



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

Institution Submitting Proposal

Each action below requires a separate proposal and cover sheet.

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

Payment ☐ Yes Payment ☐ R*STARS #
Submitted: ☐ No Type: ☐ Check #0573078

Payment
Amount:
Date
Submitted:

Department Proposing Program

Degree Level and Degree Type

Title of Proposed Program

Total Number of Credits

Suggested Codes

HEGIS:

CIP:

Program Modality

☐ On-campus ☐ Distance Education (fully online) ☐ Both

Program Resources

☐ Using Existing Resources ☐ Requiring New ResourcesProjected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)☐ Fall ☐ Spring ☐ Summer Year:

Provide Link to Most Recent Academic Catalog

URL:

Preferred Contact for this Proposal

Name:

Title:

Phone:

Email:

President/Chief Executive

Type Name: Dr. Dawn Lindsay

Signature: 

Date: 5/15/2025

Date of Approval/Endorsement by Governing Board:

Revised 4/2025

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May 15, 2025

Dr. Sanjay Rai
Secretary of Higher Education
Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202

Dear Dr. Rai:

Anne Arundel Community College is requesting approval for a new Emergency Medical Technician Lower Division Certificate. Please see the attached proposal that supports this request.

If you have any questions, please contact Dr. Tina Smith, Associate Vice President for Learning at ksmith56@aacc.edu or (410) 777-2776.

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

Sincerely,



Dr. Dawn Lindsay
President

cc: Tanya Millner, Ed.D., Provost/Vice President for Learning
Tina Smith, Ph.D., Associate Vice President for Learning
Elizabeth Appel, M.S.W., Dean, School of Health Sciences
Nanci Beier, M.A., Registrar
Tara Carew, M.B.A., M.Ed., Director, Financial Aid

New Certificate for Emergency Medical Technician (EMT)

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.

Consistent with the mission of Anne Arundel Community College (AACC) to respond to the needs of our diverse community by offering high quality, affordable, accessible, and innovative lifelong learning opportunities, this proposal demonstrates the need for the creation of a certificate in Emergency Medical Technician (EMT) to start in fall 2025. An EMT is specially trained and certified to administer basic emergency services to victims of trauma or acute illness before and during transportation to a hospital or other healthcare facility. An EMT is an essential part of the pre-hospital chain of care and is a link from E911 dispatch to transfer of care to a paramedic or appropriate transport destination. This program will provide students with the opportunity to become eligible to be certified by the National Registry of Emergency Medical Technicians (NREMT) and credentialed by Maryland Institute for Emergency Medical Services Systems (MIEMSS). This program will also place students on a pathway to the Paramedic A.A.S. program. A paramedic is a higher skilled individual in prehospital care practice.

EMTs are essential members of teams that provide life-saving prehospital medical care in local emergency medical services systems, industry, and/or health care settings. EMTs provide medical and trauma care to a diverse population in all age groups ranging from the newly born to the elderly. Additionally, EMTs play a role in the public health system. Updated national Emergency Medical Services (EMS) education standards, published by the National Highway Transportation Safety Administration (NHTSA); implementation of the Blueprint for Maryland's Future, where emphasis is placed on students earning industry-recognized credentials; and new medical protocols requiring increased training of EMTs in the state of Maryland, where a vast majority of our graduates work, were the primary impetuses for this modification. The State of Maryland modifies and adds protocols yearly that must be incorporated into the EMT scope of practice. For example, the administration of epinephrine and nitroglycerin was recently added. EMT programs must create training protocols whenever modifications occur.

EMT116 (Emergency Medical Technician 1) and EMT117 (Emergency Medical Technician 2) are stand-alone courses and as such are not eligible for financial aid. With the creation of the EMT certificate, students will be eligible for financial aid given that the program is increased to 18 credit hours with the addition of ENG101/101A (Academic Writing & Research 1) and COM111 (Fundamentals of Oral Communication). Both courses will help students develop critical thinking, writing and communication skills. These skills are essential to providing emergency care, which includes clinical judgement and performing behavioral skills with an emphasis on in-depth patient intakes. In addition, both the English

and Communication courses transfer into the paramedic program (as well as many other programs).

The EMT and paramedic programs share dedicated lab and simulation space in the Health and Life Sciences Building (HLSB), which was completed in the summer of 2021 and occupied in the fall of the same year. This state-of-the-art facility is an ideal setting to educate and train future emergency medical providers and help meet the state and regional need for more EMTs.

Employment data indicates that the projected growth in EMT employment in Maryland is 5-8% (O*NET OnLine, 2024). Projected annual job openings for EMTs in Maryland from 2021-2031 are 14,000 per year (O*NET OnLine, 2024). In Maryland, EMTs earn an average of \$46,320 with a high range up to \$83,730 per year, compared to the national average of \$38,930 and a high range of \$56,890 (O*NET OnLine, 2024).

The EMT certificate can provide a pathway into the paramedic program offered by AACC's EMS Department in the School of Health Sciences (SHS). The Director of EMS will oversee the program, and the courses will be taught by both full-time and part-time faculty and instructional staff within the SHS. The paramedic program is currently accredited by the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP), which is under the umbrella of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and program graduates are eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) certification exams. Additionally, the EMT courses and the paramedic program are approved by the MIEMSS which allows EMT and paramedic to be taught in accordance with COMAR regulations.

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

Anne Arundel Community College is committed to helping students achieve their educational goals, which is the theme of AACC's strategic plan. Every decision is grounded in how students can be helped to achieve academic excellence and remain engaged with their own goals. AACC has been committed to providing EMT education since 1974 when the paramedic program's first iteration was introduced. AACC is committed to state-of-the-art education within the HLSB, which provides dedicated space for the EMS programs and the opportunity to use the dedicated simulation center.

The college's strategic plan, *Engagement Matters II: Excellence through Innovation*, focuses on creating ideal conditions to ensure that more students complete their educational goals and enter the workforce to support their communities. The college is pursuing this plan while adhering to the mission's central tenet of committing to academic excellence, which is the fundamental foundation upon which the work and continued reputation as a college of distinction is built.

The strategic plan is deeply rooted in national research and effective practices and reflects

the student journey through the key milestones of engagement, entry, progress, retention and completion. This guided pathway approach aims to provide better structure through intentional programming and interventions that will help all students through each milestone.

The three Engagement Matters II goals are:

- **Engagement and Entry:** Increase engagement with students, employees, and community.
- **Progress and Growth:** Increase progress, growth, and connection of students and employees.
- **Retention and Completion:** Increase retention and completion of all students.

Upon successful completion of the EMT certificate program, national certification exam, and state licensure, graduates can begin careers as entry-level EMTs.

With respect to AACC's strategic plan, the new EMT certificate program supports increased engagement with students, employees, and the community, in a variety of ways. One creative method is for current EMT and paramedic students to share in a day of simulated patient experiences. This will allow collaboration between EMT and paramedic faculty and instructional staff to drive innovation in teaching and curriculum.

The college's second goal in the strategic plan, increasing progress, growth, and connection, is achieved by engaging the key relationships that exist with practicing paramedics and in-hospital nursing and allied health staff to enrich the EMT program and foster connections.

The college's third goal in the strategic plan is increasing retention and completion of students. The EMT program will be expanded to reach secondary students and help them meet the Blueprint for Maryland's Future educational and certification goals at graduation. The EMT program will utilize existing student advisement and other resources available at AACC to support student retention and completion of the program so that students can master their knowledge, skills, and abilities, graduate, and obtain licensure to practice prehospital EMT level care.

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

As documented in Section L, funds are allocated for a Director of EMS Education (with benefits) who is properly credentialed to provide program oversight and instruction in both the paramedic and EMT programs, three full-time instructional staff (with benefits), and two full-time faculty (with benefits). In addition, part-time faculty for EMT will be hired to assist in classroom, laboratory and clinical instruction and

supervision as needed. The medical director teaches in the didactic, clinical and laboratory spaces of both the paramedic and EMT programs. There is full-time administrative support for the program.

The program will be offered within the EMS laboratory spaces of SHS with the Director of EMS Education overseeing the curriculum and daily operations. The college is committed to maintaining MIEMSS EMS board approved education program status, including the costs and resources associated with this process. The EMS department's budget is included in the SHS and will continue to use the existing adequate administrative, financial, and technical support provided by the college.

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

The proposed program was approved by AACC's Academic Forum and the College's Board of Trustees. The EMT, English, and Communication courses are existing classes at the college. This new certificate will be offered to ensure students are better prepared for their future careers and are eligible for financial aid. The ability to receive financial aid will improve the accessibility to entry into this workforce development program. It will also allow outreach to students for whom tuition presents a financial barrier to participation. It is anticipated that this will increase the number of students who enroll in the EMT certificate. Since the four courses currently exist at AACC, funding and support from the college has been ongoing for many years.

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

With support of AACC administration, the College has allocated adequate resources and sufficient funding to meet program needs well into the future. The existing EMT program classes consistently have over 40 students in fall and spring and a class of 20 in the summer. This allows different term options for completion if needed.

- B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:
 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

Employment data indicates that the projected growth in EMT employment in Maryland is 5-8% (O*NET OnLine, 2024). Projected annual job openings for EMTs in Maryland from 2021-2031 are 14,000 per year (O*NET OnLine, 2024).

The College's community partners report a high percentage of EMS clinicians (over 500 between Anne Arundel County Fire Department and Prince George's County Fire/EMS) eligible for retirement in the next three to five years. The EMT certification is the initial pre-hospital certification that allows clinicians to move forward in an EMS career path. More individuals are needed in the EMT pipeline to maintain the high quality of care in the State of Maryland.

According to the U.S. Bureau of Labor Statistics website (BLS.gov), Maryland is one of the top paying states for the EMS occupations with only Hawaii and Washington state ranked higher. In addition, the Baltimore-Columbia-Towson area is in the top 10 of highest employment levels in this region.

Creating this EMT certificate program at AACC will allow students from Anne Arundel County and neighboring regions the opportunity to meet regional workforce demand. A recent employment search on Indeed.com reveals multiple agencies ranging from fire departments, private ambulance companies, and urgent care centers looking for EMTs as the scope of practice increases. As health care continues to evolve, EMTs and paramedics are in a unique position to reach into many aspects of patient care, not just emergency care. Salaries on Indeed.com range from \$35,360 to \$60,800 for EMT positions and up to \$97,400 for a paramedic in the immediate metropolitan Baltimore area and higher in the Washington D.C. suburbs, for example, top pay in Fairfax, Virginia is \$107,685.

The need for access to care for patients is increasing, and EMTs and paramedics are already in high demand with growing projected demand as jurisdictions and states continue to expand the role and scope of EMS practice at both the EMT and paramedic levels. Working in partnership with Anne Arundel Workforce Development (AAWDC), AACC's EMS department is providing EMT training to existing drivers in private ambulance companies to assist with the deficit of first responders. Creating this certificate that is eligible for financial aid will enable AACC to offer financial assistance to underserved populations within our community.

As an open access institution, approval of this new certificate will position AACC to draw on the county's increasingly diverse populations to recruit students with an aptitude to develop the requisite skills and cultural competencies for functioning effectively and appropriately in settings serving the community. As of spring 2025, over 48% of credit students identified as racial/ethnic minorities. While many in the county prosper, there is also an increasing income gap among residents, with 6.2% living below the poverty level (U.S. Census, Quick Facts Anne Arundel County, July 2022). The percentage of overall students receiving Pell grants in fall 2024 was 21.58% and in spring 2025 was 21.7%.

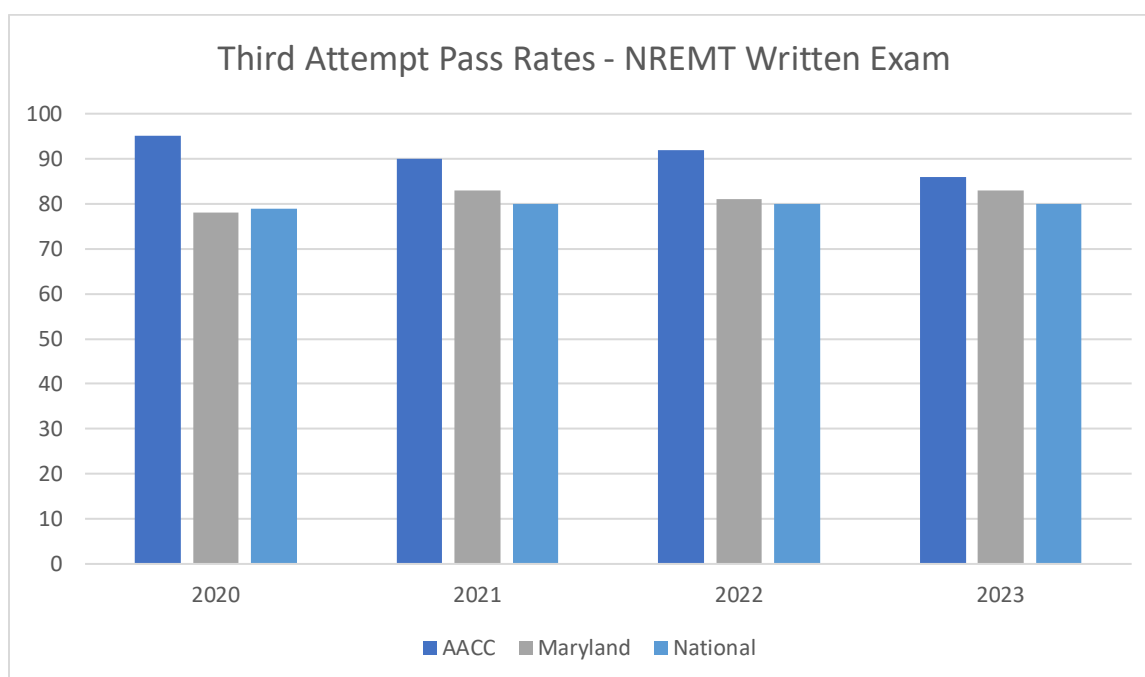
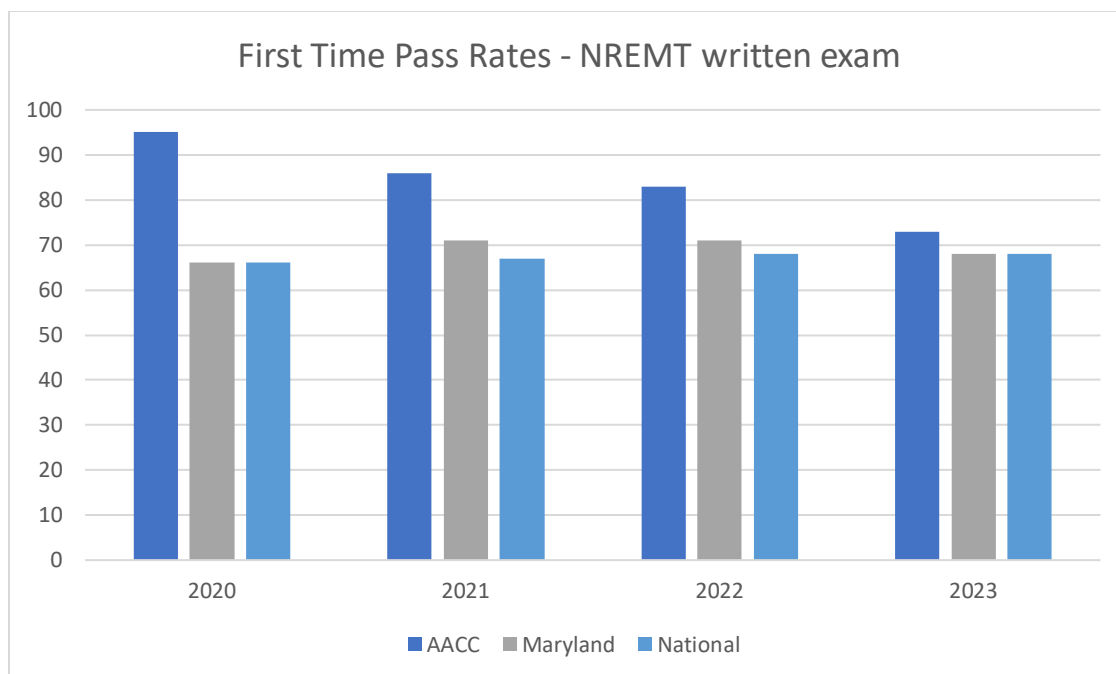
Recognizing the need for EMS personnel in the county, the minimum amount of education needed to enter the EMT field is typically one semester for EMTs and 18

months for a paramedic after EMT certification or an associate degree. The reduced cost of career preparation allows AACC to be a viable option for diverse populations of students. In addition, the EMT certificate has established the requirements for admission to include eligibility for ENG 101, as opposed to having already completed ENG 101 prior to beginning the EMT courses.

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

The 2022 *Maryland State Plan for Higher Education* outlines three primary goals for the higher education community in Maryland. One of the goals is to ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents. In addition, another goal is promoting and implementing practices and policies that will ensure student success. According to this document, public institutions are required to teach and train students for careers and provide public services for citizens of the State. The EMS programming for EMTs and paramedics meets an existing need in health care and for our State. Further, The Blueprint for Maryland's Future identifies Pillar 3: College and Career Readiness "ensuring they have the knowledge and skills to complete entry-level credit-bearing college course and work in high-wage and high-demand industries" (<https://blueprint.marylandpublicschools.org/ccr/>).

Enhancing AACC's EMT program supports regional and local health care industries and agencies by meeting the training needs for certified EMS clinicians who can be licensed by the state of Maryland and credentialed by medical directors. The AACC EMT course has a proven record of accomplishment of higher-than-average student success metrics as is evidenced by first-time test pass rates of the College's students on their national exam. Please see the chart below that demonstrates first-time national registry pass rates for the EMT written exam and by the third attempt taking their national EMT exam for 2020-2023 (data from nremt.org/maps and director access for program specific information).



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

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

Graduates of the EMT certificate program are eligible to sit for the NREMT certification exams, then in turn earn State licensure as EMTs. Graduates are then able to begin

careers as entry-level basic life support EMT clinicians.

Job opportunities can be found in varied practice settings, including 911 jurisdictions and private ambulance companies. The EMT job outlook in Maryland is robust and projected to increase 5-8% from 2021-2031, which translates to over 14,000 projected annual job openings for EMTs.

Anne Arundel Community College is currently working with Anne Arundel Workforce Development Corporation and a private ambulance company to provide training to selected non-emergency drivers in their company to transition the drivers to an EMT career.

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

According to 2024 U.S. Bureau of Labor statistics for EMTs and paramedics job outlook (bls.gov/ooh/healthcare/emts-and-paramedics.htm):

- Overall employment of EMTs and paramedics is projected to grow 5-8% from 2021 to 2031, about as fast as the average for all occupations.
- About 14,000 openings for EMTs and paramedics are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to other careers or exit the labor force through retirement.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

As stated above, based on O*NET, the projected growth of the EMT profession in Maryland is 5-8% from 2021-2031, and more than 14,000 jobs are needed annually from 2021-2031 (2024).

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

As of August 2024, AACC has 47 EMT students in three sections with completion dates of December 2024 and March 2025. This certificate will open opportunities for interested students who would otherwise not be able to attend due to financial constraints and continuity of EMS education for those who are eligible for financial aid. The EMS program has local EMS partners including but not limited to the Annapolis Fire Department, Anne Arundel County Fire Department, and the Prince George's County Fire/EMS Department, and several commercial ambulance services, all of whom consistently send their employees to AACC's EMS program.

D. Reasonableness of Program Duplication:

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

The AACC EMT certificate will be the only EMT certificate program in the state of Maryland. While the College of Southern Maryland offers a letter of recognition with a 10-credit EMT course, it does not include additional courses. Other programs in the state either do not offer a certificate pathway or are available only as noncredit options. AACC recognizes the need to assist students in earning this valuable certificate by offering financial aid options. The certificate will also prepare students for success with a pathway into the paramedic program, as EMT certification is required for any paramedic program at AACC or another institution.

The two six-credit EMT courses focus on critical thinking as well as ensuring the new EMT clinician can provide proficient care. The EMT certificate at AACC will add ENG101 (**or ENG 101A**) and COM111 as elements that will increase student ability to communicate with their patients, healthcare personnel and peers. These two additional courses will assist the EMT clinician in providing well-documented patient care as well as effective communication during an emergency incident. Clinicians must be able to communicate with the public, their patients, peers and other healthcare clinicians in high stress situations. Documentation is essential for patient safety and the emergency care plan. Healthcare clinicians should be proficient in written communication to ensure their documentation accurately reflects their patient care.

All programs follow the National Education Standards, which allow for latitude in developing programming. AACC recognizes the need for well-prepared, competent, entry-level providers and has added content to its curriculum to achieve these goals.

Program Name	Website	Location	Credits	Semester Offered	Time	College Credit Certificate
Anne Arundel Community College		Arnold, MD	12	Fall, Spring, Summer	Day/ Evening	Proposed Certificate
Carroll Community College	Emergency Medical Technician (EMT) Certificate	Westminster, MD	Non-credit	Unknown	Unknown	No
Cecil College via Cecil Co DES	Emergency Medical Technician Cecil College	North East, MD	Non-credit	Fall	Evening	No
Chesapeake College via Shore Health System	Emergency Medical Technician (EMT) Chesapeake College	Wye Mills, MD	Non-credit	Fall/Spring	Evening	No
College of Southern Maryland	Emergency Medical Services	LaPlata, MD	10	Fall/Spring	Unknown	Letter of Recognition

Community College of Baltimore County	Emergency Medical Services Technology	Essex, MD	10	Fall, Spring, Summer	Day/ Evening	No
Garrett Community College partners with MFRI	EMT - Garrett College	Accident, MD	Non-credit	Fall, Spring	Evening	No
Hagerstown Community College	Program: Hagerstown Paramedic Program	Hagerstown, MD	12	Fall, Spring	Unknown	Yes (has not been offered since 2020. Last appeared in catalog 2017-2018)
Harford Community College	EMT and EMT Refresher Harford Community College	Bel Air, MD	Non-credit	Fall, Spring	Evening	No
Howard Community College	Paramedic Program Howard Community College	Howard, MD	Offers Paramedic program only	No EMT course(s) for industry certification offered	Unknown	No
Maryland Fire and Rescue Institute (MFRI)	Maryland Fire and Rescue Institute / University of Maryland	College Park HQ	Non-credit	Fall, Spring	Day and Evening	No
Prince George's Community College	Emergency Medical Technician (EMT) Theory - Prince George's Community College	Largo, MD	6	Fall, Spring, Summer	Evening	No
University of Maryland Baltimore County	Paramedic Coursework - Department of Emergency and Disaster Health Systems - UMBC	Baltimore	6	Fall/Spring	Day	No
Wor-Wic Community College	Program: Emergency Medical Services, Paramedic, Certificate - Wor- Wic Community College - Modern Campus Catalog™	Salisbury, MD	9 Pre-emergency medical services courses	Fall/Spring	Day and Evening	No

2. Provide justification for the proposed program.

Anne Arundel Community College has offered its EMT courses for many years. There continues to be unmet need for EMTs and paramedics statewide. The AACC EMT courses and EMS program will continue to help meet the workforce demands for EMS clinicians in the region.

AACC is proposing this addition to meet new national education standards and skill requirements for EMTs, which include a larger focus on clinical judgement and performing pediatric and behavioral skills with an emphasis on in-depth patient intakes. There is also a need for increased emphasis on provider wellness and more in-depth coverage of topics that support changes for what basic life support providers are expected to do in the field.

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

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

The EMS department acknowledges that the proposed certificate will not negatively impact the HBIs enrollment in a high demand area. This is because Maryland's four HBCU's, Morgan State, Bowie State University, Coppin State University, and the University of Maryland Eastern Shore, do not have competing programs or certificates that coincide with the EMT program. Additionally, since this program is not intended for transfer, there is no foreseeable impact on programs at HBIs.

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

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

Since this program is not intended for transfer, there is no foreseeable impact on programs at HBIs.

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

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

The new certificate is designed to enhance current curriculum and to meet workforce needs of the EMT clinicians of the future and to meet the National Highway Traffic Safety Administration's (NHTSA) outlined new education standards for the EMS professional certifications as well as the MIEMSS State requirements for certification. This includes an internship portfolio. The changes in requirements for continuing education and the ability of students to attain NREMT certification made this change timely and relevant. EMT and paramedic practice is evolving, and the programming

needs to be at the forefront. There is evidence of a workforce shortage in Anne Arundel County, surrounding jurisdictions, and agencies as described throughout this document. The existing EMT courses are well attended and have the approval of MIEMSS.

This EMT program will be offered by the EMS department in the SHS. The Director of EMS oversees the department and teaches some of the EMT and paramedic curriculum. Full-time instruction is covered by highly qualified and credentialed individuals, including three instructional staff, two full-time faculty, and numerous part-time instructors. Lead instructors in the EMT program meet COMAR regulations as certified Maryland Instructor Certification Review Board (MICRB) instructors who go through an extensive 3-year recertification process that includes a requisite amount of teaching time, training, and evaluation. The program has a full-time administrative coordinator. Finally, the medical director is a supervising certified emergency room physician who teaches in all program areas and provides medical oversight of the program.

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

By the end of the curriculum sequence, graduates will have completed the didactic, laboratory and clinical practice courses to enable them to meet the outcomes below.

National EMS Standards 2021: Curriculum Domains	LEARNING OUTCOMES FOR THE EMT CERTIFICATE
Preparatory Therapeutic Communication and Cultural Humility	Utilize appropriate terminology, and verbal and nonverbal skills, to communicate with and/or advocate for diverse populations, in varied settings while assuring personnel, crew, scene and patient safety.
Medical Terminology	Utilize appropriate terminology, verbal, and nonverbal skills, to communicate with and/or advocate for diverse populations, in varied settings, while assuring personal, crew, scene, and patient safety.
Public Health	Apply knowledge of the EMS system, safety/well-being of the EMT, public health epidemiology, medicolegal and ethical issues to the provision of emergency care.
EMS Operations	Integrate personal and crew safety and well-being tenets into customer service in a nonemergent and emergency setting.
Psychosocial	Apply knowledge of operational roles, scene information and patient assessment findings to guide safe emergency management.
Pharmacology	Integrate basic knowledge of pharmacology to formulate a treatment plan intended to mitigate and improve the overall health of the patient.
Life Span	

National EMS Standards 2021: Curriculum Domains	LEARNING OUTCOMES FOR THE EMT CERTIFICATE
	<p>Apply knowledge of anatomy and physiology to patient assessment and management to assure a patent airway, adequate mechanical ventilation, respiration, and perfusion for patients of all ages.</p> <p>Demonstrate methods of patient assessment to form a general impression of the pre-hospital patient and basic life support skills while creating and maintaining a safe environment.</p>
Medical Emergencies	<p>Perform patient assessment and care skills while applying pathophysiology to the management of shock, respiratory failure or arrest, cardiac failure or arrest, termination of resuscitative efforts and post resuscitation management.</p> <p>Integrate scene assessment and control, patient assessment including basic knowledge of growth and development and history taking findings with basic knowledge of anatomy, physiology, pathophysiology, and psychosocial impact to formulate a field impression and implement a basic treatment and transportation plan for an acutely ill or injured patient.</p>
Diversity, Equity, Inclusion, Antiracism and Accessibility (DEIAA)	<p>Demonstrate how to treat patients from diverse populations and are educated on various health issues related to race, gender, age, and class throughout the courses. Each of the courses works on prehospital patient care and interfacility transfer of patients. By scaffolding skill acquisition and formative assessments into summative assessments, the students are expected to critically think about their patient's chief complaint, history, and results of patient assessment to develop, implement, and adjust treatment plans for their patients that take DEIA and psychosocial factors into consideration.</p>

3. Explain how the institution will:

- a) Provide for assessment of student achievement of learning outcomes in the program.

AACC's philosophy shows commitment to ensuring that its students and graduates are among the best-prepared citizens and workers in the tri-state area offering high quality, affordable, and accessible learning opportunities while also continuing the institution's excellence, accountability, and continuous learning. To this end, practices and procedures are established to ensure faculty, staff, and administrators systematically assess student learning outcomes at the course, program, and institution levels.

All AACC academic departments maintain assessment plans for their programs and courses that outline learning outcomes, curriculum mapping, assessments, and data collection cycles. Assessments to measure student learning take many forms including exams, and other written assignments, class discussions, skill performances, simulations, and lab exercises. These assessment items are mapped to course-level and program-level learning outcomes. Measures of student learning are aggregated to the appropriate level (course, program, institution) to provide the

basis for faculty discussions on curriculum, pedagogy, and assessment. In addition to periodic program-level learning outcomes assessment, all credit degree and certificate programs are reviewed on a four-year cycle by the institution for evidence of program retention and completion, success in program foundational courses, enrollment, and assessment practices. Program review also includes a review of program outcomes.

To comply with MIEMSS requirements, the EMT courses engage in ongoing assessment activities. Course level review by the Basic Life Support coordinator and Director of EMS Education creates an ongoing process of improvement and outcome driven evaluation of the course. These outcomes include critical thinking, skill knowledge application, problem solving, safe and legal practice, patient advocacy, teamwork within the health care community, and sensitivity to cultural and socioeconomic differences.

The EMT program ensures continual and formal evaluation through the specific program-level assessment plan, course/faculty evaluations, compliance with AACC's Learning Outcomes Assessment (LOA) plan and course surveys. These assessment plans describe the tools and assessment activities used to analyze the program's effectiveness in meeting its outcome measures and how the results are shared and disseminated. In addition, the EMT program goes through a records review by MIEMSS every five years to maintain their ability to teach pursuant to COMAR Title 30 for EMS education.

Outcome data is analyzed annually, and the EMS director and faculty develop recommendations and action plans to help implement strategies aimed at continuous quality improvement. In addition to the program-specific assessment process, the program is responsible for complying with AACC's approved Educational Policy and Curriculum Committee outcomes for measuring student success. By utilizing software as part of the college's LOA, the program lists its mission, vision, goals/objectives, and outcomes and includes measurable course-level outcomes.

The college can generate reports that include a detailed curriculum map of the course mapped to the achievement of the program's goals, an annual assessment plan to measure program outcome achievement, and a report indicating data analysis and measures. The EMS Director, Assistant Dean of Health Science Technology and EMS, and the Dean of SHS review the program-specific data and utilize results for reports to the senior AACC administration as part of the comprehensive program review process, component of the college's LOA plan, and compliance with accreditation.

- b) Document student achievement of learning outcomes in the program.

Departmental learning and program outcome assessment plans are submitted to, and

approved by, the Director of EMS and the program's Medical Director. Further, these are endorsed by AACC's Director of Assessment and Instructional Innovation. The program conducts ongoing course-level assessments consistent with AACC's LOA plan.

In addition, annual reports and ongoing approval through MIEMSS provide documented evidence that the program and learning outcomes are achieved.

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

Certificate Course Work – 18 credits

Course	Name	credits
ENG 101 or 101A	Academic Writing and Research 1	3
COM 111	Fundamentals of Oral Communication	3
EMT 116*	Emergency Medical Technician 1	6
EMT 117	Emergency Medical Technician 2	6
	TOTAL CREDITS	18

* Prerequisite: Eligibility for ENG 101 or 101A

Course Listing and Course Descriptions

EMT 116 – Emergency Medical Technician 1

6 credit hours – 63 hours of lecture; 54 hours of lab; one term

Explore appropriate medical language and knowledge of the Emergency Medical Services (EMS) systems with focus on the safety and well-being of the Emergency Medical Technician (EMT). Integrate medicolegal and ethical issues intended to improve the health of EMS personnel, patients, and their community. Apply basic knowledge of anatomy and physiology with communication, patient assessment, and basic life support skills into patient care plans for Airway, Breathing and Circulation. Successful course completion leads to American Heart Association CPR and AED Certification. Practice procedures on each other during college lab. Lab fee \$125.

Prerequisite(s): Eligibility for ENG 101 or ENG 101A.

Npt "Credit is not given for both EMT 105 and EMT 116 and EMT 117.

EMT 117 – Emergency Medical Technician 2

6 credit hours – 47 hours of lecture, 68 hours of laboratory, and 36 hours of clinical; one term.

Integrate appropriate medical language and knowledge of the Emergency Medical Services (EMS) systems with the safety and well-being of the Emergency Medical Technician (EMT). Integrate medicolegal and ethical decision making intended to improve the health of EMS personnel, patients, and their community. Utilize critical

thinking skills, infection control practices, basic history, and physical assessment within their patient interactions to formulate and institute an appropriate field impression and treatment plan for various medical emergencies and traumatic injuries within a diverse community. Integrate patient advocacy and entry-level practice as an EMT professional. Demonstrate skill proficiency as an entry-level provider in scenario-based testing. Demonstrate effective communications in a manner that is culturally sensitive and intended to improve the patient's outcome. Practice selected procedures on each other during college lab. Lab fee \$150. Clinical fee \$100.

Prerequisite: EMT 116 with a grade of C or better. Note: Credit is not given for both EMT 105 and EMT 116 and EMT 117.

ENG 101—Academic Writing & Research 1

3 credit hours - Three hours lecture weekly; one term.

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

Prerequisite: Appropriate placement into ENG 101. Note: A grade of C or better is required to satisfy the general education requirement. Also offered as ENG 101H; credit is not given for both ENG 101 and ENG 101H.

ENG 101A—Academic Writing & Research 1

3 credit hours - Three hours lecture weekly; one term.

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

Prerequisite: A grade of C or better in ACL 040 or appropriate placement into ENG 101A.

Corequisite: ENG 099. You must register for the corresponding section of ENG 099 (e.g. ENG 099-003 and ENG 101A-003). Note: A grade of C or better is required to satisfy the general education requirement. Credit is not given for both ENG 101A and ENG 101 or ENG 101A and ENG 101H.

COM 111—Fundamentals of Oral Communication

3 credit hours - Three hours weekly; one term.

This course meets the Arts & Humanities General Education Requirement. Learn about public speaking theory, and develop the skills needed to speak effectively in various situations. Learn about clear oral expression, informed critical thinking, research techniques, rhetorical modes, and group communication. Write and deliver several speeches.

Note: Eligibility for ENG 101/ENG 101A is strongly recommended.

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

These are the general education requirements for the certificate:

- The student must take either ENG 101 or ENG 101A – Academic Writing and Research 1.
- The student must take COM 111 – Fundamentals of Oral Communication.

These general education courses meet the associate degree requirements for the paramedic program allowing eligible students to advance into this program.

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

MIEMSS is the governing body for prehospital medicine in the State and requires State licensed EMTs to be initially certified by the National Registry of EMTs. The AACC EMT program encourages and provides opportunities for each student to become fully certified with the state of Maryland. Students are provided with certification and licensure requirements for NREMT and the state of Maryland and contact information for these entities.

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

Not applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

AACC provides all students with clear, complete, and timely information on the curriculum, course, and certificate requirements, nature of faculty/student interactions, assumptions about technology competence and skills, technical equipment requirements, the Canvas LMS, availability of academic support services and financial aid resources, and costs and payment policies.

AACC ensures accuracy of program presentation in advertising, recruiting and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with our Strategic Communications (marketing) department. The college catalog presents clear and accurate curricular information to include course and certificate requirements, available course formats regarding lecture, labs and clinicals, and information about technology assumptions,

competencies, equipment requirements, program costs and financial aid, technical support and the LMS.

Each student also receives a course syllabus from their instructor that outlines the course content to be covered and the nature of faculty/student interactions as appropriate for that course and course format. For online courses or courses with an online component, students are made aware of assumptions of technology competence and skills, technical equipment requirements and the Canvas LMS. This information for each course may be provided via the course syllabus or directly by the instructor during the first few class sessions.

In addition, each potential EMT program student is invited to attend an information session, either online or in person. Information sessions introduce the various aspects of the EMT courses, curriculum, academic requirements, and academic and campus life at AACC.

Students have access to the complete range of services available at AACC in support of achieving their educational goals. The college website, catalog, and various general campus resources available to all students such as Academic Services, Student Records, Campus Amenities, Careers & Employment, Disability Support Services, Health & Personal Counseling Services, Student Achievement & Success, and Technology.

Eligible AACC credit students can receive some form of financial aid, scholarships, or financial support. AACC's Financial Aid & Veterans Benefits office provides financial assistance to students and families, allowing them to participate fully in the total educational experience. More information on how to apply for scholarships and grants is found on the college website as is information on tuition, fees, and methods of payment.

All admissions and outreach materials are the same for all students and accurately represent programs and services available. Notice of nondiscrimination and information on Title IX, ADA and Title 504 compliance and contacts are provided.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

AACC ensures accuracy of program presentation in advertising, recruiting, and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with Strategic Communications. AACC's homepage has links to six major headings, two of which directly apply to college majors and credit courses (earn a degree, certificate, or college credits, and earn college credits while in high school). The main page for each heading has relevant advertising, recruiting and admissions information. In addition, across the top of every

page are direct links to Programs & Courses, Apply & Register, Costs & Paying for College, Resources for Students, Campus Life & Activities, and About Us.

H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)

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

AACC does not currently have any articulation agreements for the Emergency Medical Technician certificate.

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

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 or part-time) and the course(s) each faculty member will teach in the proposed program.

The EMS Department is led by the Director of EMS, which is a full-time administrative position. All programming in the EMT curricula is team-taught and driven by full-time faculty and is supported by numerous COMAR regulated Maryland Instructor Certification Review Board (MICRB) part-time faculty instructors.

Each of these courses currently exists and is taught by AACC faculty, both full-time and part-time. There is no need for additional personnel to instruct any of these classes, as faculty support is already available as needed in each area.

Faculty Name	Appointment Type	Terminal Degree Title/Field	Academic title/Rank	Course	Special Qualifications
John Trans	Faculty	MA, Public Administration; BS, Health Services	Assistant Professor	EMT116, EMT117	MICRB (COMAR regulations) Paramedic
Sean Moorhouse	Faculty	BA, Sports and Exercise Science	Instructor	EMT116, EMT117	MICRB (COMAR Regulation) Paramedic
Candice Mayhill	Faculty (tenured)	Doctor of Philosophy; MA in English Literature	Professor	ENG101 ENG101A	
Wayne Kobylinski	Faculty (tenured)	Doctor of Philosophy; MA English	Associate Professor and Academic Chair	ENG101 ENG101A	

		Language and Literature			
April Copes	Faculty (tenured)	Doctor of Philosophy; MA in Education	Associate Professor and Academic Chair	COM111	

1. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in:
 - a) Pedagogy that meets the needs of the students

AACC provides professional development for faculty in pedagogy that includes student-centered, content-focused, and evidence-based effective teaching practices that improve student learning. Competency-based faculty professional development learning opportunities occur in various formats including face-to-face workshops, online and hybrid courses, focused signature series programs, and department-specific mini-workshops. Internal teaching faculty and expert consultants facilitate these opportunities. A menu of focused faculty pedagogical and development resources aligned with the priorities of the Division of Learning is provided yearly through the Center for Professional Learning. Faculty may select from these signature programs for their required professional development plans.

AACC faculty development is designed to deepen the understanding of concepts, skills, and teaching strategies to provide substantial learning experiences for students. Faculty content experts engage in professional development opportunities focused on understanding and applying a learner-centered approach to college teaching linking theory to practice. Structures and strategies necessary for student learning of challenging content, critical thinking, and collaboration are taught to faculty utilizing adult learning theory and incorporating active learning. Faculty are provided with formal and informal opportunities to collaborate with colleagues and learn in job-embedded contexts for discipline- or course-specific content instruction. Faculty are supported in expanding their instructional practices through these formal professional development opportunities and through colleague-to-colleague professional development including learning structures such as mentoring, coaching, teaching squares, book studies, and colleague-to-colleague observation and feedback. In addition, supervisors provide regular and periodic opportunities for feedback and reflection.

- b) The learning management system

All full-time and part-time faculty teaching online or hybrid courses must complete Focus on Facilitation, which introduces Canvas (AACC's Learning Management System), an understanding of teaching online, and best practices in course design, facilitation, and technology integration. Online focus on facilitation and accessibility

training courses provide faculty an opportunity to build or improve an online or hybrid course utilizing best practices in course design and quality standards. Separate training is also available for faculty only using the LMS for teaching in a face-to-face mode. In all these trainings, instruction regarding online pedagogy is provided and modeled. An emphasis is placed on strategies that facilitate communication, develop higher order thinking and problem-solving skills, and engage learners in the online environment. Clear navigation, explicit instructions, accessibility, and format of appropriate assessments are presented and discussed. Lectures for all didactic courses are placed online through Canvas.

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

The certificate courses will incorporate lecture content in both face-to-face and online platforms. Faculty content developers will collaborate with instructional designers to develop online courses that adhere to institutional course design best practices as informed by the essential standards for course design. Training, presentations, demonstrations, and model courses are available to faculty regarding evidence-based best practices for distance education. In addition, all full-time and part-time faculty who will be teaching hybrid or online sections must enroll in and pass Online Focus. Online Focus is a semester-length online course in effective online educational practices and best practices in course design offered by the college's Innovation, Design, Engagement and Accessibility (IDEA) Lab.

- J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)
 - 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

In support of student learning, the Andrew G. Truxal Library provides access to thousands of electronic books, periodicals, and streaming media through its database subscriptions. The library's physical collections include thousands of print books and reference materials, as well as special reserve items like course textbooks and science and anatomical models. Librarians offer research support to library users through multiple platforms, including a library reference desk, chat service, email, and phone. Librarians provide information and literacy instruction to individual classes upon request. Additionally, the library offers an embedded librarian service for hybrid and fully online courses, providing research support and bibliographic instruction to students who would otherwise be unable to come to campus. The library building houses public computer labs on each of its three floors, two library instruction computer lab classrooms, multiple private group study rooms, and a silent study area on its third floor. All required and recommended textbooks used in the EMT program curriculum are available in the library for student use. Additionally, the library carries the peer-reviewed journal of the EMS profession. The textbooks are available in the reference section. Resources are periodically reviewed for currency of content and availability.

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

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

This certificate program uses existing general education courses, faculty, and staff to establish sufficient resources for students. Dedicated lab space that is compliant with CoAEMSP & MIEMSS standards is available on the first and second floors of the HLSB on the Arnold campus. HLSB also contains three computer labs, a Life Sciences Tutoring Lab, a Health Sciences Student Success Center, and multiple student study areas to promote student success and retention. Thus, current lab spaces, equipment, office spaces, and computer technologies are adequate to support the EMT curriculum.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and

AACC provides all students with a student college email address. All faculty and staff at the college are provided with a college email address. Additionally, there is an email system within the Canvas LMS. Canvas is a robust and comprehensive LMS that features tools for group discussions, private messages between instructor-to-student and student-to-student communications, and course announcements.

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

AACC uses Canvas as its LMS, which students can explore and learn on their own, or follow guided virtual tours, or receive assistance from the college's Help Desk or instructors. The Help Desk (410-777-HELP) is available during the day, evenings, and weekends. Computer labs for student use are available in HLSB, in Truxal Library, and in many buildings on campus. Canvas provides all necessary technological support expected of an LMS that the EMT curriculum requires. All courses have a Canvas course shell in which faculty are minimally required to post course syllabi and use the Canvas grade book. Canvas is home to the Faculty Resource Community which supports instructors using Canvas in teaching online and/or hybrid modalities, as well as Student Resources, which connects students to myriad links from Health Services to Tutoring to the Virtual Writing Center.

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

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

TABLE 1 – RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$167,057	\$176,994	\$183,921	\$194,560	\$204,245
2. Tuition/Fee Revenue (c + g below)	\$325,928	\$329,280	\$336,000	\$339,368	\$344,408
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	\$0	\$0	\$0	\$0	\$0
c. Total F/T Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. Number of P/T Students	140	140	140	140	140
e. Credit Hour Rate	194	196	200	202	205
f. Annual Credit Hour Rate	\$12	\$12	\$12	\$12	\$12
g. Total P/T Revenue (d x e x f)	\$325,928	\$329,280	\$336,000	\$339,368	\$344,408
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$492,985	\$506,274	\$519,921	\$533,928	\$548,653

Financial Data – Resources

- 1. Reallocated Funds:** Existing resources are available to reallocate to support instruction costs.
- 2. Tuition and Fee Revenue:** Enrollment for the certificate is expected to be 140. An estimated FA2024 in-county tuition rate of \$126/credit is used for budget calculation along with an average lab/clinical fee of \$42 per credit for 12 credits per student. Tuition rates are projected to increase by 2% per year. All students considered PT.
- 3. Grants and Contracts:** None
- 4. Other Sources:** None
- 5. Total Year:** None

1. 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 2 - EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$444,985	\$458,274	\$471,921	\$485,928	\$500,653
a. # FTE	11	11	11	11	11
b. Total Salary	\$413,363	\$425,707	\$438,385	\$451,396	\$465,075
c. Total Benefits	\$31,622	\$32,567	\$33,536	\$34,532	\$35,578
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses (Supplies)	\$48,000	\$48,000	\$48,000	\$48,000	48,000
TOTAL (Add 1 - 7)	\$492,985	\$506,274	\$519,921	\$533,928	\$548,653

Financial Data - Expenditures

1. **Faculty Funds:** Increased enrollment would potentially increase the number of section offerings and require additional part-time faculty contracts at the estimated FA2024 rate of \$1,203 per FLH for 333.63 FLH for course sections.
2. **Admin. Staff Funds:** Program to be supported by existing staff resources.
3. **Supportive Staff Funds:** Program to be supported by existing staff resources.
4. **Equipment:** Any equipment purchases would be made through the college's existing operating budget.
5. **Library:** Library materials are purchased through the library's operating budget.

6. **New or Renovated Spaces:** Existing space is available for classroom instruction and faculty offices.
7. **Other Expenses:** Consist of software subscriptions which will be funded by student course fees.

M. Adequacy of Provisions for Evaluation of the Program (as outlined in COMAR 13B.02.03.15)

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

All courses and faculty at AACC are evaluated by students using online Student Opinion Forms (SOFs) at the conclusion of each course. These forms have standard Likert questions with opportunities for anecdotal feedback. Students are also given the opportunity to leave comments on some of the criteria and to render a summary judgment of the course and teaching faculty through daily end of lecture assessments.

All faculty are evaluated based on the college's performance evaluation procedure, which can include a review of SOF data. SOF data is also reviewed during the faculty promotion and tenure processes. In addition to soliciting student input for faculty and course evaluation, faculty colleagues and the supervisor conduct classroom visitations and peer evaluations in the second and sixth year of employment and at consideration for promotion or tenure for full-time faculty. Part-time faculty are evaluated by a peer or supervisor in the first year of employment and every three years thereafter and/or at the time of consideration of promotion. Part-time faculty evaluations include classroom observation, review of SOFs and review of course materials at a minimum. Student learning outcomes will be assessed by evaluating data collected via the Canvas data collection tool. Data will be collected from several assessment sources, including essays, exams, and quizzes. Faculty will compare global achievement levels with the current set of student learning outcomes to determine the utility and effectiveness of the learning outcomes. This procedure leaves open the possibility of future adjustment to ensure that these outcomes drive optimal classroom instruction and yield useful data.

The EMS department also uses end of lecture assessments for instant feedback to the lecturer.

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

The college has an established Office of LOA. The Director of Assessment and Instructional Innovation meets regularly with a faculty-run subcommittee on LOA (a subcommittee of the Teaching and Learning Committee). The mission of the LOA subcommittee is to guide and oversee program-level outcomes assessment throughout the college. The LOA Office provides tools to the college's various programs to assist in regular program assessment, including an Annual Program/Department Assessment

Report and a Curriculum Mapping Template (to ensure alignment of course objectives and outcomes with department and/or program outcomes as well as college-level core competencies). The EMT program will have program outcomes that will be assessed regularly as part of the LOA process. In addition, national exam pass rates will be evaluated during this process.

Learning outcomes for each course are reviewed by the college's Educational Policies and Curriculum (EPC) committee at the time of course proposal submission. The EPC committee is designed to evaluate the addition of new programs and courses, the modification of programs and courses, and the deletion of existing programs and courses. EPC makes recommendations to the Academic Forum/Council of the college since it is charged with evaluating existing and proposed curricula and courses to ensure they support educational objectives and policies and comply with established requirements from accrediting and other approving agencies. The EMT certificate program was reviewed and approved by EPC, the Academic Forum/Council, and the college's Board of Trustees.

The college conducts regular evaluations of degree and certificate programs with respect to enrollment, retention, curriculum relevancy, and outcomes assessment. All programs undergo a comprehensive review on a staggered four-year cycle, using a Comprehensive Program Review Template that contains program data scored on a rubric. The template includes metrics in program continuation and completion, course success, headcount, and program outcomes assessment. Also required is completion of a Program Review Narrative, which includes action items. The entire package is then reviewed in meetings that include the Program Chair/Director, Assistant Dean, Director of Assessment & Instructional Innovation, Dean of the school, Associate Vice President for Learning (AVPL), and the Provost/Vice President for Learning. The program review meeting is to share program successes and address program needs. To ensure progress is being made on action items, the Office of the AVPL requires the Deans to complete two-year interim reports. Program review meetings and discussions also include consideration of programs costs and return on investment to address cost effectiveness and the impact on student and community needs.

Student satisfaction with courses and instruction is assessed for each course and instructor each semester through the collection of feedback from SOFs (as outlined in section M1). Through SOFs, students can assess and comment on the course content, delivery, and instruction. This information is used for faculty evaluation and considerations for promotion and tenure.

Faculty satisfaction with course content and delivery is discussed through regularly scheduled meetings among department faculty who may discuss recommendations for changes to the curriculum or pedagogy as appropriate to align with increasing student success as revealed and discussed through the comprehensive program review process.

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.

Consistent with the mission and vision of AACC to respond to the needs of our diverse community by offering high quality, affordable, accessible, and innovative lifelong learning opportunities, the EMT certificate program is committed to offering comprehensive coursework that ensures the principles of diversity, equity, inclusion, anti-racism and accessibility (DEIAA) are embedded throughout the curriculum. The program's initiators met with the college's EPC DEIAA Resource Faculty consultants during the curriculum's development to discuss and implement key elements of DEIAA in the program. The EMT courses with this certificate and subsequent availability of financial aid will ensure that the applicants have an equal and unbiased opportunity for admission. EMS clinicians provide a crucial link in the chain of survival for patients of all demographics suffering from medical and traumatic emergencies and work under the oversight of a medical director's license through the application of nationally suggested guidelines and evidence-based medicine within statewide protocols.

There is a nationwide shortage of EMTs and paramedics. It is essential to reach into the diversity of our communities to find more candidates. Nationally, according to the National Registry of EMTs (www.nremt.org), 75% of EMS professionals are male, 85% are of non-minority status and 45% have a college degree or higher. The program recognizes it has a financial commitment to students and will ensure that the program is eligible for financial aid by meeting the guidelines of credit hours required.

Students in the EMT certificate program demonstrate how to treat patients from diverse populations and are educated on various health issues related to race, gender, age, and class throughout the courses. Each of the courses works on pre-hospital patient care and interfacility transfer of patients. By scaffolding skill acquisition and formative assessments into summative assessments, the students are expected to critically think about their patient's chief complaint, history, and results of patient assessment to develop, implement and adjust treatment plans for their patients that take DEIAA factors into consideration.

Programmatically, the students are challenged to explore the differences that come with the social determinants of health for themselves, and their patients based on different special populations and socioeconomic standing. Students will complete discussion boards, assignments, exams, and laboratory assessments on various aspects of DEIAA.

In laboratory (psychomotor) rotations, the students work cooperatively in teams to take care of their simulated patients; students can be both patient and clinician in given medical and trauma emergencies. This creates an atmosphere where active listening skills are used, empathy is expected, and affective domain is evaluated. The EMT program addresses DEIAA by using different manikins and situations to resemble the world students will be working in as

providers. Students are trained to provide care equitably and appropriately to patients within the DEI/AA spectrum.

In addition, with the advancement in simulation and high-fidelity manikins, the EMT certificate program can focus on exposing students to a diverse range of patients and situations. High-fidelity simulations and immersive virtual reality (VR) experiences present complex and diverse patients in a controlled environment. Through simulations, it is possible to go beyond the classroom and traditional laboratory space to provide students with an immersive learning environment that demonstrates aspects of DEI/AA seen in healthcare.

Students are exposed to problem-based learning opportunities that allow students to critically think and differentially diagnose patients from scene safety to transfer of care. Students utilize crew resource management, operational knowledge, and incident command principles to solve the problems together.

In addition, the students complete clinical rotations by participating in field rides required by the State of Maryland for certification which allows the students to experience a sampling of their future patients. During these rotations, students perform varied kinds of care within the pre-hospital environment.

Students must meet national standards on knowledge, skills acquisition, and application principles as well as show proficiency in treating certain chief complaints/conditions in patients of varying demographics to graduate. EMS education must programmatically address and evaluate students utilizing a wide and diverse breadth and depth of patient presentations, scenarios, and experiences.

AACC recognizes it has a financial commitment to students and has ensured that the certificate is eligible for financial aid by meeting guidelines of credit hours required. In addition, lab fees were considered by researching existing program costs and expenses to ensure that fees were equitable for the students in a course that requires lab and clinical practice.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources, and general operating expenses) may be redistributed to this program.

Not applicable.

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

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

AACC has been approved to offer one or more degree or certificate/diploma

programs for which students could meet 50% or more of their requirements by taking distance education courses by the Middle States Commission on Higher Education. AACC utilizes the Canvas LMS to provide online lectures, assessments, discussion boards and other online instructional support to students. In addition, the college has distance education classrooms equipped with cameras and audio to share lectures with students in offsite facilities.

2. Provide assurance and any appropriate evidence that the institution complies with the Council of Regional Accrediting Commissions (C-RAC) guidelines, particularly as it relates to the proposed program (Council of Regional Accrediting Commissions (C-RAC) Guidelines, 2024).

AACC complies with C-RAC guidelines for the Evaluation of Distance Education. The College's IDEA Lab and LOA ensure online learning offered by AACC aligns with the College's mission and provides accessible and learner-centered education to promote student success. Quality Matters Training, presentations, demonstrations, and model courses are available to faculty regarding evidence-based best practices for distance education. In addition, all full-time and part-time faculty who will be teaching hybrid or online sections must enroll in and pass Online Focus. Online Focus is a semester-length online course in effective online educational practices and best practices in course design offered by the college's IDEA Lab.

References

- Council of Regional Accrediting Commissions (C-RAC) Guidelines*. (2024, 09). Retrieved from NC-SARA: <https://nc-sara.org/resources/council-regional-accrediting-commissions-c-rac-guidelines>
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