



HARFORD

COMMUNITY COLLEGE

August 26, 2019

James D. Fielder, PhD
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

RE: Substantial Change to a Certificate Program - Journalism/New Media and Advertising Certificate

Dear Dr. Fielder:

Harford Community College is proposing a substantial modification to the Journalism/New Media and Advertising Certificate program to align with the Journalism/New Media and Advertising AOC. The Journalism/New Media and Advertising Certificate emphasizes journalism/new media and is designed to prepare students for entry-level employment in journalism, social media, and/or marketing.

This certificate supports Harford Community College's mission by providing accessible, innovative, learner-centered educational opportunities, while preparing students for career and workforce development. The coursework aids in development of global awareness and provides opportunities for social and cultural enrichment.

Payment in the amount of \$50 for MHEC approval was submitted ahead of this proposal via U.S. mail. A copy of the payment is included in this electronic correspondence. Please contact Alison Amato at aamato@harford.edu or 443-412-2384 with any questions.

Sincerely,

Karen Hays, PhD
Interim Vice President for Academic Affairs



MHEC
Creating a state of achievement

Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Office Use Only: PP#

Institution Submitting Proposal	Harford Community College
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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 checked="" 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 Submitted: <input type="radio"/> No	Payment <input type="radio"/> R*STARS Type: <input checked="" type="radio"/> Check	Payment Amount: \$50	Date Submitted: 11/27/2019
Department Proposing Program	Arts & Humanities		
Degree Level and Degree Type	Lower-division Certificate		
Title of Proposed Program	Journalism/New Media and Advertising Certificate		
Total Number of Credits	30		
Suggested Codes	HEGIS: 5008.01	CIP: 10.9999	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>)		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2020		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.harford.edu		
Preferred Contact for this Proposal	Name: Alison Amato		
	Title: Coordinator for Curriculum and Program Development		
	Phone: 443-412-2384		
	Email: aamato@harford.edu		
President/Chief Executive	Type Name: Dianna G. Phillips, PhD		
	Signature: <u>Dianna G. Phillips</u> Date: 12/11/2019		
	Date of Approval/Endorsement by Governing Board: 06/11/2019		

Revised 3/2019

Journalism/New Media and Advertising Certificate Substantial Modification

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A. Centrality to institutional mission statement 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.

Harford Community College is proposing a substantial modification to the Journalism/New Media and Advertising Certificate program to align with the Journalism/New Media and Advertising AOC in Mass Communications. The certificate modifications emphasize journalism/new media and are situated in entry-level employment preparation for students pursuing careers in journalism, social media, and/or marketing. This certificate emphasizes a multimedia approach, including instruction in journalism, new media, advertising and promotion.

This 30 credit certificate relates to HCC's mission by providing accessible, innovative, learner-centered educational opportunities. This certificate also prepares students for career and workforce development. Finally, the coursework aids in development of global awareness and provides opportunities for social and cultural enrichment. Evidence of this goal can clearly be seen through the execution and publishing of articles and video content that are relevant to local, regional and national issues.

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

The proposed program supports three Harford Community College Goals and Strategies as part of its Strategic Plan. To meet Goal 1, "Recognizing the need for more students to achieve their goals, the College will pursue excellence in teaching, learning and assessment.", the Mass Communications program identified community members to form an advisory board and provided faculty professional development for faculty to address the infusion of electronic media in the field of Journalism and advertising.

Against college-wide enrollment declines, Mass Communications has maintained steady enrollments over the past five years. This program steadiness can be attributed to high enrollment in MC 105: Introduction to Journalism and MC 210: Introduction to Social Media, and an interest in Social and New media outlets addressed in the foundations of these courses. Students have also increasingly chosen field projects in the concentration, student evaluations are consistently positive, and the students are involved in real-life industry-style productions that prepare them for associated jobs. Additionally, students have earned competitive off-campus internships and have successfully found employment in the field. Field professionals are retained as adjunct instructors and advisors to the programs to assist with hands-on practical instruction, the modeling of ethical behaviors for appropriate use of information, and integration of social media outlets. This integration of qualified adjuncts has led to the creation of a publication for print, online, and video media release that have won 14 national awards, including 2019 in both 2-year and 4-year college categories.

Supporting Harford Community College's Goal 2, "Acknowledging that HCC plays an important role in the region" and to "expand programming, events, and facilities that engage and enhance the community," students in the current Journalism/New Media and Advertising program have covered national events, such as the 2016 election and 2017 inauguration in Washington, D.C., the Freddy Gray riots in Baltimore, as well as many other video and print articles of interest to the local and broader community. The video publications are housed online and are gaining interest and popularity through social media avenues. The printed *Owl Magazine* has sold out at community news stands as further evidence of service to an interested public. Students and faculty have also served a positive role in publicizing outstanding events and services provided for the community by the College.

Supporting Harford Community College's Goal 3, "Understanding that the environment and the demands on higher education are changing rapidly, the College will develop resources and infrastructure required to meet future challenges," under which Harford Community College encourages growth and development in anticipation of rapidly changing demands on higher education, the Journalism/New Media and Advertising concentration within Mass Communications has undergone major development and upgrades in the past several years, including expanded room and technology facilities, upgraded software to convey state-of-the-art practices, and increased video interviews and production via multiple social media sites. The certificate's curriculum has been modified to support the curriculum changes within the concentration, as well as the changing demands in the field.

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 Journalism/New Media and Advertising AOC AAS degree is currently funded through the next five years, providing faculty, facilities, instructional technologies, and all required courses in the degree. The Journalism/New Media and Advertising Certificate requires no additional funding, as the current funding for the AAS degree program is sufficient to provide full access to courses, instructional faculty, and facilities for any student enrolled in the certificate program. Tables in section L reflect anticipated revenue increases from additional students in the certificate program, and affirm that no increase in costs is needed to support the certificate program, as all staff, facility, and equipment/technology support are currently budgeted for the AAS degree.

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

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

Harford Community College maintains two full-time faculty members in mass communications and budgets an additional 60-80 thousand in part-time instructional salary, which fully funds all regularly offered courses in journalism. A production studio, studio classroom with eight Macintosh workstations, and extensive audio/visual equipment support the programs journalistic endeavors both in and out of the classroom.

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

The Mass Communications program has existed for most of the history of Harford Community College, enrollment is strong despite recent national trends, and the faculty and staff are secure in their connections to the college and the community. Students in the certificate program can expect the program to continue for the next five to ten years or more and that the required courses and projects will be staffed and supported for the foreseeable future.

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:

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

This certificate provides advancement and evolution of knowledge in the communications field. The proposed modifications will upgrade the certificate option, increasing the emphasis on journalism/new media and expanding the skill set of students by offering training in video, performance and photography – skills that have become essential for today’s “multimedia journalist.” This has become more evident in light of recent Facebook congressional hearings and the ongoing debate over factual vs. fake news. This expanded focus on the field has heightened the need for broader perspective, including those of minorities and disadvantaged populations, which are increasing in number at Harford Community College.

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

The revised certificate program is supports the three main goals of the 2017-2021 plan for Postsecondary Education. The program “ensure[s] equitable access to affordable and quality postsecondary education for all Maryland residents” by providing students with access to a high-quality journalism program at an affordable institution, in a certificate structure that allows for accelerated completion. The program “promote[s] and implement[s] practices and policies that will ensure student success” by embracing contemporary journalistic practices to prepare students for the current field. The program “foster[s] innovation [...] to improve access and student success” by supporting students who are seeking training in contemporary journalistic practices in an accelerated program of study, in an environment of high-quality instruction.

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.

The certificate program prepares students for entry-level jobs in the wide field of journalism. According to the U.S. Bureau of Labor and Statistics, current positions for graduates in journalism include: content marketer, copywriter, communications specialist, editor, grant writer, public relations specialist, reporter, and social media specialist.

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

While the availability of new positions in the field of traditional journalism is expected to decline, with reporters experiencing a 9% decrease through 2024, the availability of nearly all other positions recommended for journalism graduates is expected to increase or remain flat, with the largest increase in the area of social media specialists.

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. (continued)

According to the U.S. Bureau of Labor Statistics, public relations/social media specialists expect a higher-than-average 9% increase in employment through 2024. The Bureau calls for training in social media “at a minimum,” such as that found in HCC’s MC 210 course, and practical “communication skills” such as *Owl Magazine* and its ancillary online social media presence. Training in journalism education is also advised.

Toward that end, according to the Bureau, “journalists with training or experience in online print and broadcast media can expect the best job opportunities” in the field. In fact, while the Bureau indicates that there will be an “8% decline (overall) through 2024 due to news mergers and decreases in the number of newspapers distributed in our culture, training and experience in online media can improve job prospects and help build careers in journalism,” as we see a decline in the production of newspapers and print media in our society.

The Bureau also advises that students “consider an internship or (practical) activity that show your leadership, writing, or social media expertise,” all of which are a central part of both the certificate and A.A.S. degree programs at Harford Community College.

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

Despite declines in community college enrollment nationwide, enrollment in the core areas of journalism and social media are positive in the certificate course load.

Course: MC	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	5 Year % Difference
101 Intro to Electronic Media	87	83	68	77	61	(29.89%)
102 Audio Production	63	58	53	59	50	(20.63%)
103 Television Studio Prod	38	50	46	52	45	18.42%
105 Intro to Journalism (H)	21	10	53	74	85	304.76%
201 Writing Electronic Media	22	18	20	18	18	(18.18%)
204 Video Production/Editing	22	24	24	18	24	9.09%
208 Multimedia Journalism I	8	0	13	14	8	0.00%
210 Introduction to Social Media	0	0	0	30	27	
284 Field Proj: Advert/Sales	0	3	3	3	6	
ART & PHOT						
120 Digital Foundations I	92	89	66	83	84	(8.70%)
101 Black and White Photography I	61	35	38	37	28	(54.10%)
BUS ADMIN						
101 Introduction to Business (I)	22.44	23.21	21.62	22.86	22.85	1.8%
104 Advertising & Sales Promotion	26.00	15.50	0.00	0.00	0.00	
203 Principles of Marketing	15.67	23.50	21.50	24.00	29.50	88.25%

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.

Community Colleges offering related two-year degrees include:

Anne Arundel Community College, Community College of Baltimore County, Prince George's Community College, and Howard Community College.

2. Provide justification for the proposed program.

The Journalism/New Media and Advertising Certificate program would provide accelerated workforce preparation for future journalists and related professionals, particularly for those entering such high-growth fields as social media and public relations.

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

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

Morgan State University is the nearest non-competing HBI in the region. Beyond introducing students to the field of media and new journalism, HCC's Journalism/New Media and Advertising certificate is not expected to have any impacts on the implementation or maintenance of MSU's Multimedia Journalism, B.S. program. Coppin State University offers a journalism minor, and students at HCC might choose to complete the certificate and transfer those credits to CSU for the purpose of completing a major in another communications field, with many of their minor courses completed in advance. Howard University's journalism program is among the highest-ranked in the country, according to the National Association of Black Journalists. HCC's certificate would not have any impact on Howard's program, except insofar as it might be a preferred target institution for transfer majors. In this case, students would be encouraged to complete the Associate degree for transfer purposes.

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

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

As a community college with a 16% African American Enrollment (2% higher than the African American population of the county), this certificate program could have a positive impact on HBIs by preparing students for the profession, who might later seek four-year degrees at places like Morgan, Coppin, or Howard. SEE "N" LINK AND DIVERSITY ATTACHMENT.

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

1. Program establishment and faculty involved

The certificate program for Journalism/New Media and Advertising was developed in accordance with the College's Curriculum Manual¹ and included assessment of data to support enrollment, consultation with other divisions, and analysis of course transferability to the College's top transfer institutions. At the time of initial proposal, the approval process involved Visual, Performing and Applied Arts Division faculty discussions, the curriculum workgroup, the Vice President of Academic Affairs, the President of the College, and the Board of Trustees.

2. Educational objectives and learning outcomes appropriate to the rigor, breadth, and modality of the program

The program goals, current and proposed certificate curriculum and program description, as well as course descriptions and student learning outcomes as required for the completion of the Journalism/New Media and Advertising Certificate are outlined in the following section.

¹ Harford Community College. *Harford Community College Curriculum Manual, 2017 – 2018*. August 2017.

While curricular modifications are being proposed for the certificate program, the program goals will remain the same for the Journalism/New Media and Advertising Certificate.

Program Goals

Upon successful completion of this certificate program, students will be able to:

1. Demonstrate media literacy;
2. Appraise present-day media content, operation, regulation, impact, and/or implications;
3. Apply current technology to produce or market media content;
4. Convey ideas via electronic media.

Current Certificate Information

Program Description:

This program is designed to prepare students for entry level employment in social media, new media, marketing, advertising, and media sales, and includes only those courses which are directly related to this field.

Course Requirements:

Number	Title	Credits
BA 101	Introduction to Business (GI)	3
BA 104	Advertising and Sales Promotion	3
	Advertising and Sales Electives*	6
CIS 102	Introduction to Information Sciences (GI)	3
MC 101	Introduction to Electronic Media	3
MC 102	Audio Production	3
MC 103	Television Studio Production	3
MC 201	Writing for the Electronic Media	3
MC 284	Field Project: Advertising and Sales Promotion	3
	Total:	30

* Students, through advisement, may select options leading toward media sales or advertising promotion. Choose from BA 105 and BA 203 OR ART 101 and ART 103 or approved substitutions.

Proposed Modifications

Program Description:

This program is designed to prepare students for entry level employment in journalism, social media, new media, marketing, advertising, and media sales, and includes only those courses which are directly related to this field.

Course Requirements:

Number	Title	Credits
MC 103	Television Studio Production	3
MC 105	Introduction to Journalism (GI)	3
MC 101	Introduction to Electronic Media*	
	OR	
BA 101	Introduction to Business (GI)**	3
ART 120	Digital Foundations I	3
MC 102	Audio Production	3
MC 204	Video Production and Editing*	
	OR	
BA 104	Advertising and Sales Promotion**	3
MC 208	Multimedia Journalism I	3
PHOTO 101	Introduction to Photography*	
	OR	
MC 201	Writing for the Electronic Media*	
	OR	
BA 203	Principles of Marketing**	
MC 210	Introduction to Social Media (GI)	3
MC 284	Field Project: Journalism/New Media or Advertising	3
	Total:	30

* Students, through advisement, may select options leading toward journalism/new media.

** Students, through advisement, may select options leading towards advertising.

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

Harford Community College mandates program and student learning outcome assessment on a two-year cycle. The core faculty member in journalism has been actively participating in assessment efforts since 2011, to address the stated program goals.

Projects such as a media content appraisal have been among the assessment projects used during the program's history.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements and Describe the educational objectives and intended student learning outcomes.

The following information addresses courses within the proposed modifications to the certificate's required curriculum.

MC 103 Television Studio Production (3 credits) - Supports program goals 1, 2, and 3

This is an introductory course in the fundamentals of television studio production and the operation of television equipment commonly found in a studio setting. Students explore fundamental usage of studios and equipment, and will operate cameras, TV audio, video controls systems, TV lighting and basic set design. Students participate individually and in groups in productions such as news and commercials, as well as interviews, some of which may air on the local cable system. Course includes 30 hours of lecture and 30 hours of lab per semester. Course fee.

Upon satisfactory completion of this course, the student will be able to:

- ☐ Use inter-related multi-camera TV Studio Production equipment.
- ☐ Use Audio within TV production.
- ☐ Use TV studio and field cameras during production conditions.
- ☐ Use professional videocassette recording equipment.
- ☐ Use basic TV lighting principles and equipment.
- ☐ Use basic functions of character generation equipment.
- ☐ Use basic TV switching equipment during production.
- ☐ Identify talent techniques within a production.
- ☐ Identify set and graphic requirements for TV production.

MC 105: Introduction to Journalism (3 credits) – Supports program goal 1 and 2

Students study the roles, responsibilities, and effects of print and broadcast journalism from a broad historical and critical perspective. Related topics include the Internet, advertising, and public relations. Ethical standards, business constraints, and current trends in journalism are also considered. Students may shadow a professional journalist and write for the college magazine.

- ☐ Describe the historical development of journalism.
- ☐ Analyze the influence and responsibility of a free press.
- ☐ Compare major figures, past and present, in the field.
- ☐ Identify the trends in current journalistic practice.
- ☐ Evaluate the ethical standards for journalism.

MC 101: Introduction to Electronic Media (3 credits) – Supports program goal 3 and 4

This course is an introduction to the physical, financial, social and governmental controls of radio, television, cable and satellite. Students study the history of radio and television, basic radio and television technology, programming, and the business side of the industries, including sales practices, ratings, personnel and careers in the electronic media and related fields. Classroom learning consists of lecture, discussion, listening and viewing assignments, game shows and occasional guests. Students may elect to work in some capacity on WHFC, the College's radio station, or Harford Cable Network, the Harford County public access cable TV station, or to write a term paper.

- ☐ Evaluate the social implications of multi-million-dollar media operations.
- ☐ Appraise present-day media operations and impact.
- ☐ Compare electronic media systems from a global perspective.
- ☐ Evaluate electronic media programming strategy.
- ☐ Analyze electronic media business practices.
- ☐ Assess regulation of the electronic media.

BA 101: Introduction to Business (3 credits) – Supports program goal 2

This course introduces students to the American private enterprise system and the forms of businesses that operate within it. Students study the role of business in American society, international business activity, the impact of ethics and social responsibility on business, entrepreneurship and small business, and emerging trends in technology, organization, and management. Topics covered include economics, management, marketing, accounting, and financial management.

- ☐ Analyze and assess the private enterprise system in the United States, and compare and contrast it to other world economic systems.
- ☐ Identify the concepts of social responsibility and business ethics and describe how they affect business practices.
- ☐ Describe the nature of entrepreneurship and the process and options involved in starting a small business.
- Analyze and describe the various functional areas of business – accounting, finance, management, and marketing.
- ☐ Analyze the use and importance of computers and information technology in each of the functional areas of business and in the conduct of business.
- ☐ Evaluate the impact of international business on the economy of the United States.
- ☐ Evaluate the impact of evolving and emerging issues on business practices.
- ☐ Define key business terms and use the language of business.

ART 120: Digital Foundations (3 credits) – Supports program goal 3

This course establishes the foundation for all other computer-based classes within the Art & Design program. Students are introduced to the computer as an art-making tool. Through a series of lectures, demonstrations and studio work, students learn basic computer navigation/practices, scanning, printing, and a variety of select software packages used for image creation/manipulation, graphics and page layout. This course is taught in the Macintosh Digital Arts Lab using current software. Course includes 30 hours of lecture and 30 hours of lab per semester. Course fee.

- Demonstrate proficiency with basic Macintosh navigation, operations and practices.
- Demonstrate proficiency in the use of Macintosh computers and other peripherals including scanners and printers.
- Discuss differences between vector, bit-mapped and page layout applications and demonstrate proficiency for solving visual problems.
- Display a developing aesthetic judgement in the creation and evaluation of digitally produced images, graphics and text.
- Demonstrate an understanding of information gained through manuals and text.

MC 102: Audio Production (3 credits) – Supports program goal 3 and 4

This course introduces students to basic techniques of recording, editing, and mixing audio. Instruction covers fundamentals of microphone usage, mixing console operation, and digital recording and editing. Lectures and labs focus on topics such as acoustics, audio in media, equipment demonstrations, and recording techniques. Students work individually and in groups on a range of audio assignments including the production of an audio portfolio. Course includes 30 hours of lecture and 30 hours of lab per semester. This course may require field trips. Course fee.

- ☐ Describe qualities of sound using professional audio terminology.
- ☐ Identify characteristics of sound for use in various professional applications.
- ☐ Demonstrate the ability to critically analyze audio based on technical and aesthetic criteria.
- ☐ Demonstrate proficiency in operating a professional mixing console.
- ☐ Employ digital audio production tools in the creation, manipulation, and editing of a project.
- ☐ Produce an audio portfolio representative of his or her production skills.

MC 204: Video Production and Editing (3 credits) – Supports program goal 3 and 4

This course is an advanced study and practicum in video production. Students are involved in pre-production, production and post-production, including an introduction to digital editing. Lecture/discussion ranges widely from the practical study of equipment usage to broader concepts such as video language and its application to modern video production. Course includes 30 hours of lecture and 30 hours of lab per semester. Prerequisite: MC 103 or permission of instructor. Course fee.

- ☐ Demonstrate ability in remote camera shooting on DV cameras.
- ☐ Demonstrate abilities in cuts-only and desktop computer assisted editing of various program segments on assignment.
- ☐ Use principles of film/video language revealed historically via lectures/viewings.

- ☐ Apply the above principles of film/video language within class.
- ☐ Use principles of Digital Editing and A/B Roll editing

MC 208: Multimedia Journalism I (3 credits) – Supports program goal 1 and 2

This course is designed to train prospective student journalists in the organization, design and production of a college magazine. Students learn how to write in standard journalistic style, become familiar with ethical and legal standards in the publication of a college magazine, and exhibit expertise in the areas of magazine design, business management, advertising, photography, editing, and copy reading. All students work toward the production of the campus magazine, The Harford Owl. Prerequisites: Minimum of a C grade earned in ENG 101 or permission of the instructor.

- ☐ Demonstrate the ability to write in standard journalistic style, as defined by a recognized stylesheet.
- ☐ Practice the basic ethics of journalism and understand legal considerations.
- ☐ Use an acceptable format to complete news writing, sports writing, feature writing, and opinion-based writing assignments.
- ☐ Apply the basic principles of magazine design.
- ☐ Demonstrate the ability to work cooperatively with other journalists and the adviser/managing editor.
- ☐ Perform successful interviews.
- ☐ Employ marketing techniques to promote the campus magazine.

MC 201: Writing for the Electronic Media (3 credits) – Supports program goal 1 and 3

This capstone course focuses on short-form writing for the electronic media and the Internet, including television and radio commercials, web pages, press releases, outdoor advertising, and brochures for a local, non-profit agency. Students learn through assignments, lectures, quizzes, guest lectures, and a final multimedia campaign for a real client. Course includes 30 hours of lecture and 30 hours of lab per semester. Usually offered in fall semester. Prerequisites: MC 102 and MC 103.

- ☐ Evaluate the appropriateness and effectiveness of media copy and campaigns.
- ☐ Create, write, and edit a wide range of copy appropriate to the electronic media and Internet.
- ☐ Design, write, and edit outdoor advertising.
- ☐ Design, write, and edit a brochure or related material for a non-profit client.
- ☐ Research, plan, and write a professional campaign for a real client.

BA 104: Advertising and Sales Promotion (3 credits) – Supports program goal 1, 2, and 3

Students study the importance of advertising and sales promotion to both consumers and industry. The choice of media and creative strategy as it relates to the consumer and product/service is discussed. Also included is the role of research in the development of the advertising message. Students examine how to judge what and how well an ad communicates to consumers.

- ☐ Describe the purpose of positioning, product/service differentiation and target marketing.
- ☐ Define the various formats, executions and uses of sales promotion.

- ☐ Define the role of the advertising agency.
- ☐ Identify marketing goals, advertising objectives, and media characteristics.
- ☐ Create an advertising campaign with a meaningful message and utilizing the appropriate media to reach the identified target audience.

MC 210: Introduction to Social Media (3 credits) – Supports program goal 1 and 4

This course introduces students to a variety of social media platforms. Students will learn the professional and personal applications of social media, as well as their limitations. Related topics include the role of social media in advertising and public relations. Students may produce digital content for the college magazine's Facebook page and/or participate in other hands-on assignments. This course may require field trip(s).

- ☐ Describe the historical development of social media.
- ☐ Identify the professional and personal applications of social media.
- ☐ Evaluate ethical standards for social media.
- ☐ Evaluate social media platforms.
- ☐ Demonstrate the ability to produce content for social media.

PHOT 101: Black and White Photography (3 credits) – Supports program goal 3 and 4

Black and White Photography I is an introductory course in traditional film-based photography, teaching 35mm camera operation and wet darkroom techniques. Course includes 30 hours of lecture and 30 hours of lab per semester. No previous photography experience is required. A 35mm film camera capable of manual exposure operation is required. Course fee.

- ☐ Operate and maintain a 35-mm single-lens-reflex camera.
- ☐ Develop black-and-white film by the second or third week of class.
- ☐ Create contact sheets and photographic enlargements by the fourth week.
- ☐ Demonstrate a working knowledge of photographic compositional theory using the standard elements of visual art.
- ☐ Analyze and interpret photographic images with regard to subject matter, content, and technical criteria using generally accepted terminology specific to the medium.
- ☐ Apply proper clean-up, spotting, matting/mounting, and present good quality photographic prints.
- ☐ Analyze and write critique/review/reaction papers on museum and/or gallery quality photography.

BA 203: Principles of Marketing (3 credits) – Supports program goal 1 and 2

Students are introduced to fundamental marketing concepts and techniques related to product, pricing, distribution and promotional strategy. Students explore trends in the marketplace and identify opportunities for creating value for customers through marketing strategy.

- ☐ Identify and explain the controllable and uncontrollable factors and their importance in the domestic and international marketing environment.
- ☐ Define e-commerce and give examples of various function of the Internet as they relate to e-commerce.
- ☐ Define marketing research and the process involved.

- ☐ Discuss the consumer, both final and organizational, and the methods for identifying a target market.
- ☐ Explain each step of the product planning process: all the steps from new product creation to the deletion of unsatisfactory products.
- ☐ Discuss distribution planning, physical distribution, wholesaling and retailing.
- ☐ Describe the promotion planning process and the creation of the elements of promotion: advertising, publicity, personal selling and sales promotion.
- ☐ Develop a price strategy.

MC 284: Field Project: – Supports program goal 2 and 3

Students receive individual assignments at a selected job site in the area of advertising or sales promotion desired by the student. Intended as a capstone course for the Associate degree and Certificate programs, this course offers the student the opportunity to actually work in a professional environment prior to graduation. Minimum of nine hours per week or a total of 135 hours per semester of independent work and conference. Prerequisite: permission of instructor.

- Objectives vary based on assignment.

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

General education requirements are not required for this certificate; however, two required courses (MC 105 and MC 210) have General Education status.

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

There are no specialized accreditation or graduate certification requirements for this certificate program.

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

Harford Community College is not contracting with another institution or non-collegiate organization in relation to this certificate program.

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.

Following a 2017 comprehensive review of business processes, HCC has begun implementation of projects designed to enhance the student experience. Improvements to workflow will provide students with clear, complete, and timely information. For example, the adoption of catalog management software that integrates with both the current Enterprise Resource Planning (ERP)

solution and the degree-auditing and tracking tool will provide students with transparent, real time information regarding curriculum, course and degree requirements.

HCC regards faculty interactions with the student body as paramount to academic success. All full-time faculty maintain at least five reasonably distributed office hours per week when the faculty member's courses are in session. Office hours are posted in the syllabus, on office doors and in the learning management system.

All HCC courses are required to use the Learning Management Systems (LMS) to provide links to academic support services, financial aid resources, and college policies regarding tuition costs and payment regardless of instructional delivery mode.

In collaboration with the division and the college, the Mass Communications program has maintained currency in the use of various computer hardware and software related to the field of journalism. The annual budget supports upgrades to cameras and other audio/visual equipment for the purposes of interviews. The program's main professional outlet, *Owl Magazine*, maintains a print and online presence with the support of current mass communications technologies.

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.

Harford Community College's Office of Communications generates promotional materials for academic programs that are used in advertising, recruiting, and admission. Office of Communications staff work closely with staff in Academic Affairs and Student Affairs & Institutional Effectiveness to ensure the accuracy of promotional materials. An annual review process of program brochures has been established to coincide with the release of each academic catalog, as well as a line of communication for any programmatic changes that may occur outside of the annual review cycle.

H. Adequacy of articulation

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

Because of its nature, the certificate does not articulate to any four-year institutions; however, a number of the courses are transferrable for credit at area institutions. The degree program currently has an articulation agreement with the University of Baltimore's Digital Communications B.A. program.

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.

By virtue of experience in their fields and Academe, Mass Communications faculty bring expert instruction to the classroom, and make use of that experience to employ part-time faculty who have met similar standards as borne out by classroom observation, student evaluation, and F2F interaction with full-time faculty.

Full-time Faculty:

Claudia Brown, Professor
M.A., Contemporary Communication
Notre Dame of Maryland University
Courses: MC 105, MC 208, MC 209, MC 210, MC 283, MC 284

Wayne Hepler, Professor
M.A., Telecommunications
Ohio University
Courses: MC 101, MC 102, MC 201

Miriam Wigglesworth, Assistant Professor
M.B.A., Marketing
University of North Texas
Courses: BA 101, BA 104, BA 203

Jeff Rollinger, Assistant Professor
M.F.A., Photography
Academy of Art University
Courses: PHOT 101

Adjunct Faculty:

Brianna Blizzard
B.S., Graphic Design
Towson University
Courses: MC 208, MC 209

Nick Baldwin
B.S., Electronic Media & Film
Towson University
Courses: MC 103, MC 204

Matt Tennyson
B.S., Mass Communications
Towson University
Courses: MC208, MC 209

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

Harford Community College employs highly qualified faculty in all disciplines. Through the Center for Excellence in Teaching and Learning (CETL), the College offers comprehensive professional development and training for all who are engaged in the teaching and learning process at HCC. CETL is intentionally designed to be a hub both digitally and physically for innovation, collaboration, and learning transformation through a variety of events and resources in order to:

- Create faculty teaching and learning communities of practice;
- Celebrate innovation in instruction and scholarship;
- Offer on-going basic and advanced learning management system training;
- Provide resources, facilities and technology to foster experimentation; and
- Offer opportunities for faculty to gain additional knowledge and hone skills related to technology and pedagogy.

[J. Adequacy of library resources \(as outlined in COMAR 13B.02.03.12\).](#)

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. The HCC Library is a 25,734 square foot facility located centrally on campus. It is open seven days per week for student access. The library's website provides 24-hour free access to the catalog, databases, subject guides, tutorials and other resources. Borrowing privileges are available for all students, as well as county residents 18 years or older. The library focuses its collection on a mixture of print, electronic, and video resources to meet the informational and curricular needs of the HCC community. Students have access to full-text journal, magazine and newspaper articles through the College's subscription databases. Streaming video collections are available through two databases, Films on Demand and Alexander Street Press. Students have access to unlimited resources through the Inter-Library Loan Service, which can deliver titles from almost any academic library in the country.

[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.

Physical facilities, infrastructure and instruction equipment are adequate to initiate the program. The Mass Communications program has for decades met state standards in providing the equipment and software needed for program success, including repeated program reviews that are current in 2018.

2. Assurance regarding distance education access in terms of institutional electronic mailing system and learning management system

All faculty and credit-earning students are provided with an institutional e-mail account that integrates with the learning management system. Open-access, comprehensive student support for the learning management system is provided in module format and includes "how to" video and

print tutorials, an eLearning Help Desk, links to student services, and tips for success in an online learning environment. Faculty are assigned an eLearning point-of-contact for technical support, a learning management system “trouble-shoot” guide, and access to Help Desk dedicated line.

Information Technology Services (ITS) at HCC provide technology support for desktop, laptop and tablet devices provided by the college, classroom computers and instructional technology such as SMART Boards, LCD projectors, and DVDs. Wireless access is available throughout the HCC campus. Open-access computer labs located in the library offers a wide selection of computer software and applications for student use, including multimedia production and digital editing capabilities. A resource help desk, staffed by eLearning personnel, is located in this area specifically for student help with online resources.

L. Adequacy of financial resources with documentation (as outlined in COMAR13B.02.03.14)

1. Table 1: Complete Program Resources

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$ 19132.8	\$23916	\$33482.4	\$38265.6	\$52615.2
a. Number of F/T Students	4	5	7	8	11
b. Annual Tuition/Fee Rate	\$4783.20 (\$132.87/credit x 30 credits=\$3986.10 + 787.10 in consolidated service fees)	\$4783.20	\$4783.20	\$4783.20	\$4783.20
c. Total F/T Revenue (a x b)	\$ 19132.8	\$23916	\$33482.4	\$38265.6	\$52615.2
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	124	124	124	124	124
f. Annual Credit Hour Rate	0	0	0	0	0
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: Course Fees	\$240 (average total for all courses x 4 students)	\$300	\$420	\$480	\$600
5. TOTAL (Add 1 – 4)	\$19372.8	\$24216	\$33902.4	\$38745.6	\$53215.2

Assumptions:

- Tuition revenue is conservatively projected based on an in county tuition rate of \$132.87/credit hour.
- Full-time students complete 30 credits in a single year if following the certificate guidelines.

TABLE 2: EXPENDITURES					
Expenditures Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	0	0	0	0	0
2. Total Admin (b + c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$0	\$0	\$0	\$0	\$0

Please note: the expenditures listed are for current faculty and staff, who will be teaching all of the courses in the new degree. There is no expected increase in expenditures.

Assumptions:

- Programs will be implemented with existing faculty resources and administrative staff, so there are **no additional expenses for personnel**.
- Library resources and equipment are budgeted in the operating budget on an ongoing basis.
- Health benefits and administrative costs are expected to be covered by current faculty/administrative structures

1. Provide a narrative rationale for each of the resource categories. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds

As a revised (previously existing) certificate, there is no reallocation of funds; the full-time and adjunct faculty currently teach certificate courses. All other course work and materials have existed within the framework of the Mass Communications program, including the certificate. Likewise, for tuition and fee revenue. SEE FUNDING RESOURCE ATTACHMENT.

Impact is positive because the more students that are drawn to Journalism/New Media, the more students that take Mass Communications course work required in the certificate under consideration. Enrollment figures are on the rise in this concentration, as attachments indicate.

2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds. SEE PROGRAM EXPENDITURES ATTACHMENT.

M. Adequacy of provisions for evaluation of program (as outlined in COMAR13B.02.03.15).

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

Students complete course evaluations at the end of each semester. The results are analyzed by the course professor and results are forwarded to the dean. Faculty are evaluated on an annual basis by the academic dean, including a classroom observation. Learning outcomes are evaluated by course faculty through a variety of assessment means. Course faculty also analyze the assessment results in conjunction with campus colleagues using TK-20 software as required by Harford Community College.

2. Institutional assessment of program effectiveness

The program evaluation process includes faculty and staff within and outside of the program, students, advisory board members, representatives from resource areas in the college, and other communities of interest. This clearly defined program review process provides a consistent framework for evaluating a program's educational effectiveness and includes the use of a comprehensive data management system to systematically collect and report student learning outcome assessments and collaboration with the Office of Analytics and Planning for data regarding student retention and completion, faculty and student satisfaction, and program cost-effectiveness. All programs and their areas of concentration, including A.A.S., certificate, A.A., A.S., A.F.A. and A.A.T. degree programs, and programs such as General Education, Information Literacy and Distance Learning are evaluated every three to five years on a planned cycle.

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

Classroom presentations and widespread campus and online initiatives encourage participation across all cultures as demonstrated by course, internship, and volunteer demographics for classroom, social media, and *Owl Magazine* endeavors.

See: [https://www.harford.edu/~media/PDF/Institutional-Research/Cultural%20Diversity/2017HCC Cultural Diversity Progress Report MHEC.ashx](https://www.harford.edu/~media/PDF/Institutional-Research/Cultural%20Diversity/2017HCC%20Cultural%20Diversity%20Progress%20Report%20MHEC.ashx)

Furthermore, HCC has a history of promoting diversity and creating an environment that is open and inclusive for students, visitors, and employees. HCC embraces differences, respects intellectual and academic freedom, promotes critical discourse, and encourages socio-cultural and global awareness.

HCC has developed strategies to address the eradication of the attainment gap, including implementation of the My College Success Network (MCSN) and Soar2Success (S2S). Established in July 2014, these programs are a network of services, events, staff and faculty geared toward empowering and supporting African American students.

In 2018, HCC joined Achieving the Dream (ATD), a network dedicated to improving student success, with a particular focus on academic goal attainment, personal growth, and economic opportunity for low-income students and students of color.

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

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. Affirmation of institutional distance education eligibility.

HCC is an approved institution of the National Council for State Authorization Reciprocity Agreement (NC-SARA). As a NC-SARA institution, HCC is approved to offer distance learning courses to students who reside in other NC-SARA approved states. At this point in time, HCC is unable to admit students from California, as California is not a participating member of NC-SARA.

2. Assurance regarding C-RAC guidelines

HCC does comply with C-RAC guidelines for the Evaluation of Distance Education. The College's eLearning Department and the Distance Learning Committee (DLC) ensure online learning offered by HCC aligns with the College's mission to provide accessible, innovative, and learner-centered education as a means to promote individual goal attainment, as well as career and workforce development. Both the DLC and eLearning have worked together to develop a formal Quality

Matters review for courses as well as an internal review process for all new and existing online classes at HCC to ensure a high quality and rigorous educational experience for all online students.

Blackboard is used as the College's learning management system (LMS). All full and part-time faculty are provided Blackboard course sites for each of their courses and are required to complete Blackboard basic training or demonstrate competency through a "Blackboard Veterans" quiz developed internally. In addition to the required training, course syllabi, contact information, and college closing information must be included on all course sites. To further facilitate student success in online learning environments, the DLC developed and implemented common nomenclatures for online course menus to standardize terminology used in courses across campus. An "Online Readiness Check" was also developed as a tool to assess the readiness of students interested in enrolling in online courses.

The following is course cost data original to the time of course creation or revision.
Tuition and Fee Revenue follow.

Course Fee Levels & Course Fee Assessment Factors

The Division Leader refers to the Course Proposal Instructions to determine points for each factor to calculate the course fee dependent on the total number of points.

Factor	No Fee	Low Fee	Mid-Range Fee	Upper-Range Fee	High Fee	Points
Additional Instructional Support	No additional support: 1 point	Additional support of 1 - 5 hours per week: 2 points	Additional support of 6 - 10 hours per week: 3 points	Additional support of 11-15 hours per week: 4 points	Additional support of more than 15 hours per week: 5 points	1
Instructional Materials/ Equipment/Supplies (Used per student per semester)	Less than \$10: 1 point	\$11-\$25: 2 points	\$26-\$45: 3 points	\$46-\$65: 4 points	Greater than \$65: 5 points	1
Class Size	31 or greater: 0 points		20 to 30: 1 point		Less than 20: 2 points	1
TOTAL POINTS						3

Total Points	Fee Level	Fee
3	No Fee	0
4-5	Low Fee	\$20
6-7	Mid-Range	\$40
8-10	Upper-Range	\$75
Greater than 10	High Fee	\$150

DIVERSITY	IN	CERTIFICATE	RELATED		PROGRAMS							
Business, Engineering, Computing, and Technology	Degree	Ethnicity	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
			#	%	#	%	#	%	#	%	#	%
BA-Business Administration	AS	African American	96	15.21%	96	15.46%	107	17.63%	102	15.27%	106	15.99%
BA-Business Administration	AS	American Indian/Alaskan Native	6	0.95%	3	0.48%	2	0.33%	5	0.75%	3	0.45%
BA-Business Administration	AS	Asian	22	3.49%	16	2.58%	14	2.31%	17	2.54%	19	2.87%
BA-Business Administration	AS	Caucasian	438	69.41%	439	70.69%	432	71.17%	478	71.56%	473	71.34%
BA-Business Administration	AS	Hispanic/Latino	43	6.81%	42	6.76%	33	5.44%	42	6.29%	34	5.13%
BA-Business Administration	AS	Missing	1	0.16%	2	0.32%	0	0.00%	2	0.30%	1	0.15%
BA-Business Administration	AS	Multiracial Non Hispanic/Latino	22	3.49%	21	3.38%	15	2.47%	20	2.99%	25	3.77%
BA-Business Administration	AS	Native Hawaiian/Pacific Islander	3	0.48%	2	0.32%	4	0.66%	2	0.30%	2	0.30%
BA-Business Administration	AS	Total	631	100.00%	621	100.00%	607	100.00%	668	100.00%	663	100.00%

TABLE 2: PROGRAM EXPENDITURES

1. Faculty Salary/Benefits:
No new FT or adjunct faculty positions are needed to support this certificate.
2. Administrative Staff Salary/Benefits:
No new staff positions are needed to support this Mass Communications certificate.
3. Support Staff Salary/Benefits:
No new support staff are needed to facilitate this Mass Communications certificate.
4. Equipment: Existing facilities are sufficient for this certificate.
5. Existing Library materials are sufficient for this Mass Communications certificate.
6. New/Renovated Space: There is no need to renovate or expand space to support the certificate.
7. From the former Interim Dean of the Visual, Applied, and Performing Arts: “My response to each of those sections is that we do not need any additional staff, equipment or facilities to support the program. Existing staff, equipment and facilities supporting other degree programs already in place in Mass Communications is sufficient.” Jim McFarland