

June 22, 2021

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th 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 Food Studies

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

Attached is proposal, along with a copy of the mailed check for \$850 for review of this proposal.

Sincerely,



Pamela Regis, Ph.D.
Acting Provost

CC: Dr. Angela Sherman, Vice President, Academic Affairs, MICUA
Dr. Wendy Morris, Dean of the Faculty

Enclosure (fee)



MHEC
Creating a state of achievement

Office Use Only: PP#

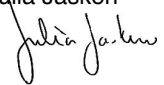
Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal McDaniel College

Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input 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 <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check	Amount: 850.00	Submitted: 6/28/2021

Department Proposing Program	Academic Affairs		
Degree Level and Degree Type	Bachelor of Arts		
Title of Proposed Program	Food Studies		
Total Number of Credits	128		
Suggested Codes	HEGIS: 4999	CIP: 30.2601	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>)		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2022		
Provide Link to Most Recent Academic Catalog	URL: http://catalog.mcdaniel.edu		
Preferred Contact for this Proposal	Name: Wendy Morris		
	Title: Dean of the Faculty		
	Phone: (410) 857-2521		
	Email: wmorris@mcdaniel.edu		
President/Chief Executive	Type Name: Julia Jasken		
	Signature: 		Date: 06/22/2021
	Date of Approval/Endorsement by Governing Board: 02/20/2021		

Revised 3/2019

Food Studies - MHEC proposal

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

An institution submits a proposal using guidelines in accordance with State regulations found in [COMAR 13B.02.03](#). Proposals shall be submitted electronically to acadprop.mhec@maryland.gov.¹

A complete proposal shall include a:

1. **Cover letter** from the chief academic officer addressed to the Secretary of Higher Education requesting approval of the new program
2. **Proposal Cover Sheet** with all required signatures and should address all of the following areas:

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.

This new major explores the connections between food, culture, social policy, and the environment in the bachelor's degree program in food studies at McDaniel College. Drawing on a number of disciplines - including environmental studies, public policy, history, philosophy, languages and literature, sociology, kinesiology, business, economics, art history, cinema studies - the program prepares the students to implement positive changes in food systems by engaging them with processes of production, distribution, consumption, and regulation.

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.

¹ Contact information: 6 North Liberty Street, Baltimore MD 21201; Phone 410-767-3300 or 800-974-0203

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 will ignite students' passions as they prepare for successful 21st century careers while receiving a liberal arts education. The Food Studies program will be led by our expert faculty from various fields of study. Students will explore subjects ranging from global food culture, food in film, literature and the arts, food systems and food ways, food-growing practices and food marketing to global food security and public health issues like obesity and malnutrition. We will also partner with local restaurants, farmers, wineries, distilleries and breweries, and advocacy organizations to enable the students to supplement their classroom learning with hands-on experience.

The degree in food studies is a pathway to careers and graduate study in food policy research, advocacy, environmentally sustainable agriculture, urban policy analysis, management, food marketing and distribution, public relations, business administration for governments, NGOs, culinary journalism, and food and culinary businesses.

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 Enrollment, the Provost, and faculty members who will teach in this major. Based on discussions with these faculty, the VP of Enrollment 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 World Language, Literatures, & Culture Department where the program coordinator is housed. 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 comes a time when the institution decides to inactive 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

Among millennials and Gen Z, interest in Food Studies has spiked² in the last years, putting undergraduate and graduate programs to the test, expecting pedagogical transformations and signature programs that link their concern of ecological challenges to issues of food security and equity but also to the broader fields of health management and public policy trends.³ Bigger research universities such as Stanford University, Cornell University, George Washington University, etc., saw this interest and have rapidly established food studies programs that are preparing students for new and varied job markets in agriculture, global food distributions, food engineering labs, and the health industry. Food Studies is making inroads at liberal arts colleges but is often still conceptualized as a certificate or minor program (e.g., Dickinson College, Middlebury College, Ursinus College, etc.). These programs are flourishing and, even though official data sets on projected enrollments are not available, colleagues at other institutions have already successfully implemented food and culture courses in their programs. Based on fully enrolled and waitlisted classes on various topics within Food Studies over the past 2 years at McDaniel, we have strong evidence that our student body is highly interested in this field of study.

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

The history of slavery and the systemic racism in the USA have created a food system that produces food inequities. Equipping students with knowledge in this field can be a catalyst for change in our society. For example, vibrant Black food cultures have served as sites of resistance. Through various courses that will be offered in the program, the agricultural stories of minorities and people of color will be highlighted. In addition, various aspects of food security, food justice, and equity that affect mainly minorities in the US will give students of color an opportunity to learn more about the “Freedom Farmers,” the history and the importance of Southern (soul) food in the struggle of African-Americans for freedom and equality. Students would be placed into internships

² See, “Food for Thought,” *The New York Times*, 04/13/2012, <https://www.nytimes.com/2012/04/15/education/edlife/truly-food-for-thought.html>

“The Rise of Food Studies Programs,” *The Atlantic*, 06/01/2015, <https://www.theatlantic.com/education/archive/2015/06/the-rise-of-food-studies-programs/394538/>

³ For a summary of recent developments in food studies and millennials/Gen Z see, https://www.researchgate.net/publication/262583577_Food_for_Thought_Developing_Curricula_for_Sustainable_Food_Systems_Education_Programs

with organizations that are committed to food justice and this way create opportunities for them to become young food justice leaders.

McDaniel's food studies major will prepare our graduates to enter a variety of industries with a comprehensive and competitive liberal arts background. Because our student body is highly diverse (the Fall 2020 entering class at McDaniel College was 48% non-white), it will equip our students of color to enter a variety of professional careers with foundational knowledge to prepare them in their industry of 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 an Historically Black Institution, this program will not be in competition with any HBI's because those institutions do not offer a Food Studies major.

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

As Strategy 8 states, "the contemporary workplace is changing rapidly, and long-held beliefs about academic majors, career paths, and the connections between them have been transformed. More than ever, employers seek employees who have the flexibility to understand changing conditions and solve emerging problems. Technical knowledge is not enough." By grounding this program in a liberal arts education and focusing on the interdisciplinary nature of the major, our students will hone their critical thinking skills and quantitative reasoning skills and apply those skills to address issues within cultures and food systems.

Our program is distinctive in that it emphasizes the relationships between the natural and social science aspects of food studies. With opportunities to learn about sustainable agriculture, literally getting their hands dirty at the McDaniel Environmental Center, to understanding how food influences culture and storytelling through study abroad, our students have many opportunities for applied learning that they will bring with them to their future workplaces. To support and expand these opportunities, we will follow our already established models through the Center for Experience and Opportunity and our academic departments, such as undergraduate research, support for internships, study abroad opportunities, international dinners and panels of local professionals (<https://www.mcdaniel.edu/information/headlines/news-at-mcdaniel/archive/interviewing-day-at-mcdaniel-jobs-internships-and-career-contacts>). These relationships will provide students direct access to employers while giving employers an opportunity to provide feedback on the program.

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.

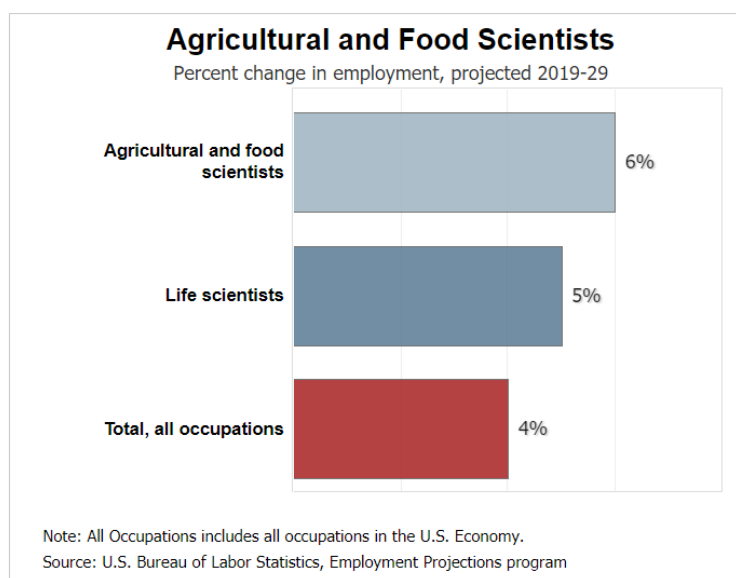
Food studies degree and certification programs have been steadily gaining in popularity and food studies graduates are finding ways to utilize their degree in many different industries.

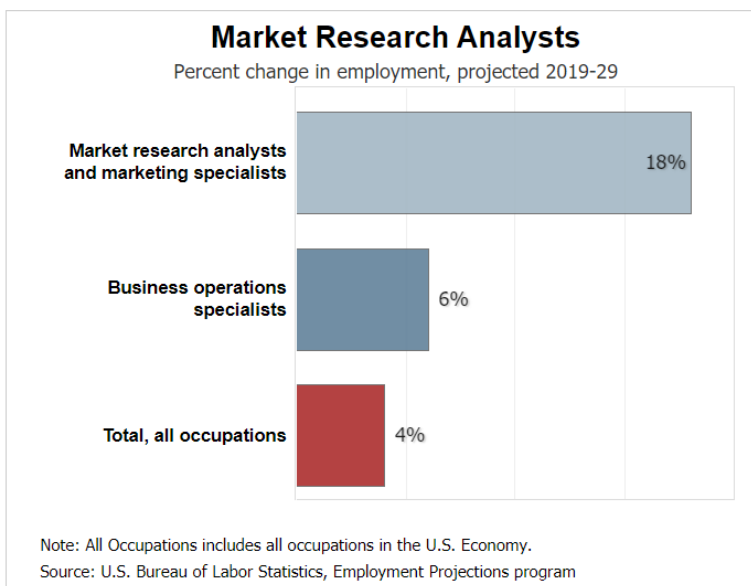
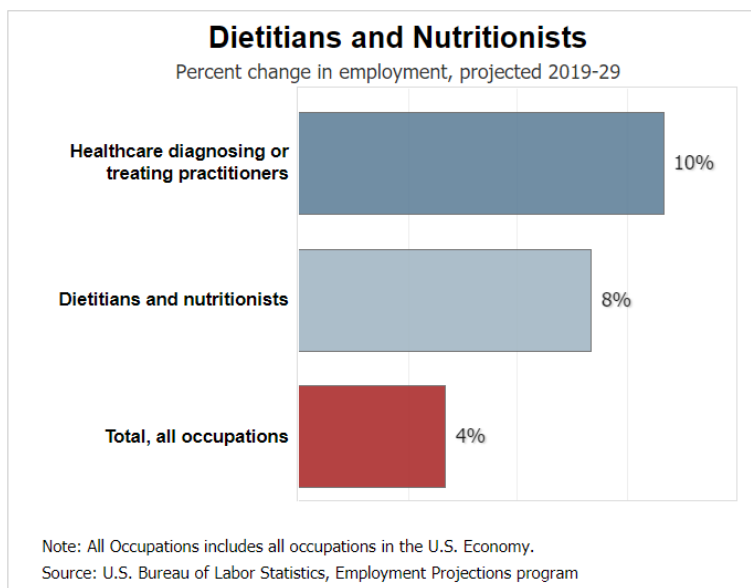
Graduates of the McDaniel program will have a strong experiential and applied learning component that will prepare them for entry-level roles contributing to food policy, food history,

culture studies, research and development and marketing. They will have foundational knowledge that could be expanded into professional roles in agriculture, food science and nutrition with the addition of a graduate degree. Due to the interdisciplinary nature of the program, the options for graduates are broad, but in the cases where specific industries are identified, they are experiencing growth that outpaces the national average.

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

According to the Bureau of Labor Statistics, employment of agricultural and food scientists is projected to grow 6% from 2019 to 2029. Employment of dietitians and nutritionists is projected to grow 10% from 2019 to 2029, and market research analysts are expected to grow 18%. This sampling of industries that food studies majors would be prepared to enter demonstrates the growth opportunity for our graduates. In all cases, growth is projected well above the national average of 4%.





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.

Jobs that our graduates would be qualified for are not just posted in specific industries; in fact, www.goodfoodjobs.com is a reliable database of jobs our graduates are qualified for, including positions like Executive Director, Overlook FARM or Communications Assistant, DC Greens Inc. In total, nearly 1000 positions are posted, a number that has been greatly reduced as many aspects of the food industry have been negatively impacted by COVID-19.

And though it is difficult to quantify, we believe that COVID-19 will increase the need for graduates from our food studies program. COVID-19 impacted every aspect of the food supply

chain, and we believe there will be increased need for professionals who understand the quantitative and qualitative value of food to our communities and are prepared to lead change in this industry.

If we consider some of the sample industries our graduates might consider, we see employment growth numbers that range from 2000-130,000 through 2029.

Quick Facts: Dietitians and Nutritionists	
2019 Median Pay ?	\$61,270 per year \$29.46 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	Internship/residency
Number of Jobs, 2019 ?	74,200
Job Outlook, 2019-29 ?	8% (Much faster than average)
Employment Change, 2019-29 ?	5,900

Quick Facts: Market Research Analysts	
2019 Median Pay ?	\$63,790 per year \$30.67 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2019 ?	738,100
Job Outlook, 2019-29 ?	18% (Much faster than average)
Employment Change, 2019-29 ?	130,300

Quick Facts: Agricultural and Food Scientists	
2019 Median Pay ?	\$65,160 per year \$31.33 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2019 ?	34,800
Job Outlook, 2019-29 ?	6% (Faster than average)
Employment Change, 2019-29 ?	2,000

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

While it is unlikely that high school students will be actively seeking a food studies program, McDaniel students reflect a high level of interest in interdisciplinary program. Over 70% of McDaniel applicants indicate a desire to study two or more academic programs on their application for admission, reflecting a desire to explore interdisciplinary programs like food studies. Additionally, each year students who identify as “Undecided” are among our top three largest incoming student groups (averaging between 60-90 new students per year). We anticipate that some of these students will identify the food studies program as the cross-

departmental program they are seeking, resulting in 2 new students in year one and increasing to 4 new students per year after 4 years.

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, we have found no schools offering similar programs. The CIP Code searched was 30.2601: Cultural Studies/Critical Theory and Analysis, which is the proposed classification for this program. Also possibly relevant to this proposal would be 45.9999: Social Sciences, Other; and 24.0101: Liberal Arts and Sciences, General Studies and Humanities. It was felt however these categories were too broad in context and not generally applicable to this specific program.

2. Provide justification for the proposed program.

Our search revealed no other Food Studies programs in our geographical area. While there are institutions with majors in Nutrition, those are science-based programs and are very different from the interdisciplinary approach we are proposing.

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

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 program in Food Studies was created in response to the college's re-orientation and reinvestment process. For years, professors at McDaniel have offered food courses in various programs/departments such as Chemistry, English, Environmental Science, First Year Seminar, History, Kinesiology, Sociology, among others. Support from individual instructors teaching the aforementioned courses as well as the respective chairs have been obtained. The high enrollment in our current offerings related to food studies indicated a strong interest among our students for this major. Many faculty members were excited to see such a program grow and many colleagues from other departments pledged their support with a line of new courses in an effort to create a new interdisciplinary program that builds on many already existing courses in

various departments. The program will be coordinated by Dr. Mohamed Esa who will also teach the core courses. The rest of the curriculum includes courses already offered on campus by other faculty.

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

Student Learning Outcomes for Food Studies: Upon successful completion of the program, students will be able to:

- understand and critically analyze food systems and foodways in different societal and cultural settings
- identify and analyze contemporary and historical factors that affect food supply and food security, including environmental conditions and issues of power and social justice
- analyze and reflect on food choices and their connection to wellness, health, and world hunger.
- describe and critically analyze conceptions and presentations of food in literature and film.

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.

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

Proposed Food Studies Major

Number	Title	Credits
FST 1101	Food Studies, An Introduction	4
FST 2201	A Global History of Food	4
FST 3325	Food Studies: Research Methods	4

FST 4401	Capstone in Food Studies	4
Students must complete 28 credits (7 courses) from the following 3 areas, at least 2 courses from each area and at least 2 courses must be at the 3000 level.		
Food, Culture and Media		
FRE 2515	French Food for Foodies	4
FST 2110	Reel Food and World Cinema	4
FST 3308	Literary Feast Round the Globe	4
FST 3301	Mediterranean Culinary Culture	4
ENC 1200	You Are What You Eat	4
FYS 1241	Reading the Recipe	4
ENG 1122	Food in Children's Literature	4
Food, Health and the Environment		
FYS 1218	Food Chemistry	4
ENV 2218	Changing Food Systems	4
ENV 3111	Sustainable Agriculture	4
GSC 1142	The Science of Cooking	2
KIN 2325	Nutrition	4
KIN 2326	Performance Nutrition	4
Food, Policy and Society		
ENV 2218	Changing Food Systems	4
FST 3305	World Hunger and Food Crisis	4
FYS 1233	Water, Food, and the Environment in China	4
HIS 1T02	Rice, Ramen, or General Tso Chicken: Food and Foodways in China	4
HIS 2T09	Food in East Asia: Eating is Event of Supreme Importance	4
SOC 2208	Food, Culture & Society	4
Total number of credits for major		42-44
Departmental Writing: The WID will be met by taking the two writing intensive courses FST 3325: Research Methods in Food Studies and FST 4401: Capstone in Food Studies.		

Additional credits outside for the Major

Type of Course	Details	Credits
First Year Seminar	General education requirement	4
ENG 1101 (English Composition)	Introduction to College Writing, general education requirement	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. <ul style="list-style-type: none"> Food Studies majors will meet this requirement by taking FST 3325: Research Methods in Food Studies (4 credits) and FST 4401: Capstone in Food Studies (4 credits) 	Credits included in major
Second Language	General education requirement is 2 semesters in the same language or placement/proficiency above the 2 nd semester level.	8

Multicultural (<i>Social & Behavioral Sciences</i>)	Category of courses for general education requirement	0-4
International Nonwestern (<i>Social & Behavioral Sciences</i>)	Category of courses for general education requirement <ul style="list-style-type: none"> Food Studies Majors will complete this requirement by taking FST-1101 Food Studies: An Introduction (4 Credits) 	Credits included in major
International Western OR Nonwestern (<i>Social & Behavioral Sciences</i>)	Choice of 2 categories of courses for general education requirement <ul style="list-style-type: none"> Food Studies Majors will complete this requirement by taking FST-2201 A Global History of Food (4 Credits) 	Credits included in major
Quantitative Reasoning (<i>Mathematics</i>)	Category of courses for general education requirement <ul style="list-style-type: none"> Food Studies Majors will complete this requirement by taking FST-3325 Food Studies: Research Methods (4 Credits) 	Credits included in major
Scientific Inquiry with Lab (<i>Biological & Physical Sciences</i>)	Category of courses for general education requirement	4
Quantitative Reasoning OR Scientific Inquiry (<i>Mathematics or Biological & Physical Sciences</i>)	Choice of 2 categories of courses for general education requirement	0-4
Textual Analysis (<i>Arts & Humanities</i>)	Category of courses for general education requirement	0-4
Creative Expression (<i>Arts & Humanities</i>)	Category of courses for general education requirement	0-4
Social, Cultural, Historical Understanding (<i>Social & Behavioral Sciences</i>)	Category of courses for general education requirement <ul style="list-style-type: none"> Food Studies Majors will complete this requirement by taking FST-1101 Food Studies: An Introduction (4 Credits) 	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 Career	General education requirement	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.	0-4
Total number of general education credits outside of the major		23-43
Remaining elective courses (these could count toward a minor, another major, and/or elective credit)		41-63

Combined credits from general education and elective coursework	84-86
Total number of credits from the major (see previous table)	42-44
Total number of credits required for the B.A. degree	128

FST-1101 Food Studies: An Introduction (4 Credits)

This course introduces students to Food Studies, an interdisciplinary, sensory and experiential field that examines the relationships between food and the human experience from a range of humanities and social science perspectives. We will explore the complex ways in which food has influenced human history and explore the role food plays in the construction of personal and collective identity in terms of body, race and ethnicity, class, gender, nationality, and social movements. We also will examine questions of hunger, and cultural aspects of food politics, paying particular attention to globalization and the international flow of people, goods, ideas, and technologies. We will address key questions such as: What is food? How has food influenced human history across the globe? How has our social environment or culture influenced our views of what we consider food? How was /is food produced, distributed and consumed and by whom? What effects does this have on the environment? What are the ethical, cultural and spiritual meanings of food? Why are so many people hungry while others eat so much that it makes them sick?

McDaniel Plan: International Non-western; Social, Cultural, and Historical Understanding

FST-2201 A Global History of Food (4 Credits)

Anthropologist Sidney Mintzre marked once "Food is such a powerful dimension of our consciousness as living things, to omit it from the study of human behavior would be egregious." This course will explore the history of food from the prehistoric world and the earliest hunting and gathering societies to the present, as we consider examples from every corner of the world. It will focus on how and why civilizations have been shaped by geography, flora and fauna and technological developments that have enabled humans to exploit natural resources. Feeding people has always been the primary concern of our species and, more than any other factor, finding, growing or trading food products has been the prime catalyst in human history. The scope of this course will be global, covering civilizations of Africa, Asia, Europe and America. The course will also cover the marginalized and colonized cultures that were dominated largely to feed or entice the palates of the citizens of the colonizing powers. A major theme of the course will be the process of globalization, imperialism and the growth of capitalist enterprise at the cost of indigenous cultures and traditional farming practices and how these processes were shaped by trade in food.

McDaniel Plan: International Nonwestern

FST-3325 Food Studies: Research Methods (4 Credits)

Marion Nestle, a leading scholar in nutrition, food studies, and public health, observed that food is not only a worthy subject of study in itself, but also an entrée into larger issues that concern humankind: health, sustainability, globalization, development, governance, and power. In this course we will explore historical, quantitative, qualitative, observational and material objects research methods used in the field of food studies. As an interdisciplinary field, food studies employs a variety of methods from diverse disciplines. For example, data collection methods like dietary recall, which comes from nutrition science, are helpful in learning what people eat. Interview is another method widely used across disciplines. However, the "charlasculinarias" (culinary chart) is an enhancement of the more traditional interview. Food interviews can tell

the stories of migration, assimilation or resistance, changes over time, and personal and group identity.

McDaniel Plan: Quantitative Reasoning

FST-4401 Capstone in Food Studies (4 Credits)

The Capstone in Food Studies is a semester-long seminar in which students conduct original and independent research on a topic approved by the Program Coordinator. Students will use theoretical and methodological skills they obtained in their Food Studies Research Methods course and through their experience as Food Studies majors and focus on a specific area in Food Studies. Students will write a journal-length paper that meets the standards of the Food Studies discipline and present a report from their independent research project to the college community.

FRE-2515 French Food for Foodies (4 Credits)

This French culture and language course is intended for intermediate level French students. The emphasis is both on French society, language, history, customs and attitude towards food and on the continued development of speaking, writing, reading, and listening skills in French. This course will include, although to a smaller extent, a study of food traditions in French-speaking countries outside of France, such as in West Africa and Québec.

McDaniel Plan: International

FST-2110 Reel Food and World Cinema (4 Credits)

Food has been part of the semiotic process of film-making since films began. Both food and film provide information about ourselves and our values. They both communicate information about our political and economic aspirations, ethnic and religious values, and even sexual and philosophical identities. Both enrich our minds with ideas about adventure and bravery, hope and despair, love and romance, and more. This course explores the representations of food in world cinema. We will pay special attention to the social, cultural and historical issues depicted in films from around the world. In addition to analyzing films as pieces of artist cinematic expression, we will also examine the multiple roles that "culinary images" play in world cinema. We will also pay special attention to how food production and preparation, presentation and consumption can play an important role in film structure, character development and film themes.

McDaniel Plan: International Non-western; Social, Cultural, and Historical Understanding

FST-3308 Literary Feast Round the Globe (4Credits)

Food is one of the most universally used themes in literary works since ancient times, from classical texts such as the Satyricon by Petronius with its famous Banquet of Trimalchio, to Like Water for Chocolate by Mexican writer, Laura Esquivel. Food, food production, food justice, and the food movement are key areas for literature study. Food is used in literature to present interpretations of culture, history, politics, ethnicity and gender issues. In this course, students will study the role of food in literature written by "global" authors and ethnic writers. Most of the texts read in the course, primarily written by women authors, include fiction and non-fiction: travel writing, memoirs, essays, cookbooks, and novels. The discussions will be augmented by food films based on some of the novels read in class.

McDaniel Plan: International Non-western; Textual Analysis

FST-3301 Mediterranean Culinary Culture (4 Credits)

Food is perhaps the most distinctive expression an ethnic group, a culture, a nation. It is an essential aspect of our identity and consciousness. Food is not only cooking and eating. Food has social meaning and emotional significance. It touches upon issues of class, gender, religion, race and ethnicity. Food is a product of geography, historical development and societal changes involving food production and consumption. This course considers the food cultures of the Mediterranean from an anthropological and historical perspective. Topics of study include: food in Ancient Mediterranean societies, the regional cuisines of various Mediterranean nations, food as a defining characteristic of culture, religious practices and taboos involving food, and Mediterranean food in American society and culture. Each week students will enter the kitchen where they experience various regional cuisines, learn the techniques of Mediterranean cooking, organize meals, and critique their culinary creations.

McDaniel Plan: International Nonwestern

ENC-1200 You Are What You Eat (4 Credits)

Develop your "foodie" identity by blogging and vlogging about food. Experience entrepreneurship in action by partnering with local entrepreneurs to explore the farm-to-table process, particularly in terms of sustainability, education, and accessibility. In this course, we'll explore the growing literature and discourse surrounding local and organic food movements and put this knowledge to action in our blogs, vlogs, and partnerships. We'll create cookbooks that address a variety of issues surrounding how to produce local food sustainably and provide fair access to "good" food sources for members of the community who, traditionally, do not have such access. Finally, we'll experience entrepreneurship in action by working with constituents to develop and enact a plan in terms of producing, providing, and educating people about food (e.g. food selection and preparation). After learning about the entrepreneurs' visions, we will assist the constituents in generating resources for their venture (i.e. students might create a crowd-funded marketing campaign or write a grant for resources to develop their plans).

McDaniel Plan: Creative Expression

FYS-1241 Reading the Recipe (4 Credits)

Students will analyze food-themed texts, such as cookbooks, menus, travel logs, memoirs, and television shows. Texts will focus on those stories that explore issues of race, gender, sexuality, immigration, and religion in the context of food cultures.

McDaniel Plan: First Year Seminar; Multicultural

ENG-1122 Food in Children's Literature (4 Credits)

In this course, students will apply a variety of literary theories to the analysis of children's and young adult literature, specifically those texts that emphasize food imagery and symbolism.

McDaniel Plan: Textual Analysis

FYS-1218 Food Chemistry (4 Credits)

This is a course that uses Food to introduce students to the sub-disciplines of Chemistry. We will indulge your two most chemically related senses - smell and taste in a gastronomical yet scientific journey. We will make and eat food to validate laws of Physical Chemistry, learn about Biochemical enzyme activity, taste and smell Organic chemistry, explore the Inorganic Chemistry of preservation, and quantify food contents with Analytical Chemistry. Through examples of food experimentation, students will gain a meaningful understanding of the depth and breadth of the subject that is Chemistry.

McDaniel Plan: First Year Seminar

ENV-2118 Changing Food Systems (4 Credits)

This course examines contemporary efforts and initiatives to address the challenges of sustainability, health and equity in our agri-food systems. Globalization and development, rapid technological change, human population growth and migration, environmental and resource degradation, climate change and rising social inequalities together form an important backdrop for growing concern among consumers, citizens, civil society groups and social movements worldwide about the conditions and outcomes of agri-food systems. Governments at multiple scales, large corporations and smaller businesses have also responded to address some of these concerns about the environmental, economic, health and social impacts of agri-food systems. How do these various efforts and initiatives approach agri-food systems change? Where do they align? Where do they diverge? What do they accomplish? Focusing primarily, but not exclusively on the North American context, this course considers multiple aspects of agri-food systems from "the farm to the fork" and back again.

McDaniel Plan: Multicultural

ENV-3111 Sustainable Agriculture (4 Credits)

This course introduces students to the environmental, socio-political, and economic dimensions of agricultural production, particularly in the United States and the Chesapeake Bay region. Drawing upon current social and biophysical scientific research, case studies, and guest speakers who are experts in the respective agriculture-related fields, course topics will include a survey of principles, techniques, and concepts that engage students with the material dimensions and human experiences of food, fiber, and commodity production. The lab component of this course will tie together field trips and student research to explore how sustainable agricultural practices have been embraced by local producers and regional college farms and gardens. Lessons will be applied through student-led food production efforts at McDaniel College and creative science communication projects.

McDaniel Plan: Experiential

GSC-1142 The Science of Cooking (2 Credits)

We all eat; but have you ever wondered if there is any scientific basis to what is being done in the kitchen? This is a course that considers the science of cooking because we all love to indulge our two most chemically related senses - smell and taste. During the course we will consider questions as diverse as: What does "caramelize" mean? Are green potatoes poisonous? What makes ground beef brown? What is freezer burn? Is white chocolate really chocolate? and How can I get red wine stains out of a tablecloth? We will also consider international food and cooking methodologies, as well as the interpretation of nutritional information and marketing messages. The course will expand and enlighten your taste and smell experience. This is a course for those who would like to be more knowledgeable eaters.

McDaniel Plan: Jan Term

KIN-2325 Nutrition (4 Credits)

A study of the nutritional needs throughout the human lifespan. Topics include energy nutrients, vitamins, minerals, recommended dietary allowances, and weight control. Fad diets, nutritional supplementation, and the world's food supply are also examined.

McDaniel Plan: Scientific Inquiry

KIN-2326 Performance Nutrition (4 Credits)

Performance Nutrition examines the role of nutrition in physical activity and athletic performance. Topics include bioenergetics, the effect of food on metabolism and how food content and quality impacts performance. Using case study and examination, candidates will exhibit understanding of the role of nutrition in physical activity.

FST-3305 World Hunger and Food Crisis (4 Credits)

More than 9 million people die every year of hunger, malnutrition, and related diseases, most of them children in Africa. Nutritional deprivation affects more than one-quarter of the world's population. Western (American and European) policies keep the world's poorest hungry and unable to feed themselves. Why does hunger exist globally despite an abundance of food? This course is a cross-cultural and interdisciplinary study of world hunger. It involves a critical examination of the political, economic, social, and ecological causes and consequences of hunger and famine. There are only a few other global problems of more dire significance in today's world than world hunger. Through readings and research, students will learn about hunger in the United States and around the world in different historical and cultural contexts along with different explanations and solutions to hunger worldwide.

McDaniel Plan: International Non-western

FYS-1233 Water, Food and the Environment in China (4 Credits)

Water and food have been a crucial but often overlooked part of Chinese history. How have changing patterns of consumption shaped the environment and daily life in different times and regions? What has shaped the Chinese peoples' relations with water, food, and the environment? Despite lakes and rivers, why have people in China repeatedly suffered in history from lack of water? Why has China faced repeated famines? How have solutions to these problems been wrapped in economic shifts, cultural integration and disintegration, and the expansion/diminishing of state power? Employing a range of disciplinary perspectives-historical, literary, philosophical, agrarian, economic, technological, and environmental -this course examines the changing images of food, water, and environment in Chinese history. Students will consider issues of water and food in peoples' daily lives, in relation to the environment, within the agrarian economy, and in state projects over time.

McDaniel Plan: First Year Seminar; Social, Cultural, and Historical Understanding; Experiential

HIS-1T02 Rice, Ramen, & Gen-Tso Chicken (4 Credits)

This is a social and cultural history of what, when, why, and how people eat in China from the sixth century BCE to 1800s. Structured chronologically, the course explores the connection between food and agriculture, politics, religion, health, technology, and so forth. On the one hand, we examine foodways in China as human adaptation, knowledge formation, technological development, cultural appropriation, and so forth. On the other hand, we will also discuss historical evolution of food and their impacts on individuals and societies. Students will read both Chinese classics (Analects of Confucius, Family Principles, Books of Rites, etc.) and popular anecdotal style writings on recipes, foodstuff, and foodways. The course includes the following units: (1) a general introduction of historical "Chinese" and "China" reflected in Chinese foods; (2) several prominent foods (rice, soybeans, tofu, sorghum, etc.) in different historical moments; and (3) changing cultural significances of food, cooking, and eating in and beyond China.

McDaniel Plan: International Non-Western; Textual Analysis

HIS-2T09 Food in East Asia (4 Credits)

Everyone eats and we are what we eat. Food has shaped and is still defining East Asia societies. What foods have been produced and reinvented in China, Japan, and Korea in early modern and modern East Asia from the 1600s on? How have they been circulated and consumed in the region? How were different cuisine systems developed? Why was the production of rice related to reproduction of subsistent economy and formation of centralized state in East Asia? How were foods conceptualized and redefined in relation to international trade, global markets, maritime modernity, national identities, reconceptualization of health, science, and technology? In this course, we will explore the growing literature and discourse surrounding food production, circulation, and consumption, to get familiar with the current scholarships and recent historiographies of food history in East Asia.

McDaniel Plan: Social, Cultural & Historical Understanding; International Non-Western

SOC-2208 Food, Culture, and Society (4 Credits)

Eating: the consumption of nutrients is a biological imperative; but food is more than nutrition. This course therefore views food production, processing, distribution and consumption as social and cultural phenomena. It is through foodways that individual and cultural identity is expressed; struggles and aspirations of minority and immigrant communities; social class and culture are expressed. This course will enable students to develop a sociological framework for understanding the role of food in their own lives, that of the contemporary United States, as well as a broader perspective for engaging other cultures. Students will also be able to draw connections between the various issues on food: GMOs, obesity and hunger, food deserts, agricultural subsidies, federal food regulation and the global dimensions of agri-food networks.

McDaniel Plan: Multicultural

FRE 2515 French Food for Foodies (4 Credits)

This French culture and language course is intended for intermediate level French students. The emphasis is both on French society, language, history, customs and attitude towards food and on the continued development of speaking, writing, reading, and listening skills in French. This course will include, although to a smaller extent, a study of food traditions in French-speaking countries outside of France, such as in West Africa and Québec.

McDaniel Plan: International

GSC 1142 Science of Cooking (4 Credits)

We all eat; but have you ever wondered if there is any scientific basis to what is being done in the kitchen? This is a course that considers the science of cooking because we all love to indulge our two most chemically related senses – smell and taste. During the course we will consider questions as diverse as: What does "caramelize" mean? Are green potatoes poisonous? What makes ground beef brown? What is freezer burn? Is white chocolate really chocolate? and How can I get red wine stains out of a tablecloth? We will also consider international food and cooking methodologies, as well as the interpretation of nutritional information and marketing messages. The course will expand and enlighten your taste and smell experience. This is a course for those who would like to be more knowledgeable eaters.

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

Students will be able to meet many of their general education requirements within their major. They will definitely meet the following requirements through the required core food studies courses: Quantitative Reasoning, Writing in the Discipline, Social Cultural Historical Understanding, International Nonwestern (2). Depending upon which options of choices

students choose for the elective courses within the major, they may also complete the following general education requirements: Multicultural, Scientific Inquiry, Textual Analysis, Creative Expression, and Experiential Learning. Students will need to complete these remaining general education requirements outside of the major: First Year Seminar, ENG 1101, second language, Jan Term course, My Career, and an scientific inquiry with lab class.

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

Not applicable

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

Not applicable

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

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.

Once formally approved, the college's website (www.mcdaniel.edu) will be updated with program and degree information that links to the college's online catalog, ensuring that promotional materials reflect the academic curriculum as designed by the faculty. Throughout the recruitment cycle, applicants are introduced directly to McDaniel faculty who are able to share the details of academic programs in program (or virtually) so that prospective students can have their questions answered by the most knowledgeable members of our community. Print pieces in the admissions office are reprinted on an annual or bi-annual basis to ensure accurate information is provided, and admissions staff are trained on new programs after reviewing the curriculum.

H. Adequacy of Articulation

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

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
Mohamed Esa	Ph.D. in German Studies, Political Science	Professor of Food Studies, Arabic and Middle Eastern Studies	Full-time Faculty	FST 1101: Food Studies an Introduction FST 2201: A Global History of Food FST 3325: Research Methods in Food Studies FST 4401: Capstone in Food Studies FST3301: Mediterranean Food Culture IDS(FST) 2110: Reel Food and World Cinema FST 3305: World Hunger and Global Food Crisis
Gretchen McKay	Ph.D. in Art History	Professor of Art History	Full-time Faculty	AHY 2XXX: Food and Art
Martine Motard-Noar	Ph.D. in French	Professor of French	Full-time Faculty	FRE2515: A table: French for Foodies IDS 2012: Alcohol, Spirits, Muses and Demons
William Spence	M.A. in Linguistics	Senior Lecturer in English	Full-time Faculty	ENC 1200: You Are What You Eat
Elyzabeth Engle	Ph.D. in Rural Sociology	Assistant Professor of Environmental Studies	Full-time Faculty	ENV 2T04: Changing Food Systems ENV 3T01: Sustainable Agriculture
Peter Craig	Ph.D. in Chemistry	Associate Professor of Chemistry	Full-time Faculty	GSC 1142: The Science of Cooking
Jennifer McKenzie	Ph.D. in Kinesiology	Associate Professor of Kinesiology	Full-time Faculty	KIN 2325: Nutrition KIN 2326: Performance Nutrition
Angela Bryant	Master of	Senior Adjunct	Adjunct Faculty	KIN 2325: Nutrition

	Physician Assistant Studies	Lecturer in Kinesiology		KIN 2326: Performance Nutrition
Qin Fang	Ph.D. in History	Associate Professor of History	Full-time Faculty	FYS 1233: Water, Food, and the Environment in China HIS 1T02: Rice, Noodles, or General Tso Chicken HIS 2T09: Food in East Asia
Linda Semu	Ph.D. in Sociology	Associate Professor of Sociology	Full-time Faculty	SOC 2208: Food, Culture & Society

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 classes while they are living 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 faculty teaching in this major are already on staff and they have the needed physical resources in the form of classrooms, computer labs, and offices.

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 Academic Support Services (SASS) office provides on-loan assistive technology to students. The Instructional 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 = 6 students
Religious Studies Major (minor retained)	1.6	7	10	8 apps → 5 admits → 1 student
French Major (minor retained)	3.8	8	6	9 apps → 6 admits → 1 student
German Major and Minor	2.2	12	5	2 apps → 1 admits → 0 students
Music Major and Minor (select music activities retained)	3.2	13	8	32 apps → 21 admits → 4 students

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 5 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 3 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

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Tuition/Fee Revenue (c + g below)	\$47,263.00	\$48,681.00	\$50,141.00	\$51,645.00	\$53,194.00
a. Number of F/T Students	0	2	3	4	4
b. Annual Tuition/Fee Rate	\$23,736.00	\$24,211.00	\$24,937.00	\$25,685.00	\$26,456.00
c. Total F/T Revenue (a x b)	\$0.00	\$48,422.00	\$74,811.00	\$102,740.00	\$105,824.00
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	\$741.75	\$756.59	\$779.28	\$802.66	\$826.75
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
TOTAL (Add 1 – 4)	\$47,263.00	\$48,681.00	\$50,141.00	\$51,645.00	\$53,194.00

TABLE 2: PROGRAM EXPENDITURES:						
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Narrative
1. Faculty (b + c below)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
a. Number of FTE	1	1	1	1	1	Projected new students: Y2 = 2 students, Y3 = 3, Y4 = 4, Y5 = 4, add new faculty for every 15 new students.
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0	
a. Number of FTE	0	-	-	-	-	
b. Total Salary	\$0	\$0	\$0	\$0	\$0	
c. Total Benefits	\$0	\$0	\$0	\$0	\$0	
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0	
a. Number of FTE	0	0	0	0	0	
b. Total Salary	\$0	\$0	\$0	\$0	\$0	
c. Total Benefits	\$0	\$0	\$0	\$0	\$0	
4. Technical Support and Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	All technical support and equipment will be covered by existing resources.
5. Library	\$0.00	\$3,115.00	\$3,239.60	\$3,369.18	\$3,503.95	Cost of adding a Food Studies database. Other resources are already available through existing databases. Assumes annual 4% increase.
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0	
7. Other Expenses	\$0.00	\$164.00	\$246.00	\$328.00	\$410.00	\$82 cost per student X new student projections. Estimated based on an existing similar major.
TOTAL (Add 1 – 7)	\$0.00	\$3,279.00	\$3,485.60	\$3,697.18	\$3,913.95	