

January 21, 2020

James D. Fielder, Jr., Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street, 10<sup>th</sup> Floor  
Baltimore, MD 21201

Dear Dr. Fielder;

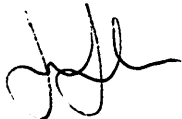
The purpose of this letter is to notify you that McDaniel College is submitting a new program proposal for the following program:

- Bachelor of Arts (B.A.) in American Sign Language

The Faculty and Board of Trustees of McDaniel College have endorsed this program.

Attached is the check (if being read in person) or a copy of the check (if being read via email) for \$850 for review of this proposal.

Sincerely,



Julia Jasken, Ph.D.  
Executive Vice President and Provost

CC: Dr. Jennifer Frank, Vice President, Academic Affairs, MICUA  
Dr. Pam Regis, Acting Dean of Graduate and Professional Studies

Enclosure (fee)



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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***Each action below requires a separate proposal and cover sheet.***

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus		Distance Education ( <i>fully online</i> )
Program Resources			Using Existing Resources		Requiring New Resources
Projected Implementation Date			Fall	Spring	Summer      Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 3/2019

# **American Sign Language (ASL) - MHEC proposal**

## **NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND SUBSTANTIAL MODIFICATIONS**

### **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.

#### **Institutional Mission**

*McDaniel College is a diverse student-centered community committed to excellence in the liberal arts and sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.*

McDaniel College challenges students to develop their unique perspectives on language learning by engaging in learning a visual language, American Sign Language (ASL). The proposed major would extend our current offerings in ASL. Currently, our students enroll in ASL classes to either meet a second language requirement or to complete the minor in ASL and gain insight into the Deaf community and the language used in this community. This proposed major in ASL would allow our students to delve deeper into both their learning of the language and their learning of the culture and literature of Deaf people in the United States and Canada. In our proposed curriculum for the ASL major, students will go beyond learning ASL and also understand the basic principles of how language works (linguistics) and how the structure of one language will enhance the learning of another. The critical skills involved in analyzing a language usage will prepare students to be critical thinkers upon graduation.

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

#### **Strategic Vision**

*Sustained by the transformative power of the liberal arts, we will enhance McDaniel's reputation and strengthen our resources by increasing our focus on the unique potentials of individuals. We will challenge all students academically in a supportive environment of genuine care and graduate an increasing number of diverse, successful, and engaged alumni.*

***Our Goal of Excellence with Genuine Care:*** *We will attract, retain, and graduate more students by providing a challenging education that develops students' abilities and ambitions, ignites their passions, and prepares them for successful twenty-first century careers.*

It is our intention that the proposed major will ignite students' passions as they prepare for successful 21<sup>st</sup> century careers while receiving a liberal arts education. The proposed major includes an experiential learning or immersion requirement so that students will need to interact with the Deaf community and use ASL outside of the classroom. These required experiences communicating with the Deaf community will promote and foster students' interpersonal communication skills as well as their language proficiency. The proposed ASL major was developed during a year-long review process at McDaniel College and within our department. This review focused on the institution's strategic goals, and which programs might be appealing to current and prospective students. At the end of this strategic process, our proposal for the new major was approved by the President and the Board of Trustees and deemed a high priority for the institution.

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

The strategic enrollment plan (SEP) for this program involved careful collaboration with our VP of Admissions, the Provost, and faculty members who will teach in this major. Based on discussions with these faculty, the VP of Admissions worked with the Provost to determine the investments needed. This major was developed assuming that the program could continue to be sustained through existing institutional resources, but with plans for increased investments needed with the assumption of program growth (described Section L, Table 2). Assuming the projected enrollment growth materializes, the institution is committed to hiring an additional full-time faculty member for each additional 15 students who enroll in this major and increasing the departmental budget proportionately as enrollment increases.

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

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

The institution is committed to supporting the needs of this new program fully and can launch the program immediately using already existing institutional resources. Administrative support will be provided by the administrative assistant for the ASL Department. Should enrollment in the program increase to the point of requiring additional resources, our Strategic Enrollment Plan (SEP) describes our plans and timeline for supporting increasing needs for infrastructure and new faculty (see section L, Table 2). Any technical needs described in the SEP (physical infrastructure, hardware, or software) will be incorporated into our annual budgeting process.

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

Given the demand for this program (as described below in section C), the institution is committed to offering this program for the foreseeable future. However, should there come a time when the institution decides to inactivate this program, a multi-year plan would be developed to continue offering the required courses to any enrolled students such that they would be guaranteed to graduate with their intended major.

**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

People with a B.A. degree in American Sign Language (ASL) can address and tackle many issues involving language deprivation, inaccessibility, audism, and other issues related to marginalization within the Deaf and ASL communities. The students who complete the degree will have a better understanding of Deaf culture, ASL, and the necessary skills to address challenging issues by providing language and accessibility, and by becoming an ally for Deaf and ASL communities.

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

Students who graduate with a B.A. in ASL have many options for employment which could address various societal needs. ASL majors could go on to receive advanced degrees in speech & language pathology, teaching, interpreting, social work, mental health, Deaf and hearing linguistics, neuroscience as it relates to ASL and brain development, computer programming (the study of ASL in terms of access via computers is exploding), and more. Furthermore, an ASL bachelor's degree would allow students to become paraeducators and school staff in schools for the Deaf or schools that are designed to work exclusively with special needs students. Not only would our program provide excellent job opportunities to our graduates (many of whom are first generation and/or students of color), but their career paths would likely support the education and development of minority students in the Deaf community. Additionally, the study of ASL will help our students distinguish their applications to graduate programs, making them more competitive candidates for the programs of their choice.

In particular, ASL continues to be of strong interest to our pre-med and pre-health students. Nearly 30% of the 2019 applicants expressed a pre-med or pre-health focus, and 7% of those students also indicated interest in ASL. Healthcare providers who speak ASL and understand the needs of the deaf community will not only be better able to serve deaf patients and their families but will be better prepared to serve *all* patients with dignity and empathy.

According to the National Center for Health Statistics, 4.2% of African American and Hispanics are deaf, and there is significant need for this population to have access to professionals that know ASL and reflect their ethnic and racial background. Due to McDaniel's diverse student body (the Fall 2019 entering class was 49% students of color), offering an ASL major will provide opportunities for students of color that will position them to meet his need regardless of career choice.

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

While McDaniel College is not a Historically Black Institution, this program will not be in competition with any HBI's because those institutions do not offer an ASL major.

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

We believe this program aligns with Strategy 1 of the Maryland State Plan for Postsecondary Education:

- Continue to improve college readiness among K-12 students, particularly high school students.

Because our ASL major supports students interested in education in pursuing the Master's in Deaf Education at the graduate level, it creates a unique opportunity to prepare deaf educators throughout the state in our school system. Additionally, over 70% of McDaniel students come from the state of Maryland, which means that most of our alumni work in the state or region. By creating a program that supports the pursuit of deaf education expertise, our alumni will be prepared to serve the unique needs of deaf students, providing them an increased opportunity to be college-ready.

In addition, we believe this program also aligns with Strategy 8 of the Maryland State Plan for Postsecondary Education:

- Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

The proposed major includes an experiential learning or immersion requirement so that students will need to interact with the Deaf community and use ASL outside of the classroom. To meet this requirement, we will establish partnerships outside the college that will benefit the region and our students so they are best prepared to enter the workforce upon graduation.

**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.

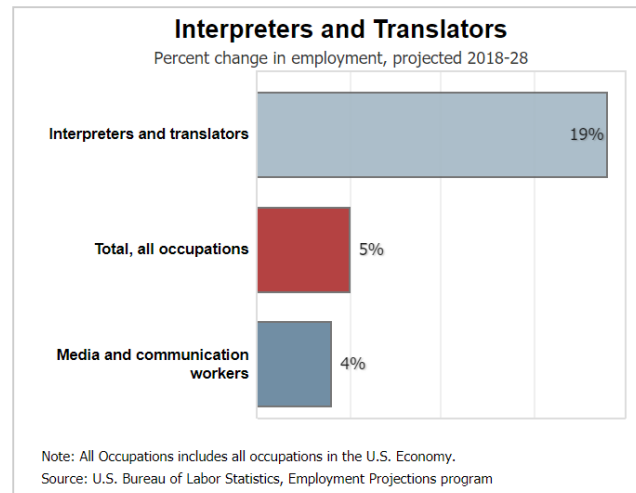
Students who graduate with a B.A. in ASL have many options for employment. ASL majors could go on to receive advanced degrees in speech & language pathology, teaching, interpreting, social work, mental health, Deaf and hearing linguistics, neuroscience as it relates to ASL and brain development, and computer programming. Furthermore, an ASL bachelor's degree would allow students to become paraeducators and school staff in schools for the Deaf or schools that are designed to work exclusively with special needs students.

In each of these industries, students would be entering at the entry-level.

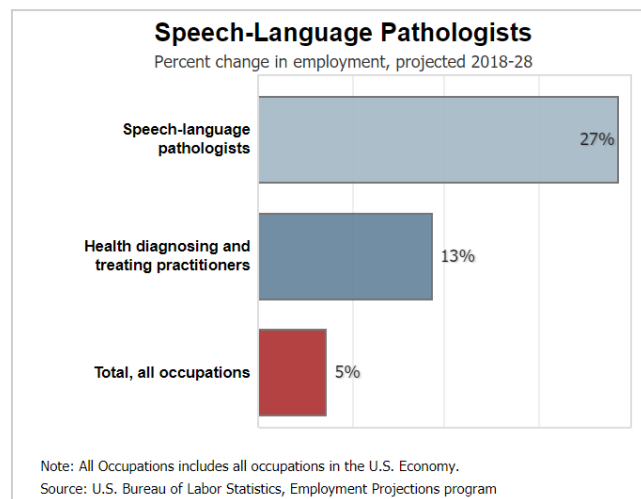
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Though the options available to graduates of the ASL program are wide, we will use three for the purposes of market demand analysis: interpreter/translator, speech language pathologist and special education teacher.

According to the Bureau of Labor Statistics, employment of interpreters/translators is projected to grow 19 percent from 2018 to 2028, faster than the average for all occupations. Though this does not reflect just ASL interpreters, the Bureau does note specifically that *“demand for American Sign Language interpreters is expected to grow due to the increasing use of video relay services, which allow people to conduct online video calls and use a sign language interpreter.”* It also notes that *“interpreters for the deaf will continue to have favorable employment prospects because there are relatively few people with the needed skills.”*

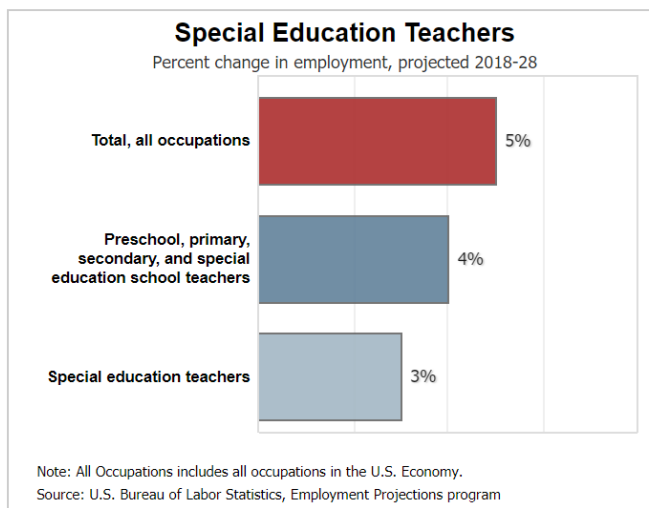


According to the Bureau of Labor Statistics, employment of speech language pathologists is projected to grow 27 percent from 2018 to 2028, faster than the average for all occupations.



According to the Bureau of Labor Statistics, employment of special education teachers is projected to grow 3% percent from 2018 to 2028, slower than the average for all occupations. However, the Bureau notes *“Demand for special education services and teachers should rise as disabilities are being identified earlier and as children with disabilities are enrolled into special education programs.*

*Federal laws require that every state must maintain the same level of financial support for special education every year. This reduces the threat of employment layoffs due to state or federal budget constraints.”*



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.

Between the three industries we reviewed (interpreters/translators, speech language pathologists, and special education teachers), The Bureau of Labor Statistics indicates that the employment change between 2018-2028 will be 70,100 positions.

## Summary

Quick Facts: Special Education Teachers	
2018 Median Pay ?	\$59,780 per year
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2018 ?	437,200
Job Outlook, 2018-28 ?	3% (Slower than average)
Employment Change, 2018-28 ?	13,600



## Summary

Quick Facts: Interpreters and Translators	
2018 Median Pay ?	\$49,930 per year \$24.00 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2018 ?	76,100
Job Outlook, 2018-28 ?	19% (Much faster than average)
Employment Change, 2018-28 ?	14,600

## Summary

Quick Facts: Speech-Language Pathologists	
2018 Median Pay ?	\$77,510 per year \$37.26 per hour
Typical Entry-Level Education ?	Master's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	Internship/residency
Number of Jobs, 2018 ?	153,700
Job Outlook, 2018-28 ?	27% (Much faster than average)
Employment Change, 2018-28 ?	41,900

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

McDaniel's internal data reflects a strong interest in ASL. Thirty-three students are currently enrolled in the minor program and an additional 17 have registered for ASL 3, an advanced language course. These students are likely to be greatly interested in the ASL minor. Additionally, 3% of our total applicant pool and 3.4% of our enrolled students indicate ASL as their preferred minor of choice. These are students likely to consider the major program. An additional 80 students (13%) identify as Undecided and would be a group to introduce to the program. Given our own internal interest and the enrollment in our graduate program in deaf education, we project annual enrollment of no fewer than 4 students per year. Applying standard attrition patterns, we project a minimum of 2-3 graduates per year.

#### **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.

According to the State Academic Program Inventory, found at [https://mhec.state.md.us/institutions\\_training/Pages/searchmajor.aspx](https://mhec.state.md.us/institutions_training/Pages/searchmajor.aspx), and the degree trend data downloadable from the MHEC website ([http://data.mhec.state.md.us/Trend\\_Aux/DTRENDS18.zip](http://data.mhec.state.md.us/Trend_Aux/DTRENDS18.zip)), we offer the following information on Maryland schools with similar undergraduate programs:

Institution	Program	CIP Code	Degrees Awarded				
			2015	2016	2017	2018	2019
McDaniel College (Proposed)	American Sign Language	16.1601					
Towson University	Deaf Studies	05.0211	64	61	42	58	29

- <https://www.towson.edu/cla/departments/interdisciplinary/undergrad/deafstudies/>
- <https://catalog.towson.edu/undergraduate/liberal-arts/interdisciplinary-studies/deaf-studies/#requirementstext>

Though several colleges across the country offer a variety of bachelor's degrees in ASL, Deaf Studies, and/or Interpreting, the closest program is a bachelor's degree in Deaf Studies at Towson University. However, Deaf Studies and ASL programs are not synonymous. Deaf Studies is a gestalt paradigm related to the Studies of the Deaf community in terms of Deaf theories, Deaf Arts, both visually and linguistically, Deaf literature, and advocacy for the Deaf community. Whereas, a major in ASL focuses on the language used by the North American Deaf community, focusing on the use of the language and its structure and nuances encompassed in scholarship. In addition, the study of ASL examines the linguistic patterns and nuances impacting Deaf and ASL literature while advancing students' signing skills.

The Deaf Studies major at Towson University and the proposed ASL major at McDaniel both require students to enroll in four levels of ASL as part of the major. Both programs also require two specific courses on Deaf Culture. While Towson University focuses on specific attributes of the Deaf community and encourages students to choose specific areas of opportunities servicing the Deaf community (e.g., teaching, aiding, group home, audiology, speech and language pathology, etc.) McDaniel College focuses on the linguistic attributes of both languages, English and ASL, so that students understand how the two languages interact. Thus, the focus is developing a bilingual individual in both the spoken and the visual language where students can move fluently between both targeted languages. In developing bilingual skills, the ASL majors will have access to a working ASL lab supporting the fluency of the language.

Another unique aspect of the McDaniel program is the focus on the International Deaf community. The program has an international Deaf community course as well as an opportunity for students to interact with the Deaf community in the Dominican Republic. Thus, students not only have insight to the North American Deaf culture but have a broader understanding of the International Deaf community. This provides another opportunity for students to analyze and compare more than one form of a visual language while developing a greater appreciation for signed languages around the world.

## 2. Provide justification for the proposed program.

According to the Modern Language Association's Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Final Report (<https://www.mla.org/content/download/110154/2406932/2016-Enrollments-Final-Report.pdf>) American Sign Language is the third most studied language in higher education institutions,

behind only French and Spanish. From 1990 to 2016, enrollments in American Sign Language increased by 6,582.9%. Given the need, the program's benefits are clear.

#### 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.

McDaniel's program is not in direct competition with any high demand program at an area HBI. There is currently no comparable ASL degree offered at a Maryland HBCU.

#### 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.

McDaniel has offered an undergraduate minor in ASL for a number of years. Accordingly, the proposed program would not have an impact on the uniqueness or institutional identity of any Maryland HBI. Furthermore, no Maryland HBI's have a major in ASL.

#### 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 proposed program was designed by faculty in the ASL Studies and Deaf Education Department. The increasing popularity of our minor in ASL warranted the development of a major. Many of our past ASL minors have lamented the fact that we do not offer a major in ASL. The Department Chair of ASL Studies and Deaf Education will oversee the program.

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

Our proposed ASL major is designed to develop the five Cs - **Communication, Culture, Connections, Comparisons, and Communities** – from the standards of the American Council on the Teaching of the Foreign Languages (ACTFL). Below are the five student learning outcomes for our proposed major in ASL:

Upon completion of the program, students will:

- engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- demonstrate an understanding of the relationship between the practices/products and perspectives of American Deaf Culture.
- acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

- demonstrate understanding of the nature of language and culture through comparisons between American Sign Language and their own language.
- actively participate in Deaf community events.

3. Explain how the institution will:

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

Student achievement of learning outcomes in the program is overseen by the Academic Assessment Committee (AAC) as part of McDaniel's established faculty governance. This committee of five full-time teaching faculty is charged with fostering sound assessment of the College's academic programs, encouraging the collection of data that leads to action, and collecting departmental assessment plans and reports and responding to them as necessary. The program will provide a list of learning outcomes to the AAC along with a chart indicating the specific courses in which each outcome is developed as well as courses that serve as points of assessment. In the fall of each academic year, the program will select an outcome (or outcomes) to assess and provide a detailed plan for direct and indirect assessment to the AAC; the AAC will provide feedback on this plan, as needed. All the department's learning outcomes will be revisited and assessed on a regular basis so that changes made based on past assessments can be evaluated.

b) document student achievement of learning outcomes in the program

In the spring of each academic year, the program will document the degree to which students achieved the learning outcomes in the program by providing a report on the assessment of these outcomes to the AAC, based on the assessment plan submitted earlier in the year. These reports will include the assessment findings as well as a proposed plan of ways to address any areas in which students did not successfully meet the learning outcomes set forth by the department.

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

#### Proposed ASL Major

Number	Title	Credits
ASL 1101 Or FYS 1142	American Sign Language I, w/ ASL 1003 lab Gestural Foundations of ASL, w/ ASL 1003 lab	4
ASL 1102	American Sign Language II, w/ ASL 1004 lab	4
ASL 2211	American Sign Language III w/ ASL 2201 lab	4
ASL 2212	American Sign Language IV w/ ASL 2202 lab	4
ASL 2230	Educational and Life Experiences of Deaf People	4
ENG 3306	Approaches of the Study of Language	4
ASL 3369	American Deaf Culture	4
ASL 3338	ASL Linguistics of American Sign Language	4
ASL 3339	ASL Literature & Poetry	4
ASL 4450	Capstone	4
Pick one elective:		4
ASL 3303: American Sign Language V		
ASL 2013: The Deaf Narrative		
ASL 3370: International Perspectives on Sign Languages and Deaf Culture		
COM 3220: Intercultural Communication		
SOC 3429: Race & Ethnic Relations in the US		
Pick one experiential learning (at least 2 credits)		2 - 4
ASL 1140: Jan Term: Dominican Republic		
ASL 3395/ASL 4495 Internship		
ASL 3399 Independent Study in an area of interest with the EXP tag		
Immersion semester: Study for a semester at Gallaudet University, National Technical Institute for the Deaf, or other approved institution.		
Total number of credits for major		
		46 - 48

(General Education Requirements continue on next page)

### General Education Requirements

Gen Ed Requirement	Details	Credits
First Year Seminar	All students complete a first year seminar	4
ENG 1101	Introduction to College Writing	4
Writing in the Discipline	All students take course(s) which are designated as Writing in the Discipline courses to learn how to write in the discipline of their major.	Credits included in Major
Second Language	Students must complete 2 semesters in the same language or demonstrate placement/proficiency above the 2 <sup>nd</sup> semester level.	Credits included in Major
Multicultural	Students select 1 course from this general education category	Credits included in Major
International Nonwestern	Students select 1 course from this general education category	4
International Western OR Nonwestern	Students select 1 course from either of these 2 general education categories	4
Quantitative Reasoning	Students select 1 course from this general education category	4
Scientific Inquiry with Lab	students select 1 course from this general education category	4
Quantitative Reasoning OR Scientific Inquiry	Students select 1 course from either of these 2 general education categories	4
Textual Analysis	Students select 1 course from this general education category	4
Creative Expression	Students select 1 course from this general education category	4
Social, Cultural, Historical Understanding	Students select 1 course from this general education category	Credits included in Major
Jan Term	General education requirement of 1 course during a January Term. Most students complete this by taking My Design.	2
My Design	All students take the My Design course, MDC 1100	2
My Career	All students take the My Career course, MDC 3100	1
Experiential Learning	General education requirement is that students complete credited or non-credited experiential learning which could include courses, internships, experiential independent studies, or study abroad.	Credits included in Major
<b>Total number of general education credits outside of the major</b>		<b>41</b>

**Composition of all credits required for graduation**

<b>Category</b>	<b># of Credits</b>
Major	46-48
General Education Requirements	41
Elective Courses	39-41
<b>Total</b>	<b>128</b>

**Course Descriptions for the Major****ASL 1101 - American Sign Language I***Credits: 4*

An introduction to the grammar and structure of American Sign Language (ASL) as a second language learning experience for students with no or limited knowledge of ASL. Immersion and interpersonal communication will be emphasized. Students learn grammar in the context of communicative activities. The Signing Naturally I units 1 through 6 including additional cultural information will be covered. The course includes language laboratory that encourages development of sign skills and is an integral component of the course. (This course is taught in ASL only.)

**FYS 1142 - Gestural Foundations of ASL***Credits: 4*

This course is an introduction into the grammar and structure of American Sign Language (ASL) and the premise that sign came before speech in the development of language. Historical and cultural significance of a signed language to the Deaf community around the world, will be emphasized along with a student's ability to communicate using signs, pictures, or icons instead of the spoken word. Material covered will be a resource for those interested in ASL/Deaf Studies, linguistics, semiotics, anthropology, philosophy, psychology, and/or sociology. The course includes a language laboratory, which is an integral component of the course; and, a cultural experience involving the Deaf community. This course is taught in ASL except for the Flex Days when presentations are made in spoken English.

**McDaniel Plan:** First-Year Seminar**ASL 1102 - American Sign Language II***Credits: 4*

A continuation of American Sign Language I with the expansion of conversational language skills as the medium of communication is emphasized. The Signing Naturally I units 7 through 12 including additional cultural information will be covered. The course includes language laboratory that encourages development of sign skills and is an integral component of the course. This course is taught in ASL only.

*Prerequisites American Sign Language 1101**Prerequisites/Co-requisites ASL 1101 or placement or FYS 1142***McDaniel Plan:** Second Language**ASL 2211 - American Sign Language III***Credits: 4*

A continuation of American Sign Language II, with strategies for conversation on topics, vocabulary, and grammar previously introduced. Portions of the Signing Naturally II series including in-depth cultural information and appropriate cultural behaviors will be covered. The course includes language laboratory that encourages development of sign skills and is an integral component of the course. An assessment of signing skills (ASLPI) may be required. (This course is taught in ASL only.)

*Prerequisites American Sign Language 1102*

### **ASL 2212 - American Sign Language IV**

*Credits: 4*

This advanced American Sign Language course focuses on proficiency in receptive and expressive skills. The Signing Naturally II and III series, including in-depth cultural information and appropriate cultural behaviors will be used. The course includes language laboratory that encourages development of sign skills and is an integral component of the course. An assessment of signing skills (ASLPI) may be required. (This course is taught in ASL only.)

*Prerequisites American Sign Language 2211*

### **ASL 2230 - Educational and Life Experiences of Deaf People**

*Credits: 4*

A general orientation to the life experiences of Deaf people with emphasis on their educational experiences. An overview of the historical, philosophical, and social aspects of Deaf education and the lives of Deaf people in the United States will be included. Voice interpreter provided.

**McDaniel Plan:** Multicultural

### **ENG 3306 - Approaches to the Study of Language**

*Credits: 4*

An introduction to the principles and methods of linguistics, the study of human language as a natural phenomenon. The course begins with an examination of the foundational subfields of morphology, syntax, phonetics, phonology, and semantics, then moves on to examine historical linguistics and the development of the many dialects of modern English.

**McDaniel Plan:** Social, Cultural, and Historical Understanding.

### **ASL 3369 - American Deaf Culture**

*Credits: 4*

This course provides the student with a perspective on Deaf people who use American Sign Language and their cultural identity. The course is based on a cultural perspective as an alternative to the pathological model and explores the historical evolution of the Deaf community in terms of language, self-image, culture, and arts.

*Prerequisites American Sign Language 2212 and 2230.*

### **ASL 3338 - Linguistics of American Sign Language**

*Credits: 4*

This course provides an analysis of the major structural features of American Sign Language phonology, morphology, syntax, semantics, and discourse.

*Prerequisites American Sign Language 2212 and ENG 3306*



**ASL 3339 - ASL Literature and Poetry***Credits: 4*

This course offers a cultural and literary analysis of ASL and Deaf-related literature in contemporary society. This course presents a selection of major works in text, cinema, and video. It will explore literary style and register, grammatical features, and linguistics expression in a cultural context.

*Prerequisites American Sign Language 2212 and 2230.*

**ASL 3303 - American Sign Language V***Credits: 4*

This course provides opportunities for advanced skill development emphasizing differences across various linguistic registers. Discourse analysis will be introduced and linguistic structures of ASL and English will be compared. The Signing Naturally III series will be covered. The course includes language laboratory that encourages development of sign skills and is an integral component of the course. An assessment of signing skills (ASLPI) may be required. (This course is taught in ASL only.)

*Prerequisites American Sign Language 2212*

**ASL 2013 – The Deaf Narrative***Credits: 4*

This course examines the portrayal of D/deaf individuals and/or the Deaf community within the context of literature. Students are given opportunities to view, analysis, and criticize texts from a socio-cultural perspective and how various mediums influence the greater perspective of the Deaf community. (Taught in ASL, but voice interpreters available.)

*Pre-requisites ENG 1101*

**McDaniel Plan:** Multicultural; Social, Cultural, Historical Understanding

**ASL 3370 - International Perspectives on Sign Languages and Deaf Culture***Credits: 4*

The study of diverse signed language and socio-political structures of Deaf communities in various countries and the impact on society. This course provides a global perspective of a linguistic and cultural minority group.

*Prerequisites ASL 2212, 2230, and 3369 (not applicable for Budapest students)*

**McDaniel Plan:** International Nonwestern; Social, Cultural, and Historical Understanding

**COM 3220 - Intercultural Communication***Credits: 4*

This course presents an overview of current issues in communicating across cultures. The course examines how people from various ethnic, gender, generational, racial, cultural, national and religious backgrounds exchange meaning. Study will focus on many of the cultural variables in communication as well as how those variables work holistically within cultural systems. Topics include how the interaction between language, thinking patterns and culture affect communication, the nature of culture, issues of power, verbal and nonverbal codes.

*Prerequisites COM-1102 and 57 or more credit hours*

**McDaniel Plan:** International Nonwestern

**SOC 3429 - Race and Ethnic Relations in the U.S.***Credits: 4*

A comparative approach to race and ethnic relations in the United States. The course compares and contrasts the experiences of multiple racial and ethnic groups. Special attention is paid to issues of privilege and power and the underlying historical and contemporary symbolic and structural factors affecting both intra and inter-group interactions.

*Prerequisites SOC 1103 or SOC 1104 or FYS 1104*

**McDaniel Plan:** Multicultural

**ASL 1140 - Dominican Republic and the Educational Life Experiences of the Deaf***Credits: 2*

Students will be involved in presenting instructional activities at the National Deaf School of the Dominican Republic as well as at a private school serving Deaf students with learning disabilities and behavior issues. Registration in a study tour does not guarantee participation. The faculty leader for the study must provide final approval for all registered students to participate. By registering for this class, you agree to allow the Office of Student Affairs to review and approve your student record along with the faculty instructor of the class. Your enrollment in this class is not final until Student Affairs and the faculty instructor for the class approve your registration.

**McDaniel Plan:** January Term; Experiential

**ASL 3395 - Internship American Sign Language***Credits: 1-4*

Supervised field experiences in appropriate settings, usually off campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

**ASL 4450- Capstone in ASL***Credits: 4*

*Prerequisite ASL 3369*

This course examines current trends and issues in the study of ASL and ASL Linguistics as it relates to the socio-cultural aspect of the Deaf community.

**ASL 4495 - Internship American Sign Language***Credits: 1-4*

Supervised field experiences in appropriate settings, usually off campus, designed to assist students in acquiring and using skills and knowledge of the discipline unique to the selected topic.

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

Approximately 20-22 credits of general education requirements will be met within the major - Writing in the Discipline (4cr), Multicultural (4cr), Second Language (8cr), Social, Cultural, and Historical Understanding (4cr), and Experiential Learning (0-2cr). Students will be able to fulfill the remaining general education courses and/or requirements by selecting courses outside of the department.

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.

The college catalog includes information on approved programs including all required coursework and total program hours. The catalog also addresses degree and McDaniel Plan (general education) requirements for students.

The Schedule of Classes for each semester outlines how classes are offered and the nature of faculty/student interaction—face-to-face, online, or hybrid. The learning management system for the online and hybrid classes is Blackboard. When student accounts are created, students receive an automated email that contains information about Blackboard and the system requirements. This information is in the student's inbox when they first access their email. If specific technological competencies or skills are required for any courses within the approved program, this information is outlined in the course description.

The college website and intranet contain pertinent information about student support services, including academic support, financial aid, tuition and fees, billing and payment, and policies relating to each.

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.

At McDaniel College, recruitment materials are updated annually. This provides the college flexibility to ensure accuracy.

Additionally, it is the habit of the Office of Admissions to introduce prospective students to departmental faculty when possible. Campus visits include the opportunity to sit in on a class or to meet with faculty. Emails written by department chairs are deployed by the Office of Admission and admitted student events feature one-hour sessions that give faculty and current students an opportunity to share details about the major.

The college's website recently underwent a complete redesign, and departmental practice in the Office of Communication and Marketing is to review academic program pages monthly for

accurate content. Academic pages link to the most recent version of the college's catalog, giving prospective students a clear and accurate view of the program requirements and coursework.

## H. Adequacy of Articulation

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

N/A

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

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

Name	Terminal Degree	Academic Title/Rank	Status	Courses
Mark Rust	PhD Deaf Education	Associate Professor of ASL	Full-time Faculty (half undergrad teaching, half grad teaching)	Gestural Foundations of American Sign Language, American Sign Language II, Dominican Republic and the Educational Life Experiences of the Deaf
Paul Fitzpatrick	M.A. Sign Language Education	Lecturer of ASL	Full-time Faculty	Gestural Foundations of American Sign Language, American Sign Language I, II, III, and IV. Educational and Life Experiences of Deaf People, American Deaf Culture, American Sign Language Literature and Poetry, and Internship
Liselee Egbert	PhD Reading Education	Visiting Professor of ASL	Full-time	American Sign Language I
Debra McQuaid	B.A. Information Technology	Adjunct Faculty of ASL	Adjunct	American Sign Language I, II, and III
Debbie Colbert	M.A. Sign Language Education	Adjunct Faculty of ASL	Adjunct	American Sign Language I, II, and III

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

McDaniel College prides itself on its excellent instruction and therefore provides many forms of faculty development to support professors in all stages of their careers. New faculty participate in a year-long orientation program of monthly professional

development events which include a focus on evidence-based practices. Every August, new and returning faculty attend a day-long faculty development retreat which includes concurrent sessions on various topics including diversity, students with learning differences, evidence-based research about teaching and learning, best practices for hybrid and online teaching, handling challenging classroom situations, etc. Throughout the academic year, we offer 1 to 2 faculty development sessions each month which are open to all faculty. Each year, we run a faculty book group/learning community which approximately one third of our full-time faculty participate in; the book is always one which highlights evidenced-based practices. In addition to the group-based forms of faculty development described above, the institution also provides one-on-one support to faculty who would like to receive formative feedback on their teaching through class observations and/or moderated focus groups with their students.

b) The learning management system

The Department of Instructional Design and Technology at McDaniel College offers the following resources to support faculty use of Blackboard: (a) 60-minute workshops throughout the year on Blackboard Basic, Intermediate, and Advanced features; (b) one-on-one Blackboard training for all new faculty members and anyone else who requests it; (c) a range of course design templates that enable/encourage backward design, outcome alignment, authentic assessment, appropriate rubrics, and a range of student-centered pedagogical methods; and (d) professional development lunch events about matters of instructional design.

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

We have no intention of offering this program in an online format. However, a very small percentage of undergraduate courses at McDaniel are taught online during the summer session so that our students can take some summer courses while they are at home. All faculty who teach an online course are required to first take BPO 100: *Best Practices in Online Teaching and Learning*, a four-week (28-hour commitment) online course. By completing the course, participants (a) gain the benefit of the experience, research, and knowledge from those individuals and institutions who have been offering online instruction for many years, (b) develop specific strategies for maintaining social presence, teaching presence, and cognitive presence in an online classroom, and (c) develop specific strategies for facilitating collaboration, reflection, and learner-centered pedagogies. BPO 100--a constructivist, discussion-based class--is informed by the Community of Inquiry framework and standard best practices as measured by Quality Matters.

**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.

McDaniel College's Hoover Library contains approximately 375,038 book volumes, access to 87 different databases, 77,676 titles of media, and 84,516 serials. The Hoover Library website (<http://hoover.mcdaniel.edu>) includes Research Guides—general and course specific—that assist students with identifying appropriate resources for academic writing. The guides also provide general assistance with the research process by covering topics such as source selection and evaluation.

The College's print collection is available for loan to all McDaniel College students, faculty, staff, and other community members. The library's website provides remote access to the online catalog and electronic databases so that students may access the library's resources from wherever they are working. No-fee interlibrary loans and document delivery from other institutions supplement the collection in support of research and classroom projects.

As part of the Carroll Library Partnership, Hoover Library shares an online catalog with Carroll County Public Library and Carroll Community College. Students, faculty, and staff may use, request, and check out titles from any of the three collections. This arrangement makes an additional 700,000 volumes available to the McDaniel College community. McDaniel College students and faculty also have borrowing privileges at participating libraries at institutions in the Maryland Independent Colleges and Universities Association (MICUA), the Baltimore Area Library Consortium (BALC), and the Associated College Libraries of Central Pennsylvania (ACLCP).

**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.

The ASL & Deaf Studies Department currently has four offices for adjunct and full-time faculty to use including computers and videophones. We have several classrooms, each equipped with a computer and a smartboard. There is an ASL lab which is utilized by the many students who take ASL as part of the college's second language requirement. The ASL lab includes a smartboard, 20 computers, and a blackboard. The department also has a small studio room with lights for filming so that staff, faculty, and/or students can develop and/or produce videos for ASL projects. Finally, there is an office space for our department administrative assistant.

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

All McDaniel students are provided with email accounts. The institution uses Blackboard for course delivery, community engagement, and content management for all face-to-face and online courses. Our Blackboard system is fully integrated with our

Student Information System (SIS), such that (a) all students and faculty automatically have Blackboard accounts, (b) all classes are automatically built, and (c) all enrollments are automatically managed via SIS integration.

Instructors and students utilize iDevices, Adobe Connect, Ensemble, video from Hoover Library databases, and fast Internet connections. The Student Accessibility Support Services (SASS) office provides on-loan assistive technology to students. The Instructional Design & Technology Office provides training and support for faculty and students using any technology used in the course. The department has adequate information technology resources to support faculty and students.

**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.

**Rationale for enrollment projections**

New student enrollment projections embedded in our strategic enrollment plans are developed by the Vice President for Enrollment. They are based on the VP's review of historical enrollment data in similar fields at McDaniel College, the size of the potential market in primary recruitment areas for the college, and enrollment trends nationally.

**Rationale for reallocated funds**

Last year, the College underwent a faculty-led review in response to a request from the McDaniel Board of Trustees to identify academic programs for possible reinvestment, as well as potential restructuring. The goal of this review was to strengthen the academic program of the College by aligning our academic offerings with current and prospective students' demonstrated interests.

In the spring of 2019, the Board of Trustees unanimously approved the recommendations that would suspend enrollment for future students in the following undergraduate majors: Art History, Religious Studies, French, German and Music. Minors in German, Music and Latin will also no longer be offered. These programs were selected, in large part, due to relative under-enrollment compared with other programs at the College.

The following chart indicates the number of students who were in the pipeline and in our prospective student pool as of November of 2018:

Program	5-yr avg degrees	Current majors	Current minors	F19 Admissions projections <u>Apps→Admits→Yield</u>
Art History Major (minor retained)	4.6	4	4	N/A: Art History not in survey General Art = <b>6 students</b>
Religious Studies Major (minor retained)	1.6	7	10	8 apps → 5 admits → <b>1 student</b>
French Major (minor retained)	3.8	8	6	9 apps → 6 admits → <b>1 student</b>
German Major and Minor	2.2	12	5	2 apps → 1 admits → <b>0 students</b>
Music Major and Minor (select music activities retained)	3.2	13	8	32 apps → 21 admits → <b>4 students</b>

Any prospective students who indicated an interest in these majors were notified of the program suspensions in advance of making their decision to enroll. The College guaranteed that all students who had declared a major in an impacted program would be able to graduate with their intended degree. McDaniel students were allowed to declare any major through the end of this spring semester regardless of whether there was a recommendation to suspend. And in every case except for German and Latin, courses will still be taught in these disciplines and students will be able to use these courses to fulfill their core education (McDaniel Plan) requirements. Specifically related to Music, select performance opportunities that have existed for all students, regardless of major, will still be available, including choir and band, as well as music lessons. Students can still select from five second languages: Arabic, ASL, Chinese, French, and Spanish.

Because of our commitment that all students in an affected major can graduate with their intended degree, existing faculty may continue to teach in the affected programs of study for a number of years. The College is closely following American Association of University Professors (AAUP) guidelines.

The recommendations approved by the board resulted in nearly a million dollars worth of savings over the next five years, 100% of which will be re-invested to strengthen our academic programs. Investments will support the reorientation of existing programs to better meet the needs of the 21st century, and to create new programs that will expand the curricular offerings of the College. This was not a budget cut.

The Board also voted to investigate these strategic re-investments in four categories of strong and growing interest to current and prospective students: Health Sciences/STEM, Business and Technology, the Liberal Arts core curriculum, and professional certificates.

None of these changes will adversely affect our ability to deliver our hallmark McDaniel Plan and McDaniel Commitment. Our students will continue to experience a broad education in the liberal arts and sciences while delving deeply into their program areas of special interest.



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.

FTE & operating budget calculations were based upon existing departments which will contribute at least 25% of the courses in the proposed major. Using only those high-contributing departments, FTE & operating budgets were then calculated based on proportionate contributions.

**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.

Courses are evaluated via online student course evaluations which are reviewed by department chair and the individual faculty member at the end of each semester; these evaluations include quantitative and qualitative components. Programmatic student learning outcomes are assessed via direct and indirect measures under the guidance of the standing Academic Assessment Committee as described in G.3

Faculty teaching in the program will be evaluated in accordance with the faculty evaluation procedures of McDaniel College specified in the McDaniel College Faculty Handbook. At the time when franchised faculty are eligible for reappointment, tenure, promotion, or periodic review, the faculty member critically evaluates his or her performance as a teacher, reviews course evaluations, and provides evidence of effective teaching, service to the college, and scholarly and/or professional activity. The five elected members of the Faculty Affairs Committee review the materials submitted by the faculty member as well as the student course evaluations, rate the candidate's performance, and make a recommendation to the Provost for employment action. Adjunct faculty are reviewed by their department chair on a regular basis; adjunct faculty are evaluated based on their course evaluations and other materials they may submit to document their teaching effectiveness.

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.

In addition to the annual assessments of student learning outcomes overseen by the Academic Assessment Committee described earlier (see G.3), the program will engage in a periodic program review. The program review process is overseen by the Academic Planning Committee (APC) – a standing committee that is part of our faculty governance system. Faculty who teach in the program will prepare a self-study that includes data about course and program enrollment, faculty professional activity, student retention/graduation rates, assessments of student learning outcomes, alumni outcomes and satisfaction, a comparison of the program to similar programs at other colleges, nationwide trends in the discipline, an evaluation of the current strengths and challenges of the program, and a five-year strategic plan. The self-study is reviewed by the APC and feedback is provided. External consultants review the self-study and make an on-site visit to further evaluate the program's educational effectiveness and make

recommendations based for improvement. The last step of this year-long review process is the revision of the five-year plan to address any weaknesses or areas of improvement.

The student body is surveyed using several different methods. Annually, we complete the Higher Education Data Sharing (HEDS) Consortium's "Senior Survey," which asks seniors to report on five dimensions of their undergraduate experience: good teaching and high-quality Interactions with faculty, challenging assignments and high faculty expectations, interactions with diversity, growth on intellectual outcomes, and growth on civic outcomes. Secondly, we use the Student Satisfaction Inventory (SSI) from Ruffalo Noel Levitz, which measures student satisfaction and which issues are most important to them. Finally, we also utilize the National Survey of Student Engagement (NSSE), which looks at engagement indicators and high-impact practices. With each of these assessment methods, data can be disaggregated to a departmental/programmatic level. These reports are provided to department chairs for integration into their own assessment plans and departmental reviews as a measure of student satisfaction.

Regarding cost effectiveness, McDaniel College engages in a strategic planning process to determine the viability of its programs. This process involves developing a unique Strategic Enrollment Plan (SEP) for the program. As defined by Ruffalo Noel Levitz, Strategic Enrollment Planning is "a data-informed process that aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the institution's mission and ensure the institution's long-term enrollment success and fiscal health." At McDaniel, this means each proposed academic program is reviewed through the lens of not only curricular innovation and mission alignment, but also program demand, departmental costs, investment needs, and long-term viability. This data is reviewed by the Provost and a faculty committee whose focus is strategic planning and the budgetary health of the institution. This program was developed with the assumption that the program could continue to be sustained through existing institutional resources, but with plans for increased investments when the expected program growth occurs.

**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.

McDaniel College is committed to minority student access and success. In accordance with this commitment, the College has articulated cultural diversity goals which include general education courses related to cultural diversity, co-curricular student programming, and faculty and staff development regarding working with a diverse student body.

Students of all ages, interests, professions, and backgrounds are encouraged to apply for undergraduate and graduate study. Fall enrollment data from 2018 show that 28% of our student population identified as students of color, a number that has steadily increased since 2010. The majority of students at McDaniel College (65%) come from the State of Maryland, and 26% are considered first-generation college students. McDaniel College actively recruits prospective students through campus events and career fairs throughout the mid-Atlantic region.

All the students in the proposed program will complete general education courses which have been designed to educate students about different forms of diversity. Students will complete at least one multicultural course which will give students an understanding of the cultural pluralism of American society. Multicultural courses focus on the cultures and experiences of diverse groups in the United States that have been historically subordinated or marginalized and defined by such categories as race, gender, sexuality, class, religion, and disability. Students will complete at least two international courses, one of which must focus on a non-western region. International courses examine the perspectives and customs of cultures outside the U.S. or the relationship between the U.S. and world cultures. In addition to these general education course, our orientation program for first year students includes three sessions focused on diversity-related issues relevant to college students and those sessions span from the summer orientation through the end of the first semester so that we can address diversity education at multiple stages of their first year.

Many co-curricular, cultural activities are sponsored by the Office of Diversity and Inclusion, while other activities are initiated by our many student organizations which provide social support and co-curricular events for students. (e.g., the Black Student Union, the Gender Sexuality Alliance, the Hispano-Latinx Alliance, the Asian Community Coalition, the Muslim Student Association, and the Jewish Student Union).

The faculty members who will teach in the proposed program participate in multiple professional development events focused on teaching and supporting students from diverse groups. Every August, McDaniel College holds a faculty development retreat and requires that faculty attend at least one session focused on diversity-related issues. Our newest full-time faculty members participate in a year-long orientation series which includes sessions about teaching our diverse student body as well. In addition, throughout the academic year, professional development sessions focused on diversity-related issues are open to all faculty and staff.

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

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

This proposed program is not directly related to an identified low productivity program.

**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.

While we are eligible to provide Distance Education as an institution at the Graduate level, this proposed Undergraduate program will not be offered in Distance Education format.

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

While we are eligible to provide Distance Education as an institution at the Graduate level, this proposed Undergraduate program will not be offered in Distance Education format.

**TABLE 1: PROGRAM RESOURCES**

<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Narrative</b>
1. Reallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Tuition/Fee Revenue (c + g below)	\$0.00	\$93,767.08	\$241,450.20	\$397,909.92	\$512,309.00	
a. Number of F/T Students	0	4	10	16	20	Because we have not marketed this new major when recruiting students for Fall 2020, any students who might declare this major in Year 1 will be already-enrolled students. Therefore, we are projecting no NEW students and no additional tuition revenue during Year 1 attributed to this program.
b. Annual Tuition/Fee Rate	\$0.00	\$23,441.77	\$24,145.02	\$24,869.37	\$25,615.45	Assumes 3% annual increase
c. Total F/T Revenue (a x b)	\$0.00	\$93,767.08	\$241,450.20	\$397,909.92	\$512,309.00	
d. Number of P/T Students	0	0	0	0	0	We have so few part-time undergraduates that we are not including part-time students in our projected enrollments.
e. Credit Hour Rate	0	0	0	0	0	
f. Annual Credit Hour Rate	\$1,433.07	\$1,476.07	\$1,520.35	\$1,565.96	\$1,612.94	Assumes 3% annual increase
g. Total P/T Revenue (d x e x f)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3. Grants, Contracts & Other External Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
<b>TOTAL (Add 1 – 4)</b>	<b>\$0.00</b>	<b>\$93,767.08</b>	<b>\$241,450.20</b>	<b>\$397,909.92</b>	<b>\$512,309.00</b>	

**TABLE 2: PROGRAM EXPENDITURES**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Narrative</b>
1. Faculty (b + c below)	\$0.00	\$0.00	\$0.00	\$78,000.00	\$80,340.00	1 new faculty in year 4
a. Number of FTE	2.5	2.5	2.5	3.5	3.5	Projected new students: Y2 = 4 students, Y3 = 10, Y4 = 16, Y5 = 20, add new faculty for every 15 new students.
b. Total Salary	\$0.00	\$0.00	\$0.00	\$60,000.00	\$61,800.00	Assumes 3% annual increase
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$18,000.00	\$18,540.00	Assumes 3% annual increase
2. Admin. Staff (b + c below)	0	0	0	0	0	
a. Number of FTE	1	1	1	1	1	Addition of an administrative assistant
b. Total Salary	\$29,500.00	\$30,385.00	\$31,296.55	\$32,235.45	\$33,202.51	Salary for new administrative assistant (\$19,500) plus salary adjustment for current coordinator of interpreting (\$10,000). Assumes 3% annual increase.
c. Total Benefits	\$8,850.00	\$9,115.50	\$9,388.97	\$9,670.63	\$9,960.75	Assumes 3% annual increase.
3. Support Staff (b + c below)	\$0.00	\$0.00	\$0.00	\$0.00	\$41,100.00	
a. Number of FTE	1	1	1	1	2	We currently have 1 support staff for labs and will add 1 in Year 5.
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00	
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$11,100.00	
4. Technical Support and Equipment	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00	Computer for new faculty members (\$2,500 each). All other technical support and equipment will be covered by existing resources in the ASL Departments.
5. Library	\$0.00	\$3,000.00	\$3,060.00	\$3,122.00	\$3,187.00	Estimated library budget will be \$1,500/year for books and \$1,500/year for journals (with 4% annual increase for journals). Other resources are already available through existing databases.
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0	
7. Other Expenses	\$27,000.00	\$28,764.00	\$31,410.00	\$61,056.00	\$62,820.00	Based on current operating budgets, the cost per student in the ASL Department = \$441 X new student projections. In addition, the cost of interpreting services for each additional faculty member (if deaf) is \$27,000/year (starting in year 1 and in year 4)
<b>TOTAL (Add 1 – 7)</b>	<b>\$27,000.00</b>	<b>\$31,764.00</b>	<b>\$34,470.00</b>	<b>\$144,678.00</b>	<b>\$187,447.00</b>	