

SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
Within existing resources

Associate of Applied Science
Interpreter Preparation

Community College of Baltimore County

Maryland Higher Education Commission
New Academic Program Proposal (major modification)
Interpreter Preparation Program A.A.S. and Certificate

A. Centrality to institutional mission statement and planning priorities:

1. Provide a description of the program, including each area of concentration, and how it relates to the institution's approved mission.

The Interpreter Preparation Associate of Applied Science (AAS) degree program currently prepare students as trained American Sign Language (ASL)/English interpreters. Graduates of our program work in a variety of settings including medical, educational, performing arts and government. With input from our advisory board, the program is designed to ensure students will learn the technical skills required to work effectively in the field. Students apply their skills during their final practicum course. Upon completion of the program, students are eligible for entry level work. Our alumni work an average of 2.5 years in the field before becoming nationally certified through the Registry of Interpreters for the Deaf.

Description of Modifications to the Interpreter Preparation AAS Degree Program:

The Community College of Baltimore County (CCBC) strives for innovation and excellence in all its programs. Faculty in the Interpreter Preparation degree and certificate programs seek to make changes to the structure of the programs to align them with the Commission on Collegiate Interpreter Education accreditation requirements. These changes were supported by the program's advisory board. CCBC is proposing to redesign this approved degree program as follows:

AAS in Interpreter Preparation

- Require students to meet with the program coordinator and provide proof of American Sign Language proficiency for entry to the major.
- Modify existing curriculum to remove some American Sign Language skills courses.
- Add a new advanced language course to refine student's language skills.
- Add two new courses related to self-care and ethics per accreditation requirements.
- Increase the number of credits for lab classes to allow for more lab time.
- Implement some changes to course descriptions and prerequisite structure.

It should be noted that this proposal simply seeks to modify the approved Interpreter Preparation degree program. The curriculum changes needed to implement this redesign are minimal. The current Interpreter Preparation Program AAS degree has received an exception from MHEC for the total credits in the AAS degree to be 65-67 credits. In the spirit of accelerating and facilitating completion, these changes will bring the total number of credits required to 60.

Current Interpreter Preparation AAS Program Requirements			Proposed Interpreter Preparation AAS Program Requirements		
Core Courses			Core Courses		
			ASLS 121	Introduction to American Deaf Culture* (general education requirement)	3*
INTR 111	Visual Gestural Communication	2	ASLS 214	Advanced Conversational ASL	4
ENGL 106	English Grammar and Usage	3	ENGL 106	English Grammar and Usage	3
INTR 116	Introduction to Interpreting	3	INTR 116	Introduction to Interpreting	3
INTR 204	American Sign Language IV	3	INTR 118	Self-Care for Interpreters	1
INTR 206	American Sign Language V	3	INTR 119	Ethical Decisions in Interpreting	1
INTR 211	Linguistics of American Sign Language	3	ASLS 211	Linguistics of American Sign Language	3
INTR 213	Fingerspelling an Number Use in ASL	3			
INTR 216	Pre-Interpreting Skills	3	INTR 216	Pre-Interpreting	3
INTR 220	Consecutive Interpreting	3	INT 220	Consecutive Interpreting	4
INTR 224	Simultaneous Interpreting	3	INTR 224	Simultaneous Interpreting	4
INTR 228	Interactive Interpreting	3	INTR 228	Interactive Interpreting	4
INTR 230	Transliterating	3	INTR 230	Transliterating	4
INTR 231	Survey of Specialized Interpreting	3	INTR 231	Survey of Specialized Interpreting	4
INTR 241	Practicum	4	INTR 241	Practicum	4
Total:		42	Total:		42

The Community College of Baltimore County’s mission includes preparing students for success in their careers and strengthening the workforce: “The Community College of Baltimore County transforms lives by providing an accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community.” The Interpreter Preparation degree program will help the College fulfill its mission and goals by preparing properly trained sign language interpreters to meet extremely high demand these skilled professionals in Maryland and across the country. The CCBC Interpreter Preparation Program has been the only interpreter training program in Maryland for the past 34 years and continues to be a leader in interpreter education.

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

The Community College of Baltimore County’s mission includes a value placed on innovation. This update to the Interpreter Preparation degree program will enhance the quality of courses offered and allows faculty to utilize new methods for instruction using lab classes. This degree

provides the college with an opportunity to encourage current ASL students to continue their education, increase their professional credentials and meet documented workforce development needs.

This innovative program supports the following institutional goals included in the CCBC strategic plan:

- Goal 1 – Student Success – “Quality programming and innovative learning strategies enhance student performance and engagement and influence retention, goal completion, and lifelong learning.”
- Goal 2 – Teaching and Learning Excellence – “Provide high-quality programs that have state-of-the-market viability and respond to the evolving needs of the student, community and workforce.”
- Goal 4 – Community Engagement – “Identify, cultivate, and engage in targeted and mutually-beneficial partnerships with businesses and industries, workforce development, economic development, community groups and associations, not-for-profit organizations, government entities, and other educational institutions throughout the Baltimore metropolitan region and state.”

B. Critical and compelling regional or statewide need as identified in the State plan: Societal Needs

Well trained and qualified sign language interpreters are in extremely high demand in Maryland and across the United States. Because of CCBC’s proximity to Gallaudet University and the popularity of the Maryland School for the Deaf, deaf families and individuals are constantly moving to the Maryland/DC area making it one of the largest concentrations of deaf people in any region. In January 2016 the Maryland Governor’s Office of the Deaf and Hard of Hearing released [a report](#) stating that the total number of deaf and hard of hearing individuals over age 12 in Maryland is 1.2 million. The American with Disabilities Act ensures that deaf individuals have access to services, often via an interpreter, in a variety of settings. This program provides and affordable means for students to acquire the necessary skills for entry into the workforce.

Alignment with the Maryland State Plan

Goal 1 of the Plan aims for institutions to maintain and improve the quality and effectiveness of their programs. The current AAS in interpreting at CCBC has been successful in preparing students for work. The vast majority of graduates from the program find work within one year or less from graduation (40% are hired prior to graduation). It is in the vein of improving quality and keeping up with the changing requirements of the industry that these changes to the program are proposed.

Goal 2 of the Plan promotes and supports access and completion. This program will attract more highly qualified students who, in turn, are more likely to complete their program of study and be equipped with the skills and degree required for them to enter the workforce. This program will also provide an affordable means for students to learn the skills necessary for entry into the field. This will facilitate completion and encourage students to increase their earning potential.

Goal 5 of the Plan aims to stimulate economic growth by supporting a knowledge-based economy through education and training. Through various assessments the faculty of the current AAS in Interpreter Preparation have already proven themselves as highly effective in preparing students for entry to the field. The current program works closely with private industry partners and non-profit organizations to provide students with a well-rounded education and network.

Statewide Designation

As the current Interpreter Preparation degree program has a statewide designation, we request to preserve this designation. The current Interpreter Preparation AAS degree program has been the only interpreter training program in the state of Maryland for the past 34 years. Maryland has seen and will continue to see both an increase in new professionals entering the field, and experienced professionals returning for updated training.

Historically, the program has served students from all jurisdictions in Maryland, especially students outside the Baltimore metropolitan area. There continues to be a significant shortage of qualified sign language interpreters in southern and western Maryland. From 2012 through 2016, roughly two thirds of program majors were from outside of Baltimore County. The current AAS program also continues to serve a small complement of students from out of state every year as well, since Delaware has no interpreter training programs.

This program continues to grow and meet a unique workforce niche by serving not only the needs of both new interpreters entering the workforce but also experienced interpreters who are in need of additional course work to elevate their credentials. The innovative integration of our course work, accessibility, and increased capacity to meet the needs of students throughout Maryland all support the request for the continuation of statewide designation.

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

Job Market Demand

There is a national workforce shortage of sufficiently trained sign language interpreters. According to the Bureau of Labor Statistics, the projection of percentage growth in employment for the interpreting field is 29% compared to the average of 11% for other fields:

<http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

The Bureau of Labor Statistics also states that “Demand for American Sign Language interpreters is expected to grow rapidly, driven by the increasing use of video relay services, which allows people to conduct online video calls and use a sign language interpreter...”

In January 2016 the Maryland Governor’s Office of the Deaf and Hard of Hearing released a [report](#) stating that the total number of deaf and hard of hearing individuals over age 12 in Maryland is 1.2 million. As of November 2016, the National Registry of Interpreters for the Deaf reports a total of only 461 certified interpreters in the state. In a letter to CCBC from the Maryland Hearing and Speech Agency in September 2015 officials stated that they were

currently unable to fill 3-5 requests for interpreting services a day due to the shortage of qualified interpreters. While this may only account for less than 10% of all requests, they are still community members who are not having their needs met.

Market Surveys

In 2015, the [National Interpreter Education Center's Trends Report](#) documented the need for more interpreters to enter the field. The report states: "...extrapolating from NIEC needs assessment survey data suggests that the annual number of students graduating from interpreter education programs, relative to the number of interpreters retiring or leaving the field, is currently insufficient to significantly increase the supply of interpreters. Thus, future recruitment efforts must be redoubled if the supply-demand gap is to be decreased." (NCIEC 2015)

The Bureau of Labor Statistics notes that the DC, Maryland and Virginia area has one of the highest employment levels for interpreters; and Maryland is one of the top paying states for this occupation: <https://www.bls.gov/oes/current/oes273091.htm#st>. In addition, [Glass Door](#), an online source for finding information about job openings and salary possibilities, has 1,971 jobs listed in sign language interpreting across the country.

Current and projected supply of prospective graduates

The student enrollment in the current AAS in Interpreter Preparation Program is healthy. The College also offers ASL course work to help prepare students for entry into the Interpreter Preparation Program. Students from other schools with ASL programs also transfer to the CCBC program to receive training in interpreting.

The current AAS degree in interpreting graduates roughly 14 students per year. With the proposed changes we expect to increase enrollment by approximately 5% over the next 5 years. Consistent increase in graduates of the program is predicted as well.

D. Reasonableness of program duplication:

There is only one other program that provides interpreter training in the State of Maryland. Frederick Community College started an interpreter training program at the Associate's level in the fall of 2017. We do not expect to see a decrease in enrollment due to this program because of its geographic distance from the CCBC. In addition, the CCBC Interpreter Preparation program has a long history of excellence and remains a leader in innovative practices and excellence in teaching.

Justification for the Proposed Program

The changes included will help students to be able to complete the degree in a more timely and cost effective manner. Changes in the credits for some courses reflect the need for more lab hours, which will help to improve the quality of courses. The prerequisites were restructured to allow students a more clearly defined path through the program.

Several courses were removed as they belong in the proposed Associate of Arts (AA) in ASL and Deaf Culture (submitted as a separate proposal) and several course indicator codes needed to change from INTR to ASLS. The ASLS indicator designates course that focus on American Sign Language skills and Deaf Culture while the INTR indicator designates classes related to translation and interpreting skills. All prerequisite information has been updated to reflect changes in course codes for ASLS. Three new courses were added to align with accreditation requirements from the Commission on Collegiate Interpreter Education. This proposal also changes the AAS in INTR from a 4-year course sequence to a 2-year course sequence.

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

There are no INTR programs at HBIs in Maryland.

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

There are no INTR programs at HBIs in Maryland.

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

G1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

List of courses

ENGL 106 (3 credits) - English Grammar and Usage explores how grammar in the English language works; examines the underlying structures of sentences, the primacy of the subject-verb pair, which leads to an understanding of why commonly made errors occur. Prerequisite: students must be eligible to enroll in ENGL 101 and have successfully completed, if necessary, ACLT 052 or ACLT 053

INTR 116 (3 credits) – Introduction to Interpreting provides an introduction to the art and profession of interpreting for deaf and hearing persons and is designed for those students who already have some knowledge or training in sign language. Topics include professional requirements, knowledge of environmental conditions, theories of interpretation and guidelines for interpreting in specialized situations. Students learn through classroom lectures and discussions, role-playing, videos, on-site observations and interviews with professional interpreters. Prerequisite: (ESOL 052 and ESOL 054) or ACLT 052 or ACLT 053

INTR 118 (1 Credit) – Self-Care for Interpreters prepares students with knowledge and resources to engage in appropriate self-care as professional interpreters. Students learn the importance of maintaining both psychological and physiological health, the warning signs of trauma, self-advocacy while on assignment and how to engage in healthy practices. Prerequisites: INTR 116

INTR 119 (1 Credit) – Ethical Decisions in Interpreting guides students through a critical analysis of ethics and ethical decision making in the field of sign language interpreting through a social justice framework. Ethical dilemmas in the context of specialized settings, through various

stakeholder perspectives, and the lens of the interpreter as a member of society are examined in individual, small group and whole-class case analysis activities. Prerequisites: INTR 116

ASLS 121 (3 credits) - Introduction to American Deaf Culture explores the contemporary lifestyles of deaf and hard of hearing people and how issues regarding culture, education, and linguistic discrimination impact the community. Students explore the ramifications of current legislation, advocacy issues, and how current technology impacts and shapes the lives of individuals in the American Deaf community. Prerequisite: (ESOL 052 and ESOL 054) or ACLT 052 or ACLT 053

ASLS 211 (3 credits) - Linguistics of ASL is designed for signers of American Sign Language (ASL) with no previous background in linguistics. This course is an introductory study of the phonological, morphological, syntactic and semantic features of ASL, along with an introduction to semantics and sociolinguistics. Students compare basic linguistic components of ASL with similar structures in other languages.

ASLS 214 (4 credits) - Advanced Conversational ASL provides students with instruction in advanced grammatical features of American Sign Language (ASL). Students examine and practice basic syntactic rules for ASL and explore how the structure of ASL may be altered in different registers. Students work to increase both receptive and expressive skills while expanding their vocabulary and linguistic knowledge of ASL. Prerequisite: INTR 204 or equivalent

INTR 216 (3 credits) – Pre-Interpreting Skills introduces students to and provides practice in techniques of rephrasing and restructuring meaning in both American Sign Language (ASL) and English. Through intralingual exercises students focus on meaning and on restructuring utterances in forms that are most suitable for ASL or English as a target language. Prerequisite: ASLS 205 or equivalent and permission of the program coordinator

INTR 220 (4 credits) – Consecutive Interpreting focuses on the development of consecutive interpreting skills with rehearsed and spontaneous texts. Students interpret between American Sign Language (ASL) and spoken English with time allotted between delivery of the source language message and the interpretation. Students continue to develop skills in source and target language text analysis. Prerequisites: ASLS 211 or equivalent, INTR 216, American Sign Language Proficiency Interview score 2 or higher and permission of the program coordinator

INTR 230 (4 credits) – Transliterating focuses on the development of transliterating skills in simultaneous monologic and dialogic texts. Students translate between English and American Sign Language (ASL) in rehearsed and spontaneous texts. Students develop skills in assignment preparation, as well as application and analysis of transliterating principles. Prerequisites: INTR 211 or equivalent and INTR 216; Co-requisite: INTR 220

INTR 224 (4 credits) – Simultaneous Interpreting introduces students to simultaneous interpreting between American Sign Language (ASL) and English with minimal time provided between delivery of source language text into target language text. Skills are developed using

both rehearsed and spontaneous texts. Students work on prediction strategies, message comprehension, composition and demeanor. Prerequisites: INTR 220 with a “B” or higher

INTR 228 (4 credits) – Interactive Interpreting provides instruction and practice in the development of dialogic interpreting skills using rehearsed and spontaneous discourse in American Sign Language (ASL) and English. Students examine interpreting techniques for a variety of situations such as video relay calls, case histories, social events, informal meetings and interviews. Students develop strategies for facilitating communication while preserving the natural flow of conversation. Prerequisites: INTR 220 with a grade of “B” or higher

INTR 231 (4 credits) – Survey of Specialized Interpreting covers the specialized skills, techniques, and considerations required to interpret between American Sign Language (ASL) and English in various settings. Physical, ethical, practical, and cultural aspects of each setting are covered. Students obtain hands on practice of interpreting in a variety of settings both in the classroom and off campus. Students continue to develop interpreting and transliterating skills and professionalism in preparation for the transition to work. Prerequisites: INTR 220, INTR 224 (with a grade of B or higher), and INTR 228

INTR 241 (4 credits) - Practicum in Interpreting provides interpreting students with 120 hours of field experience through guided and supervised practice. A variety of settings and situations are experienced in which the student is given increasing responsibility as an interpreter. Students practice record keeping, invoicing and interviewing skills in preparation to transition to the workforce. Class meetings provide opportunities for discussion, debriefing and planning practicum placements. Prerequisites: Co-requisite INTR 231, 3.0 QPA in INTR course work and ASLPI score of a 2+ and permission of the program coordinator

Program Requirements

Grading policy – a passing score in any INTR course is a “C” or higher.

Entry requirement for AAS in Interpreter Preparation: Students must meet with the program coordinator prior to entry to the program. Students will be asked to:

- Submit American Sign Language Proficiency Interview scores.
- Submit written letter of intent to apply to the major.
- Submit video of intent to apply to the major, in ASL.

General Education Courses for AAS in Interpreter Preparation (18-20 Credits)	Credits
CMNS 101 Fundamentals of Communications (Arts and Humanities)	3
ENGL 101 College Composition I	3
Mathematics	3-4
Biological and Physical Science	3-4
Social and Behavioral Science	3
ASLS 121 Introduction to American Deaf Culture (Arts and Humanities)	3
AAS in Interpreter Preparation Degree Core Courses (42 Credits)	
ASLS 214 Advanced Conversational ASL	4
INTR 116 Introduction to Interpreting	3
INTR 118 Self-Care for Interpreters	1
INTR 119 Ethical Decisions in Interpreting	1
INTR 211 ASL Linguistics	3
INTR 216 Pre-Interpreting	3
ENGL 106 English Grammar	3
INTR 220 Consecutive Interpreting	4
INTR 230 Transliterating	4
INTR 224 Simultaneous Interpreting	4
INTR 228 Interactive Interpreting	4
INTR 231 Survey	4
INTR 241 Practicum	4
Total:	60

G2. Describe the educational objectives and intended student learning outcomes.

Student Learning Outcomes

Upon completion of the program, students will:

1. utilize a variety of registers in American Sign Language to function effectively as interpreters for the deaf and hard-of-hearing;
2. assess their own effectiveness as interpreters in a variety of settings;
3. interpret simultaneously and consecutively in a variety of low-risk settings;
4. display professional and ethical conduct as interpreters in culturally-diverse settings; and
5. execute professional expression in spoken and written English and ASL to various audiences, including clients and other professionals.

Educational Objectives

Students who successfully complete the AAS in Interpreter Preparation will be able to:

- communicate proficiently as independent users of American Sign Language;
- identify cross-cultural norms between the hearing and deaf culture;
- act as cultural mediators between the hearing and deaf cultures;
- interpret accurately between deaf and hearing consumers in a variety of settings; and
- model ethical behavior following the Registry of Interpreters for the Deaf Code of Professional Conduct

The Interpreter Preparation AAS degree program is designed to provide students with entry-level skills in sign language interpreting and equips them with the knowledge, skills, and abilities for a wide variety of entry-level interpreting work. The mission of the program is to prepare students for employment as American Sign Language/English interpreters working with deaf and hard of hearing communities. The program of study explores fundamental concepts, theory and practical skills of interpreting focused on developing ethical, professional, and reflective interpreter practitioners by utilizing current best practices and technology. The program engages the local deaf, hard of hearing and interpreting communities in partnership to promote authentic and immersive learning opportunities for students. The foundation from which we educate is based on admiration and respect for the American deaf community as a rich, diverse cultural and linguistic minority who value American Sign Language as their primary language.

G3. Discuss how general education requirements will be met, if applicable.

As stated in the CCBC strategic plan, the College will “encourage students to value lifelong learning, personal development, active citizenship and educational and professional advancement.” The general education requirements provide students with a well-rounded education. The general education requirements proposed meet the state and CCBC General Education requirements for Associate of Applied Science degrees.

G4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Graduates of the Interpreter Preparation degree program can go directly to work in many places in Maryland. However, some settings and agencies do require their interpreters to be nationally certified. The Registry of Interpreters for the Deaf requires that certification applicants hold a minimum of a Bachelor’s degree in order to sit for the test. Alumni of the current Interpreter Preparation program obtain this certification an average of 2.5 years after completing the AAS degree.

In conjunction with this proposal, program faculty are pursuing program accreditation through the Commission on Collegiate Interpreter Education (CCIEC). CCBC anticipates accreditation for this program, and will apply for national accreditation during the 2021-22 academic year.

G5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

H. Adequacy of Articulation

This program has the potential to articulate with Bachelor level Interpreting programs in other states. There are currently no Bachelor level degree programs in Interpreting in the State of Maryland. CCBC has a coordinator of Articulation, Transfer and Prior Learning Assessment who can assist with these efforts.

I. Adequacy of faculty resources

The faculty for the proposed program will be drawn from the existing Interpreter Preparation degree program. All faculty have an appropriate graduate degree in their field of practice. While the full- and part-time faculty will share responsibility for teaching core course work in the program, individual instructors have areas of specialization addressed within the degree program. Two of the full-time faculty members are deaf and will oversee language and Deaf Culture course work. Two additional full-time faculty members are nationally certified interpreters and will oversee the interpreting and translation portion of the curriculum. All four faculty share responsibilities in both the Interpreter Preparation AAS degree program and the proposed American Sign Language and Deaf Culture AA degree program (submitted).

In addition to their work in the classroom, the faculty are actively involved in their respective fields. The deaf instructors are liaisons between our students and the local deaf community. This relationship is imperative for students to obtain fluency and experience in ASL and the Deaf community. The interpreting faculties are still working practitioners and are active in current researchers in the field of interpreting. CCBC program faculty are in high demand as presenters and consultants across the country. Professor Minor serves on the Board of the National Conference of Interpreter Trainers and is a member of the Board of Trustees for the Maryland School for the Deaf. Professor Isakson is the co-chair of the Diversity Council for the National Registry of Interpreters for the Deaf.

The Interpreter Preparation program prides itself by hiring highly qualified teachers. All hearing adjunct faculty who teach interpreting courses hold a national certification in interpreting. All of the teachers listed who teach the ASL curriculum are deaf native language users, and many of them are associated in some way with the ASL Teachers Association.

Table 1 below provides a summary of the current full- and part-time program faculty.

TABLE 1: PROGRAM FACULTY			
Full Time Faculty	Academic Rank	Degrees/Credentials	Courses Taught
Rebecca Minor	Assistant Professor	Ph.D in ASL Linguistics	Core course work Linguistics, Interpreting
Ricky Perry	Assistant Professor	M.Ed in Deaf Education	Core course work ASL and Deaf Culture
Peggy McCoy	Assistant Professor	M.A. in Deaf Education	Core course work ASL and Deaf Culture
Su Isakson	Instructor	M.A. in Interpreter Education	Core course work Interpreting
Part Time Faculty	Academic Rank	Degrees/Credentials	Courses Taught
Fred Hartman	Adjunct level 3	B.S.	ASL I, ASL II, Fingerspelling
Denise Perdue	Adjunct level 3	M.S.	Survey of Specialized Interpreting, Introduction to Interpreting
Carla Masi	Adjunct level 2	M.A.	ASL I, ASL II, Fingerspelling
Daniel Frame	Adjunct level 2	M.A.	ASL IV, ASL V

Joanne Westerman	Adjunct level 1	M.A.	Introduction to Interpreting
Nicole Shambourger	Adjunct Level 1	M.A. in Interpreter Education	Core course Interpreting

In the past two years the current Interpreter Preparation program has run an average of 26 class sections per semester, and they are taught predominantly by full-time faculty. The Interpreter Preparation department has four full-time faculty members who teach at least 17 courses per semester (or ~65% of all courses).

J. Adequacy of library resources

The current CCBC Library has sufficient materials to support this program. There are roughly 70 DVDs on reserve for the use of students in the current ASL and INTR classes. There are 55 specific titles (books, ebooks, video series) on deaf studies and sign language interpretation. This is out of the broader 516 titles in the disability-studies collection. The library also provides access to a number of periodicals such as: *American Annals of the Deaf*, *Deafness & Education International*, *Journal of Deaf Studies and Deaf Education*, *Journal of Speech, Language, and Hearing Research*, *Sign Language Studies*, *Volta Review and Deaf Life*. The textbooks for the courses are also on reserve in the campus libraries.

The College also subscribes to several online databases that would be helpful to students in this program such as *Academic Search Premier*, *Proquest Complete* and *Education Journals*. The CCBC Libraries’ collection is growing in the area of eBooks and currently provides access to numerous relevant eBooks. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.ccbcmd.edu/screens/borrowingfromotherlibs.html>. In addition, to make library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the *AskUsNow* Maryland statewide program.

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

This proposal requires no additional physical infrastructure at this time. Faculty offices will remain the same, and existing classroom resources will continue to suffice. As program enrollment increases, there may be a need in future years to expand our full-time faculty by one.

On CCBC’s Catonsville campus, the current Interpreter Preparation program is housed in Center for the Arts building and has its own designated laboratory. This laboratory consists of computers and webcams situated in a semi-circle around the room in cubby-style booths. Webcams and online video tools allow for direct feedback on student work. Finally, the laboratory provides a shared space for students in the program to meet in small study groups, work on collaborative learning projects, and practice their skills.

Substantial modifications to existing program proposals are reviewed and approved according to the process developed through college governance, which includes approval by CCBC’s Curriculum and Instruction Committee and the full College Senate. In addition, this new program proposal was carefully reviewed by the President and her Senior Staff prior to submission to the CCBC Board of Trustees for their endorsement. The President has affirmed that the program can be implemented within existing institutional resources. A plan for ongoing equipment and facility upgrades and other routine needs has been developed and is in accord with CCBC’s strategic plan.

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

The following breakdown of costs is based on in-county tuition rates and having one student complete 30 credits (full time) total per year during the fall, spring and summer semesters.

Tuition (\$120 per billable hour x 30)	\$3,600.00
General Services Fee	\$450.00 (\$15 per credit hour)
Registration Fee	\$165.00 (\$55/semester x 3)
Capital Fee	\$30.00 (\$10/semester x 3)
Technology Fee	\$330.00 (\$11 per credit)
Activity Fee	\$108.00
Total	\$4,683.00
Graduation fee	\$75.00

TABLE 2: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	115,245	115,245	115,245	147,660	147,660
a. Number of F/T Students	15	15	15	20	20
b. Annual Tuition/Fee Rate	\$4,683	\$4,683	\$4,683	\$4,683	\$4,683
c. Total F/T Revenue (a x b)	70,245	70,245	70,245	93,660	93,660
d. Number of P/T Students	25	25	25	30	30
e. Credit Hour Rate	120	120	120	120	120
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	45,000	45,000	45,000	54,000	54,000
3. Grants, Contracts & Other External Sources	N/A	N/A	N/A	N/A	N/A
4. Other Sources	N/A	N/A	N/A	N/A	N/A
TOTAL (Add 1 – 4)	115,245	115,245	115,245	147,660	147,660

TABLE 3: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	1	1
b. Total Salary	0	0	0	61,379	63,218
c. Total Benefits	0	0	0	23,201	23,896
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	0	0	0	84,580	87,114

This proposal and the College support the addition of one full-time faculty member in years 4 and 5 as dictated by increased program enrollment. No additional expenditures are required as the program the modifications proposed here do not require additional equipment, library resources, support staff, or physical space.

M. Adequacy of provisions for evaluation of program

Program outcomes assessment is a primary focus for CCBC. Assessment of student satisfaction occurs in each class on a rolling basis through the Aleamoni Course/Instructor Evaluation

Questionnaire (CIEQ). Assessment of program outcomes occurs as part of CCBC's 5-year Program Review cycle in a program outcomes assessment project. Program Coordinators must document the connection between student learning outcomes and their relationship to the College mission. It is noteworthy that CCBC's student learning assessment program received a Commendation and an Exemplary Practice award as part of the College's most recent Middle States decennial review. Also, all general education courses undergo regular general education assessment.

As career programs, the Interpreter Preparation degree program will undergo an additional review processes. The Program is reviewed annually and guided by an Advisory Board comprised of faculty, student and alumni representatives; internship site supervisors; professionals; deaf consumers and workforce advocates. This group meets annually to review the program outcomes and to provide guidance for future directions of the program.

Finally, the continued success of a program is most readily measured by internship placement success. The current AAS Program has longstanding relationships with internship sites across the state and has a long history of success with placement sites. Many students are hired by their internship sites upon graduation.

N. Consistency with the State's minority student achievement goals

For FY 2017, CCBC's student demographic figures indicate that 56% of students are minorities, and 60% are female. We anticipate that the student population for the Interpreting Program will mirror these trends, thereby promoting minority student access. Traditionally, the current Interpreter Preparation degree program has attracted a higher than average percentage of non-traditionally aged students.

To promote minority student success, one of the hallmarks of CCBC's strategic plan is the value of inclusiveness. That is, CCBC honors the diversity of people, cultures, ideas, and viewpoints. To help faculty to better appreciate and maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Training Program (CRT). The CRT Program is a multi-faceted initiative engaging faculty, staff, administrators and students in the recursive process of self-reflection, dialogue, change, and growth regarding cultural understanding and cooperation. This program has helped the College to close achievement gaps and thereby improve student success, with more than 500 faculty and staff receiving training in this initiative. It is noteworthy that CCBC received the Leah Meyer Austin Award at the Achieving the Dream Conference in 2015, and the CRT Program was an important component to enable CCBC to improve student achievement and to meet equity goals. Our goal is for 100% of all program faculty to complete the CRT Program.

The Interpreting faculty remain at the cutting edge of trends in addressing equity in higher education and engaging in ongoing training and scholarship in social justice education. One of the program faculty members is the co-chair of the Diversity Council under the National Registry of Interpreters. This organization also leads a workshop series for professionals to obtain continuing education credits and provide annual professional development opportunities including themes related to power, privilege and oppression.

O. Relationship to low productivity programs identified by the Commission

N/A

P. If proposing a distance education program, please provide evidence of Principles of Good Practice.

The proposed AAS program is not currently offered online. However, the Interpreter Preparation program faculty will work to convert multiple classes in the program to an online format in the future m (potentially at least 50%). All courses converted to online format will undergo the CCBC internal review and follow all Quality Matters (QM) guidelines.

CCBC is a Quality Matters Institution. As a subscriber, CCBC uses Quality Matters standards to build, teach, and review both online and blended courses. This provides students with the quality and consistency they need to be successful in online courses. To promote high-quality instruction, once new online education courses and programs have been approved, a faculty member must complete CCBC's Online Course Development Institute before developing and teaching a distance education course. This course is offered online and includes a minimum 80 hours of activities. Through this professional development, faculty members learn about the pedagogical and technological aspects of teaching online and work with an instructional designer to develop the course shell and materials. The instructional design team reviews the course for compliance with Quality Matters standards before the course is offered in the schedule of classes. Through this review, the faculty member and instructional design team ensure that the design of the course will enable a student to achieve the learning outcomes and that these outcomes are assessed appropriately. Faculty who are teaching online for the first time but not developing the course for online delivery (i.e., teaching an already existing distance education course), complete the professional development opportunity, Teaching Online Course, to become skilled in teaching within this environment. This course is offered online and includes 40 hours of activities.

To ensure that the principles of best practice for teaching in a distance education format are established and implemented, the Distance Learning Advisory Board (DLAB) was created in 2009 and is comprised of institutional leaders, including faculty who teach online as well as representatives from CCBC's Shared Governance system. This group was charged by the Vice President of Instruction to develop policy proposals designed to improve distance education outcomes for consideration by the College's governance structure. As new policies are approved, they are monitored and assessed as part of the established institutional assessment processes.

Curriculum and Instruction

The Interpreter Preparation degree program was developed by CCBC faculty and was vetted and approved by the College's internal curriculum governance process to ensure that the curriculum is coherent, cohesive, and comparable in academic rigor to programs offered in traditional academic formats. As part of this process, the learning outcomes were examined to ensure they were appropriate given the rigor and breadth of the program. The careful research that is performed in the development of newly approved programs facilitates their internal adoption within CCBC's established planning and resource allocation processes. The program will be

overseen by the Department Chair for Communications, and four full-time ASL and Interpreter Training faculty members, two of whom hold national level certification in interpreting.

The College uses Blackboard as its Learning Management System (LMS). Within this environment there are numerous tools that provide for appropriate real-time or synchronous communications as well as delayed interaction or asynchronous communications between faculty and students. Faculty who will be teaching online are trained to take best advantage of these technologies in their courses. Faculty members include any assignments for development of new distance education courses in their Annual Professional Summaries as part of the faculty evaluation process.

All levels of academic and instructional technology planning are integrated in the development of new distance education courses and programs. Distance education planning is also coordinated with CCBC's Enrollment and Student Services and Administrative Services divisions to ensure that students have access to academic and physical resources needed to promote student success. Any courses that will be offered online in the future will go through this integrated planning process.

Role and Mission

As part of CCBC's mission, the College is committed to preparing students for career success and strengthening the regional workforce. The Interpreting Program will help to fulfill both of these goals. In addition, as part of CCBC's strategic direction of Teaching and Learning Excellence, the College is committed to using the most technologically appropriate and effective teaching methods and formats available. The effectiveness of current technologies to support the objectives of all academic programs is reviewed on an ongoing basis, as illustrated below, and additional resources are allocated to meet documented needs.

CCBC's Information Technology Services (ITS) has a robust, effective technical help desk and information technology support model for the College. The College routinely evaluates, adopts, and maintains the most current technologies available in support of online and distance learning. In Spring 2007, the College commissioned an assessment of information technology services and resources. To complement these efforts, in Fall 2007 the Vice President of Instruction (VPI) charged the Distance Education Task Force (DETF), that includes a large complement of faculty, with reviewing distance learning at CCBC and recommending a framework for future development and improvement. The DETF report was submitted to the VPI and Chief Information Officer (CIO) in June 2008.

In July 2008, CCBC's Information Technology Services (ITS) was reorganized to create a robust, effective technical help desk and information technology support model for the College. To build on these accomplishments, ITS has its own formal planning document that is aligned and prepared in accordance with the CCBC Strategic Plan. One of the action items in the ITS Plan is to evaluate, adopt, and maintain the most current technologies available in support of online and distance learning. Achievement of this action item is measured on an ongoing basis through CCBC's institutional assessment processes. It is noteworthy that the College was commended for its culture of institutional assessment in its Middle States decennial reaccreditation in 2012.

Faculty Support

The faculty at CCBC are provided with a variety of workshops for enhancing their effectiveness in the classroom as well as funding to attend conferences where they can hone their skills. The Interpreting program faculty use a variety of online tools to record and provide feedback to students about their work. For example, faculty often use a program called [GoReact](#) which allows students to simultaneously record source text videos and video of them interpreting the source. This software then allows the faculty to provide feedback on the student work, via video. The college has invested in the Interpreting program to ensure it has the required updated lab equipment and online resources.

The College provides a robust array of support services for faculty teaching in a distance education format. Led by the Executive Dean as well as Assistant Dean of Online Learning, the Office of Online Learning includes an Instructional Design Group as well as a Learning Management Systems/Instructional Training Group to provide support to faculty in the design of courses and courseware. The Online Learning/Instructional Design Group is led by a Director and includes three Instructional Designers (two at the senior level). The Learning Management Systems and Instructional Training Group is led by a Director and includes two LMS Administrators, two Technology Trainers, and an Administrator for Digital and Emerging Technologies. Additional support is provided to faculty via a 24/7 Technical Help Desk and an externally hosted LMS, which includes the highest level of technical support available.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.ccbcmd.edu/screens/borrowingfromotherlibs.html>. In addition, to make library services more accessible to students, the CCBC library participates in a 24/7 online reference service through the *AskUsNow* Maryland statewide program.

Students and Student Services

The CCBC College Catalog is updated on an annual basis and contains clear, complete, and timely information on the proposed curriculum, course and degree requirements, nature of faculty/student interaction, and assumptions about technology competence and skills. Within Blackboard, students can access useful information after they have registered for an online course such as Blackboard tutorials and technical requirements, availability of academic support services and 24/7 Help Desk support, and financial aid resources. Costs and payment policies are consistent for classes in online and traditional formats; this information is contained in the College catalog at the following URL: <http://catalog.ccbcmd.edu/content.php?catoid=26&navoid=1538>.

In general distance education students and other learners find support online for advising, registration, financial aid, and library services. Five designated full-time advisors dedicate 2-10 hours of advising time to respond to online student inquiries. General information is provided within 24 to 48 hours. All CCBC students may access online advising while maintaining confidentiality. In fiscal year 2016, online advising provided services for 1,350 students. Application and registration processes now occur mostly online.

The financial aid application process, including the counseling component, can be completed online. Financial Aid TV is also available on the CCBC website at the following URL: <http://ccbc.financialaidtv.com/>. Distance education students are eligible for all facets of financial aid offered through CCBC.

CCBC has an extensive array of print and electronic communications to inform the public and other College audiences of the strength of CCBC's mission, the quality of its academic programs, and the diversity of training offerings and support services available. Revisions are made regularly to reflect program, policy, and/or procedural changes and to modify or rebrand the marketing message. As part of providing these communication tools and outreach initiatives for students and the community, several positive outcomes have been achieved. Staff training and the implementation of communication technology have augmented CCBC's efforts to comply with Higher Education Opportunity Act regulations related to misrepresentation. Additionally, a consistent message is provided when working directly with prospective and enrolled students. This same focus on quality will be applied to all advertising, recruiting, and admissions materials prepared for this proposed degree and certificate programs.

To ensure appropriate learning resources are available to students, CCBC offers online tutoring, which is provided by trained tutors. The format for the service is through an asynchronous discussion board using Blackboard. Students self-register for each subject in which they seek tutoring; these subjects then appear on their Blackboard class list and include allied health, biology (all levels), chemistry (all levels), math (all levels), physics, and psychology. Online tutoring for other subjects, such as accounting, economics, and philosophy, may be available upon request. To increase awareness of online tutoring the Student Success Centers provide an announcement on Blackboard and provide a brochure during the classroom announcements in the first week of school.

As indicated in the Library section of this proposal, students have access to a useful guide for accounting resources through the following URL: <http://libraryguides.ccbcmd.edu/accounting>. One of the College's librarians is featured on this page as a point of contact for students who need assistance.

The College also subscribes to several online databases that would be helpful to students in this program such as *Business Source Premier*, *Proquest ABI/INFORM Complete*, *ProQuest Newsstand*, and *Lexis Nexis Academic*. The CCBC Library collection is growing in the area of eBooks and currently provides access to over 350 eBooks. Students can access these eBooks anytime from any computer or mobile device on or off-campus.

Commitment to Support

CCBC faculty are evaluated annually in three areas—Professional Assignment, College and Community Service, and Scholarship/Professional Growth. It is stipulated that 60-70% of the evaluation must be based on Professional Assignment, and 10-20% must cover Professional Development. Within the category of Professional Assignment, the written faculty evaluation policy recognizes the importance of instructional improvement; and efforts made to convert, develop, or implement classes in online or blended formats are named in the category of instructional improvement. Potential areas of Scholarship/Professional Growth include furthering

one's technical education by learning new software and/or technology. In addition, public performances, presentations, and exhibitions that recognize one's area(s) of expertise that involves research and scholarly preparation are also recognized as acceptable means of documenting scholarship and professional growth.

Evaluation and Assessment

Learning Outcomes Assessment (LOA) projects are being developed for individual courses in the proposed program. Students will be required to participate in LOA projects so that the results can be assessed, and any deficiencies noted in the related analyses can be addressed in the spirit of continuous improvement. The proposed programs will be incorporated in CCBC's program review process that supports CCBC's strategic direction of Student Success and fulfillment of the related institutional goal to measure and assess student outcomes routinely, evaluate multiple measures of student achievement and success, and act upon the results to improve student outcomes.

CCBC's Office of Planning, Research and Evaluation (PRE) maintains information on student retention in academic programs. This data is provided as part of the program review process for analysis and program improvement. To further promote quality in instruction and assess the performance of the faculty member CCBC collects Aleamoni Course/Instructor Evaluation Questionnaire (CIEQ) evaluations every semester. Courses in the Interpreter Preparation degree and certificate programs will be cost effective by taking advantage of existing College course evaluation resources.

Assessment and documentation of student achievement will occur as part of CCBC's program review process. Academic programs, whether they are offered online or in traditional formats, are reviewed on a five-year cycle. Program coordinators must document how student learning outcomes were developed and validate how the outcomes relate to the College's mission.