

Office Use Only: PP#

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

Institution Submitting Proposal	Community College of Baltimore County
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input 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 checked="" 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 Yes Payment R*STARS # Payment \$850 Date Submitted: 02/15/2024
 Submitted: No Type: Check # 10039337 Amount:

Department Proposing Program	School of Arts and Communication
Degree Level and Degree Type	Lower Division Certificate
Title of Proposed Program	Deaf Interpreter Preparation
Total Number of Credits	39
Suggested Codes	HEGIS: 559905.00 CIP: 16.1603
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: https://catalog.ccbcmd.edu/index.php
Preferred Contact for this Proposal	Name: Dr. Laura Cripps
	Title: Assistant Dean, Curriculum and Assessment
	Phone: (443) 514-6755
	Email: lcripps@ccbcmd.edu
President/Chief Executive	Type Name: Dr. Sandra Kurtinitis
	Signature: Date: 2/1/23
	Date of Approval/Endorsement by Governing Board: 11/29/2023

Revised 1/2021



CCBC
The Community College
of Baltimore County

February 1, 2023

Sanjay Rai, Ph.D.,
Acting Secretary
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Rai,

The Community College of Baltimore County (CCBC) is requesting approval of a New Stand Alone Certificate Program in Deaf Interpreter Preparation (HEGIS: 559905 and CIP: 16.1603).

The CCBC Deaf Interpreter Preparation Certificate provides the training needed to become a Certified Deaf Interpreter. It mirrors parts of CCBC's existing Interpreter Preparation Certificate but includes specialized coursework specific to Deaf interpreters and the requirements needed to sit for the National Certified Deaf Interpreter Certification exam. Admission requirements will mirror those required by the RID to sit for the CDI exam: an audiogram showing hearing loss of 60 decibels (dB) or more in one or both ears and an American Sign Language Proficiency Interview (ASLPI) score of 3 or higher. Students who do not meet these requirements will be guided toward CCBC's existing Interpreter Preparation program.

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

General Education	
Course	Credits
n/a	n/a
Program Requirements	
Course	Credits
INTR 116 Introduction to Interpreting	3
ASLS 121 Introduction to Deaf Culture	3
ASLS 211 Linguistics of American Sign Language	3
INTR 220 Consecutive Interpreting	4
DITP 250 Deaf interpreting I	4
INTR 216 Pre-Interpreting Skills	3
INTR 254 Deaf-Blind Interpreting	3
INTR 253 Deaf and Hearing Team Interpreting	3
INTR 231 Survey of Specialized	4

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Interpreting	
DITP 251 Deaf Interpreting II	4
INTR 241 Practicum in Interpreting	4
INTR 119 Ethical Decisions in Interpreting	1
Program Electives	
Course	Credits
n/a	n/a
Total	39 credits

This proposal has been approved by Senior Staff and CCBC's Board of Trustees in November 2023. A payment of eight hundred and fifty dollars (\$850) has been forwarded to cover the substantive fee for a New Stand Alone Certificate. Please feel free to contact me with any questions.

Sincerely,

Joaquin G. Martinez, Ph.D.
Provost & Vice President for Academic and Student Affairs

cc: Jennifer Kilbourne
Laura Cripps
Rebecca Minor
Michael Walsh
Lynn MacLaughlin
Ginny Zawodny
Glenda Breaux

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Maryland Higher Education Commission (MHEC) Academic Program 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.

The Community College of Baltimore County (CCBC) transforms lives by providing accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community. [Community College of Baltimore County Strategic Plan, FY2024-2026.](#)

Certified Deaf Interpreters are employed where specialized linguistic skills would be particularly beneficial. Certified Deaf Interpreters tend to serve deaf clients who have limited cognitive and/or language abilities, immigrants who are not fluent in American Sign Language, or in situations where the deaf client has experienced trauma. They are sought after as platform interpreters for public addresses made by government officials and in high-stakes or high-risk contexts, including local and federal government, health care, and the legal system. The CCBC Deaf Interpreter Preparation Certificate is designed for deaf students who are eligible and seeking to take the Certified Deaf Interpreter Certification (CDI) offered by the Registry of Interpreters for the Deaf (RID). Deaf interpreters are cultural and linguistic specialists who work alongside hearing interpreters to optimize communication access for a wide range of deaf consumers. The Certificate reflects a highly specialized curriculum that will strengthen the local and regional workforce and enrich our community, particularly for those in the Deaf community and who work with the Deaf community.

This certificate will prepare students to serve an existing high demand for Certified Deaf Interpreters within the Baltimore-Metro region, including demand within the government and public service sectors in Washington, DC. It is anticipated that the program will generate interest among Deaf individuals nationwide. As such, most of the curriculum will be offered in an online modality. The Baltimore Washington metropolitan region is home to Gallaudet University, a bilingual liberal arts college for Deaf students. Renowned throughout the world, it draws Deaf students from all corners of the globe, many of whom learn American Sign Language and English once they arrive to the United States. While some students return home after graduation, many do stay in the area to build a life. The once immigrants, now turned New Americans, require access to housing, medical care, and services just like everyone else. Like many New Americans, language and prove to be huge barriers to successfully obtaining services and navigating systems. This is no different for Deaf New Americans. Their proficiency in English and American Sign Language varies greatly, and often require the use of a Certified Deaf Interpreter to provide cultural and language access.

In 2025, Maryland will begin to require a license for all Interpreters, joining 12 other States who currently require this. The licensing requirements are being drafted by State of Maryland Interpreting Licensing Board and have yet to be released, but it is very likely that this LDC in addition to passing the Center for the Assessment of Sign Language Interpretation (CALSI) Knowledge Exam, will meet the requirements for provisional licensing at a minimum. They are required to publish the new licensing requirements by July 1, 2024.

The Certificate meets a compelling need as described in **Priority 5** of the Maryland 2022 State Plan for Higher Education by 'maintain(ing) a commitment to high-quality postsecondary education in Maryland (by) evaluating equity gaps in undergraduate to graduate pipelines for academic careers.'

CCBC's Deaf Interpreter Preparation Certificate will provide educational access to a career only obtainable to students who are native American Sign Language (ASL) users, a demographic who often face educational disadvantages due to their deafness. According to the 2023 National Deaf Center Report on Postsecondary Outcomes, the percentage of Deaf youth (ages 16-24) with 'some college' is 34.6%, as compared to 43.3% for Hearing youth. The percentage of Deaf youth (ages 16-24) with a bachelor's degree or higher is 5.6% as compared to 9.5% for Hearing youth.

Certified Deaf Interpreters are distinct from standard (hearing) American Sign Language Interpreters, and the training needed to become a Certified Deaf Interpreter reflects the uniqueness of both the student and the profession. It mirrors parts of CCBC's existing Interpreter Preparation Certificate, but includes specialized coursework specific to Deaf interpreters and the requirements needed to sit for the National Certified Deaf Interpreter Certification exam. As CCBC already offers the credit programs American Sign Language and Deaf Culture and Interpreter Preparation, the College is uniquely positioned to offer this new program in Deaf Interpreter Certification. CCBC already has highly qualified full-time faculty who teach in these fields, including faculty who are Certified Deaf Interpreters.

Admission requirements to CCBC's Deaf Interpreter Preparation Certificate will mirror those required by the RID to sit for the CDI exam: an audiogram showing hearing loss of 60 decibels (dB) or more in one or both ears and an American Sign Language Proficiency Interview (ASLPI) score of 3 or higher. Students who do not meet these requirements will be guided toward CCBC's existing Interpreter Preparation programs.

Upon successful completion of the Deaf Interpreter Preparation Certificate, students will be able to:

1. Perform foundational skills necessary for entry level work as a Deaf interpreter.
 2. Perform interpretation from source language to target language.
 3. Perform translation from source language to target language.
 4. Perform professional and ethical conduct as interpreters in culturally diverse settings.
 5. Evaluate one's own effectiveness as an interpreter, within a variety of settings.
 6. Identify professional and ethical conduct as members and professionals within the Deaf community.
 7. Perform effective skills as part of an interpreting team.
 8. Perform effectively to meet the interpretation and communication needs of individuals who are Deaf, Deaf with additional disabilities, and DeafBlind.
-
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

CCBC's Deaf Interpreter Preparation supports the strategic goal of *Transformational Academics*, by providing a highly specialized curriculum and quality instruction that will help to close equity and opportunity gaps for the Deaf community ([Community College of Baltimore County Strategic Plan, FY2024-2026.](#)). This programming will add to CCBC's existing and nationally renowned Interpreter Preparation program, which celebrated its fortieth anniversary in 2023. The integration of effective online tools and technologies with quality instruction by faculty who are Certified Deaf Interpreters themselves, reflects CCBC's ongoing commitment to diversity and inclusion, and to the development of curriculum that promotes student engagement and belonging. By offering this program as mostly

online, CCBC anticipates reaching Deaf students within Maryland and beyond. The only courses intended to be offered in person (INTR 254 Deaf-Blind Interpreting and INTR 253 Deaf and Hearing Team Interpreting) will be scheduled for summer session, allowing students from further afield an opportunity to travel to attend class and complete the program. Deaf-Blind Interpreting will be co-taught with an adjunct instructor who is Deaf-Blind.

During the last 10-years we have seen an increase in the use of Certified Deaf Interpreters for state and national press conferences related to emergency management. This practice had reached the largest national platform during the COVID-19 pandemic, in the White House Press Briefings. Being situated in our nation's capital, Maryland interpreters are geographically well positioned to provide communication access at this critical level.

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).

CCBC's department of American Sign Language and Deaf Culture currently offers an Associate of Arts in American Sign Language and an Associate of Applied Science and Lower Division Certificate in Interpreter Preparation. These are popular programs for CCBC students, and existing enrollment supports five full-time faculty, five adjunct faculty, one full-time ASL interpreter, one part-time administrative associate and two part-time ASL-trained tutors. The department is well staffed and the provision of this new certificate in Deaf Interpreter Preparation will not require any additional full-time faculty. The most recent full-time faculty member joined the department in 2022. He is a Certified Deaf Interpreter and part of his charge was to develop and subsequently teach in the Deaf Interpreter Preparation program, if approved. The program curriculum shares many courses with the existing Interpreter Preparation program, so the additional costs associated with offering this program are minor. Four new courses are being developed that are specific to the Deaf Interpreter Preparation program: Deaf Interpreting I, Deaf Interpreting II, Deaf-Blind Interpreting, and Deaf and Hearing Team Interpreting. An additional adjunct faculty member will be hired to co-teach the course in Deaf-Blind Interpreting. CCBC will fully support all additional costs associated with the provision of courses for this program.

4. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program
 - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The proposed program has been approved by CCBC's College Senate, president and Board of Trustees; thus adequate funding is in place for at least the first five years of program implementation. The program will continue, allowing ample time for student completion.

A full-time faculty member serves as the Coordinator for the Interpreter Preparation programs, which will include the Deaf Interpreter Preparation program once approved. The program also provides a full-time staff interpreter, hourly contract interpreters who can assist both faculty and students with Deaf and Hearing Team interpreting, and two ASL-trained academic tutors. DITP

classes use the additional technologies of Zoom and Go React to facilitate synchronous online instruction using ASL.

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
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

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

The Maryland 2022 State Plan for Higher Education contains the following Goals: Student Access, Student Success and Innovation. The proposed Certificate meets a compelling need, based on two of the criteria above; the advancement and evolution of knowledge and the ability to expand educational opportunities for historically disadvantaged students.

The proposed Certificate speaks to Priority 5 in the Maryland State Plan for Higher Education (2022) specifically, which seeks to ‘maintain a commitment to high-quality postsecondary education in Maryland’ by ‘evaluating equity gaps in undergraduate to graduate pipelines for academic careers’ (2022:51). This certificate also speaks to Priority 8, to ‘promote a culture of risk-taking’ by indentifying innovative and emerging fields of study’ and by ‘specializing as opposed to expanding academic programs’ (2022:59).

CCBC’s Deaf Interpreter Preparation Certificate provides educational access to a career only obtainable to students who are certifiably Deaf. These students often face educational disadvantages due to their deafness. The 2023 National Deaf Center Report on Postsecondary Outcomes identifies “disconnected youth” or “opportunity youth” as young adults (16-24) who are neither enrolled in school, nor employed. Among Deaf youth, 22.7% fall within the “disconnected” category. Deaf Black (30.3%) and Deaf Indigenous or Native American people (35.4%), as well as deafblind (32.3%) and deafdisabled people (34.9%) experience the highest rates of disconnection.

“It is crucial to understand that being disconnected during early adulthood has significant long-term impacts on earnings, education, and overall wellbeing. Deaf youth who are Black and Indigenous or Native American people, deafblind people and deafdisabled people need more support getting reconnected with postsecondary opportunities. By addressing this issue and implementing strategies of support, we can help foster a more promising future for all young adults” (National Deaf Center on Postsecondary Outcomes, 2023:4).

The creation of the Deaf Interpreter Preparation program offers an affordable pathway for Deaf students into a well-paid career in Deaf interpreting that is of particular demand in our region. CCBC draws upon a diverse student body and this combination of educational affordability and geographical access provides a real opportunity to assist in diversifying the ASL profession. The addition of the Deaf Interpreter Preparation program to CCBC's existing ASL and Interpreter Preparation programs, will enrich the experiences of all students. The presence of Deaf students alongside Hearing students within many shared courses will enrich the learning experience and aide CCBC in aligning to best practices within the profession.

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.

This certificate will prepare students to serve an existing high demand for Certified Deaf Interpreters within the Baltimore-Metro region, including demand within the government and public service sectors in Washington, DC.

The curriculum is aligned to the content knowledge needed to sit for the National Certified Deaf Interpreter Certification exam. In addition, to earn this credential students must have a bachelor's degree or have earned 120 credits equivalent to a bachelor's degree.

CCBC has articulations in place with Stevenson University, Siena Heights University and William Woods University whereby students can transfer 90 credits (the AA in ASL and the LDC in Interpreter Preparation) toward a Bachelor's degree in Deaf Studies, Interpreting and Deaf Education ([Transfer Agreements by institution \(cbcmd.edu\)](https://www.cbcmd.edu)).

As a Certified Deaf Interpreter, a graduate can expect to enter the workforce as an ASL interpreter or Certified Deaf Interpreter. Certified Deaf Interpreters are harder to find and, as such, can command a salary that is higher than the entry level salary for a Hearing interpreter.

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

Deaf interpreters are increasingly sought after to meet the Americans with Disabilities Act requirements that communication be effective (National Deaf Center) and are often employed alongside hearing interpreters, as part of Deaf/hearing interpreter teams.

The following data reflects a search of Job Posting Analytics using the Lightcast Q3 2023 data set, for the Baltimore-Washington region. It reflects job positings from September 2022-September 2023 that relate to SOC 27-3091 'Interpreters and Translators' that also include the keywords 'sign language' and 'interpreter' in order to refine the search to sign language interpreters only. Using this search, 298 unique job positings were identified, reflecting 77 employers from the region. The median posting duration was 28 days. The median annual advertsied salary was \$75,100 but the salary range peaked between \$83,000 and \$91,000.

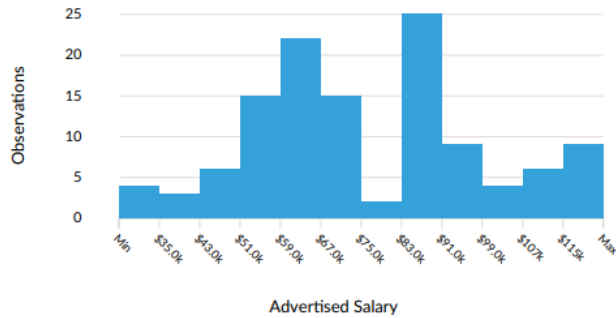
Advertised Salary

There are 120 advertised salary observations (40% of the 298 matching postings).

\$75.1K

Median Advertised Salary

This is \$421.7 above the government recorded median salary for Interpreters and Translators in your region.



Company	Total/Unique (Sep 2022 - Sep 2023)	Posting Intensity	Median Posting Duration
Ad Astra	48 / 47	1 : 1	33 days
Johns Hopkins	42 / 14	3 : 1	n/a
Sorenson Communications	29 / 14	2 : 1	15 days
Purple Communications	15 / 12	1 : 1	30 days
Sanford Federal	20 / 11	2 : 1	33 days
Children's National Medical Center	26 / 9	3 : 1	45 days
Children's National Hospital	20 / 9	2 : 1	n/a
Frederick County Public Schools	24 / 8	3 : 1	13 days
The Z Company	10 / 7	1 : 1	n/a
Far Group	12 / 6	2 : 1	n/a

- 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 following data reflects a search of Programs using Lightcast Q4 2023 data for the State of Maryland, for a Jobs Timeframe of 2023-2025 using CIP codes 16.1603 (Sign Language Interpretation and Translation) and 05.0211 (Deaf Studies). This data reflects an anticipated 2-3% increase in job openings by 2025 and a median annual earnings of between \$22.32 and \$35.06.

CIP Code ^	Description	2022 Jobs	2023 Jobs	2025 Jobs	Jobs Change	% Jobs Change	Openings	Annual Openings	Avg. Hourly Earnings	Pct. 10 Hourly Earnings	Pct. 25 Hourly Earnings	Pct. 75 Hourly Earnings	Pct. 90 Hourly Earnings	Median Hourly Earnings
05.0211	Deaf Studies	19,511	19,846	20,389	543	3%	4,067	2,034	\$40.33	\$16.60	\$24.10	\$49.27	\$64.34	\$35.06
16.1603	Sign Language Interpretation and Translation	36,014	36,408	37,062	654	2%	7,982	3,991	\$27.54	\$13.37	\$15.05	\$33.10	\$46.14	\$22.32
		55,525	56,254	57,451	1,197	2%	12,050		\$32.04					

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

Due to the admissions requirements for the Deaf Interpreter Preparation Certificate, the pool of prospective students is expected to be smaller than the current numbers of students in the existing Interpreter Preparation program (see below). However, because of the relative uniqueness of the program and the primarily online modality, the appeal among the Deaf community is expected to extend beyond the State of Maryland.

It is expected that CCBC will enroll a minimum of 8 students within the Certificate program in year one. This number is expected to be repeated in year two, with an annual cohort of approximately 15 students being reached by year three. The program can absorb more than 15 students per cohort if needed. Targeted marketing within the Deaf community will be used to generate interest and enrollment.

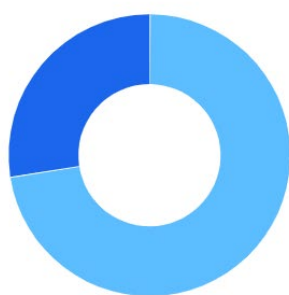
The following tables show CCBC's declared majors and program graduates for the existing Interpreter Preparation program. A search of Lightcast Program Overview data for 2022 shows that CCBC received 55.2% of the market share of graduates for programs connected to CIP codes 16.1603 (Sign Language Interpretation and Translation) and 05.0211 (Deaf Studies).

Program Name: Interpreter Preparation

		Year									
		2019		2020		2021		2022		2023	
		#	%	#	%	#	%	#	%	#	%
Attendance	Full-Time	7	7%	6	6%	1	2%	3	5%	3	6%
	Part-Time	94	93%	93	94%	62	98%	52	95%	44	94%
	Total	101	100%	99	100%	63	100%	55	100%	47	100%

Program Name: Interpreter Preparation

		Report Year									
		2019		2020		2021		2022		2023	
		#	%	#	%	#	%	#	%	#	%
AwardType	Certificate	8	57%	6	75%	12	71%	7	54%	16	57%
	Associate	6	43%	2	25%	5	29%	6	46%	12	43%
	Total	14	100%	8	100%	17	100%	13	100%	28	100%



Institution Type	Completions (2022)	Market Share
Public, 2-year	42	72.4%
Public, 4-year or above	16	27.6%

Completions by Institution

Institution	Completions (2022)	Growth % YOY (2022)	Market Share (2022)	IPEDS Tuition & Fees (2022)	Completions Trend (2018-2022)
Community College of Baltimore County	32	0.0%	55.2%	\$6,918	
Towson University	16	-11.1%	27.6%	\$10,818	
Frederick Community College	8	60.0%	13.8%	\$7,444	
Montgomery College	2	-77.8%	3.4%	\$10,254	

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.

While there are existing Interpreter Preparation programs in Maryland, no other Maryland colleges or Universities currently offer a program in Deaf Interpreter Preparation certification. The Deaf Interpreter Preparation program is for Deaf individuals who want to sit for the RID's Deaf Interpreter Preparation Certification. As such, this program is distinct from other existing

Interpreter Preparation programs in-state. Frederick Community College and Galladet University both have programs in Interpreter Preparation, as do we at CCBC. However, the Deaf Interpreter Preparation program is for Deaf individuals who want to sit for the RID's Deaf Interpreter Preparation Certificatation. As such, this program is distinct from other existing Interpreter Preparation programs in-state and will not compete for the students that these existing programs serve.

CCBC already offers an Associate of Arts degree in Americal Sign Language and Deaf Culture, as do several other community colleges in Maryland. There is no anticiapted impact upon any of these existing programs, as the student population, curriculum, learning outcomes and career outcomes of the Deaf Interpreter Preparation program are distinct.

Keyword:

Degree:

Total: 2

Institution	Program	Degree
Community College of Balt County	ASL AND DEAF CULTURE	Associate Degree
McDaniel College	AMERICAN SIGN LANGUAGE (ASL)	Bachelor's Degree

Keyword:

Degree:

Total: 8

Institution	Program	Degree
Anne Arundel Community College	AMERICAN SIGN LANGUAGE	Associate Degree
Baltimore City Community College	AMERICAN SIGN LANGUAGE AND DEAF STUDIES	Associate Degree
Frederick Community College	AMERICAN SIGN LANGUAGE	Lower Division Certificate
Frederick Community College	AMERICAN SIGN LANGUAGE INTERPRETER PREP	Lower Division Certificate
Frederick Community College	AMERICAN SIGN LANGUAGE INTERPRETER PREP	Associate Degree
McDaniel College	AMERICAN SIGN LANGUAGE (ASL)	Bachelor's Degree
Montgomery College-All Campuses	AMERICAN SIGN LANGUAGE	Associate Degree
Montgomery College-All Campuses	AMERICAN SIGN LANGUAGE CERTIFICATE	Lower Division Certificate

Keyword:

Degree:

Total: 4

Institution	Program	Degree
Community College of Balt County	INTERPRETER PREPARATION	Lower Division Certificate
Community College of Balt County	INTERPRETER PREPARATION	Associate Degree
Frederick Community College	AMERICAN SIGN LANGUAGE INTERPRETER PREP	Lower Division Certificate
Frederick Community College	AMERICAN SIGN LANGUAGE INTERPRETER PREP	Associate Degree

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.

As no other Maryland colleges or Universities currently offer a program in Deaf Interpreter Preparation certification, there is no anticipated impact on the implementation or maintenance of high-demand programs at HBI's.

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.

As no other Maryland colleges or Universities currently offer a program in Deaf Interpreter Preparation certification, there is no anticipated impact on the uniqueness or institutional identity or mission of HBI's. The HBI's within Maryland do not offer any programs in Interpreter Preparation.

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.

New Program Proposals at CCBC are reviewed and approved according to the process developed through college governance, including approval by the Curriculum and Instruction Committee (CIC) and the full College Senate. In addition, this new degree 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 the existing institutional resources.

In 2021 CCBC hired a new full-time assistant professor in American Sign Language, Interpreting and Deaf Interpreting. Stephan Kennedy was hired to design and lead the DITP program, as Program coordinator. He currently serves as the Interpreter Preparation Coordinator. He holds a master's degree in Interpreting from Gallaudet University, and he is a Certified Deaf Interpreter (CDI). The names and qualifications of the additional faculty who will be teaching the courses for this LDC are listed in Section I

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
 1. Perform foundational skills necessary for entry level work as a Deaf interpreter.
 2. Perform interpretation from source language to target language.
 3. Perform translation from source language to target language.
 4. Perform professional and ethical conduct as interpreters in culturally diverse settings.
 5. Evaluate one's own effectiveness as an interpreter, within a variety of settings.
 6. Identify professional and ethical conduct as members and professionals within the Deaf community.
 7. Perform effective skills as part of an interpreting team.
 8. Perform effectively to meet the interpretation and communication needs of individuals who are Deaf, Deaf with additional disabilities, and DeafBlind.

3. Explain how the institution will:
 - a) provide for assessment of student achievement of learning outcomes in the program

CCBC has a strong student learning outcomes assessment program that met all Middle States Commission on Higher Education (MSCHE) standards criteria in the College's most recent MSCHE decennial review. The course level assessment process utilizes externally validated assessments that directly measure student learning at course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

Stage 2: implementing the Design and Collecting and Analyzing the Data

Stage 3: Redesigning the Course to Improve Student Learning

Stage 4: Implementing Course revisions and Reassessing Student Learning

Stage 5: Final Analysis and Reporting Results

In addition, all general education courses undergo general education assessment that utilize common graded assignments (GCA's). Learning outcomes assessment in both discipline and general education courses provide a mechanism for continuous improvement.

Specific to the DITP program, the learning outcomes for this program require assessment of the practice and demonstration of interpreting, graded using a rubric. In addition, reflection papers can be either written or signed and video-recorded submissions.

- b) document student achievement of learning outcomes in the program

Program outcomes assessment is a primary focus for CCBC. Academic programs are evaluated through a committee driven program review process in a five-year cycle.

The existing Interpreter Preparation program was last reviewed in Academic Year 2022. Success rates for the Interpreter Preparation program are provided below.

INTR PROGRAM	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Total Success Rate (A-C)	83%	81%	89%	84%	84%
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Total Success Rate (A-D)	88%	85%	90%	87%	86%
100 Level Courses:					
Success Rate (A-C)	75%	81%	89%	77%	83%
Success Rate (A-D)	81%	88%	93%	84%	86%
200 Level Courses:					
Success Rate (A-C)	91%	81%	88%	88%	85%
Success Rate (A-D)	93%	84%	88%	89%	86%

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

General Education	
Course	Credits
n/a	n/a
Program Requirements	
Course	Credits
INTR 116 Introduction to Interpreting	3
ASLS 121 Introduction to Deaf Culture	3
ASLS 211 Linguistics of American Sign Language	3
INTR 220 Consecutive Interpreting	4
DITP 250 Deaf interpreting I	4
INTR 216 Pre-Interpreting Skills	3
INTR 254 Deaf-Blind Interpreting	3
INTR 253 Deaf and Hearing Team Interpreting	3
INTR 231 Survey of Specialized Interpreting	4
DITP 251 Deaf Interpreting II	4
INTR 241 Practicum in Interpreting	4
INTR 119 Ethical Decisions in Interpreting	1

Program Electives	
Course	Credits
n/a	n/a
Total	39 credits

INTR 116 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.

ASLS 121 Introduction to 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.

ASLS 211 Linguistics of American Sign Language

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.

INTR 220 Consecutive Interpreting

Focuses on the development of consecutive interpreting skills with rehearsed and spontaneous texts. Students interpret between American Sign Language (ASL) and spoken English with time allotted between delivery of the source language message and the interpretation. Students continue to develop skills in source and target language text analysis.

DITP 250 Deaf interpreting I

Provides an introduction to the specialized field of Deaf interpreting. Deaf Interpreters are cultural and linguistic specialists that work alongside hearing interpreters to optimize communication access for a wide range of deaf consumers. Topics include historical roots of deaf interpreting, required competencies, the role and function of deaf interpreters, interpreting models, power and privilege in interpreting, consumer assessments, working with diverse deaf individuals, communication strategies and business practices.

INTR 216 Pre-Interpreting Skills

Introduces students to and provides practice in techniques of rephrasing and restructuring meaning in both American Sign Language (ASL) and English. Through intralingual exercises

students focus on meaning and on restructuring utterances in forms that are most suitable for ASL or English as a target language.

INTR 254 Deaf-Blind Interpreting

This course prepares students to effectively work, interpret and interact with DeafBlind individuals from diverse backgrounds using a DeafBlind perspective.

INTR 253 Deaf and Hearing Team Interpreting

This course prepares students with the knowledge to identify specific interpreting scenarios that necessitate the presence of a Certified Deaf Interpreter (CDI) who specializes in language variations. Additionally, the course provides a foundation in teaming protocols for Deaf/Hearing and Deaf/Deaf teams in diverse interpreting settings, including platform and DeafBlind interpreting.

INTR 231 Survey of Specialized Interpreting

Sign Language (ASL) and English in various settings. Physical, ethical, practical, and cultural aspects of each setting are covered. Students obtain hands on practice of interpreting in a variety of settings both in the classroom and off campus. Students continue to develop interpreting and transliterating skills and professionalism in preparation for the transition to work. Covers the specialized skills, techniques and considerations required to interpret.

DITP 251 Deaf Interpreting II

Expands on the content studied in DITP 250. Delves deeper into the field of Deaf Interpreting. Deaf Interpreters are cultural and linguistic specialists that work alongside hearing interpreters to optimize communication access for a wide range of deaf consumers. Topics include deaf interpreter ethics, modes of interpretation, translation, consecutive interpretation, simultaneous interpretation, specialized interpretation and the teaming process.

INTR 241 Practicum in Interpreting

Provides interpreting students with 200 hours of field experience through guided and supervised practice. A variety of settings and situations are experienced in which the student is given increasing responsibility as an interpreter. Students practice record keeping, invoicing and interviewing skills in preparation to transition to the workforce. Class meetings provide opportunities for discussion, debriefing and planning practicum placements.

INTR 119 Ethical Decisions in Interpreting

Guides students through a critical analysis of ethics and ethical decision making in the field of sign language interpreting through a social justice framework. Ethical dilemmas are analyzed in a variety of specialized settings and through various stakeholder perspectives.

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

General Education courses are not required for this Lower Division Certificate Program.

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

The CCBC Deaf Interpreter Preparation Certificate is designed for students who are eligible and seeking to sit for the Certified Deaf Interpreter Certification (CDI) offered by the RDI. Admissions requirements to CCBC's Deaf Interpreter Preparation Certificate will mirror those required by the RDI to sit for the CDI exam: an audiogram showing hearing loss of 60db or more in one or both ears and an ASL PI score of 3 or higher. Students who do not meet these requirements will be guided toward CCBC's existing Interpreter Preparation programs. Students who complete this certificate and who have earned 120 college credits or a bachelor's degree, are then prepared to sit for the CDI. There are no specialized accreditation requirements for this program.

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

This program is being taught by CCBC. There are no contracts with other institutions or non-collegiate organizations.

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.

CCBC provides clear, complete and accurate information regarding curriculum, course and degree requirements on the CCBC website as accessed through our online catalog: [Community College of Baltimore County - Acalog ACMS™ \(ccbcmd.edu\)](http://Community College of Baltimore County - Acalog ACMS™ (ccbcmd.edu)). Faculty hold regularly scheduled office hours (face to face or online, per college policy). These office hours are available to students outside of class meeting times and are posted on the course syllabus. CCBC uses Quality Matters standards in online learning as a measure of online course design quality. These standards specifically require the following to be addressed within each course: minimum technical requirements for the course, minimum technology expectations, learning management system basic requirements and instructions, links and instructions for all student support services including disability support services, financial aid etc. The same information can be found on the CCBC Online website: [CCBC Online \(ccbcmd.edu\)](http://CCBC Online (ccbcmd.edu)). Course sections (face to face, blended and online) utilize a learning management system course shell and instructors are required, at a minimum, to post the course syllabus, progress grades and final grades online. Links to academic support services are available

at: [Resources for students \(ccbcmd.edu\)](http://resourcesforstudents.ccbcmd.edu). Information on financial aid and the cost of attending CCBC and its payment policies can be accessed here: [Costs and Paying for College \(ccbcmd.edu\)](http://costsandpayingforcollege.ccbcmd.edu).

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.

Recruitment and admissions materials are revised each year when the CCBC catalog is finalized. Accurate admissions information can be found at this site: [Get Started \(ccbcmd.edu\)](http://getstarted.ccbcmd.edu). The college catalog is updated yearly and all program and course information is current. The college catalog can be accessed at this link: [Community College of Baltimore County - Acalog ACMS™ \(ccbcmd.edu\)](http://communitycollegeofbaltimorecounty.acalog.acms.ccbcmd.edu).

H. Adequacy of Articulation (as outlined in [COMAR 13B.02.03.19](#))

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).

CCBC has articulations in place with Stevenson University, Siena Heights University and William Woods University whereby students can transfer 90 credits (the AA in ASL and the LDC in Interpreter Preparation) toward a Bachelor’s degree in Deaf Studies, Interpreting and Deaf Education ([Transfer Agreements by institution \(ccbcmd.edu\)](http://transferagreementsbyinstitution.ccbcmd.edu)).

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.**

Add Table Letter and Title

Faculty Member Name	Terminal Degree & Discipline	Full Time or Adjunct	Courses Taught
Stephan Kennedy	MA, Interpreting Certified Deaf Interpreter	Full Time	ASLS 121 INTR 250, 251, 253, 254
Su Kyong Isakson	MA, Interpreting National Interpreter Certification	Full Time	INTR 116, 119, 216, 220, 231
Rebecca Minor	PhD, Linguistics National Interpreter Certification	Full Time	INTR 241
Katie Fitzpatrick	MA, Linguistics National Interpreter Certification Advanced	Adjunct	ASLS 211

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
 - b) The learning management system
 - c) Evidenced-based best practices for distance education, if distance education is offered.

The Center for Professional and Organizational Learning (CPOL) provides ongoing professional development opportunities for faculty and staff throughout the academic year. Additional professional development is provided at yearly Fall Focus, Teaching and Learning Fair and Professional Development Day events. In addition, faculty are provided funding, on a regular basis, to present at regional and national conferences that relate to pedagogy and discipline areas of interest. CCBC recognizes that up-to-date pedagogy is essential in student success initiatives, as the college serves primarily in a teaching role.

CCBC expects that faculty teaching a fully online course will complete training called “Teaching Online Courses”. This is a five-week/twenty-hour online course that provides training on how to facilitate an established online course. The institution also requires faculty to complete an eighty-hour training in online course pedagogy and course design prior to the development of any new fully online course. Prerequisites for this training include Quality Matters training as well as Learning Management System (LMS) workshops through CETL and our LMS trainers. CCBC also has multiple online learning policies designed to foster best practices in online learning. These policies include, but are not limited to, a thirty percent (30%) authenticated assessment requirement, online office hours, and a consistent LMS menu template.

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.

Current library resources are sufficient and appropriate for the implementation of the proposed program. The college also subscribes to several online databases that would be helpful to students in this program. The CCBC Libraries’ collection includes over 75,000 e-books and access to over 64,000 different journals and magazines. Students can access these resources anytime from any computer or mobile device on or off-campus.

CCBC’s library offers a curated ASL and Interpreting Library Guide, developed in collaboration with a Librarian. The library guide provides students with resources relevant to the course assignments and projects, and frequent updates are made to the guide based on recent updates and trends in the field. The library guide can be found here:

<https://libraryguides.ccbcmd.edu/signlanguageandinterpreter>

Beyond the resources provided through CCBC, the CCBC Library has a reciprocal use and borrowing agreement with the University of Maryland Baltimore County, Albin O.Khun Library and the University of Baltimore, Robert L. Bigomolny Library that entitles CCBC students to on-site access and use of the facilities and resources of these libraries as well as the opportunity to check out books. The college also provides an InterLibrary Loan service: [What is Interlibrary Loan \(ILL\) - Borrowing from other libraries \(Inter Library Loan\) - Research Guides at Community College of Baltimore County \(ccbc.edu\)](#). In addition, to make library services more accessible to students, the CCBC Library provides a virtual chat reference service through the Library webpage: [CCBC Libraries \(ccbc.edu\)](#).

This new degree 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.

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.

After careful review by Senior Staff and endorsement by CCBC's Board of Trustees, the President has affirmed that the program can be implemented within existing institutional resources. All courses that are part of this certificate are already being taught effectively by CCBC.

CCBC's department of American Sign Language and Deaf Culture benefits from two dedicated computer labs, with 18 and 16 stations respectively. These labs have PC's loaded with program-specific software for video-capture, webcams, and full printing capabilities.

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

CCBC provides all students with a Microsoft Office e-mail address and has a single sign on SSO login process for all technologies. CCBC currently uses Brightspace as its Learning Management System. Help Desk support for all technology and distance education questions can be accessed both online and via a technical hotline: [Technology Support at CCBC \(ccbc.edu\)](#)

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.

Table 1: Program Resources					
Resource Categories	FY24	FY25	FY26	FY27	FY28
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$40,128	\$40,128	\$75,240	\$75,240	\$75,240
a. Number of F/T Students	8	8	15	15	15
b. Annual Tuition/Fee Rate	\$5,016	\$5,016	\$5,016	\$5,016	\$5,016
c. Total F/T Revenue (a x b)	\$40,128	\$40,128	\$75,240	\$75,240	\$75,240
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour rate	\$122	\$122	\$122	\$122	\$122
f. Annual Credit Hour Rate	\$3,660	\$3,660	\$3,660	\$3,660	\$3,660
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	\$40,128	\$40,128	\$75,240	\$75,240	\$75,240

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.

Table 2: Program Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	1.5 (current faculty)	1.5 (current faculty)	1.5 (current faculty)	1.5 (current faculty)	1.5 (current faculty)
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b + c below)	0	0	0	0	0

a. Number of FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	1 (existing support staff)	1 (existing support staff)	1 (existing support staff)	1 (existing support staff)	1 (existing support staff)
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0 Existing encumbered resources will be used	0 Existing encumbered resources will be used	0 Existing encumbered resources will be used	0 Existing encumbered resources will be used	0 Existing encumbered resources will be used
5. Library	0 Existing resources will be used	0 Existing resources will be used	0 Existing resources will be used	0 Existing resources will be used	0 Existing resources will be used
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (add 1-7)	\$0	\$0	\$0	\$0	\$0

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 using an online student evaluation tool (SmartEvals) on a regular basis. Using SmartEvals, students can evaluate both course design and the course’s instructor. Faculty participate in annual evaluations by submitting an annual professional summary that highlights achievements in professional assignments, college and community service and professional growth activities.

CCBC has a strong student learning outcomes assessment program that met all Standard criteria in the College’s most recent Middle States decennial review. This course level assessment process utilizes externally validated assessments that directly measure student learning at course objective level. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages as follows:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: implementing the Design and Collecting and Analyzing the Data
- Stage 3: Redesigning the Course to Improve Student Learning

Stage 4: Implementing Course revisions and Reassessing Student Learning

Stage 5: Final Analysis and Reporting Results

Learning outcomes assessment provides a mechanism for continuous improvement.

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.

Full-time faculty prepare an Annual Professional Summary every year to document their achievements in the categories of professional assignments, college and community service and professional development. Supervisors use this information to prepare an annual evaluation of faculty performance. Students can also complete course evaluations on a regular basis. Courses are evaluated by anonymous comments and feedback offered by students through evaluation tools.

Assessment and documentation of student achievement will occur as part of CCBC's learning outcomes assessment and program review processes. Learning outcomes assessment occurs in discipline courses through a continuous improvement model outlined above. General education courses are assessed for general education outcomes every three years. Academic programs are reviewed on a five-year cycle. Program review includes curriculum assessment as well as market feasibility analysis. As part of the program review, the Deaf Interpreter Preparation Certificate will participate in program outcome assessment projects. Program coordinators must document how student learning outcomes were developed and validate how the outcomes relate to the college's mission.

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.

CCBC is committed to ensuring equal opportunity and nondiscrimination in all practices. We are committed to equal treatment for all students and employees and will not discriminate based on race, color, religion, gender, age, national origin, ancestry, veteran status, disability, sexual orientation, or any other basis protected by law. CCBC is devoted to providing an environment where cultural diversity thrives. CCBC has a dedicated Intercultural Engagement team who offer a host of programs designed to enhance minority student success including guest speakers, study programs, clubs, and academic counseling.

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 appreciate and to maximize the potential of a diverse student population in their classrooms, CCBC has a Culturally Responsive Teaching and Learning (CRTL) professional development program. The CRTL program is a multi-faceted initiative that engages 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. It is noteworthy that CCBC received a Leah Meyer Austin Award at the Achieving the Dream conference in 2015, and the CRTL program was an important component to enable CCBC to improve student achievement and to meet equity goals.

Since its inception in 2004, the CRTL program has led 500+ faculty and staff, and thousands of students to actively address individual and collective self-awareness, attitudes and beliefs, knowledge of others and the skills needed to implement new understandings thought best practices of cultural competence.

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 program is not related to a 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.

CCBC is approved to offer distance education per COMAR 13B.02.03.22 as the institution was previously approved to offer a distance education program prior to January 1, 2018 and is eligible to offer distance education throughout regional accreditor, the Middle States Commission on Higher Education (MSCHE). In addition, CCBC has been a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) since July 1, 2019.

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

CCBC's mission is to provide students with accessible, affordable and high-quality education. Its current strategic plan places an increased emphasis on online learning (distance education). Sustaining and growing online learning is interwoven into the academic schools' plans as well as the Department of Online Learning's (DOL) goals and objectives. The Instructional Technology budget supports technologies related to online learning. The DOL also has a budget, which provides resources for faculty training, technology as well as the promotion of a quality assurance process. CCBC has a dedicated, public facing webpage for online learning CCBC Online (ccbcm.edu), which displays programs offered in an online format. It also provides both potential and current students with links to all services they might need.

Potential students are provided with a questionnaire to help determine if online learning is right for them. Students also have access to technical requirements for online coursework and online class policies which they may need to know prior to admission. Academic requirements for online programs do not differ from traditional face-to-face programs. Potential and current students have access to links to all relevant student services, such as disability support services, financial aid, etc. In addition, each online course clearly identifies links to these same services for students.

CCBC is a Quality Matters (QM) institution, and as such uses the QM rubric as its basis for design, faculty training and quality assurance of all online course offerings. Faculty, as subject matter experts, are the principal course developers, while the DOL oversees the overall process and schedule of online course creation. Additionally, DOL provides the faculty mandatory training for course facilitation and course development. Online course development incorporates sound online learning pedagogy to provide students with the most appropriate experiences in the discipline. Additionally, the DOL has its own internal website pages dedicated to providing faculty with policy, training, and best practice resources. CCBC has developed its own internal quality assurance process, now in its 5th year of reviews, using Quality Matters as its backbone. This process leverages the content knowledge as well as the course design knowledge of the faculty, providing a high quality, fiscally responsible manner to increase the quality of the college's online learning courses. Necessary online learning policies have been vetted and approved by the CCBC College Senate. DOL is responsible for implementation of those policies.

Additionally, shared governance is an integral part of the college's standard curriculum approval and review process for all courses, regardless of modality. Curricular expectations of online courses do not differ from those in the face-to-face format. CCBC faculty and staff understand the challenges that online learners face. Online course class sizes maximums are limited to 25. CCBC tracks success rates of online classes and compares that data to its face-to-face counterpart. CCBC uses Quality Matters standards, online faculty observations and student evaluations to monitor the effectiveness of the faculty member and the course design. Online courses are also subject to the college's standard evaluations, with the Common Course Outline reviewed on a regular basis. The institution also assesses general education outcomes for all General Education (Core) coursework on a three-year cycle and course-level objectives are assessed through learning outcomes assessment projects. CCBC uses single-sign-on access for student email and college identification. The institution also has an authenticated assessment policy, to ensure integrity in the proctoring of major assessments. Faculty have access to the college's testing centers as well as a remote proctoring tool, vetted by faculty and staff, to ensure students have access to options for authenticated proctoring. CCBC's academic integrity policies and procedures are not just part of the college's catalog but are incorporated into each faculty member's course and CCBC's student portal (MyCCBC).