PROPOSAL FOR:

_____ NEW INSTRUCTIONAL PROGRAM

__X__ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

__X__ WITHIN EXISTING RESOURCES or _____ REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Anne Arundel Community College

Institution Submitting Proposal

Fall 2018

Projected Implementation Date

Associate Degree	Arts & Sciences Transfer-American Sign Language
Award to be Offered	Title of Proposed Program

4910-01	
Suggested HEGIS Code	Suggested CIP Code

World Languages	Scott Cooper
Department of Proposed Program	Name of Department Head

Dr. Alycia Marshall	aamarshall@aacc.edu	410-777-2776
Contact Name	Contact E-Mail Address	Contact Phone Number

_____ President/Chief Executive Approval
Signature and Date

_____ Date Endorsed/Approved by Governing Board
Date

A. **Centrality to institutional mission statement 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.**

   AACC's 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."

   To help meet the above mission, AACC has developed a variety of high quality programs for students who wish to receive an Associate of Arts Transfer degree, and then transfer to a four-year institution offering Bachelor of Arts degrees in various professional disciplines. This degree is designed to allow students to choose an area of concentration in American Sign Language (ASL) while achieving their general education requirements. Adding this American Sign Language (ASL) Area of Concentration (with its pre-existing courses) prepares students to transfer to a four-year institution in a wide range of majors in the liberal arts, human services, behavioral and social sciences, social work, education, or Deaf education, and then to enter the workforce in a variety of settings serving the Deaf community. The Registry of Interpreters for the Deaf (RID) currently requires a minimum of a bachelor's degree for certification as an ASL interpreter, and so students considering this career path can complete the Associate of Arts Transfer degree with an Area of Concentration in American Sign Language (ASL) at AACC as preparation for earning the required academic credential at the transfer institution. Students, who complete a bachelor's degree with a major or minor in Deaf Studies, such as at Towson University or McDaniel College, receive preparation to work in agencies and organizations which provide services to the Deaf community. These may include careers as case managers, residential advisors, teaching assistants, job coaches, and administrative assistants. Other graduates from four year programs choose to pursue further training to become ASL interpreters, or go on to graduate degree programs in Deaf education, audiology, speech pathology, or social work. The careers associated with this Area of Concentration are growing at the following rates as per the Bureau of Labor Statics website (https://www.bls.gov/): social and human service assistants 12%, social workers 12%, interpreters and translators (of which ASL interpreters are a subset) 29%, special education teachers (of which Deaf education professionals are a subset) 6%.

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*, focuses on creating the ideal conditions to ensure that more students complete their educational goals and earn family sustaining wages. The college is pursuing this plan while adhering to the mission's central tenet of committing to academic excellence, which is the fundamental foundation upon which the work and continued reputation as a college of distinction is built.

   The strategic plan is strongly rooted in national research and best practices and reflects the student 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." The three Engagement Matters goals are:

- **Goal 1: Engagement & Entry** - Increase connection and enrollment of all students through a college-wide emphasis on equity, student success and academic excellence.

- **Goal 2: Progress** - Increase progress of all students through a college-wide emphasis on equity, student success and academic excellence.

- **Goal 3: Completion** - Increase completion of all students through a college-wide emphasis on equity, student success and academic excellence.

Successful completion of the American Sign Language (ASL) Area of Concentration will connect students to a wide range of transfer degree opportunities.

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:**
   o **The need for the advancement and evolution of knowledge;**

   The American Sign Language (ASL) Area of Concentration helps prepare students for further study at the bachelor's and master's level in Deaf Studies and Deaf education. This field responds to many of society's most important challenges, such as filling an urgent need for professionally trained American Sign Language interpreters and providing adequate social and educational support in American Sign Language to members of the Deaf community. The Bureau of Labor Statistics notes a 29% increase in need for translators and interpreters, of which ASL interpreters are a subset, in the 2014-2024 decennium. AACC's proximity to Washington, DC and Gallaudet University, which form the nexus of a large and diverse regional Deaf community, will allow the college to respond nimbly and rapidly to its need for ASL-proficient professionals.

   o **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**

   The Deaf community in the United States continues to have a demonstrated need for professional services provided by individuals fluent in American Sign Language (ASL), whether these are ASL interpretation, social, or educational services. The most vital corresponding challenges for institutions of higher education will be to populate pathways for completion of credentials in ASL and to ensure that the pool of students attaining these credentials corresponds in a meaningful way to the multidimensional diversity of the Deaf community. With the approval of this Area of Concentration, AACC will be particularly well-positioned to draw on the existing diversity of its minority and educationally disadvantaged student populations to recruit degree candidates with an aptitude to develop the requisite ASL skills and cultural competencies for functioning effectively and appropriately in settings serving the Deaf community.

2. **Provide evidence that the perceived need is consistent with the ⌷Maryland State Plan for Postsecondary Education (pdf).**

   The American Sign Language (ASL) Area of Concentration supports the Maryland Higher Education Commission's recognition that a traditional liberal arts education and associated programs offers "individual and societal benefits independent of manpower or market demand data...and provide immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and an understanding of the fundamentals of civilization" (COMAR Title 13B.01.03, p. 15).   This Area of Concentration responds directly to the call "...to offer a diverse array of high-quality post-secondary opportunities for Maryland residents" (p. 8 as outlined in the Maryland State Plan for Postsecondary Education. This call addresses college completion which has been identified as a significant issue within the state.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

According to COMAR Title 13B.01.03, market demand data is not required for programs in the liberal arts and sciences (p. 15).

D. Reasonableness of program duplication:

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

The collection of pre-existing courses at AACC that make up the American Sign Language (ASL) Area of Concentration are already being taught at the college. The existence of the American Sign Language (ASL) Area of Concentration at AACC will help our students more readily find a pathway to transfer to a four-year institution in Deaf Studies and other related majors. Although a similar program in ASL Interpreting is offered at Community College of Baltimore County and an AA in American Sign Language (ASL) is offered at Montgomery College, no American Sign Language (ASL) Area of Concentration is present in other Maryland community colleges as a stand-alone concentration within a Liberal Arts Transfer degree. CCBC's degree program is a non-transfer Associate of Applied Science degree which prepares students to go directly into the interpreting field after a period of study of three to four years. It does not prepare students for transfer into a bachelor's degree program, and a bachelor's degree in any field is a requirement for certification by the Registry of Interpreters for the Deaf. In effect, as an applied science degree, CCBC's program requires students to take more credits than can be seamlessly applied to a bachelor's degree program and is more suited to students already possessing a bachelor's degree. Montgomery College's degree program offers students a much smaller range of general education coursework in the liberal arts and could be considered to be a language preparation program which directs students only to 4 year institutions with the full range of 300 and 400-level ASL courses, such as Gallaudet University. We feel that the flexibility offered by this Area of Concentration will allow students the opportunity for transfer into a wider range of bachelor's degree programs, preparing students for careers in Deaf education, ASL interpreting, human services, counseling, and social work in which excellent communication skills in ASL are a requirement.

TABLE 1		
College	American Sign Language (ASL) Area of Concentration Offered?	Similar Programs
Baltimore City Community College	No	
Community College of Baltimore County	No	Associate of Applied Science in Interpreter Preparation; Certificate in Interpreter Preparation
Howard Community College	No	
Montgomery College	No	Associate of Arts in ASL; Certificate in ASL
Prince George's Community College	No	Non-credit Continuing Education Certificate in ASL

2. Provide justification for the proposed program.

This Area of Concentration will provide a clear pathway for students to enter a field in Deaf education, ASL interpreting, human services, counseling, and social work. The courses are not new to AACC; the only new aspect is making the pathway in American Sign Language (ASL) clearer to students.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

This Area of Concentration is designed with the intent of future transfer. However, it does not appear that any HBI in the State of Maryland has a major in American Sign Language (ASL). (Source: ARTSYS Major Lookup; www.artsys.usmd.edu). This area of concentration meets the basic needs for any transfer student attending an HBI in a field in the liberal arts, social and behavior sciences, human services, and social work. Specific transfer paths could be in English, history, philosophy, psychology, sociology, human services, or social work.

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

Maryland HBIs have programs in English, history, philosophy, psychology, sociology, human services, and social work. (Source: ARTSYS Major Lookup; www.artsys.usmd.edu). AACC serves a diverse student body with increasing numbers of minority and underrepresented students. This Area of Concentration may increase the participation of underrepresented students in American Sign Language (ASL) by providing a transfer pathway to HBIs in liberal arts, behavioral and social science, human services, and social work majors, contributing to an increased diverse presence in these majors at HBIs.

G.   Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

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

General Education Requirements: 31-36 credits

Choose general education courses from the following topics:
English: 3-6 credits
- ENG 111 - Composition and Introduction to Literature 1 *3 credit hours* **AND**
- ENG 112 - Composition and Introduction to Literature 2 *3 credit hours*
- **OR**
- ENG 115 - Composition and Introduction to Literature 1 for Non-Native Speakers *3 credit hours* **AND**
- ENG 116 - Composition and Introduction to Literature 2 for Non-Native Speakers *3 credit hours*
- **OR**
- ENG 121 - Composition and Literature *3 credit hours*
- *Successful completion of ENG 121 fully satisfies the college English composition general education requirements.*

Arts and Humanities: 6 credits
- Communications course *3 credit hours*
- Sophomore Literature course *3 credit hours*
  These courses simultaneously satisfy the Arts and Humanities general education requirements and two of the Program Requirements for this degree.

Biological and Physical Sciences: 7-8 credits
At least one lab science required.

Computer Technology, Interdisciplinary Studies or Mathematics: 3-4 credits
- Computer Technology course *3-4 credit hours*
  Either CTA 100 or CTP 103 will simultaneously meet the computer technology and computer competency requirements for this degree.
  OR
- Interdisciplinary Studies and Emerging Issues course *3 credit hours*
  OR
- Mathematics course *3-4 credit hours*

Health/Fitness/Wellness: 3 credits

Mathematics: 3 credits
- Students must choose one Mathematics course from the following:
- MAT 133 - Finite Mathematics *3 credit hours*
- **OR**
- MAT 135 - Statistics *3 credit hours*
- **OR**
- More advanced level if qualified from the list below:
- MAT 137 - College Algebra *3 credit hours*
- MAT 145 - Precalculus 1 *3 credit hours*
- MAT 146 - Precalculus 2 *3 credits*
- MAT 151 - Accelerated Precalculus *4 credit hours*
- MAT 191 - Calculus and Analytic Geometry 1 *4 credit hours*
- MAT 192 - Calculus and Analytic Geometry 2 *4 credit hours*
- MAT 202 - Linear Algebra *4 credit hours*
- MAT 230 - Elementary Calculus (For Business and Social Sciences) *3 credit hours*

Social and Behavioral Sciences: 6 credits
- Social and Behavioral Sciences course (other than history) *3 credit hours* **AND**
- Students must choose one History course from the following:
- HIS 111 - Ancient and Medieval Western Civilizations *3 credit hours*
- HIS 112 - Early Modern and Modern Western Civilizations *3 credit hours*
- HIS 211 - United States History through the Civil War *3 credit hours*
- HIS 212 - United States History Since the Civil War *3 credit hours*
- *The History course simultaneously satisfies one of the Social and Behavioral Sciences general education requirements and one of the Program Requirements for this degree.*

Program Requirements: 9 credits
The Program Requirements for this degree are simultaneously satisfied by three of General Education Requirements listed above: (1) the Communications Arts and Humanities general education requirement, (2) the Sophomore Literature Arts and Humanities general education requirement, and (3) one of the History Social and Behavioral Sciences general education requirement courses (HIS 111 or HIS 112 or HIS 211 or HIS 212).

Area of Concentration Requirements: 24-29 credits
Students with prior ASL knowledge are encouraged to meet with the ASL coordinator to determine placement into higher level courses.

Required Courses: 18 credits
- ASL 111 - American Sign Language 1 *3 credit hours*
- ASL 112 - American Sign Language 2 *3 credit hours*
- ASL 113 - American Sign Language 3 *3 credit hours*
- ASL 120 - Introduction to the American Deaf Community *3 credit hours*
- *ASL 120 fulfills the Diversity Requirement.*
- **OR**
- ASL 121 - Deaf Culture *3 credit hours*
- ASL 140 - Introduction to Interpreting *3 credit hours*
- ASL 211 - American Sign Language 4 *3 credit hours*

Electives: 6-11 credits
Recommended ASL courses from the following:
- ASL 114 - Fingerspelling and Numbers *3 credit hours*
- ASL 120 - Introduction to the American Deaf Community *3 credit hours*
- ASL 121 - Deaf Culture *3 credit hours*
- ASL 212 - American Sign Language 5 *3 credit hours*
- ASL 213 - Comparative Linguistics: American Sign Language and English *3 credit hours*
- *No more than 3 credits of physical activity courses may be used as electives.*

Computer Competency Requirement
All students in associate degree programs must demonstrate competence in computing and information technology (a computer competency requirement). Students may satisfy the computer competency course requirement simultaneously as they satisfy the computer technology general education course or with an elective.

Diversity Requirement
All students in associate degree programs must satisfy the diversity requirement. In many cases, students may satisfy this requirement simultaneously as they satisfy a general education course requirement or with an elective.

List of courses with title, semester credit hours and course descriptions

ENG 111 - Composition and Introduction to Literature 1
3 credit hours - Three hours weekly; one term.
This course meets the English Composition General Education Requirement.
Learn single-paragraph and multi-paragraph writing. Gain substantial writing practice both in and out of class. Analyze short fiction and poetry.
Prerequisite(s): Required scores on the SAT, ACT, or the college's placement test; or a grade of C or better in ENG 002 or ENG 003 and, if necessary, in RDG 028 or RDG 029 or RDG 040.

ENG 112 - Composition and Introduction to Literature 2
3 credit hours - Three hours weekly; one term.
This course meets the English Composition General Education Requirement.
Continue study of multi-paragraph writing, stressing patterns of exposition and instruction in writing research papers. Gain substantial writing practice. Read novels and plays.
Prerequisite(s): ENG 111.
Note: This course must be completed with a C or better to satisfy the English composition general education requirement for award of a degree.

ENG 115 - Composition and Introduction to Literature 1 for Non-Native Speakers
3 credit hours - Three hours weekly; one term.
This course meets the English Composition General Education Requirement.
Learn single-paragraph and multi-paragraph writing. This course is for students whose native language is not English. It covers substantially the same material as ENG 111 with an added emphasis on the specific difficulties that non-native speakers have when analyzing and discussing literature and writing essays.
Prerequisite(s): Required scores on the college's placement test or successful completion of ESL 387, ESL 396, ESL 398, and ESL 399.

ENG 116 - Composition and Introduction to Literature 2 for Non-Native Speakers
3 credit hours - Three hours weekly; one term.
This course meets the English Composition General Education Requirement.
Learn more about multi-paragraph writing, with emphasis on patterns of exposition and writing research papers. This course is for students whose native language is not English. It covers substantially the same material as ENG 112 with an added focus on the specific difficulties that non-native speakers have when analyzing and discussing literature and writing essays.

Prerequisite(s): ENG 115 or the equivalent or permission of the department chair.
Note: This course must be completed with a C or better to satisfy the English composition general education requirement for award of a degree.

ENG 121 - Composition and Literature
3 credit hours - Three hours weekly; one term.
This course meets the English Composition General Education Requirement.
Learn multi-paragraph writing, including the research paper, with stress on clarity, logical development, and solid support. Analyze complete works of literature from a variety of genres in the context of the works' intellectual, social, and cultural backgrounds.
Prerequisite(s): An appropriate score on the verbal part of the ACT or SAT or on the English and reading sections of the college's placement test.
Crosslisted: Also offered as ENG 121H; credit is not given for both ENG 121 and ENG 121H.

HIS 111 - Ancient and Medieval Western Civilizations
3 credit hours - Three hours weekly; one term.
This course meets the Arts & Humanities General Education Requirement. This course meets the Social and Behavioral Sciences General Education Requirement.
Explore societal changes and continuities in structure, thought, government, economics, war and culture through readings, critical thinking and writing, from antiquity through the Renaissance.
Prerequisite(s): Eligibility for ENG 111 or ENG 115 or ENG 121.

HIS 112 - Early Modern and Modern Western Civilizations
3 credit hours - Three hours weekly; one term.
This course meets the Arts & Humanities General Education Requirement. This course meets the Social and Behavioral Sciences General Education Requirement.
Explore societal changes and continuities in structure, thought, government, economics and culture through readings, critical thinking and writing from the Renaissance to the present.
Prerequisite(s): Eligibility for ENG 111 or ENG 115 or ENG 121.
Note: HIS 111 is not a prerequisite for this course.

HIS 211 - United States History through the Civil War
3 credit hours - Three hours weekly; one term.
This course meets the Social and Behavioral Sciences General Education Requirement.
Explore American politics, cultures, economics and the interaction of people of different classes, races and genders through reading, critical thinking and writing, from colonization through 1865.
Prerequisite(s): Eligibility for ENG 111 or ENG 115 or ENG 121.
Crosslisted: Also offered as HIS 211H; credit is not given for both HIS 211 and HIS 211H.

HIS 212 - United States History Since the Civil War
3 credit hours - Three hours weekly; one term.
This course meets the Social and Behavioral Sciences General Education Requirement.
Explore American politics, cultures, economics and the interaction of class, race and gender through reading, critical thinking and writing, from the Civil War to the present.
Prerequisite(s): Eligibility for ENG 111 or ENG 115 or ENG 121.

ASL 111 - American Sign Language 1
3 credit hours - Three hours weekly; one term.
Survey current systems of manual communications with an emphasis on American Sign Language. Focus on the manual alphabet, fingerspelling and vocabulary acquisition as well as on syntactical and grammatical structures that govern the language. Upon completion, students will have studied approximately 500 lexical sign items and be able to communicate in a rudimentary manner with deaf and hard-of-hearing children and adults.

ASL 112 - American Sign Language 2
3 credit hours - Three hours weekly; one term.
Build upon vocabulary and sign skills acquired in American Sign Language 1. Provide videotaped sessions with feedback and fluency in the language. Become acquainted with some of the more complex grammatical structures in American Sign Language

and increase vocabulary size to approximately 1,000 signs.
Prerequisite(s): ASL 111 with a grade of C or better or permission of department chair.

ASL 113 - American Sign Language 3
3 credit hours - Three hours weekly; one term.
Build on skills learned in American Sign Language 2, adding more complex ASL grammatical features and vocabulary, short stories, narratives and dialogues. Learn discourse skills including description of general surroundings, appropriate sequencing, temporal aspects and conditionals. Learn about the deaf community and deaf culture.
Prerequisite(s): ASL 112 with a grade of C or better or permission of department chair.

ASL 114 - Fingerspelling and Numbers
3 credit hours - Three hours weekly; one term.
Develop expressive and receptive fingerspelling as well as usage of numbers in ASL. Use receptive skills focusing on whole words, phrase recognition and identification of finger-spelled words in context. Develop speed, clarity and fluency. Study number usage focusing on cardinal and ordinal systems, incorporating systems and other independent classes of signs.
Prerequisite(s): ASL 113 with a grade of C or better or permission of department chair.

ASL 120 - Introduction to the American Deaf Community
3 credit hours - Three hours weekly; one term.
This course meets the Diversity Requirement. Learn about deaf culture, history, heritage, American Sign Language and the deaf community in the United States and abroad.
ASL 120 fulfills the Diversity Requirement.

ASL 121 - Deaf Culture
3 credit hours - Three hours weekly; one term.
Discuss historical and contemporary perspectives of the American deaf culture using a socio-cultural model. Analyze evolving cultural definitions and discuss the intersection of American and deaf cultures.

ASL 140 - Introduction to Interpreting
3 credit hours - Three hours weekly; one term.
Learn basic principles, practices and history of interpreting for the Deaf. Discuss the logistics and theories of interpreting environments and settings, regulatory and legislative issues, resources, the RID Code of Professional Conduct tenets and certification exams.

ASL 211 - American Sign Language 4
3 credit hours - Three hours weekly; one term.
Build upon the skills learned from ASL 113 American Sign Language 3, utilizing two to three role shifts, anecdotes, information sharing and rules explanation. Define and describe settings, and the function of objects, processes, and cause and effect. Discuss cultural norms and values of the deaf community.
Prerequisite(s): ASL 113 or ASL 114 with a grade of C or better or permission of department chair.
Note: Students may enroll in both ASL 114 and ASL 211 at the same time with permission of department chair.

ASL 212 - American Sign Language 5
3 credit hours - Three hours weekly; one term.
Evaluate skills learned from American Sign Language 4 and utilize complex constructs, processes and settings. Construct dialogues about finances, health, multiple role shifts, longer stories and narratives, and hypotheticals. Examine cultural attitudes in the deaf community.
Prerequisite(s): ASL 211 with a grade of C or better or permission of department chair.

ASL 213 - Comparative Linguistics: American Sign Language and English
3 credit hours - Three hours weekly; one term.
Explore the basic concepts of American Sign Language linguistics in phonology, morphology, syntax, semantics and discourse structures as compared to English. Develop sign variations as a result of gender, race, geography, social class and language acquisition.
Prerequisite(s): ASL 212 with a grade of C or better or permission of department chair.

Describe the educational objectives and intended student learning outcomes.

This area of concentration is designed as a selection of courses to support the Arts & Sciences Transfer degree. The Department of World Languages has adopted the following set of learning outcomes for this program:

1. Communicate complex ideas and information through writing, speaking, presenting, and using technology.
2. Locate, organize, and analyze information from multiple sources in order to develop informed, reasoned, and substantiated arguments.
3. Demonstrate understanding of the value of tradition, innovation, and creativity.
4. Demonstrate mathematical skills, critical analysis, and logical thinking to solve problems and interpret quantitative information.
5. Demonstrate an awareness of social diversity and the ways in which cultural values are historically and socially situated.
6. Communicate effectively at an intermediate level in American Sign Language with diverse audiences on academic and personal topics.
7. Demonstrate a comparative knowledge of the linguistic systems of American Sign Language and English.
8. Assess the intersection of Deaf culture and identity with hearing American society.

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

    See #1 in letter G above.

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

    Not applicable.

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

    Not applicable.

H. **Adequacy of articulation**

All AACC courses transfer to Maryland institutions based on the rules outlined in COMAR 13B.06 General Education and Transfer. The Department of World Languages plans to contact other Maryland institutions as well as Gallaudet University in Washington, DC to discuss memoranda of understanding to assure seamless transfer as this area of concentration is approved and enrolls students. This Area of Concentration will be particularly suitable for students planning to complete the B.S. in Deaf Studies at Towson University or the minor in ASL/Deaf Studies at McDaniel College. McDaniel's undergraduate program prepares students for admission to the M.S. in Deaf Education. All of the non-ASL courses in AACC's program are very common courses at most colleges and universities, and the ASL courses in this program correspond to similar courses at other Maryland institutions and Gallaudet University.

I. **Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).**

Name	Terminal Degree	Status	Courses

Lawrence Gray	M.A. (Ed.D. in progress)	Associate Professor, FT	ASL 111, 112, 113, 114, 120, 121, 140, 211
Sagar Kothari	M.A.	Lecturer 1, PT	ASL 111, 112
Mae Sellers	M.A.	Lecturer 1, PT	ASL 111, 112

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

The Andrew G. Truxal Library currently holds resources successfully supporting American Sign Language (ASL). Resources are constantly reviewed for current content and availability. Library staff were consulted during the program development phase and determined that resources are available for the students in this program.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

This Area of Concentration utilizes existing courses to establish a clear transfer pathway for students. Thus, current classroom spaces, equipment and computer technologies are adequate to support this programming.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

TABLE 1 - RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	$0.00	$0.00	$0.00	$0.00	$0.00
2. Tuition/Fee Revenue (c + g below)	$27,000.00	$27,540.00	$35,113.50	$35,815.66	$43,837.90
a. Number of F/T Students	3	3	4	4	5
b. Annual Tuition/Fee Rate	$4,500.00	$4,590.00	$4,681.80	$4,775.44	$4,870.94
c. Total F/T Revenue (a x b)	$13,500.00	$13,770.00	$18,727.20	$19,101.76	$24,354.70
d. Number of P/T Students	6	6	7	7	8
e. Credit Hour Rate	$150.00	$153.00	$156.06	$159.18	$162.36
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	$13,500.00	$13,770.00	$16,386.30	$16,713.90	$19,483.20
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 – 4)	$27,000.00	$27,540.00	$35,113.50	$35,815.66	$43,837.90

Financial Data – Resources

1. **Reallocated Funds:**
   None

2. **Tuition and Fee Revenue:**
   The number of students is estimated based upon the number of students enrolled in similar A&S Transfer Degree programs, with Areas of Concentration in the Sciences. Tuition & Fees are estimated to increase by 2% each year.

3. **Grants and Contracts:**
   None

4. **Other Sources:**
   None

5. **Total Year**
   None

TABLE 2 - EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$0.00	$0.00	$14,800.80	$15,096.81	$15,398.75
a. # FTE	0.00	0.00	0.50	0.50	0.50
b. Total Salary	$0.00	$0.00	$13,749.00	$14,023.98	$14,304.46
c. Total Benefits	$0.00	$0.00	$1,051.80	$1,072.83	$1,094.29
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)	$0.00	$0.00	$14,800.80	$15,096.81	$15,398.75

Financial Data – Expenditures

1. **Faculty Funds:**
   Students entering the program will take foundational courses already in place for the Area of Concentration. Salaries are estimated to increase by 2% each year.

   No new full time faculty are expected to be required for this program. It is anticipated that 0.5 adjunct faculty will be need in years 3, 4, and 5 to support additional course offerings.

2. **Admin. Staff Funds:**
   None

3. **Supportive Staff Funds:**
   None

4. **Equipment:**
   Existing

5. **Library:**
   None

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).

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.

The college conducts regular evaluations of degree programs with respect to enrollment, 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 (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 that progress is being made on action items, the Office of the AVPL requires the Deans to complete two-year interim reports.

In addition, all full-time faculty members are reviewed annually using the process described in the College Manual. In the Department of World Languages, all new adjunct faculty members are reviewed in their first semester using the department's peer mentor process, and subsequently a minimum of once every three years.

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Community colleges, with their greater diversity of students, offer an important opportunity for broadening participation in the Liberal Arts. At AACC, the American Sign Language (ASL) Area of Concentration, which includes courses that are frequently taken as general education courses, provides opportunity to be intentional about raising awareness among all students of transfer degrees and the many excellent career opportunities available to ASL graduates. This program supports the State Plan Diversity Goal contributing to the cultural competency of ASL graduates by increasing their ability to interact and serve the Deaf community.

O. Relationship to low productivity programs identified by the Commission:

Not applicable.

P. If proposing a distance education program, please provide evidence of the ⊡Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Not applicable.