



July 10, 2019

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

Dear Secretary Fielder:

McDaniel College is submitting New Program Proposals for eight undergraduate Bachelor of Arts programs. All programs were approved by the McDaniel College faculty during the spring semester and the Board of Trustees at their May meeting.

The programs are as follows:

- Actuarial Science
- Applied Mathematics
- Biochemistry
- Biomedical
- Criminal Justice
- Health Sciences
- Marketing
- Writing and Publishing

The complete proposals have been sent under separate cover in addition to the checks for each program proposal.

Thank you for your consideration and we look forward to hearing from you.

Sincerely,

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



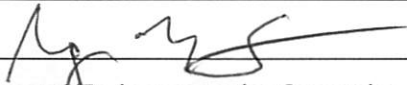
**Cover Sheet for In-State Institutions  
New Program or Substantial Modification to Existing Program**

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

- |   |   |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration       | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval       | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check	Amount: \$850.00	Submitted: 8/13/2019

Department Proposing Program	Sociology		
Degree Level and Degree Type	Undergraduate, Bachelor of Arts		
Title of Proposed Program	Criminal Justice		
Total Number of Credits	128		
Suggested Codes	HEGIS: 21.05	CIP: 43.0104	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education ( <i>fully online</i> )	<input type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer
	Year: 2019		
Provide Link to Most Recent Academic Catalog	URL: <a href="http://catalog.mcdaniel.edu">http://catalog.mcdaniel.edu</a>		
Preferred Contact for this Proposal	Name:	Wendy Morris	
	Title:	Dean of the Faculty	
	Phone:	(410) 857-2521	
	Email:	wmorris@mcdaniel.edu	
President/Chief Executive	Type Name:	Roger Casey	
	Signature:		Date: 08/20/2019
	Date of Approval/Endorsement by Governing Board:	05/11/2019	

Revised 12/2018

# Criminal Justice - MHEC proposal

## A. Centrality to Institutional Mission and Planning Priorities:

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

### **Institutional Mission**

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

McDaniel College has offered a major in Sociology with a specialization in Criminal Justice Studies for nearly half a decade. This model followed best practices for Criminal Justice studies at the time as Criminal Justice studies was an emerging discipline. However, recommendations for best practices have changed over time. Currently, the model for delivering Criminal Justice Studies at Liberal Arts institutions is a single department offering both sociology and criminal justice studies majors.<sup>1</sup> This proposal is to create a free-standing Criminal Justice major within the Sociology Department which would better reflect best practices in the discipline.

Maintaining a Criminal Justice major as embedded within Sociology preserves the Liberal Arts nature of the degree as recommended by the American Sociological Association. This new major is also in line with the First Principles<sup>2</sup> of McDaniel College as it would provide a "solid and respected professional program as part of a liberal arts program" creating criminal justice professionals who are "more flexible, more successful, and happier in the world of work"<sup>3</sup>. The major requires 48 credits, 24 of which are taught by faculty who hold Ph.D.s in sociology. These 24 credits provide students with the breadth of sociological knowledge about human behavior emphasizing the key elements of race, class, and gender. The remaining classes draw on the existing expertise about criminal justice from faculty in the departments of Political Science, Religion, or Philosophy as well as practicing law enforcement officials in the community.

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

### **Strategic Vision**

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

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

<sup>1</sup> American Sociological Association, Report of the ASA Taskforce on Sociology and Criminology Programs [http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/ASA\\_TF\\_Report\\_FINAL.pdf](http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/ASA_TF_Report_FINAL.pdf) : p.32.

<sup>2</sup> McDaniel College Catalog, First Principles, <http://catalog.mcdaniel.edu/content.php?catoid=17&navoid=749>

<sup>3</sup> Ibid.

It is our intention that the proposed will ignite students' passions as they prepare for successful 21<sup>st</sup> century careers while receiving a liberal arts education. The major is grounded in the liberal arts, informed by current practices in law enforcement, and requires internship experience which supports a college-wide requirement for experiential learning. As a result of a year-long, strategic, program prioritization process across the institution, the Board of Trustees of McDaniel College deemed the establishment of this new major to be a high priority for our institution.

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

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

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

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

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

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

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

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

A criminal justice degree grounded in the liberal arts addresses many of the deficiencies documented in the criminal justice system by current events. While it is the mission of the justice system to enforce the law, law enforcement officials must work within a societal context where individual and procedural outcomes can be affected by race and class. Our students will learn about criminal justice grounded within a sociological perspective which will allow them to approach applications from an empirical perspective and hopefully improve those applications when they enter the workforce.

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

Given the complex interactions between race, class, and the criminal justice system, it is essential to produce graduates who have a strong understanding of those complexities. McDaniel's Criminal Justice major will prepare our graduates to enter the criminal justice workforce and because our student body is highly diverse (The Fall 2019 entering class at McDaniel College is 34.6% African American, 7% Hispanic, and 5.7% two or more races), it will equip our students of color to fundamentally challenge and improve the criminal justice system while elevating voices of color within that system.

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

N/A

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

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

Our program is distinctive in that real-world practitioners come into the classroom to educate students on the social and ethical aspects of their work. This provides an opportunity for students to develop relationships with professionals that are integral to hiring and represent local business. To support and expand these relationships, we will follow our already established models through the Center for Experience and Opportunity and our academic departments,

such as interview days, undergraduate research, support for internships, and panels of local professionals (<https://www.mcdaniel.edu/information/headlines/news-at-mcdaniel/archive/interviewing-day-at-mcdaniel-jobs-internships-and-career-contacts>). These relationships will provide students direct access to employers while giving employers an opportunity to provide feedback on the program.

### C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

#### 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

Though police and detective work is not the only pathway for graduates of this program, for the purposes of employment projections we will use these traditional career pathways. According to Department of Labor statistics, police and detective jobs were distributed as follows:

Police and detectives held about 807,000 jobs in 2016. Employment in the detailed occupations that make up police and detectives was distributed as follows:

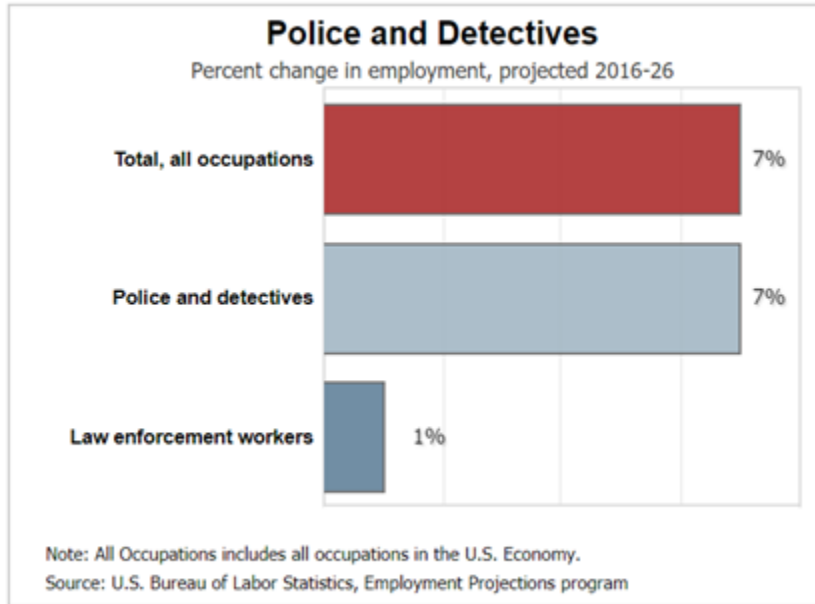
Police and sheriff's patrol officers	684,200
Detectives and criminal investigators	110,900
Fish and game wardens	7,000
Transit and railroad police	4,900

The largest employers of police and detectives were as follows:

Local government, excluding education and hospitals	78%
State government, excluding education and hospitals	11
Federal government	7
Educational services; state, local, and private	3

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

According to the Bureau of Labor Statistics, employment of police and detectives is projected to grow 7 percent from 2016 to 2026, aligned with the average for all occupations.



It is also worth noting that McDaniel's location is beneficial, as the Washington-Arlington-Alexandria, DC-VA-MD-WV is the metropolitan area with the second highest employment level for this occupation.

Metropolitan areas with the highest employment level in this occupation:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
<a href="#">New York-Newark-Jersey City, NY-NJ-PA</a>	7,700	0.81	1.13	\$47.69	\$99,190
<a href="#">Washington-Arlington-Alexandria, DC-VA-MD-WV</a>	4,640	1.48	2.07	\$58.90	\$122,520
<a href="#">Los Angeles-Long Beach-Anaheim, CA</a>	3,730	0.61	0.85	\$57.74	\$120,090
<a href="#">San Diego-Carlsbad, CA</a>	2,900	1.98	2.77	\$48.94	\$101,780
<a href="#">Chicago-Naperville-Elgin, IL-IN-WI</a>	2,430	0.52	0.73	\$43.20	\$89,860
<a href="#">Atlanta-Sandy Springs-Roswell, GA</a>	2,150	0.80	1.12	\$32.69	\$68,000
<a href="#">Miami-Fort Lauderdale-West Palm Beach, FL</a>	2,010	0.77	1.08	\$45.86	\$95,380
<a href="#">Philadelphia-Camden-Wilmington, PA-NJ-DE-MD</a>	1,870	0.66	0.92	\$44.12	\$91,760
<a href="#">Tucson, AZ</a>	1,740	4.71	6.59	\$39.87	\$82,930
<a href="#">Houston-The Woodlands-Sugar Land, TX</a>	1,720	0.58	0.81	\$47.15	\$98,060

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

The Bureau of Labor Statistics indicates that the employment change between 2016-2026 will be 53,400 positions.

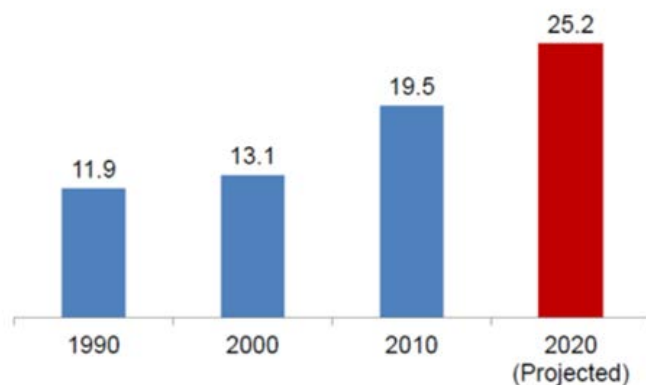
## Summary

Quick Facts: Police and Detectives	
2018 Median Pay ?	\$63,380 per year \$30.47 per hour
Typical Entry-Level Education ?	<a href="#">See How to Become One</a>
Work Experience in a Related Occupation ?	<a href="#">See How to Become One</a>
On-the-job Training ?	Moderate-term on-the-job training
Number of Jobs, 2016 ?	807,000
Job Outlook, 2016-26 ?	7% (As fast as average)
Employment Change, 2016-26 ?	53,400

Additionally, the impact of the aging workforce will be felt in the criminal justice field. Though specific vacancies in the field have not been projected, it is reasonable to assume that this field will not be exempt from this phenomenon.

Figure 1

### Percent of the labor force 55 years & older



Source: Toossi, M. 2012. "Labor Force Projections to 2020: A More Slowly Growing Workforce." *Monthly Labor Review* (January, 2010–2020).

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

McDaniel's internal data reflects a strong interest in Criminal Justice. 6.4% of the deposited students for the Fall 2019 class (39 total students) express their primary program of interest as Social Work. Of those, 64% indicate their interest in the Criminal Justice specialization we currently offer. These are students highly likely to have interest in the Criminal Justice major. An additional 80 students (13%) identify as Undecided and would be a group to introduce to the program.

Given our own internal interest and the number of college-bound students interested in actuarial science nationally (see section D.2 below), we project annual enrollment of no fewer



than 7 students per year. Applying standard attrition patterns, we project a minimum of 4-5 graduates per year.

#### D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

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

Institution	Program	Degrees Awarded					Similarities/Differences
		2014	2015	2016	2017	2018	
Bowie State University	Criminal Justice	46	60	83	59	82	A narrowly focused program. All courses have police, courts and/or corrections focus and do not provide the broader societal perspective that McDaniel's proposed major would.
Coppin State University	Criminal Justice	50	62	62	46	42	A narrowly focused program. All courses have police, courts and/or corrections focus and do not provide the broader societal perspective that McDaniel's proposed major would.
Hood College	Law & Criminal Justice	0	0	3	11	8	An interdisciplinary program that blends sociology, philosophy, political science and psychology. Like the McDaniel proposal, it provides a more liberal arts perspective.
Mount St. Mary's University	Criminal Justice	28	53	49	35	35	An interdisciplinary program that blends sociology, philosophy, political science and psychology. Like the McDaniel proposal, it provides a more liberal arts perspective.
Notre Dame of Maryland University	Criminology	1	3	4	5	7	This program is a blend between a grounding in core fields such as sociology and the more narrowly focused police, courts and/or corrections focus
Stevenson University	Criminal Justice	54	73	67	54	49	A narrowly focused program. All courses have police, courts and/or corrections focus and do not provide the broader societal perspective that McDaniel's proposed major would.

University of Maryland, Eastern Shore	Criminal Justice	96	110	77	66	74	A narrowly focused program. All courses have police, courts and/or corrections focus and do not provide the broader societal perspective that McDaniel's proposed major would.
University of Maryland University College	Criminal Justice	227	297	332	305	328	A narrowly focused program. All courses have police, courts and/or corrections focus and do not provide the broader societal perspective that McDaniel's proposed major would.
University of Maryland, College Park	Criminology & Criminal Justice	348	358	347	350	379	A narrowly focused program. All courses have police, courts and/or corrections focus and do not provide the broader societal perspective that McDaniel's proposed major would.
University of Baltimore	Criminal Justice	61	69	90	92	72	A narrowly focused program. All courses have police, courts and/or corrections focus and do not provide the broader societal perspective that McDaniel's proposed major would.

The programs in the above table fall into 3 groups: majors that are broad in scope and focus on crime and deviance as it is embedded in a broader social context; majors that are narrow in focus and hone in on the specifics of law and punishment as it relates to police, courts, and corrections; and a blend between the first two. Most of the programs take the narrower approach with the exceptions of the traditional liberal arts programs. The feedback that we have received from employers in the area is that they would prefer to teach the specifics of law and law enforcement in their academies and want colleges to give students the broader perspective and skill set.

McDaniel's proposed major is firmly grounded in the liberal arts and provides students with the broader social context within which crime and punishment is embedded. By taking many of the same courses as sociology majors, the criminal justice major will have a better grasp of the societal forces that create and define deviant and criminal behavior and an overview of the larger society within which crime and punishment occur. This will provide the student with the flexibility and skills to adapt to the ever-changing nature of society. Graduates will be better prepared to be change agents within the criminal justice system or to change career paths as the industry changes.

## 2. Provide justification for the proposed program.

Criminal Justice is one of the majors that reports double digit growth over the last 5 years (Ruffalo Noel Levitz). Our own internal data shows a strong interest in Criminal Justice studies among applicants to the college between 2015 and 2018 (641). Of the 56% of applicants who were admitted expressing interest in Criminal Justice, only 24% deposited. We believe that this

documents unmet demand. Most of our competitors are not small liberal arts colleges in small communities. Students who are seeking this type of institution should have the ability to study criminal justice.

Additionally, according to the College Board Student Search Service, a data pool that covers nearly 90 percent of all college-bound students, out of the students planning to enroll in college in fall 2019, 54,224 indicated an intended major of “Criminal Justice and Corrections”, “Criminal Justice/Law Enforcement Administration”, or “Criminology.” There are more than 3500 students in Maryland, Virginia, and Pennsylvania alone. Given the need identified in Section C, we believe the benefits of the program are clear.

**E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s.

N/A

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

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

N/A

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):**

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The proposed program was designed by the faculty in the Sociology Department in consultation with practicing law enforcement officials in the area. It is intended to meet the growing demand for a liberal arts degree in Criminal Justice. The department chair of the Sociology Department will oversee the program.

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

The Criminal Justice Major was constructed to ground the practice of law enforcement in the liberal arts. Students will have the theoretical framework to analyze and predict both individual behaviors as well as institutional configurations. They will understand the role of the justice system not only in enforcing the law of the land but also its role in the perpetuation of cultural patterns.

Upon completion of the program, students will:

- apply theoretical frameworks to understanding the causes and prevention of crime, the processes of criminalization, and crime enforcement.
- demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple perspectives.
- identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems.
- articulate ethical implications of decision making in criminal justice professions.
- understand qualitative and quantitative research methods to collect and analyze data.
- articulate the link between research, theory, and practice

3. Explain how the institution will:

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

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

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

<b>Table 1: Requirements for the Criminal Justice Major and Minor</b>	
<b>Criminal Justice Major (48 credits)</b>	<b>Criminal Justice Minor (24 credits)</b>
SOC 1104 <b>Introduction to Sociology</b>	SOC 1104 <b>Introduction to Sociology</b>
SOC 2205 <b>Criminology</b>	SOC 2205 <b>Criminology</b>
SOC 3315 <b>Police Courts &amp; Corrections</b>	SOC 3315 <b>Police Courts &amp; Corrections</b>
SOC 3225 <b>Deviant and Criminal Behavior</b>	<b>Pick 1:</b> SOC 3225 - Deviant and Criminal Behavior SOC 3348 - Criminal Law
SOC 3348 <b>Criminal Law</b>	
<b>Pick 2:</b> SOC 3420 <b>White Collar Crime</b> SOC 33XX <b>Globalization and Deviance</b> SOC 23XX <b>Gender, Violence and the Criminal</b>	<b>Pick 2:</b> SOC 3420- <b>White Collar Crime</b> SOC 33XX <b>Globalization and Deviance</b> SOC 24XX <b>Gender, Violence and the Criminal Justice</b>

<b>Justice System</b>	<b>System</b>
SOC 3430 <b>Race, Crime, and Justice</b>	SOC 3430 <b>Race, Crime, and Justice</b>
<b>Pick 1:</b> PSI 2212 Terrorism and Counterterrorism PSI 3306 National Security in a Changing World REL 3312 Religion and American Prisons PHI 2205 Law, Morality and the Cinema PHI 2226 Philosophy of Law	PSI 2212 Terrorism and Counterterrorism PSI 3306 National Security in a Changing World REL 3312 Religion and American Prisons PHI 2205 Law, Morality and the Cinema PHI 2226 Philosophy of Law
<b>Pick 1:</b> ENG 2212 Professional Communication ENG 3308 Writing for Law & Policy ENG 3312 Writing for Non-profits	
<b>Students must complete a minimum of 4 credits:</b> SOC 2895 Internships in Sociology SOC 2898 Independent Studies in Sociology SOC 3895 Internships in Sociology SOC 3898 Independent Studies in Sociology SOC 4895 Internships in Sociology SOC 4898 Independent Studies in Sociology	
<b>SOC 3105 Research Methods in Sociology</b>	
<b>SOC 4104 Critical Inquiry in Sociology</b>	
<b>Boldface indicates taught by Sociology full time faculty</b>	

#### Additional credits outside for the Major

Type of Course	Details	Credits
First Year Seminar	General education requirement	4
ENG 1101	Introduction to College Writing, general education requirement	4
Writing in the Discipline	Majors will meet this general education requirement through multiple, writing-intensive courses required in the major	Credits included in the major
Second Language	General education requirement is 2 semesters in the same language or placement/proficiency above the 2 <sup>nd</sup> semester level.	8
Multicultural	Majors will meet this general education requirement through courses required in the major.	Credits included in the major
International Nonwestern	Majors will meet this general education requirement through courses required in the major.	Credits included in the major
International Western OR Nonwestern	Majors will meet this general education requirement through courses required in the major.	Credits included in the major
Quantitative Reasoning	Majors will take Research Methods in Sociology to meet this general education requirement.	Credits included in the major
Scientific Inquiry with Lab	Category of courses for general education requirement	4
Quantitative Reasoning OR Scientific Inquiry	Choice of 2 categories of courses for general education requirement	4

Textual Analysis	Category of courses for general education requirement	4
Creative Expression	Category of courses for general education requirement	4
Social, Cultural, Historical Understanding	Category of courses for general education requirement	4
Physical Activity & Wellness	General education requirement is 1 credit of physical activity courses OR participation in intercollegiate sports, ROTC, or some other approved experience.	0-1
Jan Term	General education requirement of 1 course during a January Term. Most students complete this by taking My Design.	2
My Career	General education requirement	1
Experiential Learning	General education requirement is that students complete credited or non-credited experiential learning which could include courses, internships, experiential independent studies, or study abroad.	0-4
<b>Total number of general education credits outside of the major</b>		<b>39-44</b>
<b>Remaining elective courses</b> (these could count toward a minor, another major, and/or elective credit)		<b>36-41</b>
<b>Combined credits from general education and elective coursework</b>		<b>80</b>
<b>Total number of credits from the major (see previous table)</b>		<b>48</b>
<b>Total number of credits required for the B.A. degree</b>		<b>128</b>

### Course Descriptions for the Criminal Justice Major:

#### **SOC 1104 - Introduction to Sociology: A Global Perspective**

*Credits: 4*

This course offers an overview of the discipline of sociology from a global perspective, focusing particularly on cross-cultural examples of social, economic and political relationships. It explores how social forces impact the structure of society and its social institutions as well as cultural patterns, crime, groups, personality, and human interactions.

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

#### **SOC 2104 - The Development of Sociological Theory**

*Credits: 4*

The study of the major sociological theorists of 18th, 19th, and 20th centuries with special emphasis on Comte, Durkheim, Marx, Weber, and Mead. Emphasis is on the foundation of sociological theory and on using theoretical concepts to understand society. The course is designed to teach critical thinking and problem solving and to prepare students for the 2000 and above level courses.

*Prerequisites SOC 1103 or SOC 1104 or FYS 1104*

**SOC 2205 - Criminology**

*Credits: 4*

A study of the theoretical aspects of criminal behavior and crime causation; the measurement of crime and crime statistics as well as techniques of crime prevention and societal reaction to crime.

*Prerequisites SOC 1103 or SOC 1104 or FYS 1104*

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

**SOC 3105 - Research Methods in Sociology and Criminal Justice**

*Credits: 4*

This course is an introduction to how sociologists generate knowledge. Students will be introduced to the most common methods of sociological research including survey, experimental, field, and content analytical methods. Philosophical, theoretical, and ethical issues that support sociological practice, as well as the more technical aspects of the research craft including measurement and sampling will be considered. Students will be provided with ample opportunities to engage in hands-on activities designed to acquaint them with the challenges of carrying out social science research. This course also serves to prepare students for both the Senior Seminar and the Department's quantitative data analysis course.

*Prerequisites Two 2000-level or above Sociology courses*

**McDaniel Plan:** *Departmental Writing and Quantitative Reasoning*

**SOC 3225 - Deviant and Criminal Behavior**

*Credits: 4*

This course will explore the social construction of law and deviance as well as the socialization process underlying criminal acts, their classification and dispositions. The course will consider the interplay among offender, victim and situational elements surrounding crime as they elucidate violent crime, white collar crime, stalking, child molestation, rape, cults, group crimes, modern slavery, and drug crimes.

*Prerequisites SOC 1103 or SOC 1104 or FYS 1104*

**SOC 3315 - Police, Courts, and Corrections**

*Credits: 4*

A study of the functions of police, courts, and corrections as institutions of social control in American society. This will include a review of the English roots of America's system, the historical development of modern law enforcement and correctional organizations, an analysis of these criminal justice components from an organizational behavior perspective, and an analysis of current challenges facing them. The most effective methods of organization and analysis of these components of the system are emphasized.

**SOC 3348 - Criminal Law**

*Credits: 4*

Students will explore issues raised in criminal court proceedings including those related to forensic testimony. Topics include elements of crimes, including *actus reus* and *mens rea*; some general doctrines of criminal liability, such as complicity, causation, attempt, and conspiracy; and full and partial defenses to crimes; insanity and competency determinations, civil commitments and guardianship hearings, as well as topic relating to jury nullification, and delinquency.

*Prerequisites SOC 1103 or SOC 1104 or FYS 1104*

**SOC 3420 - White Collar Crime**

*Credits: 4*

This course will explore the causes, consequences, and criminal justice system response to white-collar crime; explore why crimes committed by corporations or the elite are handled differently than crimes committed by marginalized groups; and the unequal standards in criminalization and punishment. The course will focus the impact of white-collar crime on marginalized populations in the US. It will thus examine how corporate misdeeds, political corruption and occupational illegalities and deviance disproportionately impact subordinated and marginalized groups thereby perpetuating social inequality.

*Prerequisites SOC-1103 or SOC-1104*

***McDaniel Plan: Multicultural***

**SOC 4104 - Capstone: Critical Inquiry in Sociology**

*Credits: 4*

This Capstone experience requires students to participate in a learning community that will critically analyze a social problem. Students will employ the theoretical and methodological skills obtained through their experience as Sociology and Criminal Justice majors to synthesize the applied aspects of social issues and relate these to the key topical areas of sociology. Students will use their written and oral presentation skills to demonstrate proficiency in this course

Note: Students will be required to pay a fee to print their posters.

*Prerequisites SOC 2104 and SOC 3105*

**SOC 3895 or 4895- Internships in Sociology**

*Credits: 0-4*

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

*Prerequisites SOC 1103 or SOC 1104 or FYS 1104 and permission of the instructor*

**SOC 3898 or 4898- Independent Studies in Sociology**

*Credits: 0-4*

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors. Qualified students who are not candidates for such honors but who desire to do independent studies are also admitted with permission of the Department.

*Prerequisites SOC 1103 or SOC 1104 or FYS 1104*

***New courses under development:***

**SOC 3430: Race, Crime and Justice**

*Credits 4*

This course introduces students to the criminal justice system in the United States as a form of racialized social control. The research examined in this course details the history of the criminal justice system as a racialized system that continues today. From the research, students will learn how racial minorities have been criminalized and unjustly treated as a way to maintain the racial



status quo. Finally, students will explore and come up with ways of what can be done for a truly racially egalitarian criminal justice system.

*Prerequisites SOC 1103 or SOC 1104 or FYS 1104*

**McDaniel ISLA:** *Multicultural*

### **SOC 33XX Globalization and Deviance**

This course will examine various dimensions of deviance and crime in the face of globalization. Students will be exposed to the how and why of global crime by looking at mainstream debates on globalization, ethics and international law. Case studies in global crime (such as: the international organ trade, war crimes and genocide, human trafficking, the global sex industry, smuggling/ narcotics trafficking, global weapons trade; dumping- the global flow of garbage, and, transnational money laundering) will be assessed. The course will also study the effectiveness of global law enforcement and transitional justice as responses to global crime and deviance.

*Prerequisites SOC 1103 or SOC 1104 or FYS 1104*

McDaniel Plan: International

### **SOC 23XX Gender, Violence, and the Criminal Justice System**

Why are so many mass shooters and serial killers men? Why are men overrepresented in our prison systems both as inmates and law enforcement? What happens when women commit violent crimes? These are some of the questions we explore in this course on the gendered nature of criminal behavior. We will explore how our gender socializations shapes our tendency to profile people who engage in deviant and criminal acts as well as their victims. Major units include: sexual assault, domestic violence, mass shootings, gang violence, and illicit drug use.

*Prerequisites SOC 1103 or SOC 1104 or FYS 1104*

**McDaniel ISLA:** *Multicultural*

### **Courses outside of the Sociology Department:**

#### **GSC 1140 - Introduction to Forensic Science**

*Credits: 4*

This course will serve as an introduction to the scientific study of crime solving. Possible topics to be considered include crime scene investigation, fingerprint analysis, DNA fingerprinting, drug identification, and ballistic studies.

*Prerequisites* There are no prerequisites for this course.

**McDaniel Plan:** *Scientific Inquiry with Laboratory.*

#### **PSI 2212 - Terrorism and Counterterrorism**

*Credits: 4*

This course provides us with the opportunity to examine the phenomenon of terrorism: what is it, what is the logic behind it, and what factors could motivate groups and individuals that engage in it? What are the conditions that make some individuals more susceptible to radicalization and recruitment by terrorist groups? Why do individuals with similar experiences, levels of distress, and grievances opt not to join such movements? We will start with examining the main themes and debates in the academic literature on terrorism; then we will compare different theories and approaches that look into the behavior and motivation of terrorist groups and individuals. The goal is to familiarize students with different perspectives and tools to better understand the alternative narratives about terrorism, and the possible motives and behavior of

terrorist groups.

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

### **PSI 3306 - National Security in a Changing World**

*Credits: 4*

A survey of the international and domestic factors that shape contemporary U.S. national security policy and strategy. The course provides a brief introduction to traditional conceptions of military strategy and the use of force, examines the extent to which domestic political factors influence national security policy-making, and explores the merits and shortfalls of future national security strategies. Topics discussed include civil-military relations, leadership and accountability, terrorism, peacemaking and peacekeeping, and resource management.

*Prerequisites Political Science and International Studies 1101 (recommended).*

### **REL 3312 - Religion and American Prisons**

*Credits: 4*

This is survey course that explores the relationship between religion, prisons, and crime in American history. We first explore punishment and penology in the early modern era, when the civil government rarely incarcerated people for extended periods of time. We then examine the larger intellectual and theological trends that created political and social spaces for the modern penitentiary, where religious socialization became a staple inside this new institution. For the remainder of the semester, we explore major trends in prison religion, focusing specifically on religion in the era of mass incarceration. Our studies intersect with the study of religion and law, as the relationship between religion and prison is inseparably tethered to legal considerations.

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

### **PHI 2205 - Law, Morality and the Cinema**

*Credits: 4*

What is the relationship between our laws and our systems of moral values? How have our ethical beliefs influenced the creation, development and the functioning of our legal system, our statutes and our court decisions? This course explores the contributions of philosophers from Plato to legal theorists such as Finnis and Dworkin. The course will introduce the student to numerous teachings from a host of scholars, philosophers and theorists who have considered ethical theory and its impact on our legal system. The natural law/positive law distinction will be explored, but the course will also consider how our basic rights as set forth in The Bill Of Rights are interpreted by jurists. Emphasis will be placed on the guarantees of the First Amendment to our Constitution, our trial rights as set forth under various amendments to the Constitution and our due process rights as set forth in the Constitution and Bill Of Rights. Various selected movies will be used as a vehicle for enhancing the discussion of the dynamics existing between the law and our moral beliefs.

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

### **PHI 2226 – Philosophy of Law**

*Credits: 4*

Law and justice are topics that invade every aspect of our society. Philosophy of Law explores the relationships between these concepts and their impact on society as a whole and the individual. This course approaches these topics in several different ways –textual readings from the philosophers who have made this their focus; reading of actual cases, lecture and discussion

the real-world workings of our legal system. Students are confronted with current legal cases in order to understand the application of the law, its origin and its consequences.

**McDaniel Plan: Textual Analysis**

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

20 credits of general education requirements will be met within the major (Writing in the Discipline, International, International Nonwestern, Multicultural, and Quantitative Reasoning). The Sociology Department offers a significant proportion of the courses that meet these requirements for the college. Students will fulfill the remaining general education requirements by selecting courses outside of the department.

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

N/A

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

N/A

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

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

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

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

Each student in the department is assigned an advisor who will monitor their progress toward graduation. The college also has an online registration system that tracks progress toward graduation and allows students to plan out all 4 years to clearly outline what courses they must complete for graduation. All course descriptions and program requirements are available to students through this online system and in the online college catalog.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available. At McDaniel College, recruitment materials are updated annually. This provides the college flexibility to ensure accuracy.

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

The college's website is currently undergoing a complete redesign, but departmental practice in the Office of Communication and Marketing is to review academic program pages monthly for accurate content. Academic pages link to the most recent version of the college's catalog, giving prospective students a clear and accurate view of the program requirements and coursework (<https://www.mcdaniel.edu/undergraduate/the-mcdaniel-plan/departments/social-work>).

## H. Adequacy of Articulation

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

N/A

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

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

Half of the courses required for the Criminal Justice major will be delivered by full-time faculty in the Sociology Department, all of whom have PhD's in Sociology or Criminal Justice. The other half of the major will be delivered by practicing professionals with significant professional experience and terminal degrees in their fields. Currently the department employs a recently retired attorney who is a half-time lecturer, and two adjunct faculty who are a practicing attorney, and the county sheriff, respectively.

Name	Terminal Degree	Academic Title/Rank	Status	Courses
Lauren Dundes	ScD in Public Health with a specialization in Criminal Justice	Professor of Sociology	Full-time Faculty	Introductory Sociology, Criminology, Critical Inquiries
Debra Lemke	PhD Sociology	Professor of Sociology	Full-time Faculty	Introductory Sociology, Sociology Theory, Research Methods, White Collar Crime.
Sara Raley	PhD Sociology	Associate Professor of Sociology	Full-time Faculty	Introductory Sociology, Research Methods, and Gender, Violence, and the Criminal Justice System
Linda Semu	PhD Sociology	Associate Professor of Sociology	Full-time Faculty	Introductory Sociology, Urban Sociology, Global Social Change, Love and Marriage, and Globalization and Deviance
Richard M. Smith	PhD Sociology	Associate Professor of Sociology	Full-time Faculty	Introductory Sociology, Race and Ethnicity, African American Culture, and Crime and Justice
Kathi Hill	JD	Lecturer in Sociology	Part-time Lecturer	Deviant and Criminal Behavior and Criminal Law.
Christina Marlow Mason	JD	Adjunct Professor of Sociology	Adjunct	Introductory Sociology, and Criminology
James Dewees	Carroll County Sheriff; MS Human Resources	Adjunct Professor of Sociology	Adjunct	Police, Courts and Corrections

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

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

b) The learning management system

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

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

All faculty who teach an online course are required to first take BPO 100: *Best Practices in Online Teaching and Learning*, a four-week (28-hour commitment) online course. By completing the course, participants (a) gain the benefit of the experience, research, and knowledge from those individuals and institutions who have been offering online instruction for many years, (b) develop specific strategies for maintaining social presence, teaching presence, and cognitive presence in an online classroom, and (c) develop specific strategies for facilitating collaboration, reflection, and learner-centered pedagogies. BPO 100--a constructivist, discussion-based class--is informed by the Community of Inquiry framework and standard best practices as measured by Quality Matters.

**J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).**

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

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

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

As part of the Carroll Library Partnership, Hoover Library shares an online catalog with Carroll County Public Library and Carroll Community College. Students, faculty, and staff may use, request, and check out titles from any of the three collections. This arrangement makes an additional 700,000 volumes available to the McDaniel College community. McDaniel College

students and faculty also have borrowing privileges at participating libraries at institutions in the Maryland Independent Colleges and Universities Association (MICUA), the Baltimore Area Library Consortium (BALC), and the Associated College Libraries of Central Pennsylvania (ACLCP).

Sociology has an annual library allocation of \$5000.00 to purchase teaching resources. We believe that to be adequate at this time. We have administrative commitment to increase these resources as student numbers increase.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)**

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The Sociology Department currently has adequate office and classroom space to accommodate the anticipated increase in student numbers. We have administrative commitment to increase these resources as student numbers increase. Currently we will use the 5 faculty offices in the Sociology Suite and the adjunct office in Merritt Hall. We will utilize 10 smart classrooms per term and a computer lab with SPSS.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

b) A learning management system that provides the necessary technological support for distance education

All McDaniel students are provided with email accounts. The institution uses Blackboard for course delivery, community engagement, and content management for all face-to-face and online courses. Our Blackboard system is fully integrated with our Student Information System (SIS), such that (a) all students and faculty automatically have Blackboard accounts, (b) all classes are automatically built, and (c) all enrollments are automatically managed via SIS integration.

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

**L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)**

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

### Rationale for enrollment projections

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

### Rationale for reallocated funds

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

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

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

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



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

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

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

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

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

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

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

**M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).**

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Courses are evaluated via online student course evaluations which are reviewed by department chair and the individual faculty member at the end of each semester; these evaluations include quantitative and qualitative components. Programmatic student learning outcomes are

assessed via direct and indirect measures under the guidance of the standing Academic Assessment Committee as described in G.3

Faculty teaching in the program will be evaluated in accordance with the faculty evaluation procedures of McDaniel College specified in the McDaniel College Faculty Handbook. At the time when franchised faculty are eligible for reappointment, tenure, promotion, or periodic review, the faculty member critically evaluates his or her performance as a teacher, reviews course evaluations, and provides evidence of effective teaching, service to the college, and scholarly and/or professional activity. The 5 elected members of the Faculty Affairs Committee review the materials submitted by the faculty member as well as the student course evaluations, rate the candidate's performance, and make a recommendation to the Provost for employment action. Adjunct faculty are reviewed by their department chair on a regular basis; adjunct faculty are evaluated based on their course evaluations and other materials they may submit to document their teaching effectiveness.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

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

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

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

**N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).**

1. Discuss how the proposed program addresses minority student access & success, and the institution’s cultural diversity goals and initiatives.

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

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

All the students in the proposed program will complete general education courses which have been designed to educate students about different forms of diversity. Students will complete at least one multicultural course which will give students an understanding of the cultural pluralism of American society. Multicultural courses focus on the cultures and experiences of diverse groups in the United States that have been historically subordinated or marginalized and defined by such categories as race, gender, sexuality, class, religion, and disability. Students will complete at least two international courses, one of which must focus on a non-western region. International courses examine the perspectives and customs of cultures outside the U.S. or the relationship between the U.S. and world cultures. In addition to these general education course, our orientation program for first year students includes 3 sessions focused on diversity-related issues relevant to college students and those sessions span from the summer orientation through the end of the first semester so that we can address diversity education at multiple stages of their first year.

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

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

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

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

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

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)**

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

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

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

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

**TABLE 1: PROGRAM RESOURCES**

<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Narrative</b>
1. Reallocated Funds	\$0.00	\$0.00	\$0.00	\$78,000.00	\$80,340.00	
2. Tuition/Fee Revenue (c + g below)	\$0.00	\$159,313.00	\$304,743.01	\$386,320.32	\$447,648.66	
a. Number of F/T Students	0	7	13	16	18	Because we did not market this new major when recruiting students for Fall 2019, any students who might declare this major in Year 1 will be already-enrolled students. Therefore, we are projecting no NEW students and no additional tuition revenue during Year 1 attributed to this program.
b. Annual Tuition/Fee Rate	\$0.00	\$22,759.00	\$23,441.77	\$24,145.02	\$24,869.37	
c. Total F/T Revenue (a x b)	\$0.00	\$159,313.00	\$304,743.01	\$386,320.32	\$447,648.66	
d. Number of P/T Students	0	0	0	0	0	We have so few part-time undergraduates that we are not including part-time students in our projected enrollments.
e. Credit Hour Rate	0	0	0	0	0	
f. Annual Credit Hour Rate	\$1,391.89	\$1,433.07	\$1,476.07	\$1,520.35	\$1,565.96	
g. Total P/T Revenue (d x e x f)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3. Grants, Contracts & Other External Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4. Other Sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
<b>TOTAL (Add 1 – 4)</b>	\$0.00	\$159,313.00	\$304,743.01	\$464,320.32	\$527,988.66	

**TABLE 2: PROGRAM EXPENDITURES:**

<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Narrative</b>
1. Faculty (b + c below)	\$0.00	\$0.00	\$0.00	\$78,000.00	\$80,340.00	
a. Number of FTE	5.5	5.5	5.5	6.5	6.5	Projected new students: Y2 = 7 students, Y3 = 13, Y4 = 16, Y5 = 18, add new faculty for every 15 new students.
b. Total Salary	\$0.00	\$0.00	\$0.00	\$60,000.00	\$61,800.00	Assumes 3% annual increase
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$18,000.00	\$18,540.00	Assumes 3% annual increase
2. Admin. Staff (b + c below)	0	0	0	0	0	
a. Number of FTE	0	0	0	0	0	We do not need to hire new administrative staff because the department within which this major will be offered has sufficient staffing.
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3. Support Staff (b + c below)	0	0	0	0	0	
a. Number of FTE	0	0	0	0	0	We do not need to hire new support staff because the department within which this major will be offered has sufficient staffing.
b. Total Salary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
c. Total Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4. Technical Support and Equipment	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00	Computer for new faculty member. All other technical support and equipment will be covered by existing resources in the Sociology Department.
5. Library	\$0.00	\$5,420.00	\$5,636.80	\$5,862.27	\$6,096.76	Cost of adding a Criminal Justice database. Other resources are already available through existing databases. Assumes annual 4% increase.
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0	
7. Other Expenses	\$0.00	\$770.00	\$1,430.00	\$1,760.00	\$1,980.00	Current Sociology department operating budget = \$14,753, 50% for majors (vs. 50% gen ed) = \$7,377. Divided by 67 majors = \$110 cost per student X new student projections.
<b>TOTAL (Add 1 – 7)</b>	<b>\$0.00</b>	<b>\$6,190.00</b>	<b>\$7,066.80</b>	<b>\$88,122.27</b>	<b>\$88,416.76</b>	