SUBSTANTIAL MODIFICATION TO AN EXISTING PROGRAM
October 14, 2015

A. Centrality to institutional mission statement and planning priorities:

The M.A. Humanities Program reflects the values and Mission of Hood College. Approved and adopted by the Board of Trustees, the Mission of Hood College is as follows:

Hood College prepares students to excel in meeting the personal, professional and global challenges of the future. Hood is committed to the integration of the liberal arts, the professions and technology, to the exploration of values, a sense of community and to the preparation of students for lives of responsibility, leadership and service.

Additionally, Hood is a contemporary liberal arts college that serves as a lifelong learning center where students can examine, evaluate and plan their lives. Uniquely designed programs, dedicated staff and a faculty carefully selected for its teaching excellence and concern for the development of the individual are the hallmarks of a Hood education….

Hood College, in summary, offers an education that provides the individual with a sense of identity and purpose, a positive self-image, a concern for others, a responsibility to society and the environment, a respect for freedom of choice and belief, a continuing search for knowledge and understanding and a high regard for academic excellence.

For over a decade, the Master of Arts in Humanities program has met a demand in the greater Frederick area for graduate education in the disciplines of art, history, literature, music, philosophy, and religion. Our interdisciplinary degree is intended for students who, having majored in one of the disciplines listed above, seek to integrate their particular expertise at the graduate level with corollary fields in the humanities. Open to candidates from all stages of life, our primary clientele has been and remains Secondary Education teachers in the local Maryland county school systems. Increasingly, the program is also attracting "life-long learners," ranging from non-teaching working professionals to retirees, interested in a humanities education. The curricular changes proposed here will better equip the program to engage the interests of new students and showcase the importance of the liberal arts at Hood College. The centrality of the graduate Humanities program to Hood's institutional goals was recently reaffirmed by the Graduate School's Strategic Plan approved by the Board of Trustees in March 2015.

Arrangements have been made to ensure that students enrolled in the existing Humanities program will be allowed to continue their progress under the current curricular program to allow for their completion of the program. Students will be given the opportunity to switch to the new curricular program should they wish to do so.

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

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

As noted in the attached cover letter, this proposal is for a *reform* of the existing M.A. Humanities curriculum at Hood College. It is not a new degree. The program received initial MHEC approval and began operating in 2001. Following an external review of the Humanities program in 2014 as part of Hood College's regular assessment practice, it was determined that a more focused program would be beneficial to students and their diverse vocational needs. To identify specific program changes, the program director held a series of meetings with students, faculty, and administrators. From these meetings emerged a variety of ideas about how the program might better meet the needs of current and future students. In order to enhance student learning, ensure continued fulfillment of the program's stated learning objectives, and meet the increasing demand for graduate humanities education among future community college instructors and life-long learners, the Humanities faculty propose the following changes to the program:

- a) replacement of the program's current 2 required general survey courses with 4 new discipline-specific proseminars
- b) a change in the ratio of required and elective courses needed to earn the degree
- c) the renaming of the final research project from "capstone" to "thesis"
- d) **no change** in the overall credit-value of the M.A. Humanities degree

Please find below an explanation of the proposed curricular changes that includes:

a) an outline of the *current* program requirements along with course descriptions for the current required courses
b) an outline of the proposed *new* program requirements along with course descriptions for the proposed new required courses

Current Curriculum

The M.A. Humanities program is a *30-credit interdisciplinary program*. To earn the degree, students must complete following coursework:

Overview:

- 1) **Two Required Foundational Seminars**
  - HUM 501 – Western Tradition to 1500   4 credits
  - HUM 502 – Western Tradition from 1500   4 credits

- 2) **Elective Coursework** (6, 3-credit courses)   18 credits

- 3) **Final Research Project**   4 credits
  - Either HUM 594 (Portfolio – 4 credits)
  or HUM 595 (Capstone – 4 credits)   _____
          30 credits

1) Current Required Foundational Seminars:

HUM 501 – Humanities and the Western Tradition I (4 credits)
The seminar serves as an introduction to ideas and institutions of Western culture to 1500, and to research methods in the humanities. Content varies by instructor and is supplemented by several guest lectures.

HUM 502 – Humanities and the Western Tradition II (4 credits)
The seminar serves as an introduction to ideas and institutions of Western culture since 1500, and to research methods in the humanities. Content varies by instructor and is supplemented by several guest lectures.

2) Current Elective Coursework Options:

To fulfill their elective coursework requirements, students currently take 6 3-credit courses. The following *types* of courses may be counted as electives for the M.A. Humanities degree.
- Discipline-Specific Courses offered at the graduate level (e.g. HIST 5XX, ENG 5XX, etc.)
- Humanities Special Topics Courses (HUM 560X) – offered by a member of the humanities faculty and open to all students in the M.A. Humanities program
- HUM 599A – Writing for the Humanities
- HUM 550 – Directed Reading – a faculty-supervised independent study in a student's particular area of interest

3) Current Final Research Project:

After completing both their required and elective coursework, candidates for the M.A. Humanities currently complete either a final portfolio (HUM 594) or capstone research project (HUM 595). Students choose one of the two options according to their academic and professional interests and in consultation with their academic advisor. At the end of their studies, each student completes one of the two options below.

HUM 594 – Humanities Portfolio (4 credits)
Students will select one substantial paper each from three of their courses and work closely with their Portfolio advisor to develop and revise these papers. Emphasis will be placed on creating a thematic or methodological connection between these papers. Students will then undergo a portfolio review by a committee of three faculty members, one of whom is the portfolio advisor.

HUM 595 – Research Project (Capstone) (4 credits)
A 4-credit experience involving extended independent work, usually in the form of research and writing, typically conducted over two semesters or a semester and an entire summer. The student works with a faculty advisor to develop a topic, write a proposal, and complete a project. Two other faculty members (or other qualified individuals) serve as readers on the student's project committee and participate in advising the student and grading the work.

New Curriculum

With the new curriculum proposed here, the revised M.A. Humanities program *remains* a *30-credit interdisciplinary program*. The faculty believe that these changes will offer students a more comprehensive foundation in the goals and practices of humanistic scholarship. This foundation will better enable them to pursue their specific disciplinary and professional interests both in and beyond academia. To earn the degree, students must now complete the following coursework:

Overview:

- 1) **Four Required Proseminars**:
  - HIST 501 – History Proseminar   3 credits
  - PLRL 501 – Philosophy and Religious Studies Proseminar   3 credits
  - LIT 501 – Literary Studies Proseminar   3 credits
  - FA 501 – Fine Arts and Music Proseminar   3 credits

- 2) **Elective Coursework** (4 or 5, 3-credit courses)   12 or 15 credits
  - Number of electives taken determined by
  choice of final research project (see below)

- 3) **Final Research Project**   3 or 6 credits
  - Either HUM 594 (Portfolio – 3 credits)
  or HUM 580 (Thesis – 6 credits)   _____
                                         30 credits

Note: At least one proseminar and one elective course are offered each fall and spring. Additional elective courses are offered in the summer. Courses are offered in the evening to accommodate the schedules of working professionals.

1) New Required Foundational Seminars:

       To enhance student learning and to emphasize the program's interdisciplinary character, the humanities faculty propose replacing the current two required general survey courses (HUM 501 and 502) with four proseminars that will introduce students to the specific theoretical and methodological concerns of the program's core fields: English, history, philosophy and religion, art and art history, foreign languages and literatures, and music. Drawing on this more comprehensive foundation, students will then pursue their specific academic interests in elective courses and their final research projects. While the old required courses (HUM 501 and HUM 502) were offered for 4 credits, the new required courses will be offered for 3 credits. This credit-change is needed to accommodate the proposed enhancements to the curriculum while ensuring that the degree remains a 30-credit endeavor that students can complete in a timely and economical manner.

The new proseminars, which will be offered on a consistent two-year cycle, are:

History 501 – History Proseminar (3 credits)

This course introduces students to the study of history at the graduate level. Examining a single theme across several societies and time periods, it addresses questions of methodology, theory, historiography, and the research and writing techniques used by historians.

PLRL 501 – Philosophy and Religious Studies Proseminar (3 credits)
This course introduces students to the study of philosophy and religion at the graduate level. In addition surveying the key concepts and methodology that inform philosophical inquiry, students will engage in a comparative study of the meaning and function of myth, symbol, and ritual in the world's various religious traditions. Readings will be drawn from ancient and modern sources.

LIT 501 – Literary Studies Proseminar (3 credits)
Offered by faculty from both the English and Foreign Languages and Literatures departments, this course introduces graduate students to the discipline of literary studies. A central seminar "problem" will be the basis for questions related to literary history, theory, and methodology. Possible topics are "The Question of Genre: Theories of Tragedy"; "Narratology: Cervantes and Nabokov"; "Intertextuality: Shakespeare's *Tempest* and its Cultural Ramifications."

FA 501 – Fine Arts and Music Proseminar (3 credits)
This course will be devoted to ways of understanding the histories of music and the visual arts. These histories, sometimes intertwined, sometimes distinct, will be approached chronologically, and addressed through a variety of scholarly methods, including formal analysis, social history, Marxism, gender study, semiotics, deconstruction and others. Classes will be devoted to lectures by the designated faculty and selected guests, as well as selected reading, discussion, viewing and listening.

2) Elective Coursework:

Note: No changes are proposed regarding the *types* of courses accepted as electives for students in the M.A. Humanities program. The following types of courses may *still* be counted as electives for the M.A. Humanities degree.

- Discipline-Specific Courses offered at the graduate level (e.g. HIST 5XX, ENG 5XX, etc.)
- Humanities Special Topics Course (HUM 560X) – offered by a member of the humanities faculty and open to all students in the M.A. Humanities program
- HUM 599A – Writing for the Humanities
- HUM 550 – Directed Reading – a faculty-supervised independent study in a student's particular area of interest

At least one elective course is offered each semester. Student interests, faculty schedules, and the multi- and interdisciplinary character of the program determine the specific elective offerings in a given term.

3) Revised Final Research Project:

After completing both their required and elective coursework, candidates for the M.A. Humanities will complete either a final portfolio (HUM 594) or thesis research project (HUM 580). Students who elect to complete the portfolio option (HUM 594) will need to complete at least 5 elective courses. Students who complete the thesis option (HUM 580) will complete 4 elective courses. The difference in course requirements reflects the different amounts of work required by the two final project options. The

thesis option requires far more work than the portfolio option. Therefore, students who pursue the thesis will complete less coursework in order to ensure a common workload for all students who earn the M.A. Humanities.

HUM 594 – Humanities Portfolio (3 credits)
After completing the four required humanities proseminars (HIST 501, PLRL 501, LIT 501, FA 501) and all elective coursework for a total of at least 27 credits, every student who will not be completing a thesis (HUM 580), will complete HUM 594 – Humanities Portfolio for 3 credits. The student will select one substantial paper from three different completed courses and work closely with the Portfolio advisor to develop and revise these papers while adding a scholarly introduction (5-10 pages) that connects the papers to each other and a student's broader area of academic interest. When the portfolio is completed, students will undergo Portfolio Review by a committee of three faculty members, one of whom is the Portfolio Advisor.

HUM 580 – Humanities Thesis (6 credits)
After completing the four required humanities proseminars (HIST 501, PLRL 501, LIT 501, FA 501) and all elective coursework for a total of at least 24 credits, every student pursuing the thesis option will enroll in HUM 580. To pursue this option, students must have the support of their academic advisor and the approval of MAHAC (M.A. Humanities Advisory Committee). This is an independent research project or a creative writing project with an academic introduction. The student will work closely with a faculty advisor and two other faculty members. The project is expected to be between forty and eighty pages in length, exclusive of footnotes or other documentation. Students will present their final projects to their advisor and committee members for a final discussion of their research and its potential future development.

Note: HUM 580 (Thesis) will replace HUM 595 (Capstone) for all students who begin the program after the fall 2015. The change comes as part of a broader effort to reform the content and structure of the M.A. Humanities program. The current capstone project (HUM 595) is similar to a traditional thesis in terms of the amount of research and writing required. To acknowledge this reality, the humanities faculty would like to begin calling the "Capstone" a "Thesis." To accommodate students who enrolled in the program before the fall 2015, HUM 595 (Capstone) must remain in the catalog. As a result, we propose creating a new course, HUM 580 (Thesis) that will replace HUM 595 for all students who begin the program after the fall 2015.

Unlike HUM 595, which is a single semester 4-credit course, HUM 580 will be a two-semester 6-credit course. The program's faculty believe the latter credit value more accurately reflects the work required to complete a thesis.

2. Describe the educational objectives and intended student learning outcomes.

The learning outcomes for the M.A. Humanities program remain *unchanged*. Through their coursework, students will:

- a) become familiar with the key concepts and methodologies that shape research and
     thought in the humanities
- b) develop and practice the reading, research, and writing skills needed to develop and
     answer research questions in the humanities
- c) become familiar with interdisciplinary inquiry along with the similarities and

dissimilarities that inform work in the various humanities disciplines
- d) use their study of methodology and interdisciplinarity to pursue more effectively
questions concerning their personal academic interests

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

C. 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:
The need for the advancement and evolution of knowledge

No Change from Current Program
The proposed enhancements to the M.A. Humanities degree will better allow the program to meet the needs of current and future students in the greater Frederick region. In particular, the Maryland State Department of Education has given clear indications that our educators at the high school level should pursue coursework directly related to the content of their instruction. Our interdisciplinary approach to the Humanities affords graduate students – many of whom are teachers -- the opportunity to broaden their understanding, and in turn to open the minds of their students to new and interesting connections in the material they teach. As an example, someone familiar with American literature will be able to supplement her understanding of that tradition through courses in history, music, philosophy or religion. In addition, the proposed curricular reforms will better allow the program to address the demands of local life-long learners who have continued to pursue their interests in the humanities through our program for more than a decade.

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

By better meeting the needs of local teachers and life-long learners, the M.A. Humanities program will continue to provide the type of local and global engagement and personal and intellectual enrichment called for by the Maryland State Plan for Postsecondary Education (June 2009):

"… an excellent postsecondary system is one that acknowledges, engages, and contributes to both local and global communities. Achieving an excellent postsecondary system and

maintaining it help ensure the intellectual enrichment of individual citizens, the betterment of local communities, and the economic success of the state… excellence in postsecondary education should be supported not simply for its economic benefits, but also for the personal and intellectual enrichment that the pursuit of learning provides our diverse citizenry… The goals for local and global engagement are the same: create more aware and committed citizens while contributing to constructive and productive community life." (pp 10-11).

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

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

No Change from Current Program

The curricular changes proposed here are academic in nature and intention. They do not seek to establish new markets for the M.A. Humanities program. Instead, they aim to improve the program's educational quality so as to serve better the needs of students within the program's established market.

With these changes in place, the program will continue to meet the needs of the two key student populations identified in our original market research: secondary education teachers and life-long learners. The latter population has provided an increasing number of students over the past few years. This is not surprising in light of recent reports from the United States Census Bureau, the State of Maryland, and Frederick County. Between 2000 and 2010, the population of persons over 65 years of age in Frederick County rose from 9.7% to 12.5%.[1] Several members of the Hood College Board of Trustees have encouraged the Graduate School to examine ways to meet the demands of this growing community of life-long learners. The changes proposed here will enable the M.A. Humanities program to contribute to this broader endeavor by the College, as called for by the Graduate School's Strategic Plan approved by the Board of Trustees in March 2015.

2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

No Change from Current Program. This degree program is not designed to introduce new employees into the workforce but, instead, to benefit those currently employed and those seeking personal enrichment.

As a liberal arts institution, Hood College is committed to its mission of serving as "*a lifelong learning center where students can examine, evaluate and plan their lives* ". The revisions made to this established Humanities program speaks to this mission.

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[1] For 2000 data, see: http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk
For 2010 data, see: http://quickfacts.census.gov/qfd/states/24/24021.html

E. Reasonableness of program duplication:

No Change from Current Program

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.

When our program began in 2001, Western Maryland College was the only school to offer a comparable degree in our geographic area. Since renamed McDaniel College, that school continues to offer an M.A. in Liberal Arts. However, that program offers a more generalized core curriculum and a series of electives courses not offered at Hood.   In addition, Johns Hopkins University and St. John's College also now offer an M.A. in Liberal Arts. However, those programs also differ from ours in both their core and elective curricula.

2. Provide justification for the proposed program.

No Change from Current Program

Hood College remains appropriately situated geographically to meet the needs of students in the Frederick and surrounding areas. Our program's appeal among teachers in Frederick and the surrounding counties remains strong, and our program continues to garner interest among working professionals and life-long learners in Frederick and along the I-270 corridor. We believe that the enhancements to our program proposed here will allow us to continue to meet the needs of our region.

F. Relevance to Historically Black Institutions (HBIs):

No Change from Current Program

None of the HBIs in Maryland offers a program similar to the M.A. Humanities at Hood College. Bowie State offers a Master of Arts in English. The program requires 36 hours of coursework and focuses most on literary and rhetorical theory. The interdisciplinary nature of our established 30-credit program, which requires coursework in fields across the humanities and does not offer training in a specialized field, distinguishes it from the degree offered by Bowie State. Coppin State does not offer any graduate degrees in the Humanities or related fields. Morgan State offers M.A. degrees in English, History, and Music. However, each of these degrees offers specialized training in a particular field and differs from our interdisciplinary program both in credit-load and breadth of required and elective courses. The University of Maryland Eastern Shore does not offer a graduate degree in the Humanities or a related field. Moreover, Hood College has not attracted students from Baltimore City or Prince Georges County to its current Humanities program and has no plans to do so.

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

No Change from Current Program

Not Applicable.

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11):

No Change from Current Program

A strength of the M.A. Humanities program remains the quality of the faculty. All courses are taught by instructors who hold terminal degrees in their fields. All regular, full time members of the Hood College humanities faculty (History, Philosophy and Religion, English, Foreign Languages and Literatures, Art and Archaeology, and Music) are eligible to teach in the program and to serve as portfolio and thesis advisors and do so according to the specific demands of the program each semester. On a limited basis determined by faculty schedules and the demand for specialized courses, adjunct instructors are hired by the program director. All hired adjuncts hold a terminal degree in their field.

The new required proseminars will be taught by the following faculty members. These professors have also taught courses in the existing Humanities program. Note that specific faculty assignments differ each semester according to course demands and faculty schedules. (Note: "F/T" denotes Full Time faculty)

History 501 – History Proseminar

Dr. Emilie Amt, Professor of History, F/T
Dr. Jay Driskell, Assistant Professor of History, F/T
Dr. Corey Campion, Adjunct Instructor, Director M.A. Humanities Program

PLRL 501 – Philosophy and Religious Studies Proseminar

Dr. Karen Hoffman, Professor of Philosophy, F/T
Dr. David Hein, Professor of Religion and Philosophy, F/T
Dr. Stephen Wilson, Associate Professor of Philosophy and Religion, F/T

LIT 501 – Literary Studies Proseminar

Dr. Mark Sandona, Professor of English, F/T
Dr. Amy Gottfried, Professor of English, F/T
Dr. Heather Mitchell-Buck, Assistant Professor of English, F/T
Dr. Lisa Algazi Marcus, Professor of French, F/T
Dr. Scott Pincikowski, Professor of German, F/T

FA 501 – Fine Arts and Music Proseminar

Dr. Martha Bari, Assistant Professor of Art History, F/T
Dr. Frederick Bohrer, Professor of Art History, F/T
Dr. Jennifer Ross, Professor of Art and Archaeology, F/T
Dr. Wayne Wold, Professor of Music, F/T

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

Hood College opened the Beneficial-Hodson Library and Information Technology Center in 1992. This facility boasts 215,000 volumes and subscribes to 200 print and microform periodical titles. It provides electronic access to over 70,000 e-book titles. In addition, 45,000 full-text periodicals can be accessed via the World Wide Web through numerous subscription databases. Some of the databases relevant to the Humanities that Hood provides are: JSTOR, *EBSCO, Expanded Academic Index*, and *UnCOVER*.

The Beneficial-Hodson Library and Information Technology Center has a consortial relationship with the libraries at Loyola, Notre-Dame, Mount St. Mary's, Washington Adventist University and Stevenson University. Students in the consortium may borrow books from any of the other institutions, giving them access to approximately 1,000,000 volumes. A courier service transports books Monday through Friday between Hood and the four other consortium schools, so that turnaround from request to receipt of a book typically takes one business day. Books from the partner libraries are listed on Hood's online catalog. When needed materials cannot be borrowed from within the consortium, Hood provides interlibrary loans through OCLC, giving access to the holdings of over 25,000 libraries, archives, and museums around the world.

The library resources are more than adequate to address the proposed curricular revisions to the established Humanities program.

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

No Change from Current Program

No additional facilities, facility modifications, or equipment will be required to implement the proposed curricular changes to our established program.

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

No Change from Current Program

The proposed curricular changes have been designed to operate with the program's current financial, personnel, and facility resources and will not require additional funding. There will be no additional revenue earned or expenses incurred with the implementation of these curricular revisions. We do not anticipate more students entering the program as a result of the curricular changes. The 30 credits hours for program completion remain the same.

TABLE 1: RESOURCES NEEDED FOR PROPOSED REVISIONS

Resource Categories	FY 16 Year 1	FY 17 Year 2	FY18 Year 3	FY19 Year 4	FY 20 Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	$70,470	$72,584	$74,762	$77,004	$79,315
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate*	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	18	18	18	18	18
e. Credit Hour Rate	$435	$448	$461	$475	$490
f. Annual Credit Hour Rate	9	9	9	9	9
g. Total P/T Revenue (d x e x f)	$70,470	$72,584	$74,762	$77,004	$79,315
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	$70,470	$72,584	$74,762	$77,004	$79,315
* Assumes 3% increase/yr					

TABLE 2: EXPENDITURES RECEIVED FOR PROPOSED REVISIONS

Expenditure Categories	FY 16 Year 1	FY 17 Year 2	FY18 Year 3	FY19 Year 4	FY 20 Year 5
1. Faculty (b+c+d below)	$32,012	$32,012	$32,808	$33,627	$34,471
a. # FTE	0.33	0.33	0.33	33	33
b. Total Salary**	$19,800	$20,394	$21,006	$21,636	$22,285
c. Total Benefits***	$5,940	$6,118	$6,302	$6,491	$6,686
d. Adjunct (2)	$5,500	$5,500	$5,500	$5,500	$5,500
2. Admin. Staff (b +c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b+c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	**$32,012**	**$32,012**	**$32,808**	**$33,627**	**$34,471**
** Salary = $60,000. Assumes 3% increase/year ***** Assumes 30% of salary**					

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15):

No Change from Current Program

Plans for program assessment include both formative and summative assessment, using direct and indirect assessment strategies.

Procedures for evaluating courses:

• Direct assessment of program courses will include review of a course matrix or table that maps each class assignment to course objectives.

• Direct assessment of program courses also will include a review of grading rubrics with clear grading criteria for each assignment, so students may evaluate their own work (formative) before submitting that work for a summative assessment.

• Indirect assessment of courses will occur via course evaluations completed by students and student interviews or questionnaires.

Procedures for evaluating faculty:

• Direct assessment of program faculty will include a review and documentation of faculty credentials such as degrees, awards, years of professional experience, publications, conference presentations, course retention rates, grade distributions, and faculty rank.

• Direct assessment of program faculty also will include classroom observations of faculty to assess classroom climate, rapport of faculty with students, actual instructional strategies used, and student response to such instructional strategies.

• Indirect assessment of program faculty will be obtained through student surveys, course evaluations, and/or student interviews upon students' completion of the program.

Procedures for evaluating student learning outcomes:

• Direct assessment will also occur using a sample of student exams/papers and projects with subsequent modification of course content, based on these periodic reviews.

• Indirect assessment of student learning outcomes will occur via student surveys, course evaluations, and/or student interviews upon students' completion of the course and/or program

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

No Change from Current Program :

The established Humanities program with its proposed revisions will continue to provide students the opportunity to explore the diverse, multicultural and international cultures and thought that is embedded in the Humanities. In addition, the program will continue to adhere Hood College's commitment to minority student achievement. As noted in the Hood College catalog:

"Hood College is committed to enrolling a diverse student population. Through various offices within the divisions of academic and student life, the College provides services to promote understanding among all students. The Office of Multicultural Affairs and International Student Programs (OMA/ISP) provides programs for students and supports activities for African-American, Hispanic, Asian, Native American and international students and organizations such as the International Club, Black Student Union and La Comunidad."

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

No Change from Current Program

Not Applicable.