



10901 Little Patuxent Parkway
Columbia, MD 21044
443-518-1000
www.howardcc.edu

January 22, 2020

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder:

Howard Community College (HCC) requests your approval of the following new area of concentration:

New proposed area of concentration (AOC): General Studies – Liberal Arts
Existing degree program: General Studies

As HCC moves toward a Guided Pathways structure, the proposed General Studies – Liberal Arts AOC will offer greater flexibility to our students, which will aid in completion.

If you need additional information or clarification, please contact:

Melinda Moore
Manager, Curriculum Services
mmoore2@howardcc.edu
443-518-4734

Sincerely,

Dr. Jean Svacina
Vice President of Academic Affairs
JSvacina@howardcc.edu
443-518-1850



MHEC

Creating a state of achievement

Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

Howard Community College

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

Payment ☒ YesPayment ☐ R*STARS

Payment Amount: 250.00

Date Submitted: 1/22/2020

Submitted: ☐ NoType: ☒ Check

Department Proposing Program

English/World Languages and Arts & Humanities

Degree Level and Degree Type

Associate of Arts

Title of Proposed Program

General Studies - Liberal Arts

Total Number of Credits

60

Suggested Codes

HEGIS: 495001.00

CIP: 240102.0000

Program Modality

☒ On-campus☐ Distance Education (fully online)

Program Resources

☒ Using Existing Resources☐ Requiring New Resources

Projected Implementation Date

☒ Fall☐ Spring☐ Summer

Year: 2020

Provide Link to Most Recent Academic Catalog

URL: <http://howardcc.smartcatalogiq.com/en/2019-2020/Catalog>

Preferred Contact for this Proposal

Name: Melinda Moore on behalf of Jean Svacina

Title: Manager, Curriculum Services

Phone: (443) 518-4734

Email: mmoore2@howardcc.edu

President/Chief Executive

Type Name: Kathleen Hetherington, Ed.D.

Signature:

Date: 1/17/20

Date of Approval/Endorsement by Governing Board:

Revised 3/2019

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201T 410.767.3300 • 800.974.0203 • F 410.332.0270 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

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.

Howard Community College's (HCC) General Studies – Liberal Arts area of concentration (AOC) is designed to prepare students with the foundational knowledge, skills, and academic credit necessary for transfer to and continued success at four-year institutions. This AOC will provide students the flexibility to explore different disciplines while ensuring the completion of general education requirements.

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

HCC's mission is "Providing pathways to success." The primary function of the General Studies – Liberal Arts AOC is to prepare students for transfer to a four-year college or university with the knowledge and skills needed to pursue four-year degrees in a variety of disciplines. The main emphasis in this AOC is the development of creative and critical thinking skills, ethical reasoning, scientific and quantitative reasoning, global competency, written communication skills, and information and technological literacy.

HCC is moving to a Guided Pathways model in order to guide students through curriculum and aid in completion. In addition, Guided Pathways will include Pathway-specific online resources, orientations, advising, activities, and Canvas sites, which will support students and connect them to others with similar interests during their coursework at HCC. Each Pathway will offer a General Studies option that provides flexibility within that Pathway. This will allow portability of credits between programs within the same Pathway, which will increase the number of credits that will count toward completion for students who change from one program to another within a Pathway.

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).

Adequate funding for support of the General Studies – Liberal Arts AOC in terms of facilities, faculty, and administrative support is already in place, as this AOC is comprised of coursework that is already offered and funded.

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.

Administrative, financial, and technical support of this AOC is already in place and will not need to change. Support will continue to be provided by HCC's offices of Admissions and Advising; Records, Registration, and Veterans Affairs; Completion Services; Academic Support Services; and the academic divisions.

If HCC decides to discontinue the General Studies – Liberal Arts AOC in the future, the college will establish a teach-out plan, and students will be able to complete the program during a set teach-out period. HCC will support students throughout the completion of the program.

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

The liberal arts are important to general education. This program provides the opportunity for students to explore a particular area that they want to major in within the arts and humanities, including Art, Audio Video Media Production, Communication and Media, Dance, English, Entertainment Technology, Humanities, Music, Theater, Visual Arts, and World Languages and Cultures. This program will provide fundamental information and serve as the basis for transfer to local institutions with majors in these areas.

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

This AOC supports the State Plan for Postsecondary Education Goal 1: Access. This AOC will provide students access to the first 60 credits of a four-year degree at a fraction of the cost. As an open access institution, HCC provides access to postsecondary education irrespective of academic preparation. This AOC also supports the State Plan for Postsecondary Education Goal 2: Success. The AOC provides opportunities for students to enhance their capacity to think and communicate creatively and clearly; in addition, students who transfer with an associate degree demonstrate an increased likelihood to complete a four-year degree.

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.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
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.
4. Provide data showing the current and projected supply of prospective graduates.

Howard Community College General Studies – Liberal Arts AOC Proposal

Career paths available to General Studies and Liberal Arts degree holders include a vast range of careers in government, industry, and academia – anywhere that critical and creative thinking, reasoned discourse, and communication skills are valued.

This AOC is intended to transfer to four-year institutions for completion of a four-year degree. Market supply for this two-year degree is not applicable. Students who complete this AOC and then transfer to a four-year institution to complete a bachelor's degree are aided by having completed their general education core requirements as well as a variety of foundational courses in the liberal arts, thus satisfying requisites to upper-level courses at the four-year institution.

The table below represents the related AOC graduates for FY 18 and FY 19.

2018 Graduates (Arts and Humanities and English and World Languages)

Title of Program (AOC)	FY 18 Graduates	FY 19 Graduates
Art	16	12
Audio Video Media Production	NA	3
Communications	11	9
Dance	5	2
English	8	8
Entertainment Technology	1	2
Humanities	2	0
Liberal Arts	3	6
Music	8	3
Theatre	4	3
Visual Arts	NA	3
World Languages and Cultures	1	3

2019 Enrollment (Arts and Humanities and English and World Languages)

Title of Program (AOC)	Students Enrolled
Art (discontinued; enrolled students are in teach-out)	78
Audio Video Media Production	47
Communications	96
Dance	8
English	130
Entertainment Technology	6
Humanities	13
Liberal Arts (discontinued; enrolled students are in teach-out)	16
Music	94
Theatre	51
Visual Arts	139
World Languages and Cultures	57

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.
2. Provide justification for the proposed program.

HCC serves a distinct geographical area (mainly Howard County residents) and program duplication concerns are not applicable.

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 HBIs.

The proposed AOC will have no impact on the implementation or maintenance of high-demand programs at HBIs.

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.

The proposed AOC will have no impact on the uniqueness and institutional identities and missions of HBIs.

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

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

The proposed AOC was established during the process of designing a Guided Pathway structure; the need for a general studies curriculum with a focus on Liberal Arts coursework was identified. The purpose of the AOC is to allow for the greatest flexibility for students within the Liberal Arts Pathway. It will allow students to retain as many credits as possible if they choose to move between programs within the Pathway. The AOC will be overseen by the leadership of the Arts and Humanities and English and World Languages divisions.

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

The learning outcomes for this AOC are:

- Use critical and creative reasoning to demonstrate deep thinking.
- Demonstrate an awareness of the wider world and one's relationship to it.
- Apply strategies of inquiry and exploration in order to find, evaluate, and use information ethically for academic success.

- Effectively use oral and/or signed communication as a way of engaging with others.
 - Understand, make judgments, and/or draw appropriate conclusions supported by quantitative evidence and clearly represent those conclusions in a variety of formats.
 - Apply scientific concepts and reasoning to solve real-world and computational problems by utilizing, interpreting, and evaluating data and information.
 - Solve problems and complete tasks using technology tools such as the internet, productivity and/or discipline-specific software, and emerging technologies in order to communicate ideas and information.
 - Write clearly and effectively for a variety of audiences, purposes, and contexts in order to learn, think, and communicate.
 - Engage in ethical reasoning.
3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program
- b) document student achievement of learning outcomes in the program

Program and course reviews are completed according to the schedule provided by HCC in collaboration with faculty members, department chairs, academic deans, the division of eLearning, and the office of learning outcomes assessment (LOA). Artifacts for the objectives and assessment are collected and shared through HCC's learning management system, Canvas. Course and program reviews are completed with support from the LOA office. Once an assessment is completed, an action plan will address findings as part of the outcomes assessment process.

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

Students in the General Studies – Liberal Arts AOC will be required to fulfill Code of Maryland (COMAR) general education requirements and to complete a significant number of credits in courses in the liberal arts. Due to the nature of this AOC, the only required course that is specified is ENGL 121, College Composition.

ENGL 121 College Composition (3 credits)

This course guides students through the expository writing process and the rhetorical arts of argument and persuasion through critical thinking and research. Students will examine the relationship among writer, audience, and purpose, and practice writing through a recursive process. Students will develop an understanding of themselves as responsible readers and writers of global, contemporary critical discourse. Students completing this course successfully should be able to write persuasive, researched and documented essays (of at least 1,000 words) demonstrating the conventions of standard written English and manuscript presentation. ENGL 121 transfers as university-parallel freshman English. A grade of C or higher is required for successful completion of this course.

Prerequisite: Eligibility to enroll in ENGL 121 is based on English placement test scores or the successful completion of required developmental English course work

Hours Weekly: 3

General Studies - Liberal Arts - A.A. Degree (Transfer)**A General Studies Area of Concentration**

This general studies curriculum is designed for students who are uncertain of an exact area of interest and want to explore the pathway of liberal arts. The curriculum allows students to explore several areas within English and World Languages as well as Arts and Humanities. Those who plan their course sequences with faculty advisors may prepare for either transfer or employment. Students are advised to check the requirements of the institution to which they intend to transfer.

General Education Core		
Course Number	Title	Credits
ENGL 121	College Composition	3
Gen Ed Core	Arts & Humanities – Critical & Creative Thinking	3
Gen Ed Core	Arts & Humanities – Oral Communication	3
Gen Ed Core	Social & Behavioral Sciences – Critical & Creative Thinking	3
Gen Ed Core	Social & Behavioral Sciences – Global Competency	3
Gen Ed Core	Mathematics – Quantitative Reasoning Core	3
Gen Ed Core	Biological & Physical Sciences – Scientific Reasoning w/ Lab	4
Gen Ed Core	Biological & Physical Sciences – Scientific Reasoning	3
Gen Ed Core	Information Literacy	3
Gen Ed Core	Technological Literacy	3
Total General Education Credits		31

Requirements for the Area of Concentration		
Course Number	Title	Credits
World Language	World Language Courses	8
Ethics	Ethics Elective*	1-3
Elective	Liberal Arts Electives	12
Elective	General Electives	8
Total AOC Credits		29
Total Credits		60

***Ethics - Select 1-3 credits from the following:**

Course Number	Title	Credits
ARTS 100	Foundations in Visual Arts	1
AVMP 155	Principles of Film and Media Production	3
DANC 250	Dance Composition	3
ENGL 207	Ethics in Literature	3
ENTE 101	Introduction to Entertainment Technology	3
HUMN 223	Cultures of Asia	3
MUSA 140	Introduction to Music Technology and Entrepreneurship	3
PHIL 101	Introduction to Philosophy	3
PHIL 103	Introduction to Ethics	3
PHIL 104	Introduction to Religious Studies	3
PHIL 110	Introduction to Chinese Taoism	1
PHIL 111	Introduction to Japanese Zen Buddhism	1
PHIL 112	Introduction to African Philosophy	1
PHIL 201	Religions of the World	3
PHIL 203	Civility and Virtue Ethics	3
PHIL 260	Film and Philosophy	3
THET 110	Introduction to Theatre	3
THET 125	Text Analysis	3

Howard Community College General Studies – Liberal Arts AOC Proposal

WMST 111	Introduction to Women's Studies: Women, Gender, and Society	3
WMST 193	Introduction to Women's Studies: Women, Art, and Culture	3

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

Students at HCC meet general education requirements by completing a minimum of 31 credits of approved courses that meet the Code of Maryland (COMAR) regulations, and which include the following goals:

- Critical and Creative Thinking
- Global Competency
- Information and Technological Literacy
- Quantitative Reasoning
- Scientific Reasoning
- Written and Oral Communication

Students will be required to conduct coursework determined by faculty and approved by the general education subcommittee. Once assessment is complete, an action plan will address findings as part of the ongoing general education assessment process.

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 the General Studies – Liberal Arts AOC.

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

Not applicable.

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.

HCC will provide students with timely and accurate information on all curriculum requirements, course offering methodology, Canvas, academic support services, financial aid services, and policies regarding costs and payment by making the information easily accessible to students on HCC's website, in the college catalog, schedules of classes, and admissions and orientation materials.

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.

All advertising, recruiting, and admissions materials will be clear and accurate in the representation of the proposed AOC and services available to students.

H. Adequacy of Articulation

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

The General Studies – Liberal Arts AOC is not articulated with any partner institutions. It transfers as an associate degree in General Studies. Students who complete this AOC and then transfer to a four-year institution to complete a bachelor's degree will benefit from having completed their general education core requirements as well as a variety of foundational courses in the liberal arts, thus satisfying requisites to upper-level courses at the four-year institution.

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 this program).

Coursework for this AOC includes a wide variety of general education core courses, liberal arts courses, and world language courses. The faculty will be comprised of full-time and adjunct faculty in college composition, English literature, world languages, arts, philosophy, women's studies, humanities, music, and theatre.

A sample of the faculty is below:

Name	Title	Status	Courses/Areas Taught
Robin Bauer-Taylor , M.A., Spanish	Professor of World Languages; Coordinator of Spanish	Full-time	Spanish
Cheryl Berman , M.A., Spanish	Professor of World Languages	Full-time	Spanish
Michael Giuliano , M.A., B.S., Writing Seminars	Professor of Film	Full-time	Film
Tara Hart , Ph.D., M.A., English Language and Literature	Professor of English, Arts & Humanities; Humanities Department Chair	Full-time	Humanities
Sandra Lee , M.A.	Professor of ESL, Korean; Department Chair of World Languages	Full-time	Korean; ESL; English
Sylvia Lee , M.F.A.	Professor of English, Literature; Department Chair of English	Full-time	English; Humanities; Literature
Yulan Liu , M.A.	Professor of Chinese; Coordinator of Asian Languages	Full-time	Chinese
William Lowe , M.A.	Professor of ESL, Literature; Coordinator of Asian Studies	Full-time	ESL; Literature

Ryna May , Ed.D.	Professor of English, Literature; Coordinator of Literature	Full-time	Literature; English; Humanities
Helen Buss Mitchell , Ph.D., Intellectual and Women's History; B.A., Philosophy	Professor of Philosophy and Women's Studies; Philosophy Coordinator and Director of Women's Studies	Full-time	Philosophy and Religious Studies; Women's Studies
Elisa Roberson , Ph.D.	Professor of English, Literature; Associate Dean of English and World Languages	Full-time	English; Literature; Humanities
Rahim Salih , Ph.D.	Professor of Arabic; Coordinator of Middle Eastern Languages	Full-time	Arabic
Marie Westhaver , M.A., Publications Design; Certificate, New Media Publishing; B.A., English	Professor of Film	Full-time	Film

Additional instruction will be done by adjunct faculty experienced in teaching general education and liberal arts courses.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-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.

HCC provides continuous teaching improvement and ongoing training for full- and part-time faculty year-round in distance education, the learning management system (Canvas), and other pedagogical-related topics, with concentrated training available during professional development periods in May, August, and January, which always include sessions on learner-specific needs and universal design.

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. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.

The James Clark, Jr. Library offers a wide array of print and online resources that are adequate for the proposed program. From the library's website, individuals can search the online catalog for approximately 68,000 items, including books, e-books, and audiovisual titles. Library resources may be used or borrowed by current HCC students, faculty, and staff using their HCC ID card.

The library also provides access to e-journals through online database subscriptions. Off-campus access to databases, e-journals, e-books, and online course reserves is available to the college community via a current HCC login and password.

Research assistance is available at the library service desk, by appointment, and via email. Classes and online learning objects for information literacy instruction are regularly offered. Open seven days a week in the fall and spring semesters, the library is outfitted with group study rooms, quiet zones, silent areas, and seating areas for comfortable reading. Computers are available for research and writing and there is wireless connection and power outlets for mobile devices.

Program faculty may recommend materials for the library collection. First priority will be given to those materials that support the instructional program. Orders for previewing of high-cost video and multimedia items may be arranged through the library. Specialized materials not available in the library and not appropriate for purchase for the College's collection may be requested by faculty through interlibrary loan.

HCC's president affirms that the college's existing library resources will meet the needs of the proposed General Studies – Liberal Arts AOC.

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. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

Physical facilities, infrastructure, and instructional equipment already exist and are adequate to fulfill the needs of students pursuing the General Studies – Liberal Arts AOC. The college president affirms that the existing resources are adequate to meet the needs of this AOC.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and
 - b) A learning management system that provides the necessary technological support for distance education

All students who register for a credit course at HCC receive an HCC student email account.

HCC's office of student computer support (SCS) provides Canvas and Google Apps training and support for HCC students at locations on campus, in classrooms, and online. Technology workshops and "Ask an Expert" sessions are held at various hours and locations each semester.

Students can access Canvas through HCC's website. Canvas is the learning management system through which course information and content is provided to students in online and hybrid courses, and faculty can communicate supplemental course material to students in face-to-face classes.

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	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)	\$919,050	\$937,431	\$976,812	\$986,913	\$1,012,014
a. Number of F/T Students	100	102	104	106	108
b. Annual Tuition/Fee Rate*	\$4,990.50	\$4,990.50	\$5050.50	\$5050.50	\$5110.50
c. Total F/T Revenue (a x b)	\$499,050	\$509,031	\$525,252	\$535,353	\$551,934
d. Number of P/T Students	200	204	208	212	216
e. Credit Hour Rate**	\$140	\$140	\$140	\$142	\$142
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$420,000	\$428,400	\$436,800	\$451,560	\$460,080
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$919,050	\$937,431	\$976,812	\$986,913	\$1,012,014

F/T annual rate based on 30 credits; P/T annual rate based on 15 credits

*\$4,200 for 30 credits + \$790.50 fees = \$4,990.50

**\$140 per credit, with small estimated increase over the next five years

1. HCC currently offers both a General Studies AA program and a General Studies for Certificate Students AOC. In Fall 2019, 1,359 full-time students and 2,939 part-time students were enrolled in these areas. In an effort to better meet student needs, interest, and completion, HCC has developed Pathways that will guide student coursework. The Liberal Arts Pathway includes programs from both the English and World Languages division and the Arts and Humanities division. These divisions have reduced the number of AOCs and the General Studies - Liberal Arts AOC will allow students to take courses appropriate to their transfer and career goals. The table includes an estimate of full-time and part-time students, projected with a 2% increase each year reallocated to the General Studies - Liberal Arts AOC.

2-4. The projected tuition and fee revenue is based on current annual enrollment with a modest growth in enrollments each year for the next five years, with a minor per-credit increase projected in years four and five. There are no anticipated grant or contract funds, nor any other anticipated sources of funding.

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	0	0	0	0	0
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)	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
4. Technical Support and 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*	\$5,532	\$5,532	\$5,532	\$5,532	\$5,532
TOTAL (Add 1 – 7)	\$5,532	\$5,532	\$5,532	\$5,532	\$5,532

*Annual course release for full-time faculty (3 units per semester)

1. No new full-time English and World Languages or Arts and Humanities faculty members have been requested as we have sufficient faculty available to teach these courses. Therefore, there are no estimated salary and benefits costs at this time.

2-3. No new administrative nor support staff are required.

4-7. Existing equipment, library resources, and space are adequate for the needs of this AOC. An additional expense of a 6-unit annual course release is requested. This would allow a current full-time faculty member in the area to administer the program, including working with Pathways teams on the marketing and promotion, planning, advertising, and facilitating events for the students, and assessing the effectiveness of the coursework within the program and a program review.

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.
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.

The proposed AOC will be part of the ongoing assessment process HCC has in place. Courses are assessed on an ongoing basis. Programs are assessed as a whole every five years. Faculty are evaluated on an annual basis, as part of HCC's routine process.

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.

Howard Community College values diversity and recognizes the critical role of an educational institution in preparing its students, faculty, and staff to become contributing members of the global community. HCC's Diversity Committee promotes conversation, exchange, and an increased awareness of diversity issues affecting the college community. HCC acknowledges that diversity is recognizing, appreciating, respecting, listening to, and learning from the unique talents and contributions of all people.

Faculty and staff of HCC are committed to the success of each student. HCC values and has clear policies on diversity, which are followed by all employees. Employees are required to complete online training modules focused on FERPA rights and responsibilities, harassment awareness and avoidance, safety, and emergency operations, and the College Vision, Mission, Values, Beliefs, and Strategic Initiatives. Refresher training models are required at intervals determined by HCC's president's team.

HCC recognizes the importance of addressing the issue of minority student achievement, as evidenced by our Silas Craft Collegians (SCC) program, Ambiciones program, and Howard P.R.I.D.E. program.

The SCC program focuses on recent high school graduates whose academic achievement does not reflect their true potential. The program attempts to close this gap by maximizing academic achievement, retention, graduation, and transfer. The Ambiciones program builds community among Hispanic/Latino students by providing networking opportunities, educational and recreational activities, and workshops with other Hispanic/Latino students and campus organizations. In addition, students can receive specialized guidance with campus services such as advising and financial aid. Howard P.R.I.D.E. encourages the continued academic, professional, and personal development of black and minority male students via tutoring, mentoring, service learning, leadership seminars, and individual academic advising and career plans.

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.

The General Studies – Liberal Arts AOC is not related to an identified low productivity program.

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

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

This AOC is not being proposed as a distance education program.

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

Not applicable.