Office Use Only: PP#

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

Institution Submitting Proposal	Capitol Technology University

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 # 98632 Payment Amount: $250.00 Date Submitted: 07/15/2025

Department Proposing Program	Intelligence and Global Security Studies	
Degree Level and Degree Type	Post-Baccalaureate Certificate	
Title of Proposed Program	Intelligence and Global Security	
Total Number of Credits	12	
Suggested Codes	HEGIS: 2199.19	CIP: 29.0201
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://catalog.captechu.edu//	
Preferred Contact for this Proposal	Name: Dr. Christopher Linski	
	Title: Dean of Graduate School	
	Phone: (240) 696-4607	
	Email: clinski@captechu.edu	
President/Chief Executive	Type Name: Bradford Sims	
	Signature: [signature]	Date: 7-15-25
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

CAPITOL
Technology University

July 15, 2025

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

Dear Dr. Rai,

Capitol Technology University is requesting approval to offer a four courses-based **Post-Baccalaureate Certificate in Intelligence and Global Security.** The degree curriculum will be taught using existing faculty and courses that are embedded in our **Master of Science in Intelligence and Global Security program**. The overall mission of Capitol Technology University is to provide academic and practical education in STEM subjects such as engineering, computer science, information technology, and business, with the Intelligence and Global Security program adding a national/international security component that prepares individuals, whether in international security or STEM, to obtain a certificate that demonstrates proficiency that expands their horizons to advance in a dynamic world. A central focus of the university's mission is to advance practical working knowledge in areas of interest to students and prospective employers within the context of Capitol's degree programs. The university believes that a **Post-Baccalaureate Certificate in Intelligence and Global Security** is consistent with this mission.

The requirement for experts in applying intelligence analytic methods and software tools to examine global security issues in all their dimensions is at the highest level of demand and professional growth given the tremendously turbulent global environment that requires a highly specialized and knowledgeable workforce. This program is in response to that need. The **Post-Baccalaureate Certificate in Intelligence and Global Security** is primarily aimed at personnel who either aim to work primarily on these issues or to supplement their STEM areas of expertise with knowledge of these issues to enable them to earn a micro-credential that will provide them a wider context for understanding the mission areas of government and private sector organizations in national and international security sectors.

To respond to application of intelligence analytic methods and tools in the global security field, we respectfully submit for approval a **Post-Baccalaureate Certificate in Intelligence and Global Security**. Please find the required letter confirming the adequacy of the university's library to serve the needs of the students in this degree.

Respectfully,

Dr. Bradford L. Sims, PhD
President

CAPITOL
Technology University

July 15, 2025

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

Dear Dr. Rai,

This letter is in response to the need for confirmation of the adequacy of the library of Capitol Technology University to support the proposed **Post-Baccalaureate Certificate in Intelligence and Global Security.** As president of the university, I confirm that the library resources, including support staff, are more than adequate to support this degree program. In addition, the university is dedicated to, and has budgeted for, continuous improvement of its library resources.

Respectfully,

Dr. Bradford L. Sims, PhD
President

PROPOSAL FOR:

X NEW INSTRUCTIONAL PROGRAM
_____ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
COOPERATIVE DEGREE PROGRAM
X WITHIN EXISTING RESOURCES or _____ REQUIRING NEW RESOURCES

CAPITOL Technology University

Institution Submitting Proposal

Spring 2026
Projected Implementation Date

Post Baccalaureate Certificate
Award to be Offered

2199.19
Suggested HEGIS Code

Intelligence and Global Security
Title of Proposed Program

29.0201
Suggested CIP Code

Intelligence and Global Security Studies
Department of Proposed Program

Dr. Joshua Sinai
Name of Department Head

Dr. Christopher Linski
Dean of Graduate School

clinski@captech.edu
Contact E-Mail Address

(240) 696-4607
Contact Phone Number

7-15-25
Signature and Date
President/Chief Executive Approval

JULY 15, 2025 **Fall 2025**
Date
Date Endorsed/Approved by Governing Board

Proposed Post-Baccalaureate Certificate in Intelligence and Global Security

The Graduate School

Capitol Technology University

Laurel, 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.

Program Description:

The four courses-based **Post-Baccalaureate Certificate in Intelligence and Global Security** is designed to equip individuals from diverse professional backgrounds with the foundational knowledge needed to advance in the rapidly evolving field of global security studies. Topics covered consist of introduction to global security issues, components of governments' projection of national power in the global system, the application of intelligence analytic software tools to examine global security issues, and comparative cybersecurity. The four courses, which represent significant components in the study of global security subjects, will be taught asynchronously, via the university's Canvas distance learning platform.

Graduates from the proposed **Post-Baccalaureate Certificate in Intelligence and global security** will possess a micro-credential in global security studies suitable for advancement in government, private sector, and academic positions. This micro-credential can also fulfill 40% of the required courses for a **Master of Science in Intelligence and Global Security** degree.

The University's programs have been preparing professionals for the rapid advances in an increasingly sophisticated and complex technological environment for decades. **The Post-Baccalaureate Certificate in Intelligence and Global Security** follows that tradition and provides an additional global security analytics component in the university's catalog from the bachelor's degree all the way through to a PhD in the discipline.

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

The proposed **Post-Baccalaureate Certificate in Intelligence in Global Security** is fully supported by the University's 2025 Strategic Plan.

Capitol Technology University operates on four strategic goals:

a. **Expand Educational Offerings, Increase Program Completion:** *Capitol Technology University is an institution that offers career-relevant curricula with quality learning outcomes. The strategy includes continuing to expand educational offerings, increasing program completion, and raising learner qualifications and outcomes.*

b. **Increase Enrollment and Institutional Awareness:** *Capitol will accelerate its goal to become more globally renowned and locally active through student, faculty and staff activities. Enrollment will grow to 650 undergraduates, 350 masters' students and 500 doctoral candidates.*

c. **Improve the Utilization of University Resources and Institutional Effectiveness While Expanding Revenue**: *Capitol will likely continue to be 80% financially dependent on student tuition and fees. We plan to enhance our resources by expanding the range and amount of funding from other streams and aligning costs with strategic initiatives.*

d. **Increase the Number and Scope of Partnerships**: *Capitol's service to our constituents and sources of financial viability both depend upon participation with and acquiring new partner corporations, government agencies, and schools/universities.*

The proposed **Post-Baccalaureate Certificate in Intelligence and Global Security** supports all the University's four strategic goals. The proposed degree also builds upon the existing areas of degrees at the undergraduate level.

As part of these four strategic goals, the University's undergraduate programs, in general, and the global security program, in particular, have been preparing professionals to utilize the rapid advances of methodologies and software-based technologies in STEM and related fields to examine global security issues. The **Post-Baccalaureate Certificate in Intelligence and Global Security** follows that tradition. The proposed degree is fully supported by the University's 2025 Strategic Plan. Funding to support the **Post-Baccalaureate Certificate in Intelligence and Global Security** is already available within the existing budget as we're using existing faculty and courses already scheduled as part of existing degree

programs.

The Post-Baccalaureate Certificate in **Intelligence and Global Security**, therefore, will provide new opportunities for partnerships and growth in enrollment and revenue, as well as expand the university's academic reputation. While additional students will increase financial resources, new partnerships, and grants in the application of intelligence in global security field will help diversify and increase financial resources.

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.**

Capitol Technology University will support the proposed program through the same process and level of support as the University's existing programs. The University has also budgeted funds to support program and course development, online support, office materials, travel, professional development, and initial marketing. There is no substantial impact on the institution due to the advanced budgeting of these funds. If approved, the program will be self-sustaining going forward.

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

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

The proposed degree is an integral part of the University's Strategic Plan for FY 2025 and forward. The institutional and departmental budgets for FY 2025-2026, as well as the forecasted budgets going forward, include funding for the administrative, financial, and technical support of the new micro-certificate degree.

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

Capitol Technology University is fully committed to continuing the proposed **Post-Baccalaureate Certificate in Intelligence and Global Security** for a sufficient period to allow enrolled students to complete the program. With the university's 16-week semesters divided into two terms of 8 weeks each, the enrolled students can take one course per term to complete the certificate program in two semesters. All the courses that form this degree program have been part of the University's curriculum for 4 years

to date.

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 proposed Post-Baccalaureate Certificate in Intelligence and Global Security addresses the Maryland State Plan's three primary goals for the postsecondary community in Maryland:

- **Access:** Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.
- **Success:** Promote and implement practices and policies that will ensure student success.
- **Innovation:** Foster innovation in all aspects of Maryland higher education to improve access and student success.

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

The proposed post-Baccalaureate Certificate in Intelligence and Global Security addresses the Maryland State's Plan in expanding educational opportunities and choices for minority and educationally disadvantaged students by ensuring their access to affordable institutions and high-quality postsecondary education for all Maryland residents as outlined in the following four priorities:

1. Priority 1: Study the affordability of postsecondary education in Maryland.
2. Priority 2: Examine and improve financial literacy programs for students and families to encourage financial planning to pay for postsecondary education
3. Priority 3: Analyze and improve systems that inform and evaluate a student's academic readiness for postsecondary education
4. Priority 4: Analyze systems that impact how specific student populations access affordable and quality postsecondary education

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

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

With Maryland home to four Historically Black Colleges and Universities (HBCUs), the proposed post-Baccalaureate Certificate in Intelligence and Global Security addresses the Maryland State's Plan to expand the HBCUs capacity to provide high quality and unique educational programs through an outreach and partnership program to offer the certificate program to their post-baccalaureate students at a discounted rate.

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.**

In the Maryland, Washington, DC, and Virginia region the labor market for intelligence professionals is robust, propelled by the strong presence of federal government agencies and defense contractors. The region has a high concentration of jobs requiring national security clearances and specialized skills in areas such as intelligence and counterintelligence, foreign region studies, as well as related fields such as cybersecurity, which are covered in the certificate program.

Key Aspects of the Regional Intelligence Labor Market

- Fort Meade, MD
- Central Intelligence Agency, Langley, VA
- The Pentagon, Washington, DC
- Department of State, Washington, DC
- Public Policy Research Institutes, Washington, DC
- Defense Contractors, Tysons Corner, VT, Columbia, MD
- The World Bank and the International Monetary Fund, Washington, DC

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

Reflecting the multidisciplinary nature of today's global threats landscape, the **Post-Baccalaureate Certificate in Intelligence and Global Security** will prepare students to fill mid-level analytical roles for careers in federal government, national security

intelligence/defense consulting firms, public policy research institutes, as well as international organizations. Their variety of professional titles will These include specialized careers such as:

- Foreign Service Officer
- Cybersecurity analyst
- Defense Policy Analyst
- Global Security Risk Analyst
- Homeland Security Analyst
- Human Rights Analyst
- Intelligence Research Analyst
- Law Enforcement Intelligence Analyst
- International Political Economy Analyst
- Global Risk Analyst
- Global Media Journalist

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.**

The Occupational Outlook Handbook (OOH) is a key resource produced by the Bureau of Labor Statistics (BLS). However, with the field of global security studies a component of the nation's national security's foreign policy, military, and intelligence communities, obtaining public information about the availability of job openings is difficult to assemble from public sources.

Several of the top occupations that would benefit from a **Post-Baccalaureate Certificate in Intelligence and Global Security** include 1) National Security Intelligence Analysts; 2) Law Enforcement Intelligence Analysts; 3) Global Risk Analysts; 4) Homeland Security Analysts; 5) International Political Economy Analysts; and 6) Global Media Journalists.

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

As discussed earlier, due to the field's national security mission, there are no authoritative publicly available data on the training needs and anticipated number of vacancies expected over the next 5 years.

Currently, all the enrolled students in the Master's program in Intelligence and Global Security are working in the national security community. The **Post-Baccalaureate Certificate in Intelligence and Global Security** will provide its graduates the opportunity to advance professionally in their respective fields. For instance, students in STEM-related fields, such as cybersecurity, computer science, and engineering, will be able to demonstrate knowledge of global security subjects, which will enable them to better understand their organizations' missions in national security. Students who plan to pursue careers in national/global security will be able to use this micro-credential to demonstrate proficiency in these subjects. Based on historical data for related programs, we anticipate enrollments of 5-10 post-baccalaureate students per semester in the first year, growing to 10-20 enrollments per semester in the second year, and 30 students within 4 years of offering the **Post-Baccalaureate Certificate in Intelligence and Global Security**.

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.**

Currently there are no comparable post-baccalaureate certificate programs in Intelligence and Global Security being offered in the State of Maryland.

While Johns Hopkins University offers a 15-17 courses'-based Master of Arts in Global Security, it also offers a five courses-based 15-credit Certificate in Intelligence, but enrollment in the Certificate program is only eligible for its current M.A. students, not for those not enrolled at the university.

Similarly, the University of Maryland School of Public Policy offers a four three-credit courses-based Graduate Certificate in Intelligence. These courses, however, differ from the CTU Certificate in Intelligence and Global Security as they focus on "Intelligence Policy and National Security," "Critical Thinking," "Problems of Global Security," and "Moral Foundations of Intelligence."

The University of Maryland Global Campus offers only an MS in Cybersecurity Technology and MS in Cybersecurity Management and Policy, but not in intelligence and global security.

The University of Baltimore's School of Public and International Affairs offers an M.A. in Global Affairs and Human Security, but not a separate certificate on these issues.

Finally, Towson University offers an M.S. in Integrated Homeland Security Management, but not a separate certificate program in Intelligence and Global Security.

2. **Provide justification for the proposed program.**

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.**

As previously discussed, the managers of the Post-Baccalaureate Certificate in Intelligence and Global Security will reach out to Maryland's HBIs to offer the certificate program at a discounted rate to enable their graduates to benefit from the educational program. As part of the outreach, if the HBI counterparts are interested, we will conduct a special briefing on the program's topics to their faculty and students.

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.**

The proposed certificate program will positively impact on the uniqueness and institutional identities and missions of HBIs by providing their post-baccalaureate students an opportunity to acquire a micro-credential certification in Intelligence and Global Security that will enhance and upgrade opportunities for their further academic and professional career advancement, whether in the private or government sectors.

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

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

The proposed program is the product of collaboration between the manager of the Intelligence and Global Security program, at the B.S., M.S., and Doctoral levels, who designed and teaches several of the currently offered courses, faculty colleagues, and university administrators. It was submitted to the university's Academic Affairs Council (ACC) and Executive Council (EC) for scrutiny and approval. Please see Section I for a detailed list of the faculty's backgrounds and qualifications. Capitol Technology University is a STEM university with a strong focus on computer science, cybersecurity, artificial intelligence, technical management and engineering, as well as global security subjects. It is a teaching university offering degrees at undergraduate, master's and

doctoral levels. Several faculty members, such as the head of the Intelligence and Global Security program, are extensively published authors in academic publications.

The program's manager and lead instructor, Dr. Joshua Sinai, Professor of Practice, Intelligence and Global Security Studies, has worked at the university since August 2020. One of the Adjunct Professors, Dr. Megan Munoz, has been with the university since 2013, while Mr. Tim Pappa, an adjunct instructor, has been with the university for one year. All are recognized experts in their fields of intelligence and global security subjects. The University leadership is confident in the quality of the faculty and their abilities to provide a learning environment supportive of the University goals for student success. Additional master's/doctoral level faculty will be added as needed.

Instructors who will be engaged with the **Post-Baccalaureate Certificate in Intelligence and Global Security:**

INSTRUCTOR	BACKGROUND	COURSES TAUGHT
Dr. Joshua Sinai, Professor of Practice, Intelligence and Global Security	PhD in Political Science/Comparative Politics, Columbia University MS in Political Science/Comparative Politics, Columbia University 35 years professional experience in international security in Washington, DC, working at Senior Intelligence Analyst at Federal Research Division, Library of Congress, DHS Science & Technology Directorate, FBI Foreign Terrorist Tracking Force, and in the private sector at SAIC, ANSER, and The Analysis Corporation. Book Reviews Editor, "Perspectives on Terrorism" journal; dozens of published articles and chapters in edited volumes.	INT-501 INT-520
Dr. Megan Munoz	PhD in Doctor of Education, University of Southern California. Professional experience as All-source intelligence analyst at Intelligence Fusion Center and master instructor.	INT-610
Mr. Tim Pappa	MA in Southeast Asia Studies, Ohio University	CTR-660

	GIAC Certified Incident Handler (GCIH)GIAC Certified Incident Handler (GCIH), SANS Institute. Former Supervisor Special Agent, FBI Behavioral Analysis Unit, profiling cyber actors; Senior Threat Analys, WalMart Intelligence Unit.	

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

The **Post-Baccalaureate Certificate in Intelligence and Global Security** is designed for post-graduate professionals to upskill in a dynamic and changing industry environment with the view of advancing toward a master's degree in intelligence and global security studies. This certificate serves as a micro-credential with credits that can be applied towards a master's degree in intelligence and global security or related degrees. The educational objectives include teaching students how to integrate intelligence analytic methodologies and software tools to examine and become knowledgeable about global security subjects, and to apply such skills to work as professionals in the field. The certificate program's modality will be asynchronously instructed, online, via the university's Canvas distance learning portal. On a weekly basis students will meet with the instructors on Teams to discuss their currently enrolled courses and global security issues in an informal basis, as a way to establish a cohort and community-of-interest.

Student Learning Outcomes:

Upon completion of the program, graduates will be able to:

- Employ intelligence analytic theories, methodologies, and software to examine global security issues.
- Critically evaluate complex geopolitical issues and identify potential security risks.
- Apply knowledge of global security issues and analytic methodologies to write professional-quality intelligence analyses and briefs.

3. Explain how the institution will:

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

Students will be assessed on achievement of learning outcomes through a variety of discussion forums, written assignments, projects and presentations. All assignments are graded using a specific rubric and are mapped to specific course learning outcomes and program outcomes. All courses are delivered asynchronously on-line using specific course templates embedded in the Canvas learning management system.

b) Document student achievement of learning outcomes in the program

The **Post-Baccalaureate Certificate in Intelligence and Global Security** is designed for post-graduate professionals to upskill in a dynamic and changing industry environment with the view of advancing toward a master's degree in intelligence and global security studies. This certificate serves as a micro-credential with credits that can be applied towards a master's degree in intelligence and global security or related degrees. The educational objectives include teaching students how to integrate intelligence analytic methodologies and software tools to examine and become knowledgeable about global security subjects, and to apply such skills to work as professionals in the field.

Student Learning Outcomes:

Upon completion of the program, graduates will be able to:

- Employ intelligence analytic theories, methodologies, and software to examine global security issues.
- Critically evaluate complex geopolitical issues and identify potential security risks.
- Apply knowledge of global security issues and analytic methodologies to write professional-quality intelligence analyses and briefs.

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

The following is a list of courses for the **Post-Baccalaureate Certificate in Intelligence and Global Security** program. The four courses will be taught asynchronously, via the university's Canvas portal. Students expecting to complete this degree must take the courses listed below sequentially. These courses consist of INT-501, INT-520, CTR-660, and INT-610. Cumulatively, these courses will provide the students an opportunity to learn how to apply intelligence analytic methodologies and software tools to gain knowledge about some of the most significant issues in global security.

Post-Baccalaureate Certificate in Intelligence and Global Security Courses (12 Credit-Hours)

INT 501 - Intro to International Security, Counterterrorism, and Homeland Security (3 Credits)

This course provides an introduction to the study of intelligence and international security by training students in intelligence analysis to enable them to write briefing and analytic products that are used in the analysis of international security, counterterrorism, and homeland security studies. Such an integrated analytic approach is required because of the integrated nature of international security, counterterrorism, and homeland security. The analytic methodologies taught will draw on the concepts of risk-based security management approaches. Students will also explore the national strategies and programs developed by the United States and its allies to deal with on-going threats at the international, national, and local levels, including how to balance the need for security and maintenance of civil liberties. Students will apply the course's analytic intelligence methodologies to examine selected case studies.

INT 520 - Components of National Power in the Global System (3 Credits)

The course covers significant components in how nations interact in global security. These include the components of national power (military, political, economic, etc.), foreign policy and national security, homeland security, global security risks and challenges. Specifically, the course will examine how foreign policy is implemented through departments such as foreign affairs, defense, treasury, commerce, etc., and measures to implement it such as diplomacy, military/defense, intelligence, foreign aid, economic trade, sanctions, global environmental policy, etc. Assessing measures of effectiveness in the components of national power will be discussed, as well. Case studies will be used to illustrate the course's topics.

CTR 660 - Comparative Cybersecurity (3 Credits)

This class explores how significant government agencies around the world address the adversarial cyber risks facing them at the government and private sector levels, including their critical infrastructure sectors. Adversarial countries and criminal and hacking groups that engage in cyber weapon attacks will be covered, focusing on the types of cyber-attacks that are conducted, ranging from malicious breaches to political disinformation, as well as the motivations and tactics behind such attacks. Defense-in-depth principles, methodologies and tools, and the components of emergency response planning and strategic messaging required for effective cyber security programs will be covered. In addition to the weekly discussion, students will produce other assignments and projects that will focus on cyber threats and responses to cyber threats in different adversarial domains online. By the end of the course, students will also conduct an

interview with a cyber personality that will be published online on a platform(s) to be determined.

INT 610 - Intelligence Analytic Software Tools in Global Security (3 Credits)

The course provides an overview of significant software tools that are used in intelligence analysis of global security. These software tools include applications such as social network analysis (SNA), root cause analysis (RCA), alternative competing hypotheses (ACH), data mining, Excel, project management, risk management, and others. Students will be trained to apply such software tools in case study projects.

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

No general education courses are required for the certificate program.

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

The proposed **Post-Baccalaureate Certificate in Intelligence and Global Security** requires students to successfully complete 12 credit-hours. The four courses will be 3 credit-hours each (12 credit-hours). The program will consist of the courses as described in paragraph 4 above. The certificate can be completed over 2 semesters, although they do not have to be consecutive. Courses must be taken for credit and a letter grade. To maintain satisfactory academic performance and good academic standing, students in this program must maintain a minimum grade point average of 3.0.

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

No other institution of non-collegiate organization is contracted for the program.

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 skill, technical equipment requirements, learning management system, availability of academic support services and financial aid resources and costs and payment policies.**

The university has a comprehensive on-line catalog that addresses these areas in detail: https://catalog.captechu.edu/. Additionally, the university has a team of highly

proactive and responsive admissions counsellors, graduate advisors, financial aid counsellors and a Dean of Students to ensure students receive the support necessary to successfully complete their program.

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.**

In addition to our comprehensive online catalog, our university website also provides students with timely and professional marketing and program details: https://www.captechu.edu/degrees-and-programs . We also invite prospective students to join us at our monthly virtual open house events to learn more about how the university can help them achieve their academic and professional goals.

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

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

The program has not entered into articulation agreements with partner institutions.

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

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

As discussed earlier, the program's manager and lead instructor, Dr. Joshua Sinai, Professor of Practice, Intelligence and Global Security Studies, has worked at the university since August 2020. One of the Adjunct Professors, Dr. Megan Munoz, has been with the university since 2013, while Mr. Tim Pappa, an adjunct instructor, has been with the university for one year. All are recognized experts in their fields of study. The University leadership is confident in the quality of the faculty and their abilities to provide a learning environment supportive of the University goals for student success. Additional master's/doctoral level faculty will be added as needed.

Instructors who will be engaged with the **Post-Baccalaureate Certificate in Intelligence and Global Security:**

INSTRUCTOR	BACKGROUND	COURSES TAUGHT
Dr. Joshua Sinai, Professor of Practice, Intelligence and Global Security	PhD in Political Science/Comparative Politics, Columbia University MS in Political Science/Comparative Politics, Columbia University	INT-501 INT-520
Dr. Megan Munoz	PhD in Doctor of Education, University of Southern California	INT-610
Mr. Tim Pappa	MA in Southeast Asia Studies, Ohio University GIAC Certified Incident Handler (GCIH)GIAC Certified Incident Handler (GCIH), SANS Institute	CTR-660

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

The primary pedagogy for faculty at Capitol Technology University is the Active Learning model. The university believes strongly in a highly interactive, thinking, and hands-on experience for students in each class to the maximum extent possible.

It was two Missouri State professors, historian Charles Bonwell and psychologist James Eison, who coined the term "active learning." In their 1991 book on the subject, Active Learning: Creating Excitement in the Classroom, they offered this definition of the concept: "active learning involves students in doing things and thinking about the things they are doing."

The definition, though it seems circuitous, marks a definitive pedagogical shift in college teaching and learning. Rather than think about what they are watching, hearing, or reading, students are first encouraged to be "doing" something in class, and then to apply critical thought and reflection to their own classroom work and activity. Their argument was backed up by research. Even Bligh, 20 years earlier, had pointed out that the immediate rehearsal of new information and knowledge had a significant impact on

learning.

This approach is as helpful in the sciences as it is in the arts or humanities: whether it's organic chemistry, creative writing, or behavioral economics, concepts are all best understood through repeated practice and open, social exploration. The central tenet of active learning is that practice matters, and that classroom time is better spent giving students opportunities to work with concepts over and over, in a variety of ways and with opportunities.

The central tenet of active learning — that practice and interaction matters— can be applied across disciplines for immediate feedback, so that knowledge can take hold in their own minds.

(Source: Preville, P. (2018, May 1). Active Learning: The Perfect Pedagogy for the Digital Classroom.)

All faculty receive regular periodic and recurring pedagogical training during the academic year. Those training sessions occur in a hybrid format – simultaneously live online and live on-ground in the classroom. The sessions are designed to reach all faculty, both full-time and adjunct, in order to ensure everyone receives training. Additionally, the sessions are recorded for those faculty who are unable to attend the live training session due to other professional and teaching commitments.

b) The Learning Management System

The University's Department of Online Learning and Information Technology Division supports the online program needs of faculty and students. The Department of Online Learning and IT Help Desk provide 24-hour support to the faculty. Canvas is the University's online Learning Management System. When a new faculty member is assigned to teach an online course, the Department of Online Learning provides formal training for the instructor. New faculty are assigned an experienced faculty mentor to ensure a smooth transition to the online environment as well as to ensure compliance with the institution's online teaching pedagogy. The University believes this provides the highest-level learning experience for the faculty member and, in turn, students attending online classes.

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

Faculty at Capitol Technology University receive training in Keller's ARCS Motivational

Model and his associated strategies for distance education/online learning.

A model used in the online delivery of teaching and learning to increase learner motivation is Keller's ARCS motivational model. This model has been considered an important element in online education because of its implications on increased learner motivation and learning outcomes. The Keller's model consists of motivating students by maintaining and eliciting attention (A), such as virtual clinical simulations; making the content and format relevant (R), by modeling enthusiasm or relating content to future use; facilitating student confidence (C), by providing "just the right challenge"; and promoting learner satisfaction (S), by providing reinforcement and praise when appropriate.

Examples of Keller's model include increasing motivation including the arousal of curiosity of students, making the connection between learning objectives and future learning goals, autonomous thinking and learning, and fostering student satisfaction. Keller's ARCS model has been researched by various educational online programs to analyze student motivation and learning outcomes. Keller's model serves as an example and guide for instructors to motivate and increase online engagement with their students as well as research purposes.

A qualitative study by Chan Lin investigated online student learning and motivation. Discussion boards, student projects, and reflection data were collected and analyzed from a 12-week web-based course. Respondents indicated the importance of online feedback from the instructor and peer modeling of course tasks to visualize learning progress. The study revealed using Keller's ARCS strategies fosters greater student online engagement by fostering self-efficacy and a sense of accomplishment.

In a mixed-method study, assessing the use of Keller's ARCS on instructional design, the use of educational scaffolding fostered positive levels of student motivation. Relevancy, attention, confidence, and satisfaction were all common factors associated with student success in the course and course completion.

(Source: Pinchevsky-Font T, Dunbar S. Best Practices for Online Teaching and Learning in Health Care Related Programs. The Internet Journal of Allied Health Sciences and Practice. January 2015. Volume 13 Number 1.)

All faculty receive regular periodic and recurring training on evidence-based practices for distance education/online learning during the academic year. Those training sessions occur in multiple formats: asynchronous, synchronous (i.e., live online), hybrid

(i.e., simultaneously live online and live on-ground), and on-ground in the classroom. The sessions are designed to reach all faculty, both full-time and adjunct, to ensure all members receive training. Additionally, the live sessions are recorded for those faculty who are unable to attend the live training session due to other professional commitments or who are teaching classes at the training delivery time. A model used in the online delivery of teaching and learning to increase learner motivation is Keller's ARCS motivational model. This model has been considered an important element in online education because of its implications on increased learner motivation and learning outcomes. The Keller's model consists of motivating students by maintaining and eliciting attention (A), such as virtual clinical simulations; making the content and format relevant (R), by modeling enthusiasm or relating content to future use; facilitating student confidence (C), by providing "just the right challenge"; and promoting learner satisfaction (S), by providing reinforcement and praise when appropriate.

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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.**

   Library Services: The Puente Library offers extensive services and a wide collection for Capitol Technology University students to be academically successful. Library resources are available digitally. The library also provides a mailing service for materials borrowed through the Maryland system.

   The library is currently supporting the following degrees at the undergraduate level: B.S. in Astronautical Engineering, B.S. in Aviation Professional Pilot, B.S. in Computer Engineering, B.S. in Computer Engineering Technology, B.S. in Computer Science, B.S. in Construction Information Technology and Cybersecurity, B.S. in Construction Management and Critical Infrastructure, B.S. in Construction Safety, B.S. in Counterterrorism, B.S. in Cyber Analytics, B.S. in Cybersecurity, B.S. in Data Science, B.S. in Electrical Engineering, B.S. in Electrical Engineering Technology, B.S. in Engineering Technology, B.S. in Facilities Management and Critical Infrastructure, B.S. in Information Technology, B.S in Management of Cyber and Information Technology, B.S. in Mechatronics Engineering, B.S. in Mechatronics and Robotics Engineering Technology, B.S. in Software Engineering, and B.S. in Technology and Business Management, B.S in Unmanned and Autonomous Systems, and B.S. in Web Development.

   The library is currently supporting the following degrees at the graduate level: Master of Business Administration (M.B.A.), Master of Science (M.S.) in Astronautical Engineering, M.S. in Aviation, M.S. in Aviation Cybersecurity, M.S. in Computer Science, M.S. in Construction Cybersecurity, M.S. in Construction Safety, M.S. in Critical Infrastructure, M.S. in Cyber Analytics, M.S. in Cybersecurity, M.S. in Information Systems Management, M.S. in Engineering Technology, M.S. in Internet Engineering, M.S. in Product Management, M.S. in Unmanned and Autonomous Systems Policy and Risk Management, Technical

Master of Business Administration (T.M.B.A.) in Business Analytics and Data Science, and T.M.B.A. in Cybersecurity, Doctor of Science (D.Sc.) in Cybersecurity, Doctor of Philosophy (Ph.D.) in Artificial Intelligence, Ph.D. in Aviation, Ph.D. in Business Analytics and Data Sciences, Ph.D. in Construction Science, Ph.D. in Counterterrorism, Ph.D. in Critical Infrastructure, Ph.D. in Emergency and Protective Services, Ph.D. in Human Factors, Ph.D. in Manufacturing, Ph.D. in Occupational Health and Safety, Ph.D. in Product Management, Ph.D. in Quantum Computing, Ph.D. in Technology, Ph.D. in Technology/M.S. Research Methods Combination Program, Ph.D. in Unmanned Systems Applications.

Therefore, the library is fully prepared to support a **M.S. in Counterterrorism.**

Services provided to online students include:

- "Ask the Librarian"
- Research Guides
- Tutorials
- Videos
- Online borrowing

The John G. and Beverley A. Puente Library provides access to management, decision science, and research methods materials through its 10,000-title book collection, e-books, and its 90 journal subscriptions. The library will continue to purchase new and additional materials in the management, decision science, and research methods area to maintain a strong and current collection in the subject area. Students can also access materials through the library's participation in Maryland's Digital eLibrary Consortium. This online electronic service provides access to numerous databases (Access Science, NetLibrary) that supply students with the documents they need. Available databases include ProQuest, EBSCO, ACM, Lexis Nexis, Taylor Francis, and Sage Publications.

The Puente Library can provide access to historical management and decision science materials through its membership in the Maryland Independent College and University Association (MICUA) and the American Society of Engineering Education (ASEE). Reciprocal loan agreements with fellow members of these organizations provide the library access to numerous research facilities that house and maintain archives of management and decision science documents. The proximity of the University of Maryland, College Park, and other local area

research and academic libraries provide the Puente Library with quick access to these materials as well.

The library currently supports the needs of students at the undergraduate, masters, and doctoral levels.

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.**

No new facilities are required for the program. The online class platform is web-based and requires no additional equipment for the institution. The current Learning Management System, Canvas, and Zoom meet the needs of the degree program. No laboratories are required for the students.

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

Capitol Technology University provides an institutional electronic mailing system to all students and faculty. The University requires the use of the email system by all students and faculty in all the institution's modalities of course delivery. Capitol Technology University students and faculty are required to use the institution's email addresses (e.g., xxxxxxxx@captechu.edu) in all University matters and communications. The University uses the email capabilities in Microsoft Office 365 and Microsoft Outlook.

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

Capitol Technology University provides a robust Learning Management Systems (LMS) through the use of the Canvas LMS by Instructure (www.canvaslms.com). The University pairs Canvas with Zoom (zoom.us) to provide a platform for every student and faculty member to meet face-to-face in a synchronous "live" mode of communication. The University requires Canvas for every class; as a result, every course has a classroom on

Canvas and Zoom. All syllabi, grades, and assignments must be entered into Canvas on a timely basis throughout the semester.

Canvas provides the world's most robust LMS. It is a 21st Century LMS; Canvas is a native cloud, Amazon Web Service hosted system. The system is adaptable, reliable, and customizable. Canvas is easy to use for students and faculty. The system is fully mobile and has proven to be timesaving when compared to other systems. The following list provides the features of the system:

Capitol Technology University has been using Canvas for more than eight years. Canvas has proven to be a wholly reliable LMS system that provides the necessary technological support for distance education/online learning.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR13B.02.03.14)

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

1.

TABLE 1: RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue (c + g below)	$786,570	$2,411,224	$4,728,575	$5,386,445	$5,605,003
a. Number of F/T Students	25	76	140	141	132
b. Annual Tuition/Fee Rate	$25,619	$26,003	$26,393	$26,789	$27,191
c. Total F/T Revenue (a x b)	$640,475	$1,976,250	$3,695,067	$3,777,282	$3,589,222
d. Number of P/T Students	15	44	103	158	195
e. Credit Hour Rate	$812	$824	$836	$849	$861

f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	$146,095	$434,974	$1,033,508	$1,609,162	$2,015,782
3. Grants, Contracts & Other External Sources	$0.00	$0.00	$0.00	$0.00	$0.00
4. Other Sources	-$216,178	-$667,402	-$1,248,536	-$1,276,992	-$1,214,047
TOTAL (Add 1 – 4)	**$570,393**	**$1,743,822**	**$3,480,039**	**$4,109,452**	**$4,390,956**

This proposal builds upon an existing degree programs. All courses exist within the other degree programs currently offered by the university.

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.**

The assessment process at the university consists of a series of events throughout the Academic Year. The results of each event are gathered by the University Assessment Team and stored in Canvas for analysis and use in annual reports, assessments, etc. The University Assessment Team analyzes the results, develops any necessary action plans, and monitors implementation of the action plans.

1. **Table 1: Resources.**

TABLE 1: RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	$45,000	$0	$0	$0	$0
2. Tuition/Fee Revenue (c + g below)	$61,425	$117,585	$195,615	$373,815	$602,070
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	7	13	21	39	61
e. Credit Hour Rate	$585	$603	$621	$639	$658

f. Annual Credit Hour	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	$61,425	$117,585	$195,615	$373,815	$602,070
3. Grants, Contracts and Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	$106,425	$117,585	$195,615	$373,815	$602,070

A. Provide a narrative rationale for each of the resource categories. If resources have been or will be reallocated to support the proposed program, briefly discuss those funds.

1. Reallocated Funds

Capitol Technology University has reallocated funds during Year 1 for support of program and course development, online support, office materials, travel, professional development, and initial marketing. There is no substantial impact on the institution because of the reallocation of these funds. The reallocated funds will be recovered after the first year. The program is expected to be self-sustaining after Year 1.

2. Tuition and Fee Revenue
Tuition is calculated to include an annual 2.5% tuition increase. A 20% attrition rate has been calculated.

3. Grants and Contracts
There are currently no grants or contracts.

4. Other Sources
There are currently no other sources of funds.

5. Total Year
No additional explanation or comments needed.

2. Table 2: Program Expenditures.

TABLE 2: EXPENDITURES

Expenditure Category	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	$24,651	$41,088	$73,956	$139,696	$157,773

a. #FTE	2.	2.5	4	7.5	8
b. Total Salary	$19,564	$34,240	$54,784	$102,720	$109,568
c. Total Benefits (20% of salaries)	$3,912	$6,848	$10,957	$20,544	$21,914
2. Admin Staff (b + c below)	$4,658	$4,798	$4,798	$5,090	$5,243
a. #FTE	.07	.07	.07	.07	.07
b. Total Salary	$3,850	$3,966	$4,084	$4,207	$4,333
c. Total Benefits	$809	$833	$858	$883	$910
3. Support Staff (b + c below)	$28,737	$29,039	$57,475	$86,400	$114,950
a. #FTE	.5	.5	1.00	1.5	1.75
b. Total Salary	$23,750	$24,000	$47,500	$72,000	$83,125
c. Total Benefits	$4,987	$5,039	$9,975	$14,400	$16.625
4. Technical Support and Equipment	$870	$1,225	$3,320	$4,115	$4,565
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7.Other Expenses	$35,400	$41,105	$55,325	$79,225	$82,445
TOTAL (ADD 1-7)	$94,316	$117,255	$194,875	$314,526	$364,976

A. Provide a narrative rationale for each expenditure category. If expenditures have been or will be reallocated to support the proposed program, briefly discuss those funds.

a. Faculty
Table 2 reflects the faculty hours in total, but this does not necessarily imply that these are new hire requirements.

b. Administrative Staff
Capitol Technology University will continue with current the administrative staff through the proposed time period.

c. Support Staff
Capitol Technology University will add additional support staff to facilitate the program.

d. **Equipment**
Software for courses is available free to students or is freeware. Additional licenses for the LMS will be purchased by the University at the rate of $70 per student in Year 1. The rate is estimated to increase by $5 per year.

e. **Library**
Money has been allocated for additional materials to be added to the on-campus and virtual libraries to ensure the literature remains current and relevant. However, it has been determined that the current material serves the needs of this degree due to the extensive online database.

f. **New or Renovated Space**
No new or renovated space is required.

g. **Other Expenses**
Funds have been allocated for office materials, travel, professional development, course development, marketing, and additional scholarships.

h. **Total Year**
No additional explanation or comments needed.

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.**

The assessment process at the University consists of a series of events throughout the Academic Year. The results of each event are gathered by the University Assessment Team and stored in Canvas for analysis and use in annual reports, assessments, etc. The University Assessment Team analyzes the results, develops any necessary action plans, and monitors the implementation of the action plans.

<u>Academic Year Assessment Events:</u>

Fall Semester:

- At the August Faculty Retreat, the faculty reviews any outstanding student learning challenges that have not been adequately addressed. The issues are brought to the Academic Deans for review and development of implementation plans.

- Faculty submit performance plans consistent with the mission and goals of the University and department. The documents are reviewed and approved by the Academic Deans.
- Department Chairs and Academic Deans review the Graduating Student Survey data.
- Department Chairs and Academic Deans review student internship evaluations.
- Department Chairs and Academic Deans review grade distribution reports from the spring and summer semesters.
- Department Chairs and Academic Deans review student course evaluations from the Summer Semester.
- Departments conduct Industrial Advisory Board meetings to review academic curriculum recommendations. The Advisory Board meets to begin curriculum review or address special issues that may arise related to the curriculum. Based on an analysis and evaluation of the results, the Academic Deans, faculty, and the advisory boards will develop the most effective strategy to move the changes forward.

    - NOTE: A complete curriculum review for degrees occurs every two years. In most cases, the changes only require that the Academic Deans inform the Vice President of Academic Affairs and University President and provide a report that includes a justification and the impact of the changes as well as a strategic plan. Significant changes typically require the approval of the Executive Council.

- The Academic Deans attend the Student Town Hall and review student feedback with Department Chairs.
- Department Chairs conduct interviews with potential employers at our Career Fair.
- Post-residency, the Academic Deans meet with the faculty to review the student learning progress and discuss needed changes.

Spring Semester:

- Faculty Performance Plans are reviewed with faculty to identify issues of divergence and to adjust the plan as needed.
- Department Chairs and Academic Deans review grade distribution reports from the Fall Semester.
- Department Chairs and Academic Deans review the Graduating Student

Survey data.

- Department Chairs and Academic Deans review student course evaluations from the Fall Semester and the Spring Semester (in May before the Summer Semester begins).
- Department Chairs and Academic Deans meet to review the content of the graduating student, alumni, and course surveys to ensure the surveys continue to meet the university's assessment needs.
- At the Annual Faculty Summit in May, the faculty review and discuss student learning challenges from the past academic year and provide recommendations to the Academic Deans. The results also lead to implementation plans for improvement.
- Department Chairs conduct interviews with potential employers at our Career Fair.
- Departments conduct Industrial Advisory Board meetings to review academic curriculum recommendations.

In addition to these summative assessments, the Academic Deans meet with the Department Chairs every week to review current student progress. This formative assessment allows for immediate minor changes, which increase faculty effectiveness and, ultimately, student outcomes.

The Faculty Senate meets monthly from August through April. The Faculty Senate addresses issues that impact student outcomes as those issues emerge. The leadership of the Faculty Senate then provides a report on the matter to the Academic Deans. The report may include a recommendation or a request to move forward with a committee to examine the issue further. In most cases, the changes only require the Academic Deans to inform the Vice President of Academic Affairs and University President and provide a report that includes a justification and the impact of changes as well as a strategic plan. Significant changes typically require the approval of the Executive Council.

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.**

Student Learning Outcomes:

Student learning outcomes for the proposed **Post-Baccalaureate Certificate in Intelligence and Global Security** will be measured using the instruments

identified in Section G and Section M as well as the assessment measures dictated by the accreditation requirements of the University's regional accreditor [i.e., Middle States Commission in Higher Education (MSCHE)]. This program is designed to meet the requirements of MSCHE. The University will also evaluate student achievement of the learning outcomes using the UK Quality Assurance Agency for Higher Education (QAA) Framework for Higher Education Qualifications and its related assessment tools. The University is in good standing with all its accrediting bodies.

Student Retention:

The University maintains a comprehensive student retention program under the Vice President for Student Engagement. The program assesses student retention at all levels, including the individual course, major, and degree. During the semester and term, the University's Drop-Out Detective capability, within its Learning Management System (i.e., Canvas), provides an early alert at the course level to potential issues related to retention. Within the Office of Student Life, Academic Advisors monitor Drop-Out Detective and contact students who appear to have problems with their academic performance. The Academic Advisors work with each student to create a plan to remove any barriers to success. The Academic Advisors also work with the course instructors as needed to gain additional insight that may help correct the situation.

Each student also meets with their Academic Advisor each semester to evaluate their progress toward degree completion. An updated plan of action is developed for each student for their next semester's registration and each following semester through degree completion.

The Vice President for Student Engagement also meets regularly with the Vice President of Academic Affairs and Academic Deans to review student retention within each degree program and address any issues that appear to be impediments to degree completion.

Student and Faculty Satisfaction:

Evaluations and assessment of Student and Faculty satisfaction occur every semester. Faculty members are evaluated every semester by students enrolled in their courses. Students are required to complete a course evaluation online within a specified time frame at the end of the semester for every enrolled course, or they are locked out of Canvas (the University's Learning Management System) until they complete each survey. Every faculty member is also required to review

each of their courses after each semester; the goal is to ensure up-to-date content, effective and efficient methods of delivery, and appropriate outcomes.

The Department Chairs and Academic Deans review the student evaluations for every course offered at the University. The Department Chairs and Academic Deans also review faculty satisfaction every semester. If changes are needed at the course level, the changes are developed and implemented by the faculty upon approval of the Department Chairs and Academic Deans. If changes are required at the faculty level, the Department Chairs will make the changes. At the end of the following semester, appropriate stakeholders analyze the results of a follow-on evaluation for the effectiveness of the changes. This cycle is an ongoing process.

Cost Effectiveness:

Based on the year-long inputs, evaluations, and reviews described in Section M.1, the Department Chairs and Academic Deans prepare the proposed academic budget for each program for the upcoming year. Budget increases are tied to increasing student learning and performance as well as critical strategic initiatives.

The Interim Vice President of Finance and Administration also monitors each academic program throughout every semester and term for its cost-effectiveness. Additionally, the revenue and costs of every University program are reviewed annually by the Executive Council and Board of Trustees before approving the next year's budget.

N. Consistency with the State Minority Student Achievement goals (as outlined in COMAR 13B.02.03.15 and in the State Plan for Post-Secondary Education):

Capitol Technology University is a majority-minority school. Our programs attract a diverse set of students who are multiethnic and multicultural. The University actively recruits minority populations for all undergraduate and graduate-level degrees. Special attention is also provided to recruit females into the STEM and multidisciplinary programs at all degree levels –undergraduate, master's, and doctoral. The University will use the same approach for the **Post-Baccalaureate Certificate in Intelligence and Global Security**.

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

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

This program is not associated with a 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.**

Capitol Technology University is fully eligible to provide distance education. The University has a long history of providing high-quality distance education. The University is accredited regionally by the Middle States Commission in Higher Education (MSCHE) and through three specialized accrediting organizations: Accreditation Board for Engineering and Technology (ABET), NSA, and DHS. All four accrediting organizations have reviewed the University's distance education program as part of their accreditation process. Capitol Technology University is fully accredited by MSCHE, ABET, NSA, and DHS. The University is in good standing with all its accrediting bodies.

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

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

      1. **Online learning is appropriate to the institution's mission and purposes.**

         Online learning is consistent with the institution's mission, purpose, and history. Please refer to Section A of this proposal.

      2. **The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.**

         All programs at the University – online, hybrid, and on-ground – are subject to the same regular planning, assessment, and evaluation processes. Please see Section M of this proposal for the detailed process.

3. **Online learning is incorporated into the institution's systems of governance and academic oversight.**
   All programs at the University – online, hybrid, and on-ground – are subject to the same regular planning, assessment, and evaluation processes. Please see Section M of this proposal for the detailed process.

4. **Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

   Online programs/courses meet the same accreditation standards, goals, objectives, and outcomes as traditional instruction at the University. The online course development process incorporated the Quality Matters research-based set of standards for quality online course design to ensure academic rigor of the online course is comparable to the traditionally offered course. The University Academic Deans, chairs, and faculty review curriculum annually. Courses are reviewed at the end of each term of course delivery. This process applies to online and traditional classes. In addition, advisory boards are engaged in the monitoring of course quality to ensure quality standards are met regardless of the delivery platform.