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

Institution Submitting Proposal	College of Southern Maryland

Each action below requires a separate proposal and cover sheet.

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

Payment Submitted: (●) Yes ( ) No	Payment Type: ( ) R*STARS # (●) Check # 6O6523	Payment Amount: 850.00	Date Submitted: 4/2/2O25

Department Proposing Program	STEM and Professional Studies	
Degree Level and Degree Type	Associate of Applied Science	
Title of Proposed Program	Aviation Maintenance Technology	
Total Number of Credits	66	
Suggested Codes	HEGIS:	CIP:
Program Modality	(●) On-campus ( ) Distance Education (fully online) ( ) Both	
Program Resources	( ) Using Existing Resources (●) Requiring New Resources	
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B 02 03 03)	(●) Fall ( ) Spring ( ) Summer	Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://www.csmd.edu/	
Preferred Contact for this Proposal	Name: Dr. Nicole Harrell	
	Title: Assessment and Curriculum Coordinator	
	Phone: (301) 934-7569	
	Email: Nbharrell@csmd.edu	
President/Chief Executive	Type Name: Dr. Yolanda Wilson	
	Signature: Yolanda Wilson	Date: 03/25/2025
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

Office of the President

March 25, 2025

Dr. Sanjay Rai
Maryland Higher Education Commission
21 7 E. Redwood St.
Baltimore, MD 21201

Re: New Academic Degree Program: Aviation Maintenance Technology, AAS

Dear Dr. Rai:

The College of Southern Maryland (CSM) is submitting a new academic program proposal for an Associate of Applied Science (AAS) in Aviation Maintenance Technology. This degree program is designed to meet the growing workforce demand for skilled aviation technicians by providing an accessible pathway for students in the Southern Maryland region. Given CSM's proximity to multiple military installations and aviation businesses, this program will play a critical role in supporting the regional workforce and local economy. By delivering highly trained, knowledgeable, and credentialed aviation mechanics, CSM will help meet the needs of employers seeking technical professionals in the high-demand field of aviation maintenance.

The program is approved by CSM's Curriculum and Instruction Committee, Executive Cabinet, and Board of Trustees. We are now seeking the Commission's approval to offer this program beginning in Fall 2026. We are requesting MHEC to provide HEGIS and CIP codes for this program.

Sincerely,

Yolanda Wilson, Ed.D
President
College of Southern Maryland

Office of the President
Center for Business and Industry, Room 204
8730 Mitchell Road, PO Box 910, La Plata MD 20646-0910
301-934-7625 • www.csmd.edu

NEW ACADEMIC DEGREE PROGRAM PROPOSAL

AVIATION MAINTENANCE TECHNOLOGY PROGRAM

COLLEGE OF SOUTHERN 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 College of Southern Maryland (CSM) is proposing an Associate of Applied Science (AAS) degree program in Aviation Maintenance Technology totaling 66 credits. (see G4. List of Courses and Program Requirements below for details).

This new program will be based on the FAA Mechanic General, Aircraft, and Powerplant Airman Certification Standards (ACS). CSM's Aviation Maintenance Technology program will provide students with no prior experience with the skills and knowledge to be prepared for careers as aviation mechanics and technicians.

CSM's Aviation Maintenance Technology program will be aligned with the training specified by the Code of Federal Regulations (CFR), Federal Aviation Administration (FAA) Part 147 Aviation Maintenance Technician Schools. FAA certification is necessary to obtain employment in the industry.

Students successfully completing the requirements of CSM's associate degree program in Aviation Maintenance Technology will be prepared to test for the written, oral, and practical exams to attain their FAA mechanic certificate with either an Airframe rating, a Powerplant rating, or both (A&P License).

Stackable credentials include two certificates, Airframe and Powerplant.

To earn a certification of completion that is required for FAA testing, students must earn at least a "C" grade in each AMT course to progress in the program.

This proposed new Aviation Maintenance Technology degree program directly supports CSM's institutional mission to "enhance lives and enriches our region through accessible, high-quality instruction and services that support our students along their personal paths to success." CSM's mission statement affirms its commitment to the development of close partnerships among the college and its tri-county (Calvert, Charles, and St. Mary's Counties) regional community stakeholders. Given CSM's proximity to multiple military installations and aviation businesses, the regional workforce and local economy will benefit by CSM delivering in-demand, knowledgeable, skilled, and credentialed aviation mechanics through this degree program. An equivalent program is not currently accessible to the Southern Maryland community. Currently, there are not any associate degree programs for Aviation Maintenance Technology in Maryland.

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

This program aligns with CSM's mission to offer programs to grow the workforce and advance student careers, meeting regional demand for skilled aviation professionals.

CSM recently launched it's 2024-2029 Strategic plan – "the result of extensive community engagement and a reflection of the institution's dedication to expanding access, enhancing momentum, and fostering social and economic mobility for students."

Goal 1, Access, focuses on welcoming everyone by removing barriers to underserved populations, adult learners, including veterans, and nurturing and growing sustainable relationships with our K-12 partners. In direct alignment with this goal, the Aviation Maintenance program will be accessible to all learners, with a strategic focus on serving veterans and underserved students in the region.

This new Aviation Maintenance Technology AAS degree program supports Goal 2, Momentum. CSM's student-centered approach to teaching and learning, including intentional strategies to increase student engagement, strengthen student support services, and implement pathways that reduce time to completion are supported by this new Aviation Maintenance Technology AAS degree program. In addition to providing robust tutoring and advising services for students, CSM has also implemented a data-responsive approach to student success to improve student services and teaching strategies.

Finally, Goal 3: Mobility solidifies CSM's commitment to strengthening partnerships with the community and advancing curriculum and programming to create a workforce that supports regional economic development while improving lives. Successful graduates of the Aviation Maintenance Technology AAS degree program will be qualified to test for the FAA Part 147 Airframe and Powerplant tests and earn the necessary certification leading to an in-demand career with high earning potential. Employment in the community will greatly help to fill the employment gap of qualified and credentialed Aviation mechanics. In addition, this program provides an opportunity for CSM to partner with the public and private local school systems to create a high school pathway to CSM's Aviation Maintenance Technology program.

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 program will be funded through tuition and fees, with initial investment in a lab facility and equipment.

For the didactic instruction in this program, classes will be offered using existing CSM facilities. CSM offers classes at four campus locations: Prince Frederick in Calvert County, La Plata and Hughesville in Charles County, and Leonardtown in St. Mary's County. The lecture classes may be offered at all the campus locations without significant budgetary impact.

The processes of obtaining MHEC program approval and seeking program funding are necessary to take place concurrently in order to receive FAA program approval under Part 147. CSM has support from the community to offset some of the laboratory startup costs through donations of costly tools and equipment. Currently, CSM has strong interest in this program from community partners, including the Economic Development Commissions of all three counties, aviation employers, local public and private school systems, and the Navy. Letters of support are included at the end of this proposal in the Appendix.

CSM is also seeking federal, state, and local funding to provide additional monies to support the costs of this program. To be in the best position to receive such grant funding, CSM must demonstrate progression in the FAA application process. The lengthy five phase, 12-18 months, FAA application process requires progression on MHEC approval of this program.

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

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

CSM commits to ongoing administrative, financial, and technical support, ensuring that the program continues for a sufficient time to allow all enrolled students to complete the curriculum.

The proposed new Aviation Maintenance Technology program will be organized in the Mathematics and Engineering department in the School of STEM and Professional Studies. The school is supported by three administrative assistants and led by a dean and four department chairs. The same financial and technical support provided to the current programs will be available to the new Aviation Maintenance Technology program as well.

CSM commits to hiring a faculty program coordinator and the necessary adjunct faculty to support the program. As enrollments grow, CSM will continue to hire additional full-time and part-time faculty and staff personnel to expand the program. The costs for equipment maintenance and consumables will be allocated from tuition, fees, and internal reallocations.

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

CSM's School of STEM and Professional Studies has identified this program as the relevant option for students preparing for employment and continued education in aviation maintenance. In addition to the technical instruction and lab learning, the general education part of the curriculum will provide a well-balanced approach to preparing students with the necessary problem-solving and communication skills that are critical to the profession.

With strong community support for an Aviation Maintenance Technology associate degree program, CSM has made this new program a high priority. The institution is

committed to offering this program for the necessary time to ensure that all enrolled students are provided the opportunity to complete the program.

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 Southern Maryland and Washington, DC Metropolitan region is home to major aviation hubs such as Ronald Reagan Washington National Airport, Andrews Air Force Base, and Patuxent River Naval Air Station, as well as several smaller regional airports, which require a skilled workforce of aviation maintenance technicians. This program addresses workforce shortages and supports the growth of the aerospace sector.

Aviation Maintenance Technology comprises the study of mathematics, physics, and engineering concepts. Students completing this program of study will be prepared to contribute to the advancement of knowledge in the aviation industry. Students will have opportunities to engage in potential collaborations with community partners on emerging aviation maintenance areas such as uncrewed systems, autonomy, and artificial intelligence.

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

The program will offer opportunities for educationally disadvantaged students, especially veterans and underrepresented groups, by expanding access to high-demand careers in aviation.

CSM, as an Achieving the Dream National Network College, is committed to strengthening student access and equity in every area of college programming. A CSM Aviation Maintenance Technology degree program would employ those same intentional practices to ensure expanding educational opportunities for underrepresented students as all our other programs.

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

CSM, as an open access community college, provides equity and support for students seeking affordable, high quality local education in anticipation of transfer to HBCU institutions. Although the proposed Aviation Maintenance Technology program is an associate of applied science program, there is potential to develop a transfer plan for this program for students to complete a Bachelor of Science degree in Aviation Maintenance Technology at the University of Maryland Eastern Shore (UMES), a historically Black college and university (HBCU).

2. **Provide evidence that the perceived need is consistent with the current 2022 Maryland State Plan for Postsecondary Education.**

The program aligns with the state goals of Access, Success, and Innovation through the following Strategies:

Access, Strategy 1: Continue to improve college readiness among K-12 students, particularly high school students.

The Aviation Maintenance Technology associate degree program is designed to provide seamless transfer of credit from high school to CSM. CSM is collaborating with high school partners in Southern Maryland to design pathways so students can earn college credit while in high school.

Success, Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.

This new program directly supports Strategy 4 by opening up an opportunity for students in Southern Maryland to complete an in-demand credential leading to high wages. Learners will be supported by an institution that prioritizes student success.

Success, Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

As an Achieving the Dream institution, CSM has sustained a well-developed effort to provide students with *Guided Pathways* to facilitate degree completion (https://www.csmd.edu/programs-courses/pathways/index.html). The Aviation Maintenance Technology program would benefit from the same wraparound services that have been reimagined and improved for all CSM programs. This new program will have stackable credentials. Students may complete the Airframe and/or Powerplant certificates while progressing towards completion of the associate degree. In addition, veterans and high school students may have the opportunity to earn credit for prior learning.

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

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

Graduates can pursue careers as entry-level aviation maintenance technicians, earning high wages, in commercial and private aviation, government sectors, and aerospace manufacturing.

According to the BLS, the need for aircraft mechanics is expected to grow by 5% from 2023 to 2033. However, the recently released Pipeline Report 2024, by the Aviation Technician and Education Council (ATEC), presents a shortage of 9% in certificated mechanics, growing to 20% by 2028. The reason for the predicted shortage is largely due to the growing age of aviation mechanics and expected retirements.

On a regional level, the Pipeline Report 2024 lists the Washington DC area as one of the top five states with the highest employment rate in aviation maintenance. Within 100 miles of the tri-county service area of CSM, the FAA lists 27 FAA certificated repair stations, 23 with Airframe ratings and 15 with Powerplant ratings. In addition, according to JSFIRM (retrieved on 10/4/24), there are currently 373 aviation companies in the area that hire aircraft mechanics and 171 current job postings (many with multiple openings for the same position).

On a county level, the California-Lexington Park area in St. Mary's County is recorded in BLS data as one of the top ten metropolitan areas in the United States with the highest concentration of jobs and highest annual mean wages in Aircraft mechanics and Service Technicians:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New Bern, NC	540	11.96	13.20	$ 31.93	$ 66,410
Warner Robins, GA	910	11.80	13.02	$ 29.34	$ 61,040
Tulsa, OK	4,230	9.54	10.53	(8)	(8)
Wichita Falls, TX	430	7.58	8.36	$ 33.60	$ 69,890
Memphis, TN-MS-AR	3,460	5.53	6.10	$ 35.48	$ 73,790
Savannah, GA	980	5.19	5.72	$ 33.80	$ 70,300
Wichita, KS	1,570	5.17	5.70	$ 35.01	$ 72,810
Anchorage, AK	830	4.87	5.37	$ 38.89	$ 80,890
Rockford, IL	650	4.70	5.19	$ 31.26	$ 65,030
California-Lexington Park, MD	200	4.29	4.73	$ 42.59	$ 88,590

https://www.bls.gov/oes/current/oes493011.htm#st

CSM plans to graduate up to 24 students annually to help meet this local and regional workforce need.

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.

While there are similar programs in Maryland (e.g., Aviation Management and Professional Pilot), the Southern Maryland region lacks accessible training options in aviation maintenance, making this associate degree program a unique offering, both on a local and state level.

According to the MHEC Academic Program Inventory, the only Aviation Maintenance Technology program is the Airframe upper division certificate program at UMES. The following are the only currently available aviation-related programs:

Institution	Program	Degree
Capitol Technology University	AVIATION	Master's Degree
Capitol Technology University	AVIATION CYBERSECURITY	Master's Degree
Capitol Technology University	AVIATION MAINTENANCE	Master's Degree
Capitol Technology University	AVIATION PROFESSIONAL PILOT	Bachelor's Degree
Community College of Balt County	AVIATION	Lower Division Certificate
Univ. of Maryland Eastern Shore	MANAGEMENT AVIATION	Upper Division Certificate
Univ. of Maryland Eastern Shore	AVIATION SCIENCE	Bachelor's Degree
Capitol Technology University	AVIATION PROFESSIONAL PILOT	Bachelor's Degree
Carroll Community College	SMALL UNMANNED AIRCRAFT SYSTEMS PILOT SA	Lower Division Certificate
Community College of Balt County	PROFESSIONAL PILOTAIRPLANE	Associate Degree
Community College of Balt County	PROFESSIONAL PILOTHELICOPTER	Associate Degree
Community College of Balt County	PROFESSIONAL PILOT UNMANNED AIRCRAFT SYS	Associate Degree

2. Provide justification for the proposed program.

As described in section “A” above, this new program aligns with CSM’s mission, “... enhances lives and enriches our region through accessible, high-quality instruction and services that support our students along their personal paths to success.”

During the summer of 2024, CSM formed a regional Aviation Program Advisory Board, comprised of representatives from aviation businesses, local government, military installations, public and private school systems, and community groups. The recommendations of this board overwhelmingly support the development of this Aviation Maintenance Technology program to meet an urgent, and growing, employment need in the tri-county (Calvert, Charles, and St. Mary’s) region in Southern Maryland. Letters of support are provided at the end of this proposal.

CSM’s Aviation Maintenance associate of applied science degree program is designed to meet the needs of the Southern Maryland community to provide an FAA-approved, veteran friendly, and accessible program that will meet the growing workforce demand for talented, skilled, and qualified aviation technicians. This program will combine essential instruction and laboratory experiences to prepare students for entry-level employment in the aviation industry, with the potential to earn high wages. The program includes all the necessary coursework required for FAA Part 147 and will also provide an

entry point for high school students as well as veterans to earn credit for prior learning. In addition, students may earn stackable certificates in Airframe and Powerplant.

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

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

This program respects the mission of HBIs while focusing on serving a regional need not addressed by current HBI offerings. While the Aviation Maintenance Technology associate of applied science degree program is not designed as a transfer program, students may indeed have opportunity to transfer to UMES to complete a baccalaureate degree, should they wish to do so. CSM is currently exploring this possibility in discussions with UMES leadership.

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.

As expressed in section "E" above, this new program respects the mission of HBIs. No impact on the uniqueness and institutional identities and missions of HBIs is intended nor expected.

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 curriculum adheres to FAA Part 147 standards, combining academic coursework and practical lab experience in areas such as aircraft structures, systems, powerplant maintenance, and avionics. The program comprises a total of 66 credits necessary for the curriculum to meet the certification requirements under the FAA Mechanic General, Aircraft, and Powerplant Airman Certification Standards (ACS). The curriculum also includes 18 credits of General Education courses, as required by CSM.

The comprehensive FAA Part 147 curriculum is based on the FAA Mechanic General, Aircraft, and Powerplant Airman Certification Standards (ACS), covering 1,194 required standards within 40 subject areas. Students must demonstrate proficiency in the required Knowledge, Risk, and Skills for the 40 subjects (12 subjects in General, 15 subjects in Airframe, and 13 subjects in Powerplant) to successfully pass multiple certification exams and attain their Airframe and Powerplant ratings.

The design of the curriculum was informed by CSM's Aviation Advisory Board, a group of community members representing aviation industry employers, local and federal government, and local high schools. CSM also contracted an Aviation Maintenance Technology consultant to provide guidance for program development, including the FAA

approval process. The extensive content necessary for the curriculum was organized into appropriate lecture and laboratory courses designed to best support student success in the program. It was determined that 66 credits are necessary to provide appropriate coverage of the ACS standards to support student learning and success in the program.

CSM will hire a full-time, year-round (12 month) faculty member as the program coordinator. This position was posted on February 7, 2025:

https://www.schooljobs.com/careers/csmd/facultyjobs/jobs/4824838/aviation-maintenance-technology-faculty-program-coordinator-full-time

Adjunct faculty will also be hired to support instruction. All faculty teaching specialty classes and labs will be expected to have practical experience in aviation maintenance and hold an FAA Airframe and Powerplant (A&P) certificate. Due to the highly specialized nature of the curriculum and external certification requirements of the FAA, the full-time faculty program coordinator will be required to have a minimum of a bachelor's, rather than a master's, degree in a relevant field of study. The preferred qualifications include a master's degree, experience managing aviation maintenance technology programs, academic leadership experience, higher education teaching and program assessment experience, and designation as an FAA Mechanical Examiner. The position description for the full-time program coordinator faculty position is included in the Appendix.

Faculty will be supervised by the Chair of the Mathematics and Engineering department, under the Dean of the School of STEM and Professional Studies. Adjunct faculty will report directly to the full-time faculty program coordinator for Aviation Maintenance Technology.

Currently, the program is being developed with guidance from CSM's Aviation Maintenance Technology consultant and under the leadership of the Dean. The following table outlines the faculty and leadership personnel who are collaborating on the development of the program. This team will work with the new program coordinator and faculty to support the program:

Name	Title	Academic Credentials
Judith Horn	Assistant Professor of Mathematics	BS in Astronautical Engineering from Embry Riddle Aeronautical University, MS in Applied Mathematics from University of Washington
Dr. Eugen Leontie	Program Coordinator and Associate Professor of Computer Science	BS in Computer Science from Politechnica University of Bucharest, MS in Advanced Computer Architectures from Politechnica University of Bucharest, and PhD in Computer Science from George Washington University
Joseph Bowling	Chair of Mathematics and Engineering and Associate Professor of Mathematics	BS in Applied Mathematics from Stevenson University, MS in Mathematics from Nicholls State University
Dr. Bernice Brezina	Dean of School of STEM & Professional Studies	BS in Mechanical Engineering from UMD, MS in Applied Management from UMGC, EdD in Community College Leadership from Morgan State University

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

Graduates will be proficient in aircraft maintenance procedures, have the skills to pass FAA A&P exams, and be ready for employment in the aviation industry.

Students who successfully complete the Associate of Applied Science in Aviation Maintenance Technology will be able to:

a. Diagnose and repair problems with airframe components, including electrical, hydraulic, and pneumatic systems.
b. Identify and maintain multiple propulsion systems used in aircrafts.
c. Perform maintenance practices and inspection procedures to maintain the airworthiness of aircrafts.
d. Acquire the knowledge and skills necessary to be prepared to test for a mechanic certificate and associated ratings
e. Apply Federal Aviation Administration regulations and guidelines related to aircraft maintenance in their work.

3. Explain how the institution will:

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

CSM's Academic Planning and Assessment's office's Student Learning Outcomes (Program Outcomes) Assessment Plan outlines the process of collecting information to determine whether CSM's academic offerings are having the appropriate educational impact on students. Student Learning Outcomes Assessment is defined as the systematic collection of information about academic offerings and analysis thereof, for the purpose of improving student learning.

The following recommended sequence of course completion demonstrates how the courses will achieve the student learning outcomes in the Aviation Maintenance Technology program:

Courses	Learning Outcomes
AMT-1010 Aviat. Math, Physics, Drawing, Wgt., & Balance	A,D,E
AMT-1020 Aviation Fluid Lines, Fittings, Materials, Hardware, Processes, Cleaning, and Corrosion Control	A,D,E
AMT-1030 Aviation Ground Operations, Services, Human Factors, Electricity, and Electronics	A,D,E
AMT-1040 Aviation Inspection Concepts, Techniques, Regulations, Forms, Records, and Publications	A,D,E
AMT-1110 Airframe Systems and Components I	C,D,E
AMT-1120 Airframe Systems and Components II	C,D,E
AMT-1130 Airframe Systems and Components III	C,D,E
AMT-1140 Airframe Systems and Components IV	C,D,E
AMT-1210 Airframe Systems and Components V	C,D,E
AMT-1220 Airframe Systems and Components VI	C,D,E
AMT-1230 Airframe Structures I	C,D,E
AMT-1240 Airframe Structures II	C,D,E
AMT-2110 Powerplant Theory and Maintenance	B,D,E
AMT-2120 Powerplant Systems and Components I	B,D,E
AMT-2130 Powerplant Systems and Components II	B,D,E
AMT-2140 Powerplant Systems and Components III	B,D,E
AMT-2210 Powerplant Systems and Components IV	B,D,E
AMT-2220 Powerplant Systems and Components V	B,D,E
AMT-2230 Powerplant Systems and Components VI	B,D,E
AMT-2240 Powerplant Systems and Components VII	B,D,E
ENG-1010 Composition and Rhetoric (3 credits)	
MTH-1010 Quantitative Literacy and Reasoning (3 credits)	
COM-1010 Basic Principles of Speech Comm. (3 credits)	
SOC-1010 Introduction to Sociology (3 credits)	
Biological/Physical Sciences (3-4) credits)	
General Education Elective (3 credits)	

b) document student achievement of learning outcomes in the program

Program Assessment at CSM is a cyclical process that includes:

1. Program Reviews conducted every five-six years, or more often as needed.
2. Academic certificate programs are included within the review of degree programs.
3. Program Monitoring conducted every other year (except in the year of a Program Review).
4. Program Assessments of Student Learning conducted on a cycle established by faculty.

CSM also conducts course evaluations every semester or, more often when deemed necessary.

In addition, learning outcomes will be assessed through FAA exam pass rates, industry feedback, and post-graduation employment tracking.

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

AMT-1010 - Aviation Math, Physics, Drawing, Weight, and Balance (3 Credits)
Prerequisite: none

This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with mathematics, physics for aviation, aircraft drawing, and weight and balance in accordance with FAA General Airman Certification Standards.
Course Fee: $60

AMT-1020 - Aviation Fluid Lines, Fittings, Materials, Hardware, Processes, Cleaning, and Corrosion Control (3 Credits)
Prerequisite: none
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with fluid lines and fittings, aircraft materials, hardware, and processes, and cleaning and corrosion control in accordance with FAA General Airman Certification Standards.
Course Fee: $60

AMT-1030 - Aviation Ground Operations, Services, Human Factors, Electricity, and Electronics (3 Credits)
Prerequisite: none
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with ground operations and servicing, human factors, and fundamentals of electricity and electronics in accordance with FAA General Airman Certification Standards.
Course Fee: $60

AMT-1040 - Aviation Inspection Concepts, Techniques, Regulations, Forms, Records, and Publications (3 Credits)
Prerequisite: none
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with inspection concepts and techniques, and regulations maintenance forms, records, and publications in accordance with FAA General Airman Certification Standards.
Course Fee: $60

AMT-1110 - Airframe Systems and Components I (2 Credits)
Prerequisite: AMT1010, AMT1020, AMT1030, AMT1040
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with landing gear, hydraulic, and pneumatic systems in accordance with FAA Airframe Airman Certification Standards.
Course Fee: $60

AMT-1120 - Airframe Systems and Components II (2 Credits)
Prerequisite: AMT1010, AMT1020, AMT1030, AMT1040
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with aircraft inspections and fuel systems in accordance with FAA Airframe Airman Certification Standards.
Course Fee: $60

AMT-1130 - Airframe Systems and Components III (2 Credits)
Prerequisite: AMT1010, AMT1020, AMT1030, AMT1040
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with aircraft flight controls in accordance with FAA Airframe Airman Certification Standards.
Course Fee: $60

AMT-1140 - Airframe Systems and Components IV (3 Credits)
Prerequisite: AMT1010, AMT1020, AMT1030, AMT1040
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with aircraft electrical, communications, and navigation systems in accordance with FAA Airframe Airman Certification Standards.
Course Fee: $60

AMT-1210 - Airframe Systems and Components V (2 Credits)
Prerequisite: AMT1010, AMT1020, AMT1030, AMT1040
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with aircraft instruments and environmental systems in accordance with FAA Airframe Airman Certification Standards.
Course Fee: $60

AMT-1220 - Airframe Systems and Components VI (2 Credits)
Prerequisite: AMT1110, AMT1120, AMT1130, AMT1140

This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with aircraft systems and rotorcraft fundamentals in accordance with FAA Airframe Airman Certification Standards.
Course Fee: $60

AMT-1230 - Airframe Structures I (2 Credits)
Prerequisite: AMT1110, AMT1120, AMT1130, AMT1140

This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with aircraft metallic structures in accordance with FAA Airframe Airman Certification Standards.
Course Fee: $60

AMT-1240 - Airframe Structures II (3 Credits)
Prerequisite: AMT1110, AMT1120, AMT1130, AMT1140

This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with aircraft non-metallic structures in accordance with FAA Airframe Airman Certification Standards.
Course Fee: $60

AMT-2110 - Powerplant Theory and Maintenance (2 Credits)
Prerequisite: AMT1010, AMT1020, AMT1030, AMT1040

This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with engine inspections and propellers in accordance with FAA Powerplant Airman Certification Standards.
Course Fee: $60

AMT-2120 - Powerplant Systems and Components I (3 Credits)
Prerequisite: AMT1010, AMT1020, AMT1030, AMT1040

This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with reciprocating engines in accordance with FAA Powerplant Airman Certification Standards.
Course Fee: $60

AMT-2130 - Powerplant Systems and Components II (3 Credits)
Prerequisite: AMT1010, AMT1020, AMT1030, AMT1040

This course prepare sstudents to exhibit satisfactory knowledge, risk management, and skills associated with turbine engines in accordance with FAA Powerplant Airman Certification Standards.
Course Fee: $60

AMT-2140 - Powerplant Systems and Components III (2 Credits)
Prerequisite: AMT1010, AMT1020, AMT1030, AMT1040
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with engine electrical and instrument systems in accordance with FAA Powerplant Airman Certification Standards.
Course Fee: $60

AMT-2210 - Powerplant Systems and Components IV (2 Credits)
Prerequisite: AMT2110, AMT2120, AMT2130, AMT2140
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with engine fire protection, ignition, and starting systems in accordance with FAA Powerplant Airman Certification Standards.
Course Fee: $60

AMT-2220 - Powerplant Systems and Components V (3 Credits)
Prerequisite: AMT2110, AMT2120, AMT2130, AMT2140
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with engine lubrication, fuel, and fuel metering systems in accordance with FAA Powerplant Airman Certification Standards.
Course Fee: $60

AMT-2230 - Powerplant Systems and Components VI (2 Credits)
Prerequisite: AMT2110, AMT2120, AMT2130, AMT2140
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with engine air, induction, and cooling systems in accordance with FAA Powerplant Airman Certification Standards.
Course Fee: $60

AMT-2240 - Powerplant Systems and Components VII (1 Credit)
Prerequisite: AMT2110, AMT2120, AMT2130, AMT2140
This course prepares students to exhibit satisfactory knowledge, risk management, and skills associated with engine exhaust and reverser systems in accordance with FAA Powerplant Airman Certification Standards.
Course Fee: $60

COM-1010 - Basic Principles of Speech Communication (H) (3 credits)
Prerequisite: College-level reading and writing placement or complete one of the following: IRW-0900A or IRW-0900B
Students learn theories of listening, intrapersonal, interpersonal, intercultural, verbal, and nonverbal communication. Major units include informative and persuasive presentations and group discussion. College-level writing skills are recommended. This course satisfies the General Education Humanities requirement.

ENG-1010 - Composition and Rhetoric (E) (3 credits)
Prerequisite: College-level reading and writing placement or take one of the following: IRW-0900A or IRW-0900B
Students complete their college-level composition course. Students focus on planning, organizing, and developing a variety of argumentative compositions. Students practice the conventions of written Standard Academic English, gain information literacy skills, and learn research and documentation techniques, including conducting online and print research and documenting sources. By the end of the semester, students demonstrate their ability to write a unified and coherent argument-based essay of about 1000 words that incorporates research and is nearly free of grammatical, mechanical, and structural errors. Students may earn credit for this course through CLEP or Advanced Placement Examination. A minimum grade of "C" is required to pass the course. This course satisfies the General Education English Composition requirement.

MTH-1010 - Quantitative Literacy and Reasoning (M) (3 credits)
Prerequisite: MTH-0910 or MTH-0992
This course develops student skills in interpreting, understanding and using quantitative information. It teaches algebraic reasoning and modeling skills through a quantitative literacy lens and emphasizes critical thinking and statistical reasoning. It also develops skills in reading and writing quantitative information. This course is not designed for students who need College Algebra or higher or are pursuing a degree that requires higher level mathematics. This course satisfies the General Education Mathematics requirement.

SOC-1010 - Introduction to Sociology (B, C) (3 credits)
Prerequisite: College-level reading placement or complete one of the following: IRW0900A or IRW-0900B
The scientific study of human behavior in groups explores the relationships among society, culture, and personality development. Social groups, social control, collective behavior, and social change are related to the family, economics, government, and politics. This course satisfies the General Education Social/Behavioral Science requirement and the Core Competency for Cultural and Global Awareness.

RECOMMENDED COURSE SEQUENCE

Year 1: Fall			
Course	**Credits**	**Gen Ed**	**Min. Grade**
ENG-1010 Composition and Rhetoric	3	E	C
AMT-1010 Aviation Math, Physics, Drawing, Weight, and Balance	3		C
AMT-1020 Aviation Fluid Lines, Fittings, Materials, Hardware, Processes, Cleaning, and Corrosion Control	3		C
AMT-1030 Aviation Ground Operations, Services, Human Factors, Electricity, and Electronics	3		C
AMT-1040 Aviation Inspection Concepts, Techniques, Regulations, Forms, Records, and Publications	3		C
Total Credits	15		

Year 1: Spring			
Course	**Credits**	**Gen Ed**	**Min. Grade**
MTH-1010 Quantitative Literacy and Reasoning	3	M	
AMT-1110 Airframe Systems & Components I	2		C
AMT-1120 Airframe Systems & Components II	2		C
AMT-1130 Airframe Systems & Components III	2		C
AMT-1140 Airframe Systems & Components IV	3		C
Biological/Physical Sciences	3	S	
Total Credits	15		

Year 1: Summer			
Course	**Credits**	**Gen Ed**	**Min. Grade**
AMT-1210 Airframe Systems & Components V	2		C
AMT-1220 Airframe Systems & Components VI	2		C
AMT-1230 Airframe Structures I	2		C
AMT-1240 Airframe Structures II	3		C
Total Credits	9		

Year 2: Fall			
Course	**Credits**	**Gen Ed**	**Min. Grade**
AMT-2110 Powerplant Theory and Maintenance	2		C
AMT-2120 Powerplant Systems & Components I	3		C
AMT-2130 Powerplant Systems & Components II	3		C
AMT-2140 Powerplant Systems & Components III	2		C
SOC-1010 Introduction to Sociology	3	C, B	
Total Credits	13		

Year 2: Spring			
Course	**Credits**	**Gen Ed**	**Min. Grade**
AMT-2210 Powerplant Systems & Components IV	2		C
AMT-2220 Powerplant Systems & Components V	3		C
AMT-2230 Powerplant Systems & Components VI	2		C
AMT-2240 Powerplant Systems & Components VII	1		C
COM-1010 Basic Principles of Speech Communication	3	H	
General Education Elective	3		
Total Credits	14		

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

CSM requires a minimum of 18 credits in General Education for an Associate of Applied Science degree program. This proposed Aviation Maintenance Technology program includes 18 General Education credits required, as listed below.

Year 1: Fall			
Course	**Credits**	**Gen Ed**	**Min. Grade**
ENG-1010 Composition and Rhetoric	3	E	C
General Education Credits	3		

Year 1: Spring			
Course	**Credits**	**Gen Ed**	**Min. Grade**
MTH-1010 Quantitative Literacy and Reasoning	3	M	
Biological/Physical Sciences	3	S	
General Education Credits	6		

Year 1: Summer			
Course	**Credits**	**Gen Ed**	**Min. Grade**
General Education Credits	0		

Year 2: Fall			
Course	**Credits**	**Gen Ed**	**Min. Grade**
SOC-1010 Introduction to Sociology	3	C, B	
General Education Credits	3		

Year 2: Spring			
Course	**Credits**	**Gen Ed**	**Min. Grade**
COM-1010 Basic Principles of Speech Communication	3	H	
General Education Elective	3		
General Education Credits	6		

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

The program will meet FAA Part 147 requirements for Aviation Maintenance Technician Schools. Upon designation as an FAA Part 147 school, graduates of the program will be qualified to test for their Airframe and Powerplant ratings.

CSM initiated contact with the Federal Aviation Administration (FAA) on May 13, 2024, to notify them of the institution's intent to apply for certification as an Aviation Maintenance Technician School (AMTS) under Part 147. CSM is currently in the application phase and actively preparing the necessary documentation for the FAA application.

In September 2024, CSM hired a consultant to assist with the preparation of the application package and the required supporting documents. CSM anticipates submitting the application in March 2025. This timeline will enable the college to apply for and secure funding to establish a laboratory that meets the Airmen Certification Standards, as required by the FAA application process, to be deemed applicant-ready.

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

There is no contract with another institution or non-collegiate organization.

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.

CSM provides information to students about our program offerings in numerous ways, including campus open houses and tours, presentations at local high schools, orientation and registration sessions, and new Student welcome events. They are provided with information about applying to CSM, college readiness, financial aid, payment policies, technical requirements, including our learning management system, and the many academic support services.

Advisors are available in-person and through videoconferencing sessions. CSM also has faculty advisors who have been trained to advise students after they have completed 30 credits towards their degree.

Other student services include learning support services such as tutoring, workshops, and learning labs, library services, counseling services, testing services on all campuses, disability support services, and Veteran & Military support services.

Students are provided with a CSM email account and access to Microsoft Office software with information about our technology services' support and help desk.

CSM students are notified in writing of changes that may impact their program planning.

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.

CSM's Admissions Department works closely with the Marketing Department and the Division of Learning to ensure that the recruitment and admissions materials will clearly and accurately represent our programs and services available. The Admissions Department identifies prospective students; recruits and admits new students; and provides information regarding the college to all prospective and current students and the community. The department works collaboratively with the Enrollment Management Team to support the college's efforts to attract students and assist them in defining and achieving their goals and in providing the highest quality customer service.

The goal of the Recruitment Team is to attract traditional and returning adults to the college through several avenues that include presentations to middle and high schools, community organizations, businesses, alternative schools, college fairs and information sessions. In addition, the team is responsible for post-test advising for new students to ensure a smooth transition into the college community. Team members are available to meet with anyone interested in learning more about the college and how it can help them realize their potential.

As the focal point of college information, the Call Center staff responds to questions on how to start the college application process, helps with log-in and account restrictions, and answers many general questions about the college.

As a team, CSM's Marketing Department completes more than 500 projects each year to support and promote the many programs and initiatives at CSM. The team provides website support and is responsible for accurately representing all the programs and services available at CSM.

H. Adequacy of Articulation

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

The Aviation Maintenance Technology program is designed as an Associate of Applied Science (AAS) degree as it prepares students for employment into entry level positions upon successful completion.

CSM is collaborating with local high schools with several possible options to partner on Aviation Maintenance Technology programming. These options include articulation with a high school Aviation Maintenance Technology program or partnering with CSM on dual enrollment or Early College programming. A high school program could cover the "General" part of the FAA Part 147 curriculum and provide the opportunity for transfer of credits into CSM's Aviation Maintenance Technology degree program. The high schools may follow the Choose Aerospace curriculum, endorsed by the Aviation Technician Education Council (ATEC). The Choose Aerospace curriculum is designed to help "create a pipeline of students into postsecondary aviation maintenance programs."

While the Aviation Maintenance Technology degree program is not a transfer program, CSM has been in discussions with UMES to develop a transfer agreement that can provide an opportunity for students to continue their studies and earn a bachelor's degree.

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

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

CSM's Mathematics and Engineering department employs highly qualified faculty who have earned appropriate academic credentials and/or certifications in the disciplines they teach or in overlapping technical disciplines directly related their specialization area.

The program will be led by FAA-certified instructors with experience in aviation maintenance and pedagogy. Because Aviation Maintenance Technology is a specialized discipline area, CSM will recruit a full-time faculty program coordinator and necessary adjunct faculty to cover the classroom and laboratory instructional needs of the program. All faculty will be expected to have an FAA Airframe and Powerplant (A&P) certificate

and the necessary practical experience in aviation maintenance for the courses that they will teach. The full-time faculty program coordinator will be required to have a minimum of a bachelor's degree in the aviation industry, at least five years of experience in aviation maintenance or a related field, and at least three years of experience in a management or supervisory role.

Faculty New	**Degree** Bachelor's	**Rank / Status**	**Courses**
Full-Time Faculty Hirings (12-month Faculty Coordinator in Year 0/1 and 10-month full-time faculty member in Year 2)	Degree in Aviation Management or Related Field and A&P Certificate	Instructor / Assistant / Associate / Full Professor (to be placed in rank according to experience and credentials)	AMT 1010, 1020, 1030, 1040
New Hire	Bachelor's Degree and A&P Certificate	Adjunct Faculty	AMT 1010, 1020, 1030, 1040
New Hire	Bachelor's Degree and A&P Certificate	Adjunct Faculty	AMT 1110, 1120, 1130, 1140
New Hire	Bachelor's Degree and A&P Certificate	Adjunct Faculty	AMT 1210, 1220, 1230, 1240
New Hire	Bachelor's Degree and A&P Certificate	Adjunct Faculty	AMT 2110, 2120, 2130, 2140
New Hire	Bachelor's Degree and A&P Certificate	Adjunct Faculty	AMT 2210, 2220, 2230, 2240

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

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

CSM's Distance and Learning Resources (DLR) unit includes Faculty Development activities to support faculty professional development and training.

DLR also hosts an annual professional development 2-day conference for both full-time and adjunct faculty and coordinate pre-semester professional development activities for all faculty. Full-time faculty may also request funding to attend professional conferences or participate in training to support their faculty development and stay current in their fields.

CSM's Distance Learning team provides support to faculty in training and administration of the learning management system (LMS). All new faculty are required to complete LMS training. Other training courses are also available to all faculty, including training on teaching virtual, web-hybrid, and hyflex classes and refresher training.

Many faculty, both full-time and part-time, recently completed the Association of College and University Educators and the American Council on Education (ACUE) 25 week training in its Effective Practice Framework. This training addresses in-person and virtual instructional modalities.

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.

Students may borrow circulating materials from any of the three CSM library branches. Through the interlibrary loan program (ILL), students can order almost any book, periodical article, or ERIC document needed, generally available within one week of the request. Library resources also include audiovisual collections used in the library and classrooms only. Additionally, substantial material is available through online databases, including ProQuest and EBSCO.

CSM's library will expand its collection of aviation-related materials, including digital resources, FAA publications, and access to aerospace industry databases.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The college will establish a new Aviation Maintenance lab equipped with aircraft engines, airframes, avionics systems, and industry-standard tools. Facilities will include a new lab for hands-on learning.

The program will also have access to existing physical facilities, infrastructure and instruction equipment for classrooms, staff and faculty offices, and science laboratories.

For classes offered in virtual, hybrid, and Hy-Flex instructional modalities, CSM utilizes video conferencing equipment built into the computer labs and classrooms. Faculty may also use portable OWL 360 all-in-one video conferencing units as needed.

All CSM faculty are provided with a laptop and an additional monitor to support virtual instruction and student office hours.

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

CSM provides all students, faculty, and staff with a free institutional electronic mail account, along with free access to Microsoft Office online and the ability to download Microsoft Office at home. CSM's IT Help Desk supports students with (re)gaining access to these accounts as needed.

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

CSM hosts all its courses on Brightspace D2L which provides a common platform for in-person as well as online students to access announcements, syllabi, coursework, and grades. The institutional Help Desk supports student access and the CSM Distance Learning and Faculty Development (DLF) office provides dedicated staff and LMS training courses to provide robust support for faculty use of the LMS.

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

1. **Complete <u>Table 1: Resources and Narrative Rationale</u>. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**
2. **Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

TABLE 1: RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$261,800	$284,544	$295,926	$307,763	$320,073
2. Tuition/Fee Revenue (c + g below) a. Number of F/T	$115,500	$210,000	$283,500	$283,500	$283,500
Students b. Annual Tuition/Fee	20	36	48	48	48
Rate ($175 x 30 credits)* c. Total F/T Revenue (a x b) d. Number of	$5,250	$5,250	$5,250	$5,250	$5,250
P/T Students e. Credit Hour Rate f. Annual Credit Hours Rate g. Total	$105,000	$189,000	$252,000	$252,000	$252,000
P/T Revenue (d x e x f)	4	8	12	12	12
	$175	$175	$175	$175	$175
	15	15	15	15	15
	$10,500	$21,000	$31,500	$31,500	$31,500
3. Grants, Contracts & Other External Sources (Donations of equipment/supplies and grants)	$1,300,000	$300,000	$300,000	$25,000	$25,000
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	$1,677,300	$794,544	$879,426	$616,263	$628,573

* The credit hour rate ($175) is based upon CSM's current tuition rate of $140 plus 25% combined fee.

Narrative Rationale for Resources:

1) Reallocated Funds

CSM will be reallocating personnel salary funds to hire a full-time faculty program coordinator, necessary additional full-time faculty beginning in Year 2, and adjunct faculty to teach aviation classes and manage the program. (Year 1 @ 136,800, Year 2@ 284,544, Year 3 @ 295,926, Year 4 @ 307,763, and Year 5 @ 320,073

In addition, CSM will reallocate $125,000 in Year 1 for laboratory renovation costs.

2) Tuition/Fee Revenues

Enrollment numbers are projected based on the maximum that CSM plans to have approved by the FAA for a Part 147 program. The credit hour rate ($175) is based upon CSM's current tuition rate of $140 plus 25% combined fee. CSM plans to enroll a cohort of 12 students each fall and spring semester while also providing space for approximately 12 part time students. The laboratory space for the Aviation Maintenance Technology program will be expanded, and FAA approval will be sought for program expansion, should student need grow beyond the current capacity.

3) Grants, Contracts & Other

CSM is seeking federal, state, and private funding to cover the initial startup costs. The following bullets outline the steps that CSM has taken and a funding plan to cover the necessary startup costs for the program:

- CSM submitted a proposal for an FAA Workforce Development grant for $996,904. The proposal was submitted on February 3, 2025 and awards are expected to be granted in Summer 2025.
- In addition to applying for an FAA grant, CSM is preparing a proposal for Congressionally Directed Spending funding for $1 million. This funding program is expected to open for proposals in Spring 2025 with awards announced in Summer 2025. Based on the feedback from CSM's initial application, CSM has taken the following actions to strengthen this year's proposal:
    - hired an Aviation Maintenance Technology consultant to advise on curriculum, the FAA application process, and funding resources. The FAA Part 147 application process is currently in phases 1-3 in a 5-phase process that is expected to complete by the end of 2025.
    - developed a regional Aviation Advisory Board, comprised of members of local government, public and private school systems, aviation businesses, and aviation organizations in all three counties within the region CSM serves, across Calvert, Charles, and St. Mary's Counties. The Aviation Advisory Board meets regularly to collaborate on these funding projects, workforce needs, programming, and outreach.
- To further bolster the funding resources for this program, CSM will be preparing a proposal for the National Science Foundation Advanced Technological Education (ATE) program for $1 million. This program will open in October 2025 with awards expected to be announced in Spring/Summer 2026. CSM has recent experience with successfully managing an NSF ATE grant program, "Cybersecurity: Bridging the Gap".
- In addition to applying for federal and state funding, CSM is also actively preparing proposals for Foundation (private) sources of support.

Furthermore, CSM has commitment from Naval Test Wing Atlantic (NTWL), NAWCAD, to donate some of the necessary tools and equipment to offset the substantial startup costs for this program. CSM has provided NTWL an equipment inventory list that was developed by the consultant. Currently, NTWL is reviewing the list and putting together a team to determine the items that may be donated. They will next be working with CSM to transfer identified equipment to a storage facility at CSM.

NTWL will continue to support the program with donated equipment for the duration of the program. *Naval Test Wing Atlantic (NTWL) is the most technically diverse air wing in naval aviation. Comprised of four test and evaluation squadrons, NTWL is the Fleet advocate supporting test and evaluation of the Navy's principal aviation systems ranging from unmanned to rotary and fixed-wing aircraft and subsystems. Focused on warfighter requirements, the wing provides aircrew, aircraft assets, maintenance support, operational and safety oversight, process*

and facility support for developmental flight and ground test.
(https://www.navair.navy.mil/nawcad/ntwl)

CSM has an Education Partnership Agreement (EPA) with NAWCAD and will follow an established Property Transfer process to donate equipment to CSM. These agreements are included at the end of this proposal in the Appendix. CSM has provided NAWCAD with a preferred inventory list comprising $1.6 million in equipment for the program. However, the program may still be implemented with approximately $1 million in equipment. Currently, NAWCAD is coordinating with CSM on property transfer. A letter of support from NAWCAD is also included in the Appendix.

In summary, CSM is seeking over $3 million in outside funding while also expecting to receive donations for some of the necessary equipment. CSM's funding plan is a conservative approach to account for the possibility of not receiving all the grant funding that is being requested.

TABLE 2: EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$ 136,800	$ 284,544	$ 295,926	$ 307,763	$ 320,073
a. # FTE	1	2	2	2	2
b. Total Salary c.	$ 90,000	$ 187,200	$ 194,688	$ 202,476	$ 210,575
Total Benefits	$ 46,800	$ 97,344	$ 101,238	$ 105,287	$ 109,499
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary c.	0	0	0	0	0
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 c.	0	0	0	0	0
Total Benefits	0	0	0	0	0
4. Equipment	$ 1,000,000	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	$ 125,000	0	0	0	0
7. Other Expenses	$ 150,000	$ 35,000	$ 35,000	$ 35,000	$ 35,000
TOTAL (Add 1 – 7)	$ 1,411,800	$ 319,544	$ 330,926	$ 342,763	$ 355,073

Narrative Rationale for Expenditures:

1) Faculty

CSM will hire a full-time, 12-month, faculty program coordinator in the first year. A second faculty member will be hired in Year 2. Salary projections are based at hiring at the mid-range on the salary scale. Benefits and a 4% annual market adjustment are included.

4) Equipment

Equipment costs include initial startup equipment - aircraft, parts, and tools necessary for FAA Part 147 instruction. A list of necessary start-up inventory and associated costs was provided by CSM's Aviation Maintenance Technology consultant and totaled $1 million.

5) New or Renovated Space

4,000 square feet of laboratory space has been identified at CSM's Regional campus location, the Hughesville Center for Trades and Energy. Existing laboratory space in the 30,000 square foot building will be renovated to meet the Aviation Maintenance Technology requirements specified by FAA Part 147 and as required for ADA accessibility. Centrally located between Charles, Calvert, and St. Mary's Counties, this laboratory location will conveniently serve students within the entire Southern Maryland region.

7) Other Expenses

Consumables, supplies, software, subscriptions, and maintenance are estimated at $35K annually. This is an estimate that is based on advice from CSM's Aviation Maintenance Technology consultant.

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.

CSM conducts course evaluations every semester or more often when deemed necessary. Evaluations are initiated by faculty and approved by the department chair and school dean. CSM's Curriculum and Instruction Committee reviews and approves curriculum recommendations.

Faculty are evaluated annually according to the process outlined in CSM's "Faculty Handbook". The components of the faculty evaluation include classroom observation, faculty development plans, student evaluations, syllabus review, LMS questionnaire, assessment evaluation, and a faculty reflection.

CSM's Academic Planning and Assessment's office's focuses on the primary mission of the college: to provide quality opportunities for intellectual development that result in student learning. CSM's Student Learning Outcomes Assessment Plan outlines the process of collecting information to determine whether academic offerings are having the appropriate educational impact on students. Student Learning Outcomes Assessment is

defined as the systematic collection of information about academic offerings and analysis thereof, for the purpose of improving student learning.

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.

Program effectiveness will be evaluated through student retention, graduate success rates on FAA exams, and employer satisfaction. Program Assessment at CSM is a cyclical process that includes:

1. Comprehensive Program Reviews conducted every five-six years, or more often as needed. Program reviews comprise a self-study component as well as an external review.
2. Academic certificate programs are included within the review of degree programs.
3. Program Monitoring conducted every other year (except in the year of a Program Review).
4. Program Assessments of Student Learning conducted on a cycle established by faculty.
5. Annual Assessment Summit for analyzing disaggregated data to improve student retention.

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 program will promote diversity by recruiting minority students, veterans, and first-generation college students.

One of CSM's Values/Guiding Principles is Diversity. The Division of Student Equity and Success (SES) actively seeks to attract new students and assist them in developing and achieving individual and educational goals; promotes transfer education and workforce development opportunities; enhances the teaching and learning process; and effectively meets the college community's information management needs. The services, activities, and programs of the division spring from the college mission and are grounded in the values of honesty, integrity, critical thinking, diversity, and service to others.

In addition, CSM defines civility as "the demonstration of respect for others through basic courtesy and the practice of behaviors that contribute toward a positive environment for learning and working." CSM has recently appointed the first Distinguished Faculty of Diversity, Equity, and Inclusion director, a Technology department professor leading the initiative college-wide where "faculty members are challenged to engage differences as strengths in an environment that constantly strives for equity of access, opportunity, resources, representation, and participation."

(https://www.csmd.edu/news/2022/professor-daphne-powell-is-selected-as-first-recipient-of-the-dr.-maureen-murphy-distinguished-professorship-for-equity-in-education.html)

CSM has maintained a Men of Excellence program "as a college-wide initiative to improve the recruitment, success, retention, graduation, and transfer rates of African American men who enter as first-time, full- or part-time students at the college." (https://www.csmd.edu/student-services/student-life/men-of-excellence.html).

CSM serves a region with a high number of active military and veterans working and studying at the Patuxent River Naval Air Station and Naval Surface Warfare Center Indian Division. The Technology Department in particular draws a large enrollment of students with a military background. CSM has been officially "identified as a veteran- and military-friendly institution." (https://www.csmd.edu/student-services/veteran-military/index.html).

As is true of CSM, the Aviation Maintenance Technology Program will be inclusive to students of all ages, genders, or ethnic backgrounds. As such, any student meeting the eligibility requirements of the admissions process is entitled to enroll in this discipline of study. Furthermore, the faculty, staff, and leadership within the Mathematics and Engineering Department and School of Professional and Technical Studies all participate in events, programs, orientations, and information sessions sponsored internally or by external stakeholders in order to reach all students seeking information about the college's programs and the professional opportunities that result from its education and training.

CSM's marketing department is developing a comprehensive marketing plan for this new program. These resources include the designing and printing of brochures, assistance with marketing campaigns (web and traditional news media), and development of other recruitment materials. CSM is committed to ensuring new programs are marketed to diverse populations, as demonstrated by the organizational values, which include valuing diversity. Marketing plans will include activities specifically designed to market the program to the diverse population of the tri-county region.

Diversity and multiculturalism are vitally important issues for future leaders. As such, the representatives of this new program at CSM intend to contact multiple professional associations, national, regional and local employers, secondary and postsecondary institutions to create partnerships that will lead to the diversity of our student population and graduates of our programs.

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.

The proposed degree is not directly related to an identified low productivity program identified by the Commission.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education

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

This program will not be offered exclusively as a distance education program but is designed to be offered in a combination of face-to-face, online as well as hybrid formats. As is the case for all CSM programs, CSM complies with C-RAC requirements for Online Learning.

APPENDIX

Letters of Support:

Economic Development Depts./Commissions - Calvert, Charles, and St. Mary's Counties

CALVERT COUNTY
DEPARTMENT OF ECONOMIC DEVELOPMENT

184 B Main Street
Prince Frederick, Maryland 20678
410-535-4583 • 301-855-1880
www.calvertcountymd.gov

Julianne A. Oberg, Director

October 21, 2024

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Commissioners:

This letter is written to support the development of an Aviation Maintenance Technology program at College of Southern Maryland (CSM). We are excited to support CSM's proposal to make this program accessible to the three counties in the region, Calvert, Charles, and St. Mary's. CSM's innovative approach to offer this program through in-person and virtual instruction, combined with a lab facility at St. Mary's Airport, will help to meet the growing need in Southern Maryland for skilled and qualified aviation maintenance technicians.

As the Calvert County Department of Economic Development, our mission is to enhance the local economy by serving as a catalyst for new businesses and creating a skilled workforce. Aviation is a key industry for our region; however, many businesses in the region are facing significant challenges in hiring qualified aviation maintenance technicians. CSM's innovative program, offering both in-person and virtual instruction and utilizing a lab facility at St. Mary's Airport, will address this gap and help build a pipeline of skilled professionals to support the region's growing aviation sector.

Our long-standing collaboration with CSM on workforce and STEM-related initiatives has consistently contributed to the growth of local industries and the development of a highly trained workforce. The introduction of this Aviation Maintenance Technology program will strengthen our region's ability to meet the demands of the aviation industry and enhance the economic development opportunities surrounding both Maryland Airport and the broader Southern Maryland area.

Thank you for your consideration to provide support for this proposal.

Sincerely,

Julianne Oberg
Director

CHARLES COUNTY GOVERNMENT
Economic Development Department
Kelly A. Robertson-Slagle
Director

Phone | 301-885-1340
Fax | 301-885-1341
Email | info@MeetCharlesCounty.com

October 16, 2024

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Commission Members,

On behalf of the Charles County Economic Development Department, I am pleased to offer our full support for the development of an Aviation Maintenance Technology program at the College of Southern Maryland (CSM). This initiative will provide a valuable educational resource to Calvert, Charles, and St. Mary's Counties, addressing the critical need for skilled aviation maintenance technicians in Southern Maryland.

As the Charles County Economic Development Department, our mission is to enhance the local economy by fostering the growth of businesses and creating a skilled workforce. Aviation is a key industry for our region, and Maryland Airport, located in Charles County, plays an essential role in supporting local aviation-related activities. However, many businesses in the region, including those associated with Maryland Airport, are facing significant challenges in hiring qualified aviation maintenance technicians. CSM's innovative program, offering both in-person and virtual instruction and utilizing a lab facility at St. Mary's Airport, will address this gap and help build a pipeline of skilled professionals to support the region's growing aviation sector.

Our long-standing collaboration with CSM on workforce and STEM-related initiatives has consistently contributed to the growth of local industries and the development of a highly trained workforce. The introduction of this Aviation Maintenance Technology program will strengthen our region's ability to meet the demands of the aviation industry and enhance the economic development opportunities surrounding both Maryland Airport and the broader Southern Maryland area.

Thank you for your consideration of this important proposal. We strongly urge you to support this program, which will bring significant benefits to the region's economy, workforce, and aviation industry.

Sincerely,

Kelly Robertson-Slagle

Kelly Robertson-Slagle
Director of Economic Development
Charles County Economic Development Department

ST. MARY'S COUNTY GOVERNMENT
DEPARTMENT OF
ECONOMIC DEVELOPMENT
Chris Kaselemis, Director
Kellie S. Hinkle, Deputy Director

October 24, 2024

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Commission Members:

This letter is written to support the development of an Aviation Maintenance Technology program at College of Southern Maryland (CSM). We are excited to support CSM's proposal to make this program accessible to the three counties in the region, Calvert, Charles, and St. Mary's. CSM's innovative approach to offer this program through in-person and virtual instruction, combined with a lab facility at St. Mary's County Regional Airport, will help to meet the growing need in Southern Maryland for skilled and qualified aviation maintenance technicians.

The St. Mary's County Department of Economic Development is dedicated to promoting and supporting businesses within the county's core industry sectors, which includes aviation and aerospace, in addition to enhancing the important mission of Naval Air Station Patuxent River (NAS PAX). St. Mary's County is not only home to NAS PAX, which includes hundreds of Aviation Technician careers – both on-base and through partnered government contractors within St. Mary's County – but we are also home to the St. Mary's County Regional Airport which houses dozens of aviation-based businesses within the AeroPark Innovation District. Many businesses associated with both NAS PAX and the regional airport are facing significant challenges in hiring and retaining qualified aviation maintenance technicians. CSM's innovative Aviation Maintenance Technology program will be a significant step in addressing this gap and building a pipeline of skilled professionals supporting the growing aviation industry not only in St. Mary's County, but across the entire southern Maryland region.

CSM is a long-standing, collaborative workforce partner in the region and their programs have contributed to the growth of many local industries. The launch of this Aviation Maintenance Technology program in southern Maryland will have a significant impact within our region that will allow for expanded support for our growing aviation industry and economic development across the entire region.

Thank you for your consideration to provide support for this impactful proposal that will have a significant impact to the region's economic & workforce development supporting the aviation industry.

Sincerely,

Chris Kaselemis

Director, St. Mary's County Department of Economic Development

Letters of Support:

Local Education Agencies - Calvert, Charles, and St. Mary's Counties

Dr. Andraé Townsel
Superintendent of Schools

1305 Dares Beach Road
Prince Frederick, MD 20678
P 443-550-8000 • F 410-286-1358
www.calvertnet.k12.md.us

January 6, 2025

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Commission Members,

On behalf of Calvert County Public Schools, I am pleased to express our support for the College of Southern Maryland's proposal to create a new program in Aviation Maintenance Technology. This program aligns with our interest in providing high school students with in-demand skills and relevant technical training through an Aviation Technology pathway.

Calvert County Public Schools and the College of Southern Maryland have a long history of collaborating on STEM initiatives such as robotics competitions. This new program can offer high school students the opportunity to earn college credit while still in high school. We are enthusiastic about the potential benefits this program can bring to our students in future years.

Thank you for considering our support for this proposal.

Excellence in Truth and Service,

Dr. Andraé Townsel
Superintendent of Schools

CHARLES COUNTY
PUBLIC SCHOOLS

5980 Radio Station Road
P.O. Box 2770
La Plata, MD 20646
Main line: 301-932-6610
www.ccboe.com

Maria V. Navarro, Ed.D.
Superintendent of Schools

Kevin E. Lowndes
Chief of Teaching and Learning

Office of Teaching and Learning
301-934-7377
Fax: 301-934-7401

October 11, 2024
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Commission Members:

On behalf of Charles County Public Schools (CCPS), I am pleased to support College of Southern Maryland's (CSM) proposal to create a new program in Aviation Maintenance Technology. This program will align with our interest in creating a high school Aviation Technology pathway for our high school students to equip them with in-demand skills and relevant technical training.

CCPS plans to incorporate the high school specific curriculum, through "Choose Aerospace", to increase student enrollment in the CSM program. When students complete the general portion of Federal Aviation Administration (FAA) mechanic airman certification standards in high school, they can directly enroll in the airframe and powerplant curriculum at the college to finish the full certification cohesively.

Charles County Public Schools and College of Southern Maryland have long history of collaboration on STEM initiatives such as robotics competition, "Women in STEM", and "Engineer like a Girl", as well as several dual enrollment and Early College programs. This new program can provide high school students the opportunity to earn college credit while in high school. We look forward to collaborating with CSM on this Aviation Maintenance Technology pathway.

Thank you very much for your consideration and support for this proposal. The Aviation Maintenance Technology program will provide training and certification for an in demand career field that is necessary in our local workforce, providing skilled workers for the increasing number of job openings.

Sincerely,

Maria V. Navarro, Ed.D.
Superintendent of Schools

St. Mary's County Public Schools

Phone: 301-475-5511 ext. 32105; Fax: 301-475-4229

St. Mary's County Public Schools
Division of Instruction
Department of Curriculum and Instruction
23160 Moakley Street, Suite 101
Leonardtown, Maryland 20650

Lisa Bachner
Chief Academic Officer

October 14, 2024

Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Commission Members:

On behalf of St. Mary's County Public Schools, I am pleased to support the College of Southern Maryland's proposal to create a new program in Aviation Maintenance Technology. This program will align with our interest in creating a high school Aviation Technology pathway for our students, equipping them with in-demand skills and relevant technical training.

St. Mary's County Public Schools and College of Southern Maryland have a long history of collaboration on STEM initiatives such as robotics competitions, "Women in STEM", and "Engineer like a Girl". This new program can provide high school students the opportunity to earn college credit while in high school. We look forward to collaborating with CSM on this Aviation Maintenance Technology pathway.

Thank you for considering our support of this proposal.

Sincerely,

Lisa Bachner

Chief Academic Officer

EDUCATION PARTNERSHIP AGREEMENT:

Naval Air Warfare Center Aircraft Division (NAWCAD)

Naval Air Station (NAS) Patuxent River

DEPARTMENT OF THE NAVY
NAVAL AIR WARFARE CENTER AIRCRAFT DIVISION
22347 CEDAR POINT ROAD UNIT 6
PATUXENT RIVER MARYLAND 20670-1161

5760
AD-03/021
4 Mar 25

From: Executive Director, Naval Air Warfare Aircraft Division
To: Commission Members, Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, MD 21201

Subj: COLLEGE OF SOUTHERN MARYLAND AVIATION MAINTENANCE TECHNOLOGY PROGRAM LETTER OF SUPPORT

Ref: College of Southern Maryland (CSM) Educational Partnership Agreement

1. This letter is written to explain why the development of an Aviation Maintenance Technology program at College of Southern Maryland (CSM), with a proposed lab facility to be located at St. Mary's Airport, would be beneficial to the Navy.

2. The mission of Naval Air Warfare Center Aircraft Division (NAWCAD), employing over 20,000 civilians, military, and contractors, is to deliver high-quality, innovative solutions for naval aviation. NAWCAD has maintained a long-standing Educational Partnership Agreement with CSM to foster programs that provide hands-on training and education, ensuring a pipeline of qualified aviation professionals to support the Navy and Marine Corps' mission. This collaboration includes Science, Technology, Engineering, and Math (STEM) outreach initiatives, the Southern Maryland Engineering Partnership program, and is essential in addressing the critical and growing need for skilled aviation technicians to sustain and advance fleet readiness and capability. The aviation industry continues to face significant challenges in hiring and training skilled technicians due to increasing demand, rapidly evolving technological advancements, and competitive job market, which underscores our support for an Aviation Maintenance Technology program.

3. We are committed to working with CSM to identify the necessary equipment and tools required to launch the proposed Aviation Maintenance Technology program. Furthermore, we will support Cooperative Research and Development Agreements to the greatest extent possible through Naval Test Wing Atlantic (NTWL) to provide access to technical expertise, equipment, or facilities relevant for the Aviation Maintenance Technology program. Based at Naval Air Station Patuxent River in St. Mary's County, NTWL is part of NAWCAD and delivers critical support, including aircrew, aircraft assets, maintenance services, operational and safety oversight, and facilities for developmental flight and ground testing.

4. Thank you for your consideration and support of this proposal. We look forward to continued collaboration with CSM to address the critical workforce needs of the aviation industry and ensure the continued success of naval aviation.

STEPHEN E. CRICCHI

EDUCATION PARTNERSHIP AGREEMENT (EPA)

BETWEEN

NAVAL AIR WARFARE CENTER AIRCRAFT DIVISION PATUXENT RIVER (NAVAIRWARCENACDIV)

AND

THE COLLEGE OF SOUTHERN MARYLAND

Agreement Number: EPA-NAWCADPAX-19-001

Agreement Administrators:

NAVAIRWARCENACDIV:

EPA Administrator:	Ms. Amy Kettelle, 301-342-1135, amy.kettelle@navy.mil
EPA Coordinator:	Dr. David Barrett, 301-342-9360, david.barrett@navy.mil
Legal:	Ms. Olivia Scheuer, 301-757-9673, Olivia.scheuer@navy.mil

College of Southern Maryland

President:	Dr. Maureen Murphy 301-934-7602, mmurphy@csmd.edu

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EDUCATION PARTNERSHIP AGREEMENT

BETWEEN

NAVAL AIR WARFARE CENTER AIRCRAFT DIVISION PATUXENT RIVER (NAVAIRWARCENACDIV)

AND

COLLEGE OF SOUTHERN MARYLAND

I. PREAMBLE

In accordance with and in support of the goals and objectives of Title 10 United States Code (U. S. C.) §2194, Education Partnerships, the Naval Air Warfare Center Aircraft Division at Patuxent River, Maryland (NAVAIRWARCENACDIV) wishes to enter into an Educational Partnership Agreement with The College of Southern Maryland. The Partners enter into this Agreement in recognition of the vital role that science, mathematics and engineering education play in the United States' current as well as future viability and well-being.

II. BACKGROUND

Congress enacted Public Law 101-510 (5 November 1990), Title 10 U.S.C. §2194. Education Partnerships, for the purpose of encouraging and enhancing study in scientific disciplines at all levels of education. Title 10 U.S.C. §2194, Education Partnerships, requires the Secretary of Defense to authorize each defense laboratory to enter into one or more Education Partnership Agreements with educational institutions in the United States, including local education agencies, colleges, universities and any other nonprofit institutions that are dedicated to improving science, mathematics and engineering education.

III. AUTHORITY

This Agreement is entered into pursuant to the authority contained in:

a) Title 10 U.S.C. §2194, Education Partnerships;
b) Title 5 U.S.C. §4103, Establishment of Training Programs;
c) Director of Defense Research and Engineering (DDR&E) memorandum entitled, "Interim Guidance on the use of certain Authorities Granted Under: 10 U.S.C. 2194, "Education Partnerships";
d) Letter, NAVAIR to NAWCAD/NAWCWD, Authority to Establish Education Partnership Agreements letter, Ser AIR-00/006, dated Sep 21, 1998;

e) Office of Civilian Personnel Management Instruction 12720.1, Equal Employment Opportunity and Affirmative Employment Programs, dated 26 Feb 1991;
f) Article 4-101 of the Education Article to the Annotated Code of Maryland (where applicable); and
g) Article 4-205(d) of the Education Article to the Annotated Code of Maryland (where applicable)

IV. PURPOSE

The purpose of this Agreement is to:

- Facilitate and support the development of a rigorous program of study which emphasizes the core areas of mathematics and science with an infusion of technology and engineering.

- Aid in the educational experience of The College of Southern Maryland's students and faculty by providing a mechanism by which those students and faculty can benefit from the staff experience, unique facilities, and equipment related to naval warfare systems and technologies available from NAVAIRWARCENACDIV through this Education Partnership Agreement. Access to NAVAIRWARCENACDIV (i.e., hardware, personnel, facilities, etc.) will provide a unique opportunity for The College of Southern Maryland's students to become aware of and collaborate in the many disciplines associated with all aspects of aircraft systems and subsystems from concept, to integration, through testing, which would not otherwise be available in a school environment. A goal is to facilitate student interest and expertise in science, technology, engineering and mathematics, particularly as these fields relate to the real world technical applications required by the United States Navy.

- Provide The College of Southern Maryland's students and other employees access to state-of-the-art and new, innovative technological methods relating to solving technical problems.

- Facilitate the training and recruitment of potential future NAVARWARCENACDIV employees.

- Encourage and facilitate early interest in the sciences and engineering by young people at all stages of their academic careers.

- Facilitate the identification of other mutually beneficial partnership opportunities.

V. BENEFITS

A. Benefits to The College of Southern Maryland include:

- A formal vehicle for information exchange with NAVAIRWARCENACDIV.
- Access to state-of-the-art facilities and technology beyond that which would normally be available to The College of Southern Maryland.
- Research experiences that would provide students and faculty with opportunities to understand current technologies.

B. Benefits to NAVAIRWARCENACDIV include:

- Promotion and facilitation of the education of future scientists and engineers.
- Enhanced perspective on projects by exposure to the ideas of the academic community.
- Increased opportunities for scientific growth, exploration and experience by participation in the academic process.

C. Mutual benefits to The College of Southern Maryland and NAVAIRWARCENACDIV include:

- Provide opportunities to identify additional mutually beneficial areas of endeavor.
- Provide a rigorous academic program that will, in turn, afford NAVAIRWARCENACDIV a greater pool of candidates to fill future employment needs of NAVAIRWARCENACDIV.

VI. ACTIONS

A. Meetings of the Partners

The Partners shall maintain an ongoing dialogue regarding the status of the Partners' activities under this Agreement. The Partners will meet as needed in order to discuss the progress of projects undertaken through this Agreement, to resolve any issues that arise in the performance of this Agreement, and to seek agreement on future projects to be pursued under this Agreement.

B. Advisory Services

In order to achieve the objectives of promoting the economic and educational growth of the community and ensuring the availability of a stable workforce that can meet the needs of NAVAIRWARCENACDIV, NAVAIRWARCENACDIV may designate a

liaison to The College of Southern Maryland advisory councils for technical programs. Examples of the types of advisory services that may be provided by these representatives include:

1. Appropriate information/data on future engineering and science technology requirements in those areas related to the NAVAIRWARCENACDIV mission responsibilities.

2. Participation in course and curriculum development efforts in technical fields.

3. Advisement and review of curriculum issues as appropriate.

C. NAVAIRWARCENACDIV and The College of Southern Maryland Coordinators

Coordinators may be established to accomplish specific actions that the Partners wish to pursue under this Agreement:

- Education Partnerships ("Education Partnership Coordinator")

- Research and engineering (R&E) projects and opportunities ("R&E Coordinator")

- Business, career and academic projects and opportunities ("Business/Academic Coordinator")

D. One or more of the following initiatives may be used to achieve the goals of this partnership.

- NAVAIRWARCENACDIV may apply support from its Fellows Program to work with The College of Southern Maryland professors to develop additional connections to the base, provide resource information on cooperative education programs, and offer mentoring opportunities.

- NAVAIRWARCENACDIV may transfer defense laboratory equipment, determined to be surplus, to The College of Southern Maryland to support the school's mission to educate their students and the general public about systems and technologies related to naval aviation as well as science and engineering in general. Transfer of equipment will be in accordance with DDR&E memorandum entitled, "Interim Guidance on the use of certain Authorities Granted under: 10 U.S.C. 2194, "Education Partnerships."

- NAVAIRWARCENACDIV may loan defense laboratory equipment to The College of Southern Maryland for the educational purposes stated above.

- NAVAIRWARCENACDIV may make laboratory personnel available to teach courses or to assist in the development of such courses and related educational material.

- NAVAIRWARCENACDIV may involve faculty and students of The College of Southern Maryland in laboratory research projects.

- NAVAIRWARCENACDIV may cooperate with The College of Southern Maryland in developing a program under which students may be given academic credit for work on laboratory research projects.

- NAVAIRWARCENACDIV may offer visits, tours, and demonstrations at its facilities for faculty and students of The College of Southern Maryland for the educational purposes stated in this Agreement.

- NAVAIRWARCENACDIV may provide academic and career advice to students of The College of Southern Maryland.

- The College of Southern Maryland may make available personnel resources, laboratory equipment, and facilities as required for the educational purposes stated in this Agreement.

- The College of Southern Maryland may provide annual reports to NAVAIRWARCENACDIV on the benefits NAVAIRWARCENACDIV contributions to the educational program.

- The College of Southern Maryland may provide opportunities for NAVAIRWARCENACDIV to provide input regarding the development of The College of Southern Maryland curriculum.

- NAVAIRWARCENACDIV may assist The College of Southern Maryland in the development and teaching of short courses on technical topics of mutual interest.

VII. INTELLECTUAL PROPERTY

A. Definitions.

"Proprietary Information" - Any information, technical data or knowledge in whatever form, including, but not limited to, documented information, machine readable or interpreted information, information contained in physical components, mask works and art work, which are clearly identified and marked as being proprietary. Information transmitted orally or visually shall be considered to be Proprietary Information provided such Proprietary Information is identified by the disclosing Partner prior to disclosure, reduced to written summary form, and marked as being proprietary by the transmitting Partner, and transmitted to the recipient within 30 business days after such oral or visual transmission.

During this 30 business day period, such oral or visual information so disclosed shall be provided the same protection as provided Proprietary Information as set forth below. Failure to so identify, reduce to writing, mark and deliver such verbally or visually disclosed information in the manner prescribed shall relieve the receiving Partner of all obligations of protection with respect to said disclosed information thereafter.

B. Information Handling.

1. Information Security – Each Partner shall provide notice of any special information handling (classified, proprietary, etc.) associated with the project, test articles, technical information, test data, specifications, etc. If no notice is provided, it will be assumed that no restrictions are required.

2. If the project or related information is classified, the product or related information will be handled in accordance with the applicable instructions, e.g., DD Form 4401 of the DOD Industrial Security Manual, for safeguarding such articles or information against unauthorized disclosure and as stipulated herein.

3. The Partners to this Agreement who receive Proprietary Information belonging to the other Partner shall hold such Proprietary Information in strict confidence; shall limit its further disclosure to only personnel having a need for access to the Proprietary Information; shall not disclose such Proprietary Information; and shall use the Proprietary Information only for performance of this Agreement. The Partners further agree to make a good faith effort to minimize, to the extent practicable, the number of persons having access to Proprietary Information. Proprietary Information shall receive security protection in accordance with the receiving Partners' standard procedures governing the handling of such information and as agreed to in any attachments hereto.

4. Upon completion or termination of this Agreement, each Partner shall return or properly dispose of all classified, Proprietary Information unless otherwise agreed by the Partners.

C. Data Rights.

1. The term "data" as used in this Agreement includes technical data, detailed manufacturing or process data, form, fit and function data, computer databases, computer programs, computer software and computer software documentation as defined in the Defense Federal Acquisition Regulation Supplement Clause 252.227-7013 (November 1995). It also includes orally communicated information of a scientific or technical nature and information that, if recorded, would be technical data, detailed manufacturing or process data, form, fit and function data, computer databases, computer programs, computer software and computer software documentation, provided such information is reduced to writing within 30 business days after communication.

2. Notwithstanding any provision to the contrary, nothing in this Agreement shall diminish any rights in data, including any preexisting rights in any data, that the Government has, or is entitled to, under this or any other Government agreement or contract, or is otherwise entitled to as a matter of law.

3. Except where prohibited by law or regulation or otherwise provided in this Agreement, The College of Southern Maryland shall have the right to use and disclose data delivered by NAVAIRWARCENACDIV under this Agreement.

4. This provision shall survive the termination, cancellation or suspension of this Agreement.

D. Patent Rights

1. The term "invention" as used in this Agreement is defined in Federal Acquisition Regulation Clause 52.227-12 (January 1997).

2. Nothing in this Agreement shall grant to or confer upon The College of Southern Maryland any rights, expressed or implied, to any invention owned by NAVAIRWARCENACDIV or to which NAVAIRWARCENACDIV is entitled to ownership, including but not limited to, any invention conceived or reduced to practice under this Agreement, or under any patent application or patent owned by NAVAIRWARCENACDIV or to which NAVAIRWARCENACDIV is entitled to ownership.

3. The Partners agree that The College of Southern Maryland shall have the right to seek a license, in accordance with Chapter 18 of Title 35 U.S.C. as implemented within the Navy by Secretary of the Navy Instruction 5870.2D, for any invention conceived or first reduced to practice under this Agreement.

4. In the event copyrightable works are created under this Agreement, The College of Southern Maryland shall own the copyright in all works created in whole or in part by employees of The College of Southern Maryland, and grants in advance a world-wide, royalty-free, nonexclusive license in favor of NAVAIRWARCENACDIV conveying the right to use, duplicate or disclose such works in any manner, and to have or permit others to do the same, for NAVAIRWARCENACDIV purposes only.

VIII. GENERAL PROVISIONS

A. The level of effort to be expended by NAVAIRWARCENACDIV on any activity under this Agreement shall be within the discretion of NAVAIRWARCENACDIV.

B. The level of effort to be expended by The College of Southern Maryland on any activity under this Agreement shall be within the discretion of The College of Southern Maryland.

C. Each Partner will be responsible for its own costs.

D. Clearance of Material Intended for Public Release.

Prior to its release, all information made available to the media and public concerning The College of Southern Maryland and NAVAIRWARCENACDIV under this Agreement is subject to a public release review by the NAVAIRWARCENACDIV Public Affairs Office (PAO). NAVAIRWARCENACDIV shall maintain the confidentiality of all student information shared with it under this Agreement and shall not release information regarding students without first obtaining the permission of The College of Southern Maryland.

E. Warranties

1. NAVAIRWARCENACDIV hereby warrants to The College of Southern Maryland that the performance of the activities specified by this Agreement is consistent with the authority granted in Title 10 U.S.C. §2194 and associated guidance and directives as listed in Section III.

2. The College of Southern Maryland hereby warrants to NAVAIRWARCENACDIV that, as of the date hereof: it is an educational institution in the United States, as required by Title 10 U.S.C. §2194; it meets the requirements of Title 26 U.S.C. §501(c) (3); it is dedicated to improving science and mathematics education; and it has the requisite power and authority to enter into this Agreement and to perform according to the terms thereof.

F. Liabilities

1. NAVAIRWARCENACDIV's responsibility for injury or loss of property or personal injury or death caused by the gross negligence or willful misconduct of any employee of NAVAIRWARCENACDIV while acting within the scope of his office or employment will be in conformance with the Federal Tort Claims Act (Title 28 U.S.C. §2671 *et seq.*). Except as provided by the Federal Tort Claims Act, NAVAIRWARCENACDIV shall not be liable to The College of Southern Maryland for any claims whatsoever, including loss of revenue or other indirect or consequential damages.

2. No Partner shall be liable for the consequences of any unforeseeable force majeure event that (1) is beyond its reasonable control, (2) is not caused by the fault or negligence of such Partner, (3) causes such Partner to be unable to perform its obligations under this Agreement, and (4) cannot be overcome by the exercise of due diligence. In the event of the occurrence of a force majeure event,

the Partner unable to perform shall promptly notify the other Partner. It shall further pursue its best efforts to resume as quickly as possible and shall suspend performance only for such period of time as is necessary as a result of the force majeure event.

G. Export Controls

1. Notwithstanding any other clause in this Agreement, this Agreement does not in any way authorize the export of any defense articles or defense services (including information or technical data) nor does it in any way authorize or approve the use of an exemption to the export licensing requirements of the International Traffic in Arms Regulation (ITAR). If The College of Southern Maryland or NAVAIRWARCENACDIV wishes to export any defense article or service provided under this Agreement or derived from any defense article or service (e.g. know-how), then it must first obtain an export license.

2. Work on certain NAVAIRWARCENACDIV research projects may involve militarily critical technology or information the export of which is restricted by statute, executive order, or regulation (including, but not limited to, the Arms Export Control Act, the International Traffic in Arms Regulation, the Export Administration Act). The Party desiring to export shall ensure full compliance with all applicable requirements and restrictions before it makes any disclosure that may be deemed an export of such information. Nothing in this article is intended to waive any requirements imposed by any other U.S. Government agency with respect to disclosure of export controlled information or militarily critical technology to foreign nationals.

H. Security

1. This agreement is unclassified.

2. No access to U.S. Sensitive but Unclassified information is allowed.

3. No access to Intelligence information is allowed.

4. No access to "For Official Use Only" (FOUO) or sensitive unclassified information is allowed.

5. No government-owned Non-NMCI Automated Information System (AIS) are to be used.

6. No school-owned unclassified AIS are to be brought onto the government site.

I. General

1. This Agreement shall become effective upon the date of the last signature of the authorized representatives of each of the Partners, and shall remain in effect for five (5) years from its Effective Date, unless otherwise previously terminated or extended in writing.

2. This Agreement constitutes the entire agreement between the Partners concerning the subject matter hereof and supersedes any prior understanding or written or oral agreement relative to said matter. Any changes to this agreement must be in writing and signed by both parties to be effective.

3. The illegality or invalidity of any provisions of this Agreement shall not impair, affect, or invalidate the other provisions of this Agreement.

4. Titles and headings of the sections and subsections of this Agreement are for convenience of reference only and do not form a part of this Agreement and shall in no way affect the interpretation thereof.

5. The Partners agree that the laws of the United States of America as applied by the Federal Courts shall govern this Agreement for all purposes.

6. NAVAIRWARCENACDIV and The College of Southern Maryland may elect to terminate this Agreement at any time by mutual consent. In such event, the Partners shall specify the disposition of all activities accomplished or in progress arising from or performed under this Agreement, and they shall specify the disposal of all property in a manner consistent with this Agreement and property disposal laws and regulations. Further, either Partner may unilaterally terminate this entire Agreement at any time by giving the other Partner written notice not less than 30 days prior to the desired termination date.

7. The articles covering Liabilities, General Provisions and Surviving Provisions shall survive the termination of this Agreement.

SIGNATURES

The College of Southern Maryland:	NAVAIRWARCENACDIV:
(Signature) (Date) 11/9/19	(Signature) (Date) 1/22/2019
Dr. Maureen Murphy President The College of Southern Maryland	John S. Lemmon, RDML, USN Commander Naval Air Warfare Center Aircraft Division

EPA-NAWCADPAX-19-001 A01

AMENDMENT 1

TO

EDUCATION PARTNERSHIP AGREEMENT

BETWEEN

NAVAL AIR WARFARE CENTER AIRCRAFT DIVISION
PATUXENT RIVER (NAVAIRWARCENACDIV)

AND

THE COLLEGE OF SOUTHERN MARYLAND

Naval Air Warfare Center Aircraft Division (NAVAIRWARCENACDIV) and The College of Southern Maryland agree to amend EPA-NAWCADPAX-19-001 an Education Partnership Agreement (EPA) between NAVAIRWARCENACDIV and The College of Southern Maryland, in accordance with VIII GENERAL PROVISIONS, I. General, Items 1 and 2, as follows:

1. On Cover Page, Agreement Administrators, NAVAIRWARCENACDIV, **change from**:
   EPA Coordinator: Dr. David Barrett, 301-342-9360, david.barrett@navy.mil

   to read:

   EPA Coordinator: Dr. Anthony Malatesta, (301) 757-0564,
   william.a.malatesta2.civ@us.navy.mil

2. On Cover Page, Agreement Administrators, NAVAIRWARCENACDIV, **change from**:
   Legal: Ms. Olivia Scheuer, (301) 757-9673, Olivia.scheuer@navy.mil

   to read:

   Legal: Mark Glut (240) 526-8038, mark.o.glut.civ@us.navy.mil

3. On Cover Page, College of Southern Maryland, **change from**:
   President: Dr. Maureen Murphy, 301-934-7602, mmurphy@csmd.edu

   to read:

   President: Dr. Yolanda Wilson, 301-934-7627, yswilson@csmd.edu

4. On page 12, I. General, Item 1, **change from** "This Agreement shall become effective upon the date of the last signature of the authorized representatives of each of the Partners, and shall remain in effect for five (5) years from its Effective Date, unless otherwise previously terminated or extended in writing." **to read** "This Agreement shall become effective upon the date of the last signature of the authorized representatives of each of the Partners, and shall remain in effect until 22 January 2029, unless otherwise previously terminated or extended in writing."

All other terms and conditions of EPA-NAWCADPAX-19-001, dated 22 January 2019 shall remain in effect.

SIGNATURES

The College of Southern Maryland:

Yolanda L. Wilson 11-16-2023
(Signature) (Date)

Dr. Yolanda Wilson
President
The College of Southern Maryland

NAVAIRWARCENACDIV:

11/29/2023
(Signature) (Date)

J. E. DOUGHERTY, IV
Commander
Naval Air Warfare Center Aircraft Division

POSITION DESCRIPTION:

Full-Time Aviation Maintenance Faculty Program Coordinator

Position # _____
(Assigned by HR Department)

FACULTY POSITION DESCRIPTION

Please update the position description as appropriate, complete this form, and forward to the office of the Vice President for Division of Learning. For vacant positions, the Recruitment Request Form must be attached. Once approved, this form will be forwarded to the Human Resources Department.

School:	School of STEM and Professional Studies				
Program:	Aviation Maintenance Technology				
Campus Assignment:					
Position is: *(place an X beside the appropriate response)*	___	10 month	**OR**	X	12 month pro
	X	full-time	**or**	___	rata %
	X	permanent	**or**	___	temporary
	___	tenure track	**or**	___	non-tenure track
Vehicle Insurability Required:	X yes		___ no		
Recruit up to Rank/Step:					

Submitted by: ___ (Department Chair)

Reviewed by: ___ (Dean)

Approved by: _____ (VP, DOL)

Account Code: ___

A. Position Description

This position is a full-time, 12-month Aviation Maintenance Technology faculty and program coordinator position located at the Hughesville campus location. The faculty member is responsible for the coordination, planning, preparation, presentation, and evaluation of classroom instruction and related activities to promote student-centered learning. The faculty member is responsible for performing assigned duties during the day, evening, or weekend on the campus(es) or center to which the faculty member is assigned. At a minimum, the related activities include instruction, holding office hours, serving on various committees, and participating in local, state, regional, and national professional activities and organizations. A faculty member performs all other duties as directed by the Department Chair, Dean, and Vice President for Division of Learning, or the President or designee.

The faculty member will teach 15 credits/load equivalencies per semester; 30 credits/load equivalencies per 12 month contract period. The faculty member will schedule, publish, and hold 5 office hours per week during the academic year, including fall and spring semesters. The faculty member will participate in professional development opportunities and perform professional service hours based on faculty placement in rank, as set forth in the Faculty Handbook.

The primary area of teaching responsibility is Aviation Maintenance Technology.

In addition to the above responsibilities, this faculty member coordinates various aspects of the College of Southern Maryland Aviation Maintenance Technology Program, including during the summer. The program coordinator duties include such activities as scheduling of courses, hiring

adjunct faculty, observing adjunct faculty, and fielding student feedback about department, course, and program questions and concerns. Other responsibilities include advising students of co-op/internship opportunities and working with Advisement and Career Services, the Aviation Maintenance Technology Advisory Council, and local employers to assist students with job placement and transfer.

B. Program Coordinator Responsibilities

- Oversees FAA regulation and compliance of Aviation Maintenance Technology program and continuance activities.
- Oversees Aviation laboratory and classroom operations.
- Oversees safety compliance, including safe lab practices per EPA regulations and OSHA standards.
- Develops and implements instructional delivery that meets FAA requirements and is stimulating, thought provoking and engaging to students in face-to-face, lab, and online settings.
- Hires and supervises all Aviation Maintenance Technology adjunct faculty and staff
- Works with the Department Chair to plan and manage the program budget and other fiscal resources.
- Collaborates with other faculty members and academic leadership to meet department, division and college goals.
- Advise students and promote recruitment and retention efforts for the Aviation Maintenance Technology program.

C. Organization Reporting

The faculty member is responsible to the Department Chair and Dean in the School in which he/she teaches and to the Vice President for the Division of Learning.

D. Essential Functions/Other Responsibilities

At a minimum, the candidate must be able to perform the following essential job functions with or without reasonable accommodations:

- to coordinate, plan, organize, and instruct courses in the day, evening, or on weekends on the College of Southern Maryland campus or center to which assigned;
- to keep active at a high level of expertise in the subjects taught and stimulate enthusiasm for those subjects;
- to ensure that each program/class contains essential curricular components, has appropriate content and pedagogy, and maintains currency;
- to recommend textbooks and other instructional materials including classroom and laboratory equipment to Department Chair or designee;
- to assist in the college's library collection development by selecting, evaluating, and weeding library resources in each appropriate discipline;
- to teach all classes according to an approved course syllabus and for the required duration;
- to keep students informed and updated concerning course content, requirements, evaluation procedures and attendance requirements;
- to keep students informed about their progress throughout the semester or term through the prompt grading of papers and other work;
- to maintain accurate and complete scholastic records, including attendance records;

- to submit academic reports and other documentation in a timely manner and when appropriate;
- to file an appropriate course syllabus for each course taught with the appropriate Department Chair;
- to conduct class evaluations and complete other college evaluations in accordance with college policy;
- to ensure that assigned classes are held as scheduled;
- to make suggestions to the Department Chair, Dean, and Vice President for Division of Learning concerning the improvement of the curriculum in keeping with the objectives of the college;
- to participate in program and curriculum review and development and student learning outcomes assessment initiatives;
- to make use of available college online resources (home page, office hour posting, syllabi posting, grade book, E-mail, etc.);
- to ensure that each course section is web-enhanced;
- to plan each unit or lesson, both as to content and method, to make each class meaningful;
- to study and utilize students' learning styles in each class in order to facilitate the best teaching and learning situations;
- to incorporate instructional technologies in instructional delivery as appropriate;
- to maximize the learning opportunities for each student;
- to keep informed of current trends and new approaches to instruction via professional development activities;
- to demonstrate a genuine concern for each student through personal conferences and the full use of faculty office hours;
- to post and maintain office hours for student consultations;
- to strive for the qualities delineated in the criteria for faculty evaluation used by the college;
- to submit required reports in a timely fashion to the appropriate college personnel;
- to attend all faculty meetings, college assemblies, professional development and orientation activities, and other meetings as called by the President, and Vice President for Learning, Dean, or Department Chair;
- to become thoroughly familiar with all college policies and procedures and comply with all college policies and procedures;
- to become familiar with the Faculty Handbook;
- to serve on and provide information to college committees as needed;
- to be actively involved in the co-curricular activities of the college; and
- to convey college-related information to students in a timely manner as requested by college officials.

E. Essential Characteristics

- Mastery of relevant computer hardware/software skills, including ability to use word processing, spreadsheet, and collaboration software, basic Internet applications, basic database navigation, and video conferencing tools
- Ability to use an educational enterprise, learning management system such as Brightspace Desire to Learn (D2L) to support and facilitate instructional delivery
- Ability to teach in face-to-face, virtual, web and web-hybrid formats
- Communicate orally and in writing
- Communicate with auditory skills
- Exhibit emotional control and stability

- Stress management and coping ability
- Operate a motor vehicle

F. Performance Evaluation

- The faculty member's job performance will be evaluated in accordance with college policy.

G. Minimum Qualifications

- Bachelor's degree in Aviation Management, Business Administration, or related field.
- FAA Airframe and Powerplant (A&P) certificate.
- In-depth knowledge of FAA regulations, including Part 147 and other relevant standards.
- Strong leadership, organizational, and problem-solving skills.
- Excellent oral and written communication skills, with the ability to effectively communicate with diverse stakeholders.

H. Preferred Qualifications

- Master's degree
- Minimum of 5 years of experience in aviation maintenance or a related field, with at least 3 years in a management or supervisory role.
- Experience managing aviation maintenance technology programs
- Academic leadership/management and teaching experience in higher education
- Experience working in aviation maintenance technology
- Experience with program assessment
- Designated Mechanical Examiner

COLLEGE of SOUTHERN MARYLAND

March 17, 2025

Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Glenda Abney and Bryson Barksdale:

As recommended in our January 13, 2025 meeting, the following information is being provided to summarize these more complex parts of our proposal for a new Aviation Maintenance Technology AAS program: number of Credits, faculty requirements and program oversight, FAA application status, and funding plan

66 credits are necessary to provide coverage of the Federal Aviation Administration (FAA) Part 147 curriculum. Students must demonstrate proficiency in the required Knowledge, Risk, and Skills for the FAA Airman Certification Standards (ACS) comprising 40 subjects (12 subjects in General, 15 subjects in Airframe, and 13 subjects in Powerplant) to successfully pass multiple certification exams and attain their Airframe and Powerplant ratings.

CSM is currently seeking to hire a full-time (12-month, year-round) faculty program coordinator to manage the program. CSM already has strong interest from potential candidates for both the full-time and adjunct positions. Currently, the program is being developed by the engineering faculty. The chair and dean, with backgrounds in mathematics and mechanical engineering, respectively, provide oversight for the program development and will continue to oversee the activities of this new program upon implementation.

CSM initiated contact with the FAA on May 13, 2024, to notify them of the intent to apply for certification as an Aviation Maintenance Technician School (AMTS) under Part 147. CSM anticipates submitting the application in March 2025. This timeline will enable the college to apply for and secure funding to establish a laboratory that meets the Airmen Certification Standards, as required by the FAA application process, to be deemed applicant-ready.

CSM is seeking federal, state, and private funding to cover the initial startup costs. A proposal for an FAA Workforce Development grant was recently submitted for $996,904. Awards are expected to be granted in Summer 2025. In addition, CSM is working with the Navy to obtain donations of costly equipment. The complete funding plan is provided in section L. Please let us know if you have any questions.

Sincerely,

Bernice Brezina, Ed.D.
Dean, School of STEM and Professional Studies

College of Southern Maryland
8730 Mitchell Rd, PO Box 910, La Plata, MD 20646
301-934-2251 | askme@csmd.edu
csmd.edu