



November 9, 2017

Dr. James D. Fielder, Jr.
Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, Maryland 21201

Dear Secretary Fielder,

The Community College of Baltimore County (CCBC) respectfully submits the attached proposal for a new Associate of Arts (A.A.) degree in American Sign Language (ASL) and Deaf Culture. This degree is intended to be the first two years of a typical four year Bachelor's degree in Interpreting, providing students with a solid foundation in language skills prior to learning to interpret.

The current Associate of Applied Science (A.A.S.) in Interpreter Preparation includes both language courses and translation courses. By developing the A.A. degree, students will have a stackable credential that can be used as they work toward a Bachelor's degree in Interpreting or CCBC's revised A.A.S. or lower division certificate in Interpreting. The A.A. degree is also designed to articulate with other four year programs in Deaf Studies and Interpreting and Deaf Education, allowing students a clear path to an advanced degree.

The A.A. degree in ASL and Deaf Culture is designed to give students foundational language skills in ASL, which they can apply to a variety of job settings. The foundation of the curriculum is a strong commitment to the Deaf community and respect for its culture and language. The curriculum includes expanded analysis of American Sign Language discourse, American Deaf Culture and ASL literature. Students will gain hands-on experience in ASL both expressively and receptively. Students can apply the skills they learn in American Sign Language to a variety of job settings. This program is designed for both first-time college students and returning students who seek to enhance their knowledge, skills, and abilities.

Proficiency in American Sign Language is a beneficial skill that our graduates use in a variety of work settings. Not all students are able to obtain the proficiency level required to continue into interpreting classes in the current A.A.S. in Interpreting degree. By offering an A.A. in ASL and Deaf Culture, we will allow these students to graduate with a credential that clearly represents the coursework they have completed. With over 1.2 million deaf people in the state of Maryland there are growing needs for employees with sign language skills.

443-840-CCBC (2222)

CCBC Catonsville
800 South Rolling Road
Baltimore, Maryland
21228

CCBC Dundalk
7200 Sollers Point Road
Baltimore, Maryland
21222

CCBC Essex
7201 Rossville Boulevard
Baltimore, Maryland
21237

CCBC Hunt Valley
11101 McCormick Road
Suite 100
Hunt Valley, Maryland
21031

CCBC Owings Mills
10300 Grand Central Avenue
Owings Mills, Maryland
21117

**CCBC Randallstown
at The Liberty Center**
3637 Offutt Road
Randallstown, Maryland
21133

*The incredible value
of education.*

www.ccbcmd.edu

With submission of this proposal, CCBC seeks approval for a new Associate of Arts in American Sign Language and Deaf Culture degree program. Thank you for your consideration of this request. Feel free to contact me with any questions.

Sincerely,



Mark McColloch
Vice President of Instruction

cc: Jennifer Kilbourne
William Watson

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Community College of Baltimore County
Institution Submitting Proposal

Fall 2018
Projected Implementation Date

Associate of Arts
Award to be Offered

American Sign Language and Deaf Culture
Title of Proposed Program

060699
Suggested HEGIS Code

050211
Suggested CIP Code

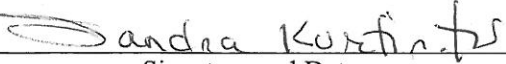
Communication Arts
Department of Proposed Program

Dr. Michael Walsh
Name of Department Head

Dr. Rebecca Minor
Contact Name

Rminor3@ccbcmd.edu
Contact E-Mail Address

443-840-4975
Contact Phone Number


Signature and Date

President/Chief Executive Approval

11/10/17
Date

Date Endorsed/Approved by Governing Board

Associate of Arts
American Sign Language and Deaf Culture

A. Centrality to institutional mission statement and planning priorities:

The proposed Associate of Arts in American Sign Language (ASL) and Deaf Culture, represents a streamlining of an already existing program into two new programs. The current AAS curriculum combines ASL language learning and interpreting skill development into one degree, requiring at least four years to complete. The first two years of the current AAS in Interpreter Preparation program focuses on ASL language development. A large number of students who complete the first two years do not continue into the last two years of interpreting courses and are advised to graduate with a degree in general studies. We are proposing a new program, an AA in American Sign Language and Deaf Culture and substantial changes to the current AAS in Interpreter Preparation (additional proposal submitted) to provide achievable pathways for student completion. In doing so, the AA will provide a stackable credential on which to build the foundation necessary for completion of a degree in interpreting.

Many current students take the ASL courses offered at CCBC but do not continue on to the interpreting courses. This AA in ASL and Deaf Culture would provide the College with the ability to confer a degree to students who only wish to take the language and culture courses. In addition, the AA degree offers the opportunity for students to earn stackable credentials and progress toward a four year degree in Deaf Studies or Interpreting. Students will have the opportunity to earn a Letter of Recognition before earning the AA degree and they can transition from the AA degree to the AAS or certificate in Interpreter Preparation if desired. This structure aligns with contemporary research on 'momentum points' in supporting student retention; students who earn stackable credentials show greater movement toward degree completion. The proposed AA in ASL and Deaf Culture is also designed to easily articulate with other institutions offering four-year degrees in Interpreting, Deaf Studies or Deaf Education.

The AA degree in ASL and Deaf Culture is designed to give students foundational language skills in ASL, which they can apply to a variety of job settings. The foundation of the curriculum is a strong commitment to the Deaf community and respect for its culture and language. The curriculum includes expanded analysis of American Sign Language discourse and American Deaf Culture. Students will gain hands-on experience in ASL both expressively and receptively. This program is designed for both first-time college students and returning students who seek to enhance their knowledge, skills, and abilities. Students may elect to apply to the (revised) AAS or certificate in Interpreter Preparation upon completion of the AA in ASL and Deaf Culture.

Research to support this proposal included discussions with statewide stakeholders, including the Maryland Governor's Office of the Deaf and Hard-of-Hearing, The Hearing and Speech Agency of Maryland and the Potomac Chapter of the Registry of Interpreters for the Deaf. These organizations have offered support for this proposal. This proposal was built using current industry standards, providing cost savings for students, and addresses the critical need to increase accessibility of the workforce.

This proposed program is in line with the CCBC mission with a commitment to support students toward completing their degree through stackable credentials and preparing them for transfer to a four-year institution or continued education in the field of Interpreting.

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

Graduates with skills in American Sign Language 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 an affordable means for students to acquire the foundational skills necessary to work with the critical needs of the deaf community. This initiative expands access for minority and educationally disadvantaged students to pursue education from the standpoint of cost since CCBC's tuition and fees are much lower as compared to four-year institutions.

Alignment with the Maryland State Plan

Goal 2 of the Plan promotes and supports access, affordability and completion. The stackable credentials in this program provide 'momentum points' which will support student retention; students who earn stackable credentials show greater movement toward degree completion. This program will attract more highly qualified students who, in turn, are more likely to complete their program of study. This program will provide an affordable means for students to learn language skills required for working with the deaf population as well as set provide them with the skills to continue on for more education in the field of interpreter or deaf education. This will facilitate completion and encourage students to increase their earning potential.

Goal 3 of the Plan promotes diversity. As a community college, CCBC plays an important role in providing affordable workplace training opportunities as well as transfer pathways for those students seeking bachelor's degrees. For these reasons, this program remains an attractive viable option to support social, economic, age, gender, racial/ethnic and linguistic diversity. As the populations of Maryland and the United States become increasingly diverse and continue to grow, so does the population of individuals of varying socioeconomic and racial/ethnic backgrounds. Training and preparing a diverse workforce also ensures special populations, such as differently abled and neuro diverse individuals, are met with greater cultural and linguistic competency, with an appreciation for a diverse range of values, beliefs, and attitudes.

Statewide Designation

CCBC does not expect statewide designation for the AA in ASL and Deaf Culture.

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

Job Market Demand

This AA degree will prepare students for entry into positions working with deaf people such as job coaches, residential dorm counselors or case managers. The Maryland, DC and Virginia region has an extremely large deaf population, and students often find that they can utilize their skills in ASL in a variety of jobs. 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. We find deaf people everywhere and graduates of this program can apply their learning anywhere they interact with the deaf population.

Market Surveys

It can be difficult to identify market demand for workers with ASL skills. Glass Door, an online source for finding information about job openings and salary possibilities, reports 715 job openings for "Sign Language Caregivers", 299 openings for administrative assistants with ASL skills and 343 openings for "support staff with ASL skills".

Current and projected supply of prospective graduates

By offering the AA in ASL and Deaf Culture CCBC will be able to retain students and increase the number of prospective graduates. The AA proposal is also specifically designed to articulate with other four-year programs which will make it even more attractive to students.

The current AAS in Interpreting enrolls roughly 140 students per year in the first course, American Sign Language I. Some of these students continue all the way through the ASL courses, and some only take one or two language courses. The college may be able to retain more of these students if they were offered the option to earn an AA degree in ASL. Because of the high number of students already enrolled in our current ASL curriculum, we expect the program to be successful. The current AAS degree graduates roughly 14 students per year, but currently has close to 200 students enrolled. Many students do not continue past the ASL courses into the interpreting courses. If this program is approved these students would be able to graduate with the AA in ASL and Deaf Culture.

D. Reasonableness of program duplication:

Other AA degree programs in American Sign Language and Deaf Culture do exist in Maryland, however, we do not expect the proposed AA to have any negative impact on existing programs. The current AAS in Interpreting program offers the same ASL classes as other colleges in ASL across the state, and CCBC's program has been offered for the past 34 years. Our expectation is that our current population of students in the AAS in Interpreting program would become our students in the AA in ASL and Deaf Culture, and thus, not having a significant impact on other AA programs in the state.

While other transfer pattern programs in American Sign Language do exist in Maryland, CCBC's program is unique in that it also includes some introduction to the field of interpreting. This proposed AA will bolster student success by aligning with the (revised) AAS in Interpreter Preparation. In addition, the proposed AA in ASL and Deaf Culture is also designed to include some interpreting content so that it can be articulated as a 2+2 with other four year degrees in Interpreting.

Other similar associate level programs include:
Frederick Community College – Certificate, American Sign Language
Montgomery College – AA, American Sign Language
Anne Arundel Community College – AA, American Sign Language

Justification for the Proposed Program

This program is a good choice for students who seek to work with deaf consumers. The AA degree in American Sign Language and Deaf Culture will provide the foundation necessary to prepare students for admittance to an Interpreting or Deaf Studies program. This associate of arts degree will provide the momentum for student completion and/or transfer. In doing so, CCBC is poised to provide a quality educational program with stackable credentials at a cost-effective price for students. This initiative will also address a documented workforce development need, based on the shortage of workers with ASL skills in Baltimore County and the surrounding region.

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

There are no ASL or Interpreting programs at HBIs in Maryland.

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

There are no ASL or Interpreting 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

ASLS 101 (3 credits) – American Sign Language I is designed to develop basic syntactical knowledge of American Sign Language (ASL) and basic vocabulary. Students will be exposed to the culture of the Deaf community and its relationship to other diverse groups. This course is designed for students who have little or no previous knowledge of ASL. The class is conducted using ASL to develop receptive skills and technology is used to enhance and critique student progress. Students are required to attend and observe several Deaf community events. Prerequisite: (ESOL 052 and ESOL 054) or ACLT 052 or ACLT 053

ASLS 102 (3 credits) – American Sign Language II continues the skill development begun in INTR 101: American Sign Language I. The course covers American Sign Language (ASL) including grammatical features, vocabulary development, and conversational skills, and exposes students to the culture of the Deaf community. Lessons will use ASL to develop receptive and expressive skills and technology to enhance and critique student progress. Prerequisite: ASLS 101 (grade of “C” or better)

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

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 203 (3 credits) - American Sign Language III provides a continuation of instruction in the grammatical features of American Sign Language (ASL) and builds on the foundation of skills and knowledge learned in American Sign Language II. Students continue to expand their knowledge and comprehension of ASL by using increasingly more complex grammatical structures for describing locations, making suggestions and requests and discussing life events. This course focuses on conversational skills as well as exposure to the Deaf community and its culture. Prerequisite: ASLS 102 (grade of “C” or better)

ASLS 204 (4 credits) - American Sign Language IV is a continuation of American Sign Language III. Students expand their vocabulary, knowledge of ASL idioms and non-manual aspects of ASL. This course explores cross-cultural communication and applies cultural knowledge to discourse. Students explore linguistic structures of ASL and grammatical features for complex sentences, conversational skills and storytelling. Prerequisite: ASLS 203 (grade of “C” or better)

ASLS 206 (4 credits) - American Sign Language V is a continuation of INTR 204. Students explore how to use American Sign Language (ASL) grammar and vocabulary in increasingly complex constructions, processes, and situations. Students incorporate multiple character role shifting into medium-length narratives, dialogues, and discussion of current events. Information on cultural values and attitudes as they relate to the Deaf community are also examined. Prerequisite: ASLS 204 (grade of “B” or better)

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. Prerequisite: ASLS 121 and ASLS 204 (grade of “B” or better)

ASLS 213 (3 credits) Fingerspelling & Number Use in ASL introduces students to appropriate methods for using fingerspelling and increases receptive and expressive skills development. Students focus on appropriate use of numbers in American Sign Language (ASL), including cardinal and ordinal systems, numeral incorporating systems, and other independent classes of signs. Throughout the course, students monitor skills using self, peer, and instructor evaluation and feedback. Prerequisite: ASLS 203 (grade of “C” or better)

Program Requirements

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

Degree Requirements

AA in ASL and Deaf Culture (60 credits)

General Education Courses (34-35 credits)	
CMNS 101 Fundamentals of Communication	3 Credits
ENGL 101 College Composition I	3 Credits
ENGL 102 College Composition II	3 Credits
Mathematics	3 Credits
Biological or Physical Science	7-8 Credits
Information Technology	3 Credits
Social & Behavioral Science	6 Credits
Health and Wellness	3 Credits
ASLS 121 Deaf Culture (Arts and Humanities)	3 Credits
AA ASL and Deaf Culture Degree Core Courses [Year 1 & 2] (26 Credits)	
ASLS 101 American Sign Language I	3 Credits
ASLS 102 American Sign Language II	3 Credits
ASLS 203 American Sign Language III	3 Credits
ASLS 204 American Sign Language IV	4 Credits
ASLS 206 American Sign Language V	4 Credits
ASLS 213 Fingerspelling and Numbers	3 Credits
INTR 116 Introduction to Interpreting	3 Credits
ASLS 211 Linguistics of ASL	3 Credits

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

Program Learning Outcomes

Upon completion of the AA in ASL and Deaf Culture program, students will:

1. function as independent users of American Sign Language both expressively and receptively;
2. utilize a variety of structure types in American Sign Language;
3. comprehend main points and standard language in ASL for familiar topics;
4. utilize conversational ASL in a variety of settings;
5. recognize Deaf Culture and its sub-cultures; and
6. examine Deaf history and literature.

Educational Objectives

Students who successfully complete the AA in ASL and Deaf Culture will be able to:

- communicate proficiently as independent users of American Sign Language
- identify cross-cultural norms between the hearing and Deaf culture
- evaluate their own role in the deaf community
- explain laws and policies that impact the rights of deaf people
- describe the types of jobs where their current skills may be utilized
- prepare for future study in the field of interpreting

This program prepares students with the knowledge and skills pertaining to ASL and Deaf Culture which they may apply to a variety of job settings. Students completing this degree will meet all educational requirements for entry into the (revised) AAS or certificate in Interpreter Preparation which is important given that this revised degree program will also have a selective admissions process.

The mission of CCBC's Associate of Arts degree in American Sign Language and Deaf Culture is to prepare students with the cultural competency and conversational-level fluency needed to engage with members of the American deaf and hard of hearing community and/or for the pursuit of an advanced degree in interpreting by educating them in the fundamental concepts and knowledge of American Deaf Culture, and American Sign Language. 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 mode of communication.

Students can apply the skills they learn in American Sign Language to a variety of job settings. The curriculum includes expanded analysis of American Sign Language discourse and American Deaf Culture. Students will gain hands-on experience in ASL both expressively and receptively. This program is designed for both first-time college students and returning students who seek to enhance their knowledge, skills, and abilities.

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 an Associate of Arts degree.

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

None

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

N/A

H. Adequacy of Articulation

This AA in ASL and Deaf Culture is designed specifically to be able to articulate with other four year programs in interpreting, deaf studies and deaf education.

I. Adequacy of faculty resources

The faculty for the proposed program will be drawn from the existing Interpreter Preparation AAS degree program. Each has an appropriate graduate degree in his or her field of practice. While the full- and part-time faculty will share responsibility for teaching core coursework in the program, individual instructors have areas of specialization addressed within the degree program. Two of the full-time faculty members are deaf and oversee the majority of courses in American Sign Language. Two of the full-time faculty members are nationally certified interpreters and oversee the majority of course work is related to interpreting skills.

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. The CCBC Interpreting 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 current AAS program prides it's self by hiring highly qualified teachers. All hearing teachers 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 are associated in some way with the ASL Teachers Association. The faculty meet the faculty

requirements for accreditation through the Commission on Collegiate Interpreter Education (CCIEC).

Table 1 below provides a summary of the full- and part-time faculty currently involved in the proposed program.

TABLE 1: PROGRAM FACULTY			
Full Time Faculty	Academic Rank	Degrees/Credentials	Courses Taught
Rebecca Minor	Assistant Professor	Ph.D in ASL Linguistics	Core coursework Linguistics, Interpreting
Ricky Perry	Assistant Professor	M.Ed in Deaf Education	Core coursework ASL and Deaf Culture
Peggy McCoy	Assistant Professor	M.A. in Deaf Education	Core coursework ASL and Deaf Culture
Su Isakson	Instructor	M.A. in Interpreter Education	Core coursework 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 INTR Program has run an average of 26 class sections per semester and they are taught predominantly by full time faculty. The department has four full-time faculty members who teach at least 17 courses per semester (~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 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 will be on reserve in the campus libraries.

Beyond the resources provided through CCBC, the College provides Inter-Library Loan service, <http://library.cbcmd.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. In the first years of the program, 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.

On CCBC's Catonsville campus, the current AAS degree in 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.

New program proposals at CCBC are reviewed and approved according to the process developed through college governance, which includes approval by the 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

Tables 2 and 3 below reflect income and the use of existing resources and expenditures in the proposed program. It is important to note here that program expenditures represent level funding from the current Interpreter Preparation AAS program. We do not anticipate any new faculty or staff hires for this program in the next 5 years. Table 3: Expenditures represents current expended for three full-time faculty members that will be utilized from the current A.A.S. Interpreter Preparation program.

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)	363,660	363,660	363,660	405,075	405,075
a. Number of F/T Students	20	20	20	25	25
b. Annual Tuition/Fee Rate	\$4,683	\$4,683	\$4,683	\$4,683	\$4,683
c. Total F/T Revenue (a x b)	93,660	93,660	93,660	117,075	117,075
d. Number of P/T Students	150	150	150	160	160
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)	270,000	270,000	270,000	288,000	288,000
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)	363,660	363,660	363,660	405,075	405,075

Mechatronics Engineering TABLE 3: EXPENDITURES:

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	293,088	301,880	310,936	320,092	329,628
a. # FTE	3	3	3	3	3
b. Total Salary	212,691	219,071	225,643	232,241	239,208
c. Total Benefits	80,397	82,809	85,293	87,851	90,420
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)	293,088	301,880	310,936	320,092	329,628

States decennial review. Also, all INTR general education courses undergo general education assessment as part of a regular assessment cycle.

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 AA program will mirror these trends, thereby promoting minority student access. Traditionally, the current AAS 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, we honor the diversity of people, cultures, ideas, and viewpoints. To help faculty to better appreciate and to 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.

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

A primary example of our commitment to equity shows in several of our courses which address working with diverse populations and offers practical strategies to broaden the student's world view around issues of diversity and equity. We also partner with diverse groups such as the National Alliance of Black Interpreters and the Maryland Chapter of Black Deaf Advocates to help support our minority students and raise awareness of the challenges they may face in the field.

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.

While the AA in ASL and Deaf Culture is not an online program, we hope to offer 1 – 2 classes in an online or blended format.