40	43
b. Annual Tuition/Fee Rate	9,797	9,993	10,193	10,397	10,605
c. Annual Full Time Revenue (a x b)	303,707	339,762	377,141	415,880	456,015
d. # Part Time Students	4	9	14	19	24
e. Credit Hour Rate	329	336	343	350	357

f. Annual Credit Hours	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	19,740	45,360	72,030	99,750	128,520
3. Grants, Contracts, & Other External Sources[3]	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	323,447	385,122	449,171	515,630	584,535

<b><u>Narrative Regarding Table 1:</u></b>	
Reallocated funds	There are no reallocated funds for the substantially modified program. The substantially modified program will use the same funds that have been provided for the program in the past.
Tuition/Fee Revenue	This number is calculated by adding the total tuition/fees for part time students with the total tuition/fees of full-time students. (adding line c and line g on the chart)
Number of Full Time Students	For Year 1, we have used the enrollment currently existing in the program. Each year, we are providing for a modest increase of 3 students per year.
Annual Tuition/Fee Rate	For Year 1, we have used the current FY25 average tuition figure for full-time students. This is based on averaging the various tuition structures (in county, out of county, out of state, etc.) at ACM into one figure. For subsequent years, there is a modest increase of 2% per year.
Annual Full Time Revenue	This figure is calculated by multiplying the number of full-time students by the annual tuition/fee rate. (multiplying lines a and b)
Number of Part Time Students	For Year 1, we have used the enrollment currently existing in the program. Each year, we are providing for a modest increase of 5 students per year.
Credit Hour Rate	For Year 1, we have used the current FY25 average credit hour rate. This is based on averaging the various tuition structures (in county, out of county, out of state, etc.) at ACM into one figure. For subsequent years, there is a modest increase of 2% per year.
Annual Credit Hours	For this, we assumed the average annual credit hours for part-time students to be 15 credits per year. This figure essentially provides for two classes in fall and spring and one class in summer semester.
Annual Full Time Revenue	This figure is calculated by multiplying the number of part-time students by the credit hour rate by the annual credit hours. (multiplying lines d, e and f)

Grants, Contracts and Other External Sources	None are anticipated at this time.
Other Sources	None are expected at this time.
Total	This number is generated based upon adding up the total revenue for full time students, with the total revenue for part-time students plus grants (\$0 for us); and other sources (\$0) for us.

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.

<b>TABLE 2: PROGRAM EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	80,752	82,367	84,014	85,695	87,409
a. Number of FTE	1.00	1.00	1.00	1.00	1.00
b. Total Salary	74,720	76,214	77,738	79,293	80,879
c. Total Benefits	6,032	6,153	6,276	6,402	6,530
2. Admin. Staff (b+ c below)	40,162	40,966	41,786	42,622	43,475
a. Number of FTE	0.75	0.75	0.75	0.75	0.75
b. Total Salary	35,032	35,733	36,448	37,177	37,921
c. Total Benefits	5,130	5,233	5,338	5,445	5,554
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0.00	0.00	0.00	0.00	0.00
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0

6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	510	520	530	541	552
8. TOTAL (Add 1 – 7)	121,424	123,853	126,330	128,858	131,436

**Narrative Regarding Table 2:**

Faculty	This figure represents the estimated cost for full time faculty in the program. It is calculated based upon the salary plus benefits. (adding 1b and 1c)
Number of FTE	The program is anticipated to have one full-time faculty member.
Total Salary	Total salary is based on the present total salary for year #1. For subsequent years, a modest 2% increase is provided.
Total Benefits	The total benefits is based on the present average benefit cost for year #1. For subsequent years, a modest 2% increase is provided.
Administrative Staff	This figure represents the estimated cost for administrative staff in the program. It is calculated based upon the salary plus benefits. (adding 2b and 2c)
Number of FTE	The program is anticipated to have a total of 0.75 FTE. This represents the allotment of director and the administrative associate for the program.
Total Salary	Total salary is based on the present total salary for year #1. For subsequent years, a modest 2% increase is provided.
Total Benefits	The total benefits is based on the present average benefit cost for year #1. For subsequent years, a modest 2% increase is provided.
Support Staff	The Program is not anticipated to have support staff. Therefore, no information was provided for number of FTE, total salary and total benefits, as the number is zero.
Technical Support and Equipment	The Program is not anticipated to have any specific budgetary needs for technical support and equipment. The program will receive technical support and equipment through the College's existing technical support network.
Library	The Program is not anticipated to have any specific library-related budget needs.
New or Renovated Space	The Program already has a newly renovated space. Additional expenses are not necessary for space at this time and are not anticipated over the next five years.
Other Expenses	Other expenses represents the supplies and materials for the Program based on the present budget and includes a modest 2% increase for subsequent years.

Total	The total is calculated by adding up the various types of expenditures on Table 2.
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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.

**ACM has a robust process for evaluation of courses, faculty, and student learning outcomes. First, courses are evaluated each semester by our students to determine whether the students feel as though outcomes are being met. In Criminal Justice, the Criminal Justice faculty also meet regularly to discuss courses, including whether outcomes are being met. Finally, instructors also engage in course level student learning assessment.**

**Faculty are evaluated by their supervisor on a formal basis as dictated by college policy. Additionally, the faculty in Criminal Justice engage in peer evaluation/observation on a regular basis to work toward consistent and constant improvement.**

**Student Learning Outcome Assessment occurs on a regular basis as well. Each year, as noted throughout this report the Criminal Justice Program engages in Program Level Assessment wherein we assess our students, examine the results and make improvements where necessary.**

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.

**Programs at ACM complete a three year cycle of program assessment followed by a Comprehensive Program Review in the fourth year. Each year's the assessment report is reviewed by the Academic Assessment Committee, the respective Dean, and the Coordinator of Student Learning Assessment. Further, every four (4) years, each Program undergoes Program Review, wherein an in-depth review of the program including the courses, faculty and student learning outcome assessment are reviewed in detail. This review process also considers results of student surveys, including graduation surveys, and includes discussion of the finances of the program, and the working conditions/satisfaction of the faculty members. The Program Review process culminates with an open forum for the program, the dean, the program review committee, and other interested persons to attend and discuss the achievements and shortcomings of the program, and to work toward constant improvement.**

**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.

**The Criminal Justice Program addresses minority student access and success by being an open enrollment program. Several of our students are racial minorities. These students are provided with the same quality education as all students. All students at ACM who struggle or need assistance are provided with any resources that can be provided. ACM strives to offer quality education at an affordable price, thus providing all persons with access. ACM further provides a wide array of support services, thus providing assistance to lead students toward success. As indicated in the Allegany College of Maryland Non-Discrimination Statement: Allegany College of Maryland does not discriminate against any individual for reasons of race, ethnicity, color, sex, religion or creed, sexual orientation, gender identity or expression, national origin, age, genetic information, familial status, disability or veteran status in the admission and treatment of students, educational programs and activities, scholarship and loan programs, or to terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation and training. Allegany College of Maryland complies with applicable state and federal laws and regulations prohibiting discrimination and Maryland prohibits retaliation in any form against any person who reports discrimination or who participates in an investigation.**

**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.

**This is not a low productivity program.**

**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.

**Middle States Accreditation letter is attached and includes the language for Distance Education delivery method fully approved.**

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

**Interregional Guidelines for the Evaluation of Distance Education Council of Regional Accrediting Commissions (C-RAC) (2011)**

**ACM offers effective student and academic services to support students virtually to enrolled online learners.**

**ACM admissions process is offered through online services or in-person appointments.**

**ACM online enrollees are equipped with tools to help them navigate the Learning Management System Brightspace through a tutorial.**

**ACM offers web-based tutoring to supporting student learning through third party vendors such as Thinking Storm.**

**ACM provides online learning programs with adequate access to student services, including financial aid, course registration, and career and placement counseling virtually or in-person.**








# Signature Request: Criminal Justice Transfer AS Sub Mod Request REVISED

Final Audit Report

2024-10-31

Created:	2024-10-31
By:	Lynn Grimm (lgrimm@allegany.edu)
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