

ANNE ARUNDEL COMMUNITY COLLEGE

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Dr. Dawn Lindsay

President

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June 13, 2019

Dr. James D. Fielder Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder: 

Anne Arundel Community College is requesting approval for the new lower division certificate, Life and Engagement Coach. If approved, this certificate will provide instruction in coaching skills aligned to the International Coach Federation (ICF) core competencies and ethical standards. The certificate will prepare students to become certified Life and Engagement Coaches. As coaching has become more mainstream and innovatively used, coaches are utilized and employed in different sectors such as business, government, education and beyond. This certificate aims to provide high quality coach training that is affordable, accessible, and time efficient. To that end, the Life and Engagement Coach Certificate supports AACC's mission in every facet – "...responds to the needs of our diverse community by offering high quality, affordable, accessible, and innovative life-long learning opportunities."


All documentation is attached and the chart below reflects the program name.

I look forward to your positive response. Should you have any questions, please contact Dr. Alycia Marshall, Associate Vice President for Learning at amarshall@aacc.edu or (410) 777-2776.

MHEC Title	MHEC Fee
Life and Engagement Coach, Certificate	
Total	250.00

Sincerely,



 Dr. Dawn Lindsay
President

cc: Michael H. Gavin, Ph.D., Vice President for President
Alycia Marshall, Ph.D., Associate Vice President for Learning & Academic Affairs
Nanci Beier, M.A., Registrar
Stacie Burch, Ph.D., Director, TEACH
Tara Carew, M.A., Financial Aid



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

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

- | | |
|--|---|
| <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 checked="" 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 Submitted: <input type="radio"/> Yes <input checked="" type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted:
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Department Proposing Program	Education	
Degree Level and Degree Type	Lower Division Certificate	
Title of Proposed Program	Life and Engagement Coach	
Total Number of Credits	12	
Suggested Codes	HEGIS:	CIP:
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2019	
Provide Link to Most Recent Academic Catalog	URL: https://catalog.aacc.edu/	
Preferred Contact for this Proposal	Name:	Dr. Alycia Marshall
	Title:	Associate Vice President for Learning and Academic Affairs
	Phone:	(410) 777-2776
	Email:	aamarshall@aacc.edu
President/Chief Executive	Type Name:	Dawn Lindsay
	Signature:	Date: 7/2/19
	Date of Approval/Endorsement by Governing Board:	02/26/2019

Revised 6/13/18

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.**

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

The proposed certificate, Life and Engagement Coach Certificate, provides instruction in coaching skills aligned to the International Coach Federation (ICF) core competencies and ethical standards. The certificate prepares students to become certified Life and Engagement Coaches. As coaching has become more mainstream and innovatively used, coaches are utilized and employed in different sectors such as business, government, education and beyond. Historically, traditional coach training is expensive and takes 5-12 months to complete. This certificate aims to provide high quality coach training that is affordable, accessible, and time efficient. To that end, the Life and Engagement Coach Certificate supports AACC's mission in every facet – "...responds to the needs of [the] diverse community by offering high quality, affordable, accessible, and innovative life-long learning opportunities."

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

The college's strategic plan, *Engagement Matters: Pathways to Completion*¹ is strongly rooted in national research and best practices and reflects the student's journey through the key milestones of engagement, entry, progress and completion. This guided pathways approach aims to provide better structure through intentional programming and interventions that will help all students through each milestone. The overriding purpose of *Engagement Matters: Pathways to Completion* is to "increase completion by transforming the culture of the institution to ensure equity and that the college remains student-ready and committed to academic excellence." By equipping increasing numbers of AACC's faculty and staff to be coaches, the College is setting the stage to provide higher quality instruction and support to students directly impacting their ability to engage, progress and complete their educational and career goals.

The Life and Engagement Coach Certificate supports AACC's three strategic goals in its clear, intentional, four-course pathway and has already become an institutional priority for the College. Since 2016, AACC has trained close to 100 of its faculty and staff to be Life and Engagement Coaches. Having faculty and staff who are trained as coaches provides valuable support for the College's strategic plan and addresses equity and is helpful in transforming the College's culture. This internationally accredited coach

¹ <https://www.aacc.edu/about/mission-and-vision/strategic-plan>

training program, however, is not just for AACC employees; the program was originally designed for employees *and* the citizens of Anne Arundel County (and beyond) to be trained as coaches. Hence, this next phase of growth – this certificate - is essential to further the reach of coaching.

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

The TEACH Institute/Education Department that oversees the coaching courses is fully committed to a six year program review and data analysis cycle. This commitment would allow the program to be evaluated every two years (over the minimum six year span) and the information gleaned would help inform program improvements and forecast future enrollment. The TEACH Institute/Education Department is committed to staffing the four coaching courses similarly to how other credit courses are staffed and overseen at the college using existing full-time faculty and/or adjunct faculty as needed. Additionally, to support the program and certificate, existing resources at AACC – full-time faculty, part-time instructors, library resources and classroom space - will be utilized. The projected growth for the program is modest (more details are included in section L below) and is anticipated to grow as marketing and word-of-mouth increases over the next 5-6 years. Anticipated revenue from outside organizations who are projected to participate in the coaching program will also supplement resources as needed to manage future growth and expansion of the program.

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

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

AACC is committed to the ongoing administrative, financial, and technical support for this certificate program. Since the certificate program falls under the TEACH Institute/Education Department's oversight, existing resources within the Institute will support the program. Technical support will be provided by the onsite technical call center through AACC's Informational Services department. AACC's Virtual Campus will provide support and maintenance of the College's learning management system.

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

The TEACH Institute/Education Department is extremely familiar with certificate programs since it oversees multiple certificates already related to teacher education and childcare training. The Institute is readily poised and understands the need to allow sufficient time to allow enrolled students time to complete the

program, as well as, for the program to gain momentum. Adequate faculty, staff, and resources will be allocated to support the program to allow for students to complete the certificate for as long as enrollments support its continued offering.

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

There is a great need within our community for the advancement and evolution of knowledge. As identified by the state plan “The completion of workforce training programs, credentials, and certificates holds tremendous value for those who complete them.”² Individuals are working in increasingly complex environments which require soft and relationship skills. In order to keep up and remain competitive, the citizens of Maryland must continue to advance and evolve their knowledge. One way to do this is to add to their current skill set in order to adapt to the changing environment and changing demands of the workplace and society in this century. Students who earn the Life and Engagement Coach Certificate will be able to add value to their company and their career by expanding their skill set within coaching. Further, coaching skills are not just work-based skills. Coaches trained in Life and Engagement Coaching report the value and impact coaching skills have on their home and family lives, too.

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

Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education is a top priority for Anne Arundel Community College and the degree/certificate programs it offers. This certificate will provide all citizens of Maryland access to affordable coach training which generally can cost more than \$10,000 at other regional higher education institutions. For this reason, it is even more paramount that this certificate program be available to the citizens of Maryland. Being trained as a coach in Maryland will change the paradigm of coach training from “pay to play” to affordable and accessible to all. These skills and the proposed program credential will allow increased access to a

² <https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>

diverse student population as serviced by the College and surrounding community to include students of color and low income students.

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

See F on page 10.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education³.

Access: AACC offerings remain an affordable and accessible option to citizens of Anne Arundel County and the surrounding area. This proposed certificate is an exceptionally affordable training option for students especially because coach training at regional institutions of higher education cost upwards of \$10,000 per student to complete. The certificate also increases access to employable skills in coaching aligned with the Maryland State Plan.

Success: Like all of the certificate programs at AACC, this certificate program boasts a clear pathway for students made up of four predetermined coaching courses. Couple that with AACC’s transparent college policies, admissions and enrollment procedures, and wrap-around student support services (e.g.: Advising, library services, Veteran Support Center, etc.), AACC aims to support student success in a myriad of ways and make completing this certificate streamlined and straight-forward.

Innovation: Consistent with the Maryland State Plan, AACC continues to offer innovative programs that are instructed by credentialed and experienced faculty members. AACC is currently the only community college in Maryland and in the nation to offer an ICF-accredited coach training program (explained in greater detail in section D). This innovative offering at AACC has the potential to change the current paradigm of coach training which tends to be a “pay-to-play” paradigm as coach training historically costs over \$10,000 per student to complete (see chart at D.1.). AACC would be honored to be the only community college to offer such an innovative program and believes that if the Life and Engagement Coach Certificate were approved by MHEC, it would further the program and its impact.

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

³<https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>

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

In major companies and organizations like the Department of Defense, the State Department and within businesses like Under Armour, coaching is offered as a benefit to employees for both professional and personal growth, as well as, an essential support for leadership development. The data from the Bureau of Labor Statistics shows the “life coach” salary range minimum is \$61,000⁴. Students completing the Life and Engagement Coach Certificate will be considered a “coach” by general industry standards and will be able to use the certificate and coursework towards ICF certification for the Associate Certified Coach credential. There are three levels of certification offered by the ICF – Associate, Professional and Master. This Life and Engagement Coach Certificate is the gateway to becoming the first level of coaching, an associate ICF-certified coach. The coaching skills gained through the proposed program would support entry level, mid-level and senior level positions in a variety of industries.

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

Evidence from job postings, articles, and research studies show coaching has become more mainstream in the business, government, K-20, and personal development arenas. According to an Indeed job search⁵ for “life coach” in the Baltimore-Washington, DC region, over 1,000 jobs were available – full- and part-time – for coaches on that date. Most popular job titles included: life coach, success coach, peer coach, and resiliency coach/trainer. Additionally, more nuanced coaching positions were listed for such coaching positions as a health coach, Agile coach, and career development coach. Due to the program’s ICF accreditation, the College receives weekly inquiries about the Engagement Coaching Program from citizens in Anne Arundel County and beyond. With the heightened interest in coaching and workforce demand (as evidenced in the Market/Workforce Demand section and footnotes), the Life and Engagement Coach Program is gaining interest in the state.

2. 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.

Coaching is becoming more mainstream. The International Coach Federation estimates there are 53,000 coaches worldwide with just a third of those coaches living and working in the United States.⁶ A trending topic in the Human Resources (HR) community according to the AACC Human Resource Department and within HR professional

⁴ <https://www.bls.gov/careeroutlook/2017/youre-a-what/life-coach.htm>

⁵ <https://www.indeed.com>

⁶ https://coachfederation.org/app/uploads/2017/12/2016ICFGlobalCoachingStudy_ExecutiveSummary-2.pdf

development is coaching.⁷ According to the Market Research Blog, coaching will continue to grow into a billion dollar industry by 2022 as it is closely related to the thriving self-help improvement industry.⁸ An article highlighting business practices at Google denotes coaching as one of the top ten skill sets desired in an employee.⁹ More evidence that vacancies in the coaching industry exists can be found on Indeed and LinkedIn. When completing a job search on Indeed, there were approximate 1,000 job postings for some variation of life coach for the Baltimore-Washington, DC region. On LinkedIn, there were close to 7,000 job postings (nationwide).¹⁰

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

As detailed in section A, AACC has close to 100 coaches on campus who have completed the first three courses of this proposed certificate program. Because coaching skills are relevant to K-12 education, this spring, the Engagement Coach Training Program is being offered to K-12 educators in Baltimore County Public Schools as the demand for teachers with expanded relationship skills and coaching backgrounds increase. Anne Arundel County Public Schools, along with neighboring school districts, have also voiced their desire to have their educators and school leaders trained as coaches. AACC predicts modest initial enrollment in this certificate program of approximately 24 students for fall 2019. More students are anticipated once the program is fully marketed and shared with the local and state communities.

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.

As mentioned earlier, Anne Arundel Community College is the only community college in Maryland and in the nation to offer an ICF-accredited coach training program. Currently, there are only three other institutions of higher education in the DMV region (DC, Maryland, and Virginia) who offer an ICF-accredited coach training program: Georgetown University, George Mason University and the Maryland University of Integrative Health. Traditional coach training is expensive costing \$10,000-\$14,000/student and taking 5-12 months to complete (see chart below). This certificate aims to provide high quality, coach training that is affordable, accessible, and time efficient costing roughly \$1,400/student (in-county) and taking 6 months to complete.

⁷ <http://www.humanresourcetoday.com/coaching/trends/?open-article-id=6254961&article-title=coaching--the-future-is-here&blog-domain=astd.org&blog-title=atd-human-capital->

⁸ <https://blog.marketresearch.com/us-personal-coaching-industry-tops-1-billion-and-growing>

⁹ <https://www.forbes.com/sites/zackfriedman/2018/08/30/best-managers-google/#3f6eba1b4f26>

¹⁰ <https://www.linkedin.com>

The similarities and differences between AACC’s Life and Engagement Coach Certificate and Georgetown University’s, George Mason University’s and Maryland University of Integrative Health’s programs are indicated below:

TABLE 1: Peer Institution Coaching Curricula	
College	Program Curriculum
Anne Arundel Community College ¹¹	<ul style="list-style-type: none"> • Proposed program name: Life and Engagement Coach, Certificate • Proposed program includes: Three, in-person, credit courses and one, in-person or virtual capstone, credit course (called <i>Integration</i>), which includes a coaching practicum • Proposed Courses: <ul style="list-style-type: none"> ○ EDU 201-Engagement Coaching Course I: Engage (3 credits) ○ EDU 202-Engagement Coaching Course II: Expand (3 credits) ○ EDU 203-Engagement Coaching Course III: Experience (3 credits) ○ EDU 204-Engagement Coaching Course IV: Integration (3 credits) • Projected time to complete: 6 months • Proposed tuition for program: \$1,444 (in-county); \$2,728 (out-of-county); \$4,672 (out-of-state) • Pre-requisite: Eligibility for ENG 101/ENG 101A
Georgetown University ¹²	<ul style="list-style-type: none"> • Program name: Executive Certificate in Leadership Coaching • Program includes: Eight, in-person, non-credit courses and a coaching practicum • Courses: <ul style="list-style-type: none"> ○ Leadership Coaching as an Organizational Intervention (1.85 CEUs) ○ Coaching to Create Breakthroughs (1.85 CEUs) ○ Flow of Coaching (2.6 CEUs)

¹¹ <https://www.aacc.edu/resources/health-and-personal-counseling/engagement-coaching/>

¹² <https://scs.georgetown.edu/programs/388/certificate-in-leadership-coaching/>

	<ul style="list-style-type: none"> ○ Coaching to Stage Development (1.85 CEUs) ○ Coaching Teams and Groups (1.85 CEUs) ○ Coaching Integration Seminar (1.85 CEUs) ○ Ethics in Coaching (0.6 CEUs) ○ Coaching Practicum (2.4 CEUs) ● Projected time to complete: 8 months ● Tuition for program: \$13,995 ● Pre-requisite: Bachelor's degree or equivalent <i>and</i> at least five years of education, training, and/or professional experience in coaching, human resources, leadership, organization development, or a related field.
George Mason University ¹³	<ul style="list-style-type: none"> ● Program name: Leadership Coaching for Organizational Well-being ● Program includes: Five, in-person courses/modules including a coaching practicum ● Courses/Modules: <ul style="list-style-type: none"> ○ Module 1: Foundations of Strengths and Well-Being (25 hours) ○ Module 2: Becoming a Coach (25 hours) ○ Module 3: Language of Coaching (25 hours) ○ Module 4: Coaching Toward Resilience (25 hours) ○ Module 5: Coach as Catalyst for Organizational Well-Being (25 hours) ● Projected time to complete: 5 months ● Tuition for program: \$10,495 ● Pre-requisite: Bachelor's degree or equivalent <i>and</i> at least five years of experience
Maryland University of Integrative Health ¹⁴	<ul style="list-style-type: none"> ● Program name: Post-Baccalaureate Certificate in Health and Wellness Coaching ● Program includes: Seven, credit courses and three non-credit courses ● Courses:

¹³ <https://wellbeing.gmu.edu/lead/our-programs-masoncoaching/leadership-certificate-program>

¹⁴ <https://www.muih.edu/area-of-study/health-wellness-coaching>

	<ul style="list-style-type: none"> ○ APP606 Becoming a Healing Presence (3 credits) ○ ISCI631 Complementary and Integrative Health (1.5 credits) ○ COA6XX Foundations of Healthy Lifestyles (1.5 credits) ○ MUIH550 Introduction to Research Literacy (0 credits) ○ MUIH500 MUIH Orientation (0 credits) ○ COA610 Fundamentals of Health and Wellness Coaching (3 credits) ○ COA616 Theories and Principles of Behavior Change (3 credits) ○ COA620 Applied Healing Strategies (3 credits) ○ COAXPSA Practical Skills Assessment (0 credits) ○ RSCH601 Research Literacy in Integrative Health (3 credits) <ul style="list-style-type: none"> ● Projected time to complete: 12 months ● Tuition for program (estimated): \$12,709 ● Pre-requisite: Bachelor's degree
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Most notable in the comparison above is the cost and pre-requisites of AACC's proposed Life and Engagement Coaching Certificate compared to the other three regional programs. All four programs, including AACC's, are ICF-accredited. All four programs lead to ICF coach certification. All four programs include core curriculum courses (aligned with ICF core competencies and ethical standards) and a coaching practicum. The pre-requisites and cost are the most varied with AACC's being the most affordable and accessible and the program with the least number of pre-requisites.

2. Provide justification for the proposed program.

As explained in section C, the coaching industry is growing and the skill set is highly desirable in industries such as business, K-12 education, government, and beyond. The pool of students this certificate targets is well served by the high-quality, four-course pathway this certificate offers and it is fully in the spirit of the mission of a community college, responding to the needs of the community. AACC is seeking to offer an affordable, accessible program that opens new opportunities to members of a diverse population in the field of coaching. In addition, the skills gained through completion of the proposed certificate are largely transferrable across a wide range of occupations including coaching, leadership and organizational development, K-12 education and teaching, higher education, and human resources – to name a few.

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.

There is expected to be no negative potential impact on HBIs since this program is not currently offered at HBI's.

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.

There is expected to be no negative potential impact on HBIs since this program is not currently offered at HBI's.

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 Engagement Coach Training Program was established to train more faculty and staff at AACC to be coaches. The role of a coach in general is to support another person as they move from Point A to Point B and beyond. That is exactly what the employees of AACC do; they support the growth and transformation of other people – the students of AACC. Since it is cost prohibitive to pay for external coach training for employees, AACC created their own coach training program using the International Coach Federation (ICF) core competencies and code of ethics. As mentioned previously, AACC is the only community college in the state of Maryland and the nation to have an ICF-accredited coach training program.

Jen Lara, a full time coach and faculty member in the Education Department, co-created, oversees and supervises AACC's Engagement Coach Training program. Professor Lara is an Associate ICF-Certified Coach and will be designated a Professional ICF-Certified Coach in December 2019. Professor Lara is in year twenty at the college. Sue Abuelsamid works as an adjunct faculty member for AACC and also co-created AACC's Engagement Coach Training Program. Ms. Abuelsamid is a Professional ICF-Certificate Coach. Additionally, several other AACC employees contribute to keeping the coach training program up-to-date and supported. They include: Andrea Zamora (Coach and Director of the Center of Faculty and Staff Development), Lisa Starkey (Coach and Assistant Director of the Center of Faculty and Staff Development), Karen Phelan (Coach and Department Chair of the Education Department), and Candy Place (Assistant Director of the TEACH Institute). To read more about the Engagement Coach Training Program and how it was established, visit this blog post: <http://www.ccdaily.com/2017/11/aaccs-journey-embracing-coaching/>

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

AACC's Engagement Coach Training program was co-created by two veteran coaches, Jen Lara and Sue Abuelsamid. Both women are trained K-16 educators with extensive experience in curriculum development and instruction. Since AACC wanted its coach training program to be ICF-accredited, ICF's core competencies and code of ethics were both used to create the educational objectives and learning outcomes to ensure rigor and breadth of the program. ICF requires that coach training programs like the Engagement Coach Training Program at AACC be at least 80% in person. Thus, the modality of the program includes 90% face-to-face instruction.

The educational objectives and learning outcomes are as follows for the four courses:

Upon completion of **EDU 201-Engagement Coaching Course I: Engage**, the participant will be trained in the ICF Core Competencies and will be able to:

- a. Discern between coaching, mentoring, therapy, and counseling.
- b. Identify key elements necessary to establish a coaching agreement with a prospective new client.
- c. Identify the key factors which influence a designed relationship of trust and respect with a client.
- d. Explore ethical guidelines and professional standards that apply to all coaching situations.
- e. Demonstrate essential coaching skills such as active listening and powerful questioning.
- f. Apply coaching tools and activities such as value mining and life and career bridges to coaching situations to create awareness.
- g. Identify and explore a client's core values and the impact core values make on work/life fulfillment.
- h. Explore a variety of actions clients can take to create on-going learning for themselves.
- i. Demonstrate the use of planning, goal-setting, and accountability to deepen a client's responsibility to take action.

Upon completion of **EDU 202-Engagement Coaching Course II: Expand**, the participant will be trained in the ICF Core Competencies and will be able to:

- a. Explore perspectives and alternative possibilities for overcoming obstacles.
- b. Apply strengths based coaching to a client in order to identify strengths to help a client realize their full potential.
- c. Demonstrate the components of a coaching agreement and capacity to design co-creative relationships.
- d. Apply coaching tools and activities such as visualizations and sage identification to coaching situations.
- e. Demonstrate and deepen essential coaching skills such as reframing, awareness of resonance, metaphor use, and inquiry.
- f. Apply a written feedback tool to coaching situations.
- g. Identify a client's stake and its relationship to achieving intended impact.
- h. Explore a variety of actions clients can take to create on-going learning for themselves.

- i. Demonstrate the use of planning, goal-setting, and accountability to deepen a client's responsibility to take action.
- j. Explore ethical guidelines and professional standards that apply to all coaching situations.

Upon completion of **EDU 203-Engagement Coaching Course III: Experience**, the participant will be trained in the ICF Core Competencies and will be able to:

- a. Articulate emotions seen in the client and stay present to what is there, in service to the client.
- b. Recognize the coach's intuition as a powerful tool for reflecting to the client what they are seeing and/or noticing.
- c. Support the client when they are challenged to stay with their emotion(s).
- d. Integrate and apply a broadened coaching range across situations.
- e. Demonstrate and deepen essential coaching skills such as self-management, mirroring, and intuition.
- f. Explore ethical guidelines and professional standards that apply to all coaching situations.
- g. Apply a written feedback tool to coaching situations.
- h. Create action plans for self and for the client that clarifies growth opportunities.
- i. Implement structures that support the coach to sustain powerful action to realize goals and continue evolving as a coach.

Upon completion of **EDU 204-Engagement Coaching Course IV: Integration**, the participant will be trained in the ICF Core Competencies and will be able to:

- a. Apply all components of the Engagement Coaching Model to clients and small groups.
- b. Integrate and apply a broadened coaching range with clients and small groups.
- c. Demonstrate and deepen essential coaching skills.
- d. Discuss the ethical and professional issues that that may occur in coaching.
- e. Apply a written feedback tool to coaching situations.
- f. Create action plans for self and for the client that clarifies growth opportunities.
- g. Implement structures that support the coach to sustain powerful action to realize goals and continue evolving as a coach.

3. Explain how the institution will:

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

The Education Department, which oversees the Life and Engagement Coach Certificate and its coaching faculty, documents student achievement of learning outcomes for each of the four, credit courses in concert with best practices shared from AACC's Director of Learning Outcomes Assessment. Due to AACC's program's ICF-accreditation, each course includes standardized assessments which measure students' mastery of course learning outcomes and prepares students to take ICF's Coaching Knowledge Assessment (CKA). The CKA is ICF's online exam that measures coaching proficiency. Additionally, ICF requires that students either record themselves coaching or coach live, so that an AACC coaching faculty member can assess the students' coaching skills and

provide feedback. If this program is approved, the Education Department plans to complete an in-depth assessment of the overall program-level learning outcomes along with program retention, completion, and enrollment in spring 2020. Once a baseline is established after two cycles (spring 2020 and fall 2020), the Education Department is considering an in-depth program assessment every other cycle (to be completed each fall semester).

b) Document student achievement of learning outcomes in the program

All departments document evidence of student achievement of learning outcomes on a cyclical basis in the college's assessment management system (AMS). Documentation includes learning outcomes, curriculum maps, assessment plans, findings (data and analyses), and action plans.

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

Certificate, Life and Engagement Coach 12 Credits			
REQUIRED COURSES	COURSE TITLE	CREDITS	PREREQUISITE
EDU 201	Engagement Coaching Course I: Engage	3 Credits	Eligibility for ENG 101/101A
EDU 202	Engagement Coaching Course II: Expand	3 Credits	Successful completion of EDU 201
EDU 203	Engagement Coaching Course III: Experience	3 Credits	Successful completion of EDU 202
EDU 204	Engagement Coaching Course IV: Integration	3 Credits	Successful completion of EDU 203

Program/Course Descriptions

PROGRAM DESCRIPTION: Participants will be trained in the International Coach Federation core competencies, which leads to enhanced communication skills, more effective relationships, greater work productivity, and life fulfillment. For participants interested in becoming an International Coach Federation (ICF) certified coach, this certificate fulfills the coach-specific training requirement for the Associate Certified Coach ACSTH (Approved Coach Specific Training Hours) pathway through the ICF.

REQUIRED COURSES

EDU 201-Engagement Coaching Course I: Engage

3 credit hours – 45 hours lecture total; one term.

Examine the Engagement Coaching Model and its application to teaching and learning. Explore the essential coaching skills, International Coach Federation's (ICF) core competencies, ethical guidelines, and variety of tools and activities that provide access points for coaching and personal and professional development.

Prerequisite(s): ENG 101/101A.

Note: For participants interested in becoming a certified coach, this 3-credit course fulfills the first course requirement of the 60-hour coach-specific training requirement for the Associate Certified Coach (ACC) ACSTH pathway. To become a certified coach, the participant must complete EDU 201, EDU 202 and EDU 203 and then fulfill the additional requirements stated by the International Coach Federation.

EDU 202-Engagement Coaching Course II: Expand

3 credit hours – 45 hours lecture total; one term.

Examine new strategies to assist clients in expanding their perspectives and designing actions to move the client forward. Deepen and build on the foundational learning from Course I: Engage including essential coaching skills, International Coach Federation's (ICF) core competencies, and ethical coaching guidelines. Apply the components of the coaching agreement to design meaningful relationships with coaching clients.

Prerequisite(s): EDU 201 with a grade of C or better or permission of department chair

Note: For participants interested in becoming a certified coach, this 3-credit course fulfills the second course requirement of the 60-hour coach-specific training requirement for the Associate Certified Coach (ACC) ACSTH pathway. To become a certified coach, the participant must complete EDU 201, EDU 202 and EDU 203 and then fulfill the additional requirements stated by the International Coach Federation.

EDU 203-Engagement Coaching Course III: Experience

3 credit hours – 45 hours lecture total; one term.

Examine techniques to help clients be present to a broader range of emotions to experience all aspects of life in a more impactful, fulfilling way. Deepen and build on foundational learning from Course I: Engage and Course II: Expand, in order to integrate all of the components of the Engagement Coaching Model and create a broad coaching range.

Prerequisite(s): EDU 202 with a C or better or permission of the department chair.

Note: For participants interested in becoming a certified coach, this 3-credit course fulfills the third course requirement of the 60-hour coach-specific training requirement for the Associate Certified Coach (ACC) ACSTH pathway. To become a certified coach, the participant must complete EDU 201, EDU 202 and EDU 203 and then fulfill the additional requirements stated by the International Coach Federation.

EDU 204-Engagement Coaching Course IV: Integration

3 credit hours – 45 hours lecture total; one term

Demonstrate and strengthen essential coaching skills through the integration and application of all components of the Engagement Coaching Model for clients and small groups. Implement structures that support the coach to sustain powerful action to realize goals and continue evolving as a coach. Deepen, enhance and incorporate coaching skills learned in the previous Engagement Coaching courses (EDU 201, 202 and 203).

Prerequisite(s): EDU 203 with a grade of C or better or permission of department chair.

Note: For participants interested in becoming a certified coach, the participant must complete EDU 201, EDU 202 and EDU 203 and then fulfill the additional requirements stated by the International Coach Federation, which includes a coaching log demonstrating 100 hours of coaching and an additional assessment fee from the International Coach Federation.

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

Not applicable

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

Not Applicable

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

Not applicable

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

AACC provides all students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interactions, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies. The Education department has a Content Manager who regularly reviews, revises, and updates as needed program content for all advertising, recruiting, and admissions materials on the college website and elsewhere including the college catalog which is accessible to all students through the college's website¹⁵. Anne Arundel Community College ensures accuracy of program presentation in advertising, recruiting and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with our Strategic Communications (Marketing) department. If this program is approved, the catalog will

¹⁵ <https://catalog.aacc.edu>

present clear and accurate curricular information to include course and degree requirements, available course formats and information about technology assumptions about competency, equipment requirements and the learning management system. Each student also receives a course syllabus from their instructor which outlines the course content to be covered and the nature of faculty/student interactions as appropriate for that course and course format. For online courses or courses with an online component, students are made aware about assumptions of technology competence and skills, technical equipment requirements and the College's learning management system (Canvas). This information for each course may be provided via the course syllabus or directly by the instructor during the first few class sessions.

In addition, each new student is required to attend an orientation session, either online or in person. Orientation offers an introduction to all the various aspects of academic and campus life at AACC. Students learn tips for academic success, hear a variety of AACC student success stories, learn more about MyAACC, the student portal, meet faculty members, join a student organization, meet fellow students and take a campus tour.

Students have access to the complete range of services available at AACC in support of achieving their educational goals¹⁶. The college website, catalog¹⁷, and a myriad of other materials outline the comprehensive services available to students: Academic Services, Student Records, Campus Amenities, Careers & Employment, Disability Support Services, Child Care Services, Health & Personal Counseling Services, Student Achievement & Success, and Technology. The majority of AACC credit students receive some form of financial aid, scholarships or financial support. AACC's Financial Aid & Veterans Benefits office¹⁸ 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 website¹⁹, as is information on tuition, fees, and methods of payment.²⁰

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

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

Anne Arundel Community College ensures accuracy of program presentation in advertising, recruiting, and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with Strategic Communications. Anne Arundel Community College's homepage 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

¹⁶ <https://www.aacc.edu/resources>

¹⁷ <https://catalog.aacc.edu/>

¹⁸ <https://www.aacc.edu/about/administrative-offices/financial-aid>

¹⁹ <https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/financial-aid-and-scholarships/>

²⁰ <https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/credit-tuition-and-fees/>

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

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

Not applicable

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

This certificate will utilize courses and faculty members (full-time and part-time) already in place at AACC. The Education Department at AACC currently employs 5 full-time faculty and depending on the semester, 15+ adjunct faculty. All of AACC's coaching course offerings are taught by faculty who hold ICF certifications. Below is a list of the full-time and part-time faculty eligible to teach courses in the Life and Engagement Coach Certificate:

Faculty	Terminal Degree, Title, Field and ICF Credential	Academic Title	Status	Courses
Jennifer Lara	M.S. Educational Studies; M.A. Curriculum and Instruction; Associate Certified Coach	Professor	Full-Time	EDU 201, 202, 203, and 204
Dr. Darian Senn-Carter	Ed.D., Educational Leadership; Associate Certified Coach	Associate Professor	Full-Time	EDU 201, 202, 203, and 204

Sue Abuelsamid	B.A., Health Education and Psychology, Professional Certified Coach	Adjunct Professor	Part-time	EDU 201, 202, 203, and 204
Cari Bixler	M.S. Organizational Development; Associate Certified Coach	Adjunct Professor	Part-time	EDU 201, 202, 203, and 204
Courtney Suddes	B.A., Philosophy, Associate Certified Coach	Adjunct Professor	Part-Time	EDU 201, 202, 203, and 204

1. 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

Anne Arundel Community College provides professional development for faculty in pedagogy that includes student-centered, content focused, evidenced-based effective teaching practices that improve student learning. Competency-based faculty professional development learning opportunities occur in a variety of formats including face-to-face workshops, online and hybrid courses, focused signature series programs, and department specific mini workshops. These opportunities are facilitated by internal teaching faculty and expert consultants. A menu of focused faculty development programs aligned to the priorities for the Division of Learning is provided yearly. Faculty select from these signature programs for their required professional development plans which outline their proposed professional goals and professional development activities for a renewable two-year period.

Full-time faculty teaching in the program have access to \$3300/year tuition reimbursement funds for graduate-level coursework, including professional development coursework in education. These faculty members also may apply for institutional funding to attend professional conferences, and priority is given to presentation or attendance at conferences supporting faculty members' growth and development as effective teachers. Both full-time and part-time faculty are encouraged to enroll in Anne Arundel Community College's six-credit Letter of Recognition in Pathways to Teaching Adults. The program includes six, one-credit courses focused on enhancing academic success for post-secondary students.

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

b) The learning management system

This certificate program is primarily face-to-face based on the accreditation needs of the coaching courses. However, the Canvas learning management system will be used to support the face-to-face instruction and provide an online venue for deeper connections with course topics and themes. With that in mind, all AACC instructors are required to complete an extensive Canvas training that includes not only understanding how to use the tools and features with the learning management system, but also evidence-based practices to employ in distance education. All full and part-time faculty must complete Online Focus/Online Focus-Applied training prior to teaching and/or developing an AACC online or hybrid course. Online Focus provides online faculty an understanding of teaching online and best practices in course design, facilitation and technology integration. Online Focus-Applied provides online faculty an opportunity to build or substantially improve an online or hybrid course utilizing best practices in course design and quality standards. Separate training is also available for faculty only using the learning management system for teaching in a face-to-face mode. In all of these trainings, instruction regarding online pedagogy is both provided and modeled. An emphasis is placed on strategies that facilitate communication, develop higher order thinking and problem solving skills, and engage learners in the online environment. The value of clear navigation, explicit instructions, accessibility, and format of appropriate assessments are also focused on.

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

Distance education is not offered in this program.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Andrew G. Truxal Library currently holds resources successfully supporting the Life and Engagement Coach Certificate. Resources are constantly reviewed for current content and availability. Library staff were consulted during the program and certificate development phase and have verified that the resources currently available are appropriate and adequate.

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 will utilize existing courses. Thus, current classroom spaces, staff and faculty offices, equipment, and computer technologies are adequate to support this programming.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system

AACC provides all students with a student college email address. In addition, there is an electronic mailing system within the Canvas learning management system. The Canvas learning management system also has additional communication tools such as discussion boards and announcement pages which support communication between the students and faculty.

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

Although no courses in this program would be offered online, AACC has an easy-to-use Canvas learning management system to support face-to-face instruction. Students can learn to use Canvas on their own, virtually through online training or they may receive help from the College's HELP desk or their instructors. Canvas provides the necessary technological support that this certificate needs. All courses have a Canvas course shell in which faculty are required to post their syllabus and to use the Canvas gradebook. Additionally, they may use any of the other Canvas features such as posting announcements and discussion boards. The college help desk (410-777-HELP) is available during the week and on weekends. There are also computers in the Truxal Library for student use.

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

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)	\$39,456	\$40,320	\$41,184	\$41,760	\$42,624
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	24	24	24	24	24
e. Credit Hour Rate	\$137	\$140	\$143	\$145	\$148
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$39,456	\$40,320	\$41,184	\$41,760	\$42,624
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$39,456	\$40,320	\$41,184	\$41,760	\$42,624

Financial Data – Resources

- 1. Reallocated Funds:** None
- 2. Tuition and Fee Revenue:** The TEACH Institute/EDU Department predicts modest initial enrollment in this certificate program of approximately 24 students for the first few years of the program. More students are anticipated once the program is fully marketed and shared with the local and state communities as mentioned previously. Most students

will likely be part-time only students as the assumption is most will currently hold a full-time position working and will be taking approximately 2-3 coaching courses per semester. Tuition and fees are estimated to increase by 2% each year.

3. **Grants and Contracts:** None

4. **Other Sources:** None

5. **Total Year:** None

2. **Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

TABLE 2 - EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$11,910	\$12,149	\$12,392	\$12,639	\$12,892
a. # FTE	0.50	0.50	0.50	0.50	0.50
b. Total Salary	\$11,064	\$11,285	\$11,511	\$11,741	\$11,976
c. Total Benefits	\$846	\$863	\$881	\$898	\$916
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0

TOTAL (Add 1 – 7)	\$11,910	\$12,149	\$12,392	\$12,639	\$12,892
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Financial Data – Expenditures

1. **Faculty Funds:** Students entering the program will take foundational courses already in place for the degree program. An additional adjunct faculty member at .5 faculty load hours per year will be needed beginning in fall 2019. Salaries are estimated to increase by 2% each year.
2. **Admin. Staff Funds:** None
3. **Supportive Staff Funds:** None
4. **Equipment:** Existing
5. **Library:** Existing
6. **New or Renovated Spaces:** None
7. **Other Expenses:** None

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

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

All instructors and courses are evaluated by students using the college-wide Student Opinion Form. Students fill out and submit their evaluations of the instructor and course at the end of each course using an online form. Student Opinion Form data and individual student comments on the form are incorporated into Annual Faculty Evaluations, which include evaluations on faculty teaching effectiveness, professional growth, departmental service, and college/community service. Annual Faculty Evaluations, supplemented by Student Opinion Form data, form part of faculty assessment for promotion and tenure purposes. In addition to soliciting student input for faculty and course evaluation, faculty colleagues conduct classroom visitations and peer evaluations in the second and fifth year of employment and at any time of consideration for promotion or tenure for full-time faculty. Adjunct faculty are evaluated by a peer or supervisor in the first year of employment and every three years thereafter and/or at the time of consideration of promotion.

The College has an established Office of Learning Outcomes Assessment. The Director of Learning Outcomes Assessment meets regularly with a faculty-run subcommittee on Learning Outcomes Assessment (a sub-committee of the Teaching and Learning Committee). The mission of the subcommittee on Learning Outcomes Assessment is to guide and oversee program-level outcomes assessment throughout the college. The Office of Learning Outcomes Assessment 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).

Anne Arundel Community College has the Committee on Educational Policies and Curriculum (EPC), designed to evaluate the addition or modification of new programs, and deletion of existing programs. EPC makes recommendations to the Academic Forum/Council of the college since it is charged with evaluating existing and proposed curricula and courses so that they support educational objectives and policies, and comply with established requirements from accrediting and other approving agencies. A review of program outcomes is a regular part of the EPC review process. The EPC committee reviewed the proposed program outcomes prior to approving the program.

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 conducts regular evaluations of certificate programs with respect to enrollment, retention, curriculum relevancy, and outcomes assessment. All programs undergo a comprehensive review on a staggered 4-year cycle, using a Comprehensive Program Review Template that contains program data scored on a rubric. The template includes metrics in the areas of program continuation and completion, course success, headcount and program outcomes assessment. Also required is completion of a Program Review Narrative, which includes action items. The entire package is then reviewed in meetings that include the program chair/director, Instructional Data Specialist, Director of Learning Outcomes Assessment, Dean, Associate Vice President for Learning and Academic Affairs (AVPL), and the Vice President for Learning. The purpose of the program review meeting is to share program successes and address program needs. To ensure progress is being made on action items, the Office of the AVPL requires the Deans to complete two-year interim reports. Program review meetings and discussions also include consideration of programs costs and return on investment to address cost effectiveness and the impact on the community and student needs.

Student satisfaction with courses and instruction is assessed for each course and instructor each semester through the collection of feedback through student opinion forms (see additional information above in the response to section M1). Through student opinion forms, students can assess and comment on the course content, delivery and instruction. This information is used for faculty evaluation and considerations for promotion and tenure.

Faculty satisfaction with course content and delivery is discussed through regularly scheduled meetings among department faculty who may discuss recommendations for changes to the curriculum or pedagogy as appropriate.

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

Community colleges, with their greater diversity of students, offer an important opportunity for broadening participation in the field of coaching. At AACC, the Life and Engagement Coach Certificate, which includes four, highly useful and affordable courses, provides an opportunity to attract diverse students and raise awareness to the career opportunities available to graduates in the field of coaching. The proposed program is well positioned to increase access to minority and diverse student populations to career opportunities and advancement in a variety of fields. The goals of the proposed program include providing diverse students access to high quality curricula, instruction and educational experiences while ensuring equity of course and program outcomes through periodic and comprehensive program assessment as discussed above.

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.**

Anne Arundel Community College 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 Middle States Commission on Higher Education. AACC utilizes the Canvas platform to provide online lectures to students. In addition the college has distance education classrooms equipped with cameras and audio to share lectures with students in offsite facilities.

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

Not applicable.

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20. Credit Tuition and Fees (2019) Retrieved from: <https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/credit-tuition-and-fees/>
21. **Additional research on the benefits of coaching can be found at:**
<https://coachfederation.org/research> and Harvard's Institute of Coaching:
<https://www.instituteofcoaching.org/>

