



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

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

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|---|--|
| <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 checked="" type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted:
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Department Proposing Program	Communication, Humanities, and Arts	
Degree Level and Degree Type	Certificate	
Title of Proposed Program	American Sign Language	
Total Number of Credits	19	
Suggested Codes	HEGIS: 5299.03	CIP: 13.1003
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input checked="" type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer Year: 2019	
Provide Link to Most Recent Academic Catalog	URL: https://www.frederick.edu/class-schedules/catalogs/fcc-catalog.aspx	

Preferred Contact for this Proposal	Name: Erin Peterson
	Title: Assistant Dean, Curriculum Systems and Scheduling
	Phone: (301) 846-2651
	Email: epeterson@frederick.edu

President/Chief Executive	Type Name: Dr. Tony Hawkins
	Signature: Date: 5/2/19
	Date of Approval/Endorsement by Governing Board: 03/20/2019

Revised 6/13/18



May 1, 2019

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

Dear Dr. Fielder,

Frederick Community College (FCC) is requesting MHEC approval of the substantial modification to the following certificate program:

American Sign Language Studies (title changing to American Sign Language)

The American Sign Language Studies certificate is an existing certificate that is changing to focus specifically on the language portion of American Sign Language (ASL) only. The community, history, and culture related courses are being removed from the certificate program, and the certificate title is changing to American Sign Language, removing “Studies” from the title, in order to better reflect the content of the revised certificate program. Please see the title change request being submitted simultaneously with this proposal.

A check for administrative costs in the amount of **\$50** is enclosed. The program proposal with a copy of this letter will be transmitted electronically to MHEC.

Thank you for your consideration of this proposal. If you have any questions regarding FCC’s request for approval, please do not hesitate to call me at 301-846-2491.

Sincerely,

Dr. Tony D. Hawkins
Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development
thawkins@frederick.edu

pc: Erin Peterson, FCC (epeterson@frederick.edu)
Brian Stipelman, FCC (bstipelman@frederick.edu)

Frederick Community College – American Sign Language Certificate

MHEC Academic Program Proposal (Substantial Modification)

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.*

Frederick Community College's proposed Certificate in American Sign Language (ASL), a substantial modification to the existing American Sign Language Studies certificate, is intended for students whose career goals are oriented toward the fields of deaf studies, deaf education and ASL interpreting. This program emphasizes the language acquisition of ASL signs, linguistics and sentence structure, as well as basic aspects of the deaf community, deaf history, and their culture.

FCC proposes that the certificate in American Sign Language replace the current American Sign Language Studies certificate housed in Arts and Humanities. This substantial modification is in response to the need to re-align the curriculum to better prepare students entering FCC's American Sign Language (ASL) Interpreter Preparatory Program. The American Sign Language certificate has shifted its focus away from casual language acquisition towards a more rigorous curriculum focused on preparing students to pass the ASL-PI, a proficiency examination required to enter the interpreting program. The program changes include a reduction of content lecture-based courses and an increase in skill-based credits. This will address the need to increase in-class practice for better language acquisition. It also enables students interested in the American Sign Language Interpreter Preparatory Program to move into that program more quickly. The current American Sign Language Studies curriculum also includes coursework that has been moved into the Interpreter program (courses like Introduction to Deaf Community & History and Deaf Culture) and will be removed from the American Sign Languages Certificate, though interested students not participating in the American Sign Language Interpreter Preparatory Program will still be able to take them outside a formal certificate requirement.

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

The proposed degree enables FCC to continue to offer (and improve upon) skill enhancement training in American Sign Language to interested students, while preparing students to enter the American Sign Language Interpreter Preparatory Program. These initiatives align with the following FCC 2020 Strategic Goals: 1) Enhance student persistence, success, and completion through collaborative and effective support systems; 2) Increase access, affordability, and student goal completion, and 3) Promote excellence in the design, delivery, and support of student learning.

2. *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.*

No additional funding will be required, as there is no new mandatory coursework created for this program. This degree enables majors to take further advantage of the options that exist at FCC within ASL Interpreting and related disciplines. The American Sign Language program was established in 2007, and has full-time faculty, sufficient adjunct staffing, and resources devoted to program management that can be moved seamlessly into the revised certificate. Courses currently enroll at sufficient levels to ensure that they run, with room for growth. In fact, due to our new ASL Interpreter Preparatory Program, we have seen growth in 2017 and 2018.

3. *Provide a description of the institution's a commitment to:*
 - a) *ongoing administrative, financial, and technical support of the proposed program*
 - b) *continuation of the program for a period of time sufficient to allow enrolled students to complete the program.*

The program is supported by an Academic Office Manager, Department Chair, ASL/ASL Interpreter Preparatory Program Manager, and Internship and Apprenticeship Coordinator. The Academic Office Manager and Internship and Apprenticeship Coordinator are full-time positions. The program manager and chair positions are held by faculty receiving course release (6 credits for program manager and 9 credits per semester for the department chair).

Given the aforementioned growth in majors, FCC does not anticipate any problems ensuring classes are available for students to complete the degree program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. *Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:*
 - a) *The need for the advancement and evolution of knowledge*
 - b) *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education*
 - c) *The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs*

The Certificate in American Sign Language will prepare students to be accepted into the ASL Interpreter Preparatory Program or add additional skills to other degrees obtained. The proposed certificate creates more opportunities for working professionals to obtain additional continuing

education units (CEUs) for licensures as well. The certificate will also prepare students who plan to transfer to four-year institutions with majors in Deaf-related degrees.

1. *Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).*

The Maryland State Plan calls for the expansion of Access, Success, and Innovation in higher education. This proposed program supports Success Strategies 6 and 7 within the plan:

Strategy 6 (Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements)

Strategy 7 (Enhance career advising and planning services and integrate them explicitly into academic advising and planning)

The proposed certificate, in conjunction with our A.A.S. in ASL Interpreter Preparatory Program, provides more flexible degree options that better align with student goals. Utilizing our website, alongside new advising outreach processes such as milestone advising, the program manager in American Sign Language and the professional staff in the Office of Counseling and Advising can more effectively ensure students have chosen the degree pathway most appropriate for their academic and professional goals.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Provide data showing the current and projected supply of prospective graduates.

This certificate is intended to provide students with an additional skill set. This certificate is not career seeking, but an added skill to add onto other job/career skills. This certificate is intended to provide a base for students to continue in other ASL/Deaf related studies.

Fiscal Year	ASL Declared Majors	Sign Language Interpreting Majors (Certificate/AAS combined)
2013	37	
2014	29	
2015	31	
2016	34	
2017	35	
2018	35	21

Fiscal Year	ASL Graduates	Sign Language Interpreting Graduates (Certificate/AAS combined)
2017	5	NA
2018	3	NA
2019	8	NA

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

American Sign Language programs are common at community colleges throughout the state. FCC currently offers a certificate. Though many more colleges offer ASL courses, it is not a common certificate in many Maryland Community Colleges.

College	A.A. Degree	Certificate
Anne Arundel Community College	X	
Community College of Baltimore County	X	
Frederick Community College		X
Montgomery College	X	

While the names of courses and their structure vary from college to college, the overall content is similar with a core focus on language acquisition and linguistic structure.

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.*

N/A

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.*

N/A

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 American Sign Language certificate was established as the American Sign Language Studies certificate in 1988. It was established to provide another language for students to learn for general interest or to fulfill humanities general education requirements. ASL was highly sought after in Frederick County due to the Maryland School for the Deaf in downtown Frederick.

The program is overseen by Assistant Professor Leslie Puzio, a full-time faculty member in ASL and ASL Interpreting. As program manager, she receives 6 credits of release time per semester to oversee the program.

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

Learning Outcomes

- Students will apply and transfer their ASL skills at local Deaf community events.
- Students will produce a class project or presentation using ASL.
- Students will demonstrate their ASL skills in communicating with native ASL users.
- Students will employ ASL skills during their internship in a signing environment.
- Students will create a plan to master the ASLPI if they plan to enroll in the American Sign Language (ASL) Interpreter Preparatory Program (IPP).
- Students will be able to distinguish the language and culture between Deaf and hearing Americans.
- Students will develop basic skills and knowledge about the Deaf community and apply those skills and knowledge in higher education or training programs to be ASL interpreters in the field of Deaf Education.

3. *Explain how the institution will:*

- a) *provide for assessment of student achievement of learning outcomes in the program*
- b) *document student achievement of learning outcomes in the program*

The College assesses the effectiveness of its academic programs using a well-structured, five-year program review process. The process consists of an analysis of program mission, goals, and objectives; an assessment of the program according to internal and external data; an assessment of the curriculum; an assessment of student learning outcomes; an assessment of program resources and viability; a summary of key findings and recommendations; a review by two external reviewers; and the submission of a formal action plan. The action plan then serves as the foundation for improvements made to the program over the next four years. In addition to program review, the College also assesses its general education competencies at the course-level. This is completed on a five-year cycle and all general education courses are required to be assessed according to the cycle. This year, 2018-2019, the institution will be assessing critical thinking and communication in all general education courses. Other competencies will be assessed across the five years.

Programmatic learning achievement is assessed as part of the program review process. Faculty complete a curriculum map that documents assignments that measure student achievement of the learning outcomes across programmatic courses. Once this is complete, program managers identify key assessments and collect data to determine student achievement. The data collected is used as a tool to confirm programmatic learning objectives are met and to determine strategies for improvement of student learning in future semesters.

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

Course Number	Course Name	Number of Credits	Description
ASLS 121	American Sign Language I	3	(formerly ASLS 102) Presents the basic skills used in American Sign Language. Includes vocabulary and grammar related to the exchange of personal information, introductions, and negotiating the environment of sign conversation. Uses workbooks and videotapes. (First of four courses in ASL. Credit by examination is available.)
ASLS 122	American Sign Language II	4	(formerly ASLS 103) Continues the American Sign Language sequence and further develops communication competencies in sign language above the basic level. Introduces transcription symbols, sentence types, time pronominalization, subjects and objects, classifiers, locatives, pluralization, and temporal and distributional aspects. Develops receptive/expressive skills. Features additional information about the Deaf community and Deaf culture.

ASLS 223	American Sign Language III	4	(formerly ASLS 202) Continues the American Sign Language sequence, with an expansion of conversational language skills as the medium and communication. Students will also get extensive exposure to the Deaf culture information. Each of the five units in this text revolves around a major language function: locating things around the house; complaining and making requests; talking about life events, nationalities, and family histories; describing objects; and talking about the weekend. The language learned through this communicative approach is the language used in everyday conversation. By learning language functions in interactive contexts, conversational skills are developed in confirming and correcting information; opening and closing conversations; asking for clarification; agreeing, declining, or hedging; and using appropriate response behaviors.
ASLS 123	American Sign Language Fingerspelling and Number Use	3	(formerly ASLS 100) Provides an in-depth study of American Sign Language Fingerspelling and Numbering. ASL Fingerspelling and Numbering is a crucial component of ASL. Focuses on developing receptive and expressive fingerspelling and numbering skills. Through class activities, this course covers names of people, cities, states, titles of books, movies, brand names, and lexicalized fingerspelling. This course also covers five systems in ASL Number Use: cardinal, ordinal, incorporation, unique, and sports system.
ASLS 224	American Sign Language IV	4	(formerly ASLS 203) Continues the American Sign Language sequence. Features comprehension in medium and longer stories, narratives, and dialogues presented by the instructor and deaf ASL users. Students express self-generated stories. Presents hypothetical issues and problems. Includes interaction with the Deaf community in both directed and non-directed activities.
ASLS 250 or INTR 101 or ASLS 299	ASL Immersion Experience or	1	ASLS 250 - Provides American Sign Language students with an opportunity to gain knowledge and skills from a planned

	Internship or Independent Study: ASLS		<p>"outside the classroom" experience with native ASL users in the community. In addition to meeting the Core Learning Outcomes, students will gain invaluable language experience in an immersion experience.</p> <p>INTR 101 - Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Work-Site Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experiences, and workplace competencies that employers value when hiring new employees. Internships may also be used as an opportunity to explore career fields. Students must meet with the Internship Coordinator prior to registering.</p> <p>ASLS 299 – Independent Study: American Sign Language Studies</p>
TOTAL CREDITS		19	

In addition, below is a table outlining the substantial changes between the current and proposed American Sign Language certificate requirements.

Current 18-19 catalog		New 19-20 catalog		
Course	Credits	Course	Credits	Δ (+ or -)
ASLS 100 – American Sign Language Fingerspelling and Numbering	3	ASLS 123 – American Sign Language Fingerspelling and Number Use [same course]*	3	0
ASLS 101 – Visual Gestural Communication	3	[ASLS 101 removed from certificate]		3
ASLS 102 – American Sign Language I	3	ASLS 121 – American Sign Language I [same course]*	3	0
ASLS 103 – American Sign Language II	3	ASLS 122 – American Sign Language II [same course]*	4	1

ASLS 106 – Introduction to Deaf Community and History	3	[ASLS 106 removed from certificate]		3
ASLS 202 – American Sign Language III	3	ASLS 223 – American Sign Language III [same course]*	4	1
ASLS 203 – American Sign Language IV	3	ASLS 224 – American Sign Language IV [same course]*	4	1
ASLS 206 – American Deaf Culture	3	[ASLS 206 removed from certificate]		3
INTR 103 – Internship	3	INTR 101 – Internship or ASLS 250 – ASL Immersion Experience or ASLS 299 – Independent Study: ASLS	1	2
Total Credits	27		19	14

**Course number and/or title change only (not factored into the % change calculation)*

ASLS 101 is being inactivated and will no longer be offered.

ASLS 106 has changed course numbers to ASLS 124 and is still in the ASL Interpreter Preparatory Program certificate.

ASLS 206 has been inactivated and a new course, ASLS 230 – Deaf Culture and Oppression has been created, which is in the ASL Interpreter Preparatory Program A.A.S. and certificate.

In summary, three courses have been removed from the program, the credits have increased from 3 to 4 on three of the ASL Language courses, and the Internship course requirement has been changed from a 3 credit course to a 1 credit requirement. The changes in credits divided by the total credits in the old certificate are greater than 33%.

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

The ASLS language courses in this certificate program (ASLS I – IV) are designated as general education courses and count as such in the American Sign Language (ASL) Interpreter Preparatory Program A.A.S. degree, but as a certificate program, there is no general education requirement.

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

N/A

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

N/A

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.

Communication at the program and institutional level is accomplished through publication on the College website, through brochures, and the College catalogue. The College will provide identical resources to students in the proposed program that other programs offered at FCC are provided to ensure that clear, complete, and timely information is available. Information regarding curriculum, courses, degree requirements, including suggested sequence pathways, programmatic brochures and handbooks, admission information, financial aid resources, and costs and payment policies are available on the College's main website located at www.frederick.edu under the Program, Admission, and Financial Aid tabs and in the institution's academic catalog, which can be accessed at <https://www.frederick.edu/class-schedules/catalogs/fcc-catalog.aspx>. Information related to faculty/student interactions, assumption of technology competence and skills, technical equipment requirements, and the learning management system can be found under the 'Resources' tab located on the College main page <https://www.frederick.edu/handbook.aspx?cid=resources-top-link>. Not only is it essential that the College measure student achievement, it must also provide students with clear information on how they are expected to achieve each CLO. This is accomplished primarily at the course-level through information communicated on the syllabus.

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.*

The Frederick Community College website is managed by the Marketing department. Essential information is updated consistently in collaboration with all relevant departments, including Academic Affairs, Learning Support, Financial Aid, Registration & Records, Student Development, and Enrollment Services. This process ensures the materials available are clear and accurate and contain pertinent information regarding all program offerings and services available. Upon confirmation of the proposed degree, the College's Office of Institutional Effectiveness would activate an integrated marketing communications plan, working closely with Admissions and Counseling and Advising.

All web and printed materials are reviewed once a year in the spring semester prior to annual publication. This review is timed to follow the end of FCC's internal submission deadlines for new curriculum to ensure all published materials are up to date. Program managers and Department Chairs review all materials with the Associate Vice President/Dean of Arts and Sciences once per semester, and any relevant changes are sent to marketing.

H. Adequacy of Articulation

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

FCC embraces the opportunity to articulate credits with other institutions to minimize barriers and maximize transfer opportunities by providing seamless transition to FCC students when transferring to four-year institutions. The institution asks individuals to consider the flexibility of the agreement, the type of agreement, the appropriateness of the agreement in supporting associate degree completion, the minimization of loss of credits to students, the minimization of duplication of efforts, and the number of students that will benefit from any agreement when they begin to consider the negotiation of a new articulation agreement. Once they have done this, if the agreement meets the standards of the institution, the Assistant Dean, Assessment and Articulation works with the partner institution to develop an agreement that is beneficial to both institutions, and more specifically, graduating students.

Currently, the institution is working to develop seamless transition for students from the American Sign Language certificate to four-year institutions. The institution currently does not have any articulation agreements, but is actively seeking to do so.

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

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

Name	Degree	Rank	Courses	Status
Barbara Brinks	Ph.D., Special Education Administration, Gallaudet University	Adjunct	ASLS 121, ASLS 122	Part-time
Debbie Colbert	B.A., American Sign Language, Gallaudet University	Adjunct	ASLS 121, ASLS 122, ASLS 123, ASLS 223, ASLS 224, ASLS 225, ASLS 211	Part-time
Mark Denton	B.A., Mathematics, Gallaudet University; M.S., Deaf Education, Western Maryland College	Adjunct	ASLS 121, ASLS 122	Part-time
Daniel Frank	B.S., Accounting, Gallaudet University; M.S. Deaf Education, Western Maryland College	Adjunct	ASLS 121, ASLS 122, ASLS 123	Part-time

Eddy Laird	Ph.D., Gallaudet University; M.A., Education Administration and Supervision, California State University, Northridge	Adjunct	ASLS 124	Part-time
Risa Lewis	B.A., Communication Arts, Gallaudet University; M.S., Deaf Education, McDaniel College	Adjunct	ASLS 121, ASLS 122	Part-time
David Martin	B.A., Psychology, Gallaudet University; M.S., Deaf Education, McDaniel College	Assistant Professor	ASLS 121, ASLS 122, ASLS 223, ASLS 224, ASLS 225	Full-time
Ursa Rewolski	B.A., Communication Studies, Gallaudet University; M.S., Sign Language Teaching, Gallaudet University	Adjunct	ASLS 121, ASLS 122	Part-time
Hillary Rosko	B.A., History, Hofstra University	Adjunct	ASLS 121, ASLS 122, ASLS 223	Part-time
Monika Senzer	M.A., Teacher Training for the Deaf, New York University	Adjunct	ASLS 121, ASLS 122, ASLS 223, ASLS 224	Part-time
Brendan Stern	M.A., Political Science, American University; M.A., Politics, The Catholic University of America	Adjunct	ASLS 124	Part-time

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

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

Through the Center for Teaching and Learning (CTL) and Office of Diversity, Equity, and Inclusion (DEI), Academic Affairs offers adjunct and full-time faculty a responsive, innovative system of professional development in teaching and learning that reflects the characteristics and needs of FCC students. Blackboard is used as the College's learning management system.

Pedagogy and Evidence-based practices programming includes:

- New Full-time Faculty Orientation, a year-long series focused on introducing new full-time faculty and learning administrators to best practices in teaching and learning, and the policies, procedures, practices of the College
- New Adjunct Faculty Orientation, Adjunct Faculty Professional Development Evenings, and For Adjuncts Only, monthly theme-based gatherings
- Professional Development Services, provides teaching and learning resources and consultation, facilitates conference funding approval, houses the Alternative Credit Approval Team (ACAT), and supports the organization of Academic Affairs Faculty and Leadership Retreats
- Teaching & Learning Hours, four tracks of professional development sessions designed to inspire faculty to engage students' minds and support their success through active learning, innovation, and scholarship, including Culturally Responsive Teaching and Cultural and Global Competence Development; Scholarship of Teaching and Learning; Technology, Teaching, and Innovation; and Faculty Leadership and Academic Management
- CTL Faculty Scholars Program, designed to support the professional development needs of full-time and adjunct faculty by providing faculty subject matter experts the opportunity to create and deliver Teaching and Learning Hours in support of professional development priorities
- Dual Enrollment Instructor Professional Development, sessions designed specifically for high-school based instructors teaching FCC credit courses
- Academic department chairs, program managers, and fellow faculty provide discipline-specific training and professional development for adjunct and full-time faculty such as lab safety, clinical orientation, outcomes assessment, curricular requirements, and equipment use.
- Further, full-time faculty are supported in their pathways to promotion through the Faculty Appointment and Promotion Process. The myriad pathways to promotion including alternative credit options which are approved by the Alternative Credit Approval Team (ACAT).
- Finally, in collaboration with Human Resources' Employee Development Advisory Team (EDAT) and other College stakeholders, Academic Affairs ensures that development of faculty and staff by supporting the orientation of new employees; the ongoing training of faculty and staff on College policies and procedures, business processes, wellness, hiring.

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. **If the program is to be***

implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

Library Services at Frederick Community College supports the research and information literacy needs of the college by partnering with departments to offer collections, instruction, and services for students, faculty, and staff. The print and digital collection supports the curriculum, and provides a variety of resources in various formats to meet teaching and learning needs. The library collection includes 12,000 print titles, 50,000 e-books, 1500 audiovisual materials, and over 100,000 electronic print serials. The library subscribes to over 25 databases providing full-text material, primary sources, bibliographic citations, images, audio, and films, dedicated to the scholarly disciplines in the arts, humanities, sciences, social sciences, education, law, and medicine. The library has also entered reciprocal borrowing agreements allowing FCC students to borrow resources from other Frederick County institutions of higher learning and from any community college in the State. Information about library resources and services can be found at <https://www.frederick.edu/library>.

As this is a reclassification of an existing program, with no new coursework, no new library resources are required. The President affirms that the proposed revised program can continue with existing library resources.

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. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.*

Frederick Community College continues to evaluate and enhance its 2012-2022 Facilities Master Plan (FMP), which supports the College role and mission of developing a vision and long-range plan for College facilities that support teaching, learning, student success, and affordability. FCC's main campus is situated on approximately 95 acres which is approximately 557,648.26 square feet. The main campus is comprised of 20 buildings that contain an assortment of classroom, office space, and other areas that promote a positive student experience. In addition to the main campus, FCC has extended classroom and office space located at 200 Monroe Avenue, Frederick, Maryland 21701, our secondary campus. The Monroe Center is approximately 55,000 square-feet and is located within a short driving distance of the main campus. The Monroe Center also includes classrooms for additional academic and continuing education programs. Both facilities are ADA compliant.

In an effort to maximize utilization and efficient use of space, the College uses a space management software called 25Live. Through its physical facilities, the institution creates and maintains an environment beneficial to teaching and learning for our students, faculty, and staff. Quality facilities are vital to the institution's educational services and other aspects of the institution's mission. The proposed program has access to dedicated classrooms and labs equipped with projectors, white boards, and other smart technology, and faculty office space which will enable us to provide an environment conducive to student success, as well as teaching and learning productivity.

As this is a reclassification of an existing program, with no new coursework, no new facilities resources are required. The President affirms that the proposed revised program can continue with existing facilities and equipment.

2. *Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:*
 - a) *An institutional electronic mailing system, and*
 - b) *A learning management system that provides the necessary technological support for distance education*

The Center for Distributed Learning at FCC provides leadership, guidance, support, and faculty development for student centered learning through diverse learning technologies. The Center for Distributed Learning oversees and facilitates the administration and quality assurance of all online courses and online degree/certificate programs. The College learning management system used is Blackboard. Blackboard is a virtual learning environment and course management tool used by faculty to manage and deliver online and hybrid courses. Blackboard and faculty assigned College specific email addresses serve as the institutional electronic mailing system to ensure faculty and student access. Students are provided with e-mail accounts and Blackboard access upon enrollment.

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.

See attached.

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.

See attached.

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

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

The Frederick Community College mission includes the phrase, “With teaching and learning as our primary focus”, therefore the foundation of student learning and instruction are student learning outcomes. These outcomes identify what the student will know, be able to accomplish, and value at the end of their academic courses and programs. Student Learning Outcomes Assessment formally began at Frederick Community College in 2006 with the advent of the first Outcomes Assessment Council 3 Year Course-Level Assessment Cycle. Since that date, assessment across campus has expanded and evolved to better understand and enhance the learning experience of students. The assessment process at FCC is:

- **Faculty Driven** (Faculty are best suited to determine the intended educational outcomes of their academic programs and activities, how to assess these outcomes, and how to use the results for program development and improvement),
- **Meaningful** (Assessment activities should be integrated learning activities that fit seamlessly into the course or program and provide meaningful results which impact student learning),
- **Sustainable** (Although the collection and reporting of data will take some additional effort, it should not be excessively burdensome to the faculty, staff, or the institution), and
- **Consistent and Reliable** (All courses and programs should have defined outcomes and similar expectations for student learning).

Course-Level Assessment

Course-level assessment is the foundation of all other assessment data collection activities. Course-level assessment is performed by faculty as designated in the syllabi of record for each course. Faculty use exams, projects, or other assignments to better understand how students are learning in each individual course. This data is then mapped to general education or program level outcomes. For general education, each syllabi of record includes the general education goals along with the corresponding individual course-level learning outcomes. Data related to these outcomes is then collected in the observations portion of TK20 following the General Education CORE Assessment Schedule. For programmatic assessment, courses are mapped to programmatic outcomes using the curriculum map. Data for corresponding courses is then collected using the assessment planning platform in TK20 to ensure that students are achieving their outcomes.

The primary ways the institution measures student learning are through the processes previously described for course-level and program level assessment. In addition to these processes, the College also measures the institution through strategic planning. The challenge

for the College at the institutional level is to create learning goals that fit a wide variety of educational offerings. OPAIR routinely administers surveys to students and faculty (i.e. Community College Survey of Student Engagement, Personal Assessment of the College Environment, etc.) and uses enrollment, transfer, graduation rate, and other data to inform the College about strengths and weaknesses of its planning and programs.

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

Program and certificate level assessment is performed as part of the program review process. The College current APR (Academic Program Review) process examines programs within the context of its mission, goals, and objectives; trends according to internal and external data; assessment of student learning; resources, support, and viability; and key findings and recommendations for the future. Moreover, this process along with quantitative measures can be used as guides for new program developments and budgetary allocations related to programmatic requests. The foundation of the programmatic learning outcomes assessment process is the curriculum map. The curriculum map serves as a diagram which identifies where specific student learning outcomes are introduced, enhanced, and assessed within program core courses. The program manager should submit their data into the assessment planning component of the TK20 platform annually to track achievement of programmatic learning outcomes. FCC requires all full-time and adjunct faculty to engage in student assessment in their classes as stated in the respective job descriptions. The first essential function noted in both the full-time and adjunct faculty job descriptions is to prepare, deliver and assess learning activities that are consistent with Core Learning Outcomes.

Students' retention rate is tracked to measure the continuity of students at a specific institution. In accordance with IPEDS guidelines, community colleges track first-time, degree seeking, and full-or part-time students who returned to the institutions to continue their studies the following fall. The latest available statewide data includes fall 2016 students returning in fall 2017. The fall 2016 to fall 2017 retention rate for full-time students at FCC was 67%, 5th highest among Maryland Community Colleges and well above the statewide retention rate for full-time students (61%). The retention rate of part-time students at FCC was 53% (tied for second highest alongside Montgomery College, Anne Arundel Community College and Harford Community College), eclipsing the statewide part-time student average retention rate of 31%.

Additional strategies for student retention activities include the development of Student Success Alert (SSA) process. The SSA was designed to provide early intervention and support for students. Student Success Funds are made available through FCC's Foundation to provide support to students and can help them through an array of financial emergencies, which empowers persistence and retention. Also, the Parents Lead program provides scholarships to parents in the pursuit of a college degree. The program provides specialized curriculum and advising services, as well as a scholarship to offset the cost of attendance while parents are

enrolled in evening classes. It is a cohort-based program with a combination of online and on-campus evening classes, and can be completed in as few as five semesters. The scholarship is also funded by the FCC Foundation and the program will begin in spring of FY 2018.

Student satisfaction is measured through evaluations that are conducted each semester. We conduct graduate surveys every two years. These tools are used to help the College develop and improve targeted student retention initiatives that impact a student quality of life and learning experiences.

Frederick Community College ranks 7th out of 16 community colleges related to cost-effectiveness (tuition and fees) for residents of the Frederick County service area as highlighted in the Maryland Association of Community Colleges 2018 Data Book. This data is based on dividing what a full-time student (taking 30 credits in an academic year) would pay on a “per credit” basis – that is dividing a total year’s tuition and fees by 30.

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

13B.02.03.05).

1. *Discuss how the proposed program addresses minority student access & success, and the institution’s cultural diversity goals and initiatives.*

The College has responded to the increased demographic diversity in Frederick County and the State of Maryland. The College offers four academic support programs that provide services to students who may be a part of a special population group (non-traditional college students, students of color, students with disabilities, and veterans). Adult Services, Multicultural Student Services, Services for Students with Disabilities, and Veteran Services are comprehensive programs offering specialized support services to address the specific needs of the students in their program, many of whom are often enrolled in developmental courses.

Co-curricular programming is developed through the Office of Student Engagement. Once each semester, the College holds a thematic co-curricular day where nationally-recognized speakers, artists, and professionals come to campus for thought provoking talks and presentations open to all students, faculty, staff, and the community. While diversity at FCC has traditionally been defined as “the wide range of cultural, racial, and ethnic backgrounds, human conditions and belief,” this outreach has come in the consolidated form of a single office. Respect for a plurality of age and experience is reflected through the Veteran’s Affairs Office, the Office of Adult Services, and the Disabilities Office. Students voluntarily sign-up to participate in these programs and receive support and services throughout the entire time they are enrolled. In addition, the College offers a number of College-wide activities and events to foster a climate of tolerance for diversity. The College makes an earnest effort to reach ethnical and racial minorities at FCC.

Professional development and programming for faculty and staff is provided year-round through the Center for Teaching and Learning and the Office of Diversity, Equity, and Inclusion. Several opportunities are made available each month.

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.*

N/A

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.*

FCC has been approved to offer distance education programs by both the Maryland Higher Education Commission and the Middle States Commission on Higher Education. Quality assurance of the online courses is maintained formally with the Quality Matters (QM) course review protocol. The Colleges Institutional Values, Mission, Vision, and Strategic Goals guide the delivery of all instruction regardless of the delivery format. For more than 15 years, the College has demonstrated a commitment to offering a successful, high-quality online program with an appropriate academic and technical infrastructure.

Online learning has become an integral part of teaching and learning at FCC. Budget allocations support a staff in the Center for Distributed Learning as well as online program initiatives already in place such as curriculum development, Quality Matter course reviews, faculty training, and learning object database subscriptions. As part of the Center for Teaching and Learning, the Center for Distributed Learning (CDL) is fully integrated into the curriculum, governance, and administrative processes of the College. FCC faculty teaching online courses receive individual training and course development and guidelines from the Department of Distributed Learning.

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

In compliance with C-RAC guidelines, all online instructors are subject to a peer course evaluation, and instructors can apply for Quality Matters certification. Students evaluate each course at the end of each semester. Program managers, department chairs, the AVP/Deans in Academic Affairs and the Provost have access to each student course evaluation in their area. Student feedback is used for course and program improvement, and faculty are expected to reflect on student evaluations in their annual self-evaluation. Program-level evaluation for Distributed Learning is ongoing and is documented in detail in a series of annual or bi-annual reports by the Center for Distributed Learning. The Quality Matters (QM) Peer Review

protocol is at the center of the College's quality assurance efforts in course design. The QM protocol is based on a rubric with 43 key quality standards for an online course. The standards are used to peer-review existing online courses at FCC, to guide the design of new courses, and shape the training of online faculty. Sixty-nine percent of fully online courses have been formally QM reviewed.

A protocol for re-reviewing QM courses with expired review terms are in place. The College has made every effort to comply with relevant federal and state regulations for its Program of Online Courses, for example, the efforts to comply with Substantive Change in Degree Programs, ADA compliance requirements, compliance with the federal definition of a Credit Hour, compliance with current copy right provisions, and USDOE's State Authorization Regulations. As a member of Maryland Online (MOL), FCC is part of two interconnected contractual arrangements with MOL and Quality Matters (QM). The MOL course-sharing initiative (Seatbank) provides students from different Maryland Community Colleges with greater access to distance learning opportunities. Colleges share distance learning courses with the expectation that the shared courses meet the same quality standards as articulated in the rubric updated biannually for QM's peer review process.

Maryland Higher Education Commission
Academic Program Proposal Resources Guidelines
PROGRAM RESOURCES AND NARRATIVE RATIONALE

Finance data for the first five years of program implementation are to be entered in each cell in Table 1 – Program Resources and Narrative Rationale. Figures should be presented for five years and then totaled for each year. As an attachment, narrative explanation must accompany each category. Below is the format for Table 1 as well as directions for entering the data and writing the accompanying narrative.

TABLE 1: PROGRAM RESOURCES AND NARRATIVE RATIONALE

Reallocated Funds

Data: Enter the amount of funds for the first five years of implementation that will be reallocated from existing campus resources to support the proposed program. This would include funds reallocated from the discontinuance or downsizing of academic programs.

Narrative: Analyze the overall impact that the reallocation will have on the institution, particularly on existing programs and organizational units.

Expenses from the American Sign Language Certificate program are currently borne by existing certificate. The college will incur no new expenses by changing the credential. The dollar amount in this category includes funds already allocated for this program under the “expenditures” table.

Tuition and Fee Revenue

Data: Enter the estimated tuition and fee revenue that will be directly attributable to students new to the institution enrolled in this program each year. The revenue should be calculated by multiplying the tuition rate by the projected annual FTE enrollment.

Narrative: Describe the rationale for the enrollment projections used to calculate tuition and fee revenue.

We expect enrollment in the American Sign Language Certificate program to remain steady in the coming five years, with an average of 15 full-time students and 10 part-time students. Calculations utilize current tuition and fees and project 1% increase annually. The average number of credits taken per year by part-time students is 12.

Grants and Contracts

Data: Enter the amount of grants, contracts or other external funding which will become available each of the five years as a direct result of this program.

Narrative: Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative

methods of continuing to finance the program after the outside funds cease to be available. **Conditional approval may be granted to a proposal that is dependent on grant funds that have not been officially awarded at the time of proposal submission, but in which substantial evidence has been provided to indicate a favorable review and an impending grant award is imminent.** Under these conditions, program approval may be granted for a twelve-month period. During this period, the program may not be implemented. Full program approval is granted only after funding documentation is accepted. Under extraordinary circumstances, a one-time extension to conditional approval may be granted to an institution that provides compelling information to warrant an extension.

No grants or contracts are expected in the next five years in the program.

Other Sources

Data: Enter any additional funds from sources other than in 1, 2, and 3 that have been specifically designated for the program.

Narrative: Provide detailed information on the sources of the funding, including supporting documentation.

Not Applicable

Total Year

Data: Total the financial resources that will be available for each year of program implementation. Include cumulative as well as one-time resources.

Narrative: Additional explanation or comments as needed.

Total Year financial resources amount to \$334,648 in the first year of the program include program tuition and fees and reallocated resources.

Maryland Higher Education Commission

Please do not leave any cells blank. place a "0" in the cell if no data is applicable for the specific resource category.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	249778	249778	257146	257146	257146
2. Tuition/Fee Revenue (c + g below)	84870	85785	86580	87496	92805
a. Number of F/T Students	15	15	15	15	15
b. Annual Tuition/Fee Rate	4458	4503	4548	4593	4639
c. Total F/T Revenue (a x b)	66870	67545	68220	68895	74085
d. Number of P/T Students	10	10	10	10	10
e. Credit Hour Rate	150	152	153	155	156
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	18000	18240	18360	18600	18720
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	334648	335563	343726	344642	349951

Maryland Higher Education Commission
Academic Program Proposal Expenditures Guidelines

PROGRAM EXPENDITURES AND NARRATIVE RATIONALE

Finance data for the first five years of program implementation are to be entered in each cell in Table 2 – Program Expenditures. Figures should be presented for five years and then totaled for each year. Below is the format for Table 2 as well as directions for entering the data.

TABLE 2: PROGRAM EXPENDITURES AND NARRATIVE RATIONALE

1. **Faculty (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new fulltime equivalent faculty needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures. (For example, if two new faculty members are needed, one in the first year and one in the second, the full-time equivalency, salary, and benefits for one member should be reported in Year 1, and the same information for both members should be reported in Year 2 and each successive year.)

With a fairly consistent enrollment of 25 students per year, the Certificate in American Sign Language program requires roughly 42 directly program-related course sections, 12 of which are taught by full-time faculty and 30 of which are taught by part-time faculty each academic year. The cost to the institution (at an average of \$2,900/course part-time and an average of \$6,908/course full time) is \$169,983 in salary plus full-time faculty benefits of roughly \$1,700/course, totaling \$20,400. A 3% COLA is included in Year 3.

2. **Administrative Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent administrative staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefit expenditures.

The Certificate in American Sign Language program is supported by one faculty department chair (one full-time faculty member with 18 annual credits of release supporting nine programs) and a full-time faculty program manager (with 12 credits of annual release to support the program). At the rates enumerated above, this represents faculty salary for 12 credits of release time + benefits, or \$34,438. A 3% COLA is included in Year 3.

3. **Support Staff (# FTE, Salary, and Benefits):** Enter (a) the cumulative number of new full-time equivalent support staff needed to implement the program each year, (b) the related salary expenditures, and (c) the related fringe benefits expenditures.

The program is supported by one support staff person who works with a total of nine academic programs with an average salary of \$51,000 and a benefit cost of \$10,211. The total expenses related to this program are 1/9 of the total cost, or \$6,802. A 3% COLA is included in Year 3.

4. **Equipment:** Enter the anticipated expenditures for equipment necessary for the implementation and continuing operation of the program each year.

None.

5. **Library:** Enter the anticipated expenditures for library materials directly attributable to the new program each year.

No new library holdings will need to be purchased for this program. Currently library loan mechanisms and electronic data retrieval methods can be utilized. The library exceeds state and national standards for community, junior, and technical college learning resource programs. There is a librarian who may be contacted for bibliographical searches and for the purchase of discipline-specific materials.

Estimated annual total FCC library expenditures are \$490,000. The ASL Certificate program represents one of 52 major credit program areas, or roughly \$9,423. A 2% cost increase is included in Year 3.

6. **New and/or Renovated Space:** Enter anticipated expenditures for any special facilities (general classroom, laboratory, office, etc.) that will be required for the new program. As a footnote to the table or in attached narrative, indicate whether the renovation of existing facilities will be sufficient or new facilities will be necessary.

This program requires no new or renovated space.

7. **Other Expenses:** Enter other expenditures required for the new program. Attach descriptive narrative or provide footnotes on the table. Included in this category should be allowances for faculty development, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

An annual immersion retreat that students may select as a program requirement costs the institution roughly \$3,000 in transportation and lodging expenses with a 2% increase projected in year three.

8. **Total Year:** Add each expenditure (continuing and one-time) to indicate total expenditures for each year of operation.

The total expenses for the first year of the program are \$249,778. All of the expenses associated with the Certificate in American Sign Language are already being borne by the institution under the previous curriculum.

Maryland Higher Education Commission

Please do not leave any cells blank. Place a "0" in the cell if no data is applicable for the specific expenditure category.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	190383	190383	196094	196094	196094
a. Number of FTE	2.8	2.8	2.8	2.8	2.8
b. Total Salary	169983	169983	175082	175082	175082
c. Total Benefits	20400	20400	21012	21012	21012
2. Admin. Staff (b + c below)	40170	40170	41375	41375	41375
a. Number of FTE	32237	32237	33204	33204	33204
b. Total Salary	7933	7933	8171	8171	8171
c. Total Benefits	.47	.47	.47	.47	.47
3. Support Staff (b + c below)	6802	6802	7006	7006	7006
a. Number of FTE	.11	.11	.11	.11	.11
b. Total Salary	5667	5667	5837	5837	5837
c. Total Benefits	1135	1135	1169	1169	1169
4. Technical Support and Equipment	0	0	0	0	0
5. Library	9423	9423	9611	9611	9611
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	3000	3000	3060	3060	3060
TOTAL (Add 1 – 7)	249778	249778	257146	257146	257146