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March 26, 2020

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street, 10<sup>th</sup> 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): Secondary Education  
Existing degree program: Teacher Education

The proposed Secondary Education AOC is intended to replace three existing AOCs currently offered by HCC: Secondary Education – Humanities/Arts, Secondary Education – Mathematics/Science, and Secondary Education – Social Sciences. By condensing three AOCs into one, we will streamline program oversight, resources, and assessment, and also offer greater flexibility to our students.

Please contact me if you need additional information or clarification.

Sincerely,

Dr. Jean Svacina  
Vice President of Academic Affairs  
[JSvacina@howardcc.edu](mailto:JSvacina@howardcc.edu)  
443-518-1850



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

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

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus		Distance Education ( <i>fully online</i> )
Program Resources			Using Existing Resources		Requiring New Resources
Projected Implementation Date			Fall	Spring	Summer      Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Cathleen Hetherington</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 3/2019

**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 (HCC) is proposing a Secondary Education area of concentration (AOC) within its existing Teacher Education associate of arts degree. The Secondary Education AOC is designed to prepare students with the foundational knowledge, skills, and academic credits necessary for transfer to and continued success at four-year institutions offering secondary education majors in art, dance, theater, music, mathematics, science, and social studies.

This AOC will replace three current areas of concentration:

- Secondary Education – Humanities/Arts,
- Secondary Education – Mathematics/Science, and
- Secondary Education – Social Sciences.

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 Secondary Education AOC is to prepare students for transfer to a four-year college or university with the knowledge and skills needed to pursue degrees in teaching at the secondary level. The main emphasis in this AOC is the development of creative and critical thinking skills, humanistic inquiry, and ethical reasoning through generative, analytical, and evaluative learning experiences.

A major strategic goal at HCC is "Student success, completion, and lifelong learning." The Secondary Education AOC prepares students to become educators who will continue their education through the pursuit of advanced degrees, national board certification, and professional development as master teachers.

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) and 4. Provide a description of the institution's 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.

Adequate funding for ongoing continuation and support of the Secondary Education AOC in terms of facilities, faculty, and administrative support is already in place, as this AOC will replace three more specific and long-standing AOCs.

If HCC decides to discontinue the Secondary Education 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 recently released Blueprint for Maryland's Future outlined a clear plan to "transform Maryland's early childhood, primary and secondary education system to the levels of high-performing systems around the world." In pursuit of this goal, approved teacher preparation programs must offer students the opportunity to develop the knowledge and skills necessary to pass the rigorous examinations required to enter the profession and provide the aptitude and attitude needed for teachers to progress in a career that will elevate teaching in Maryland to a high-status profession. This program provides flexibility to respond to changes in critical shortage areas in secondary education to better meet the hiring needs of Maryland's school districts.

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. HCC provides students with flexible options to help them complete their degree. 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.

Career paths available to Secondary Education degree holders include teaching positions in public and private middle and high schools in content areas including art, music, theater, dance, social studies, mathematics, and science. The most recent staffing report from the Maryland State Department of Education labeled math and science as critical shortage areas.

This AOC is intended to transfer to four-year schools for completion of a four-year degree. Market supply for this two-year degree is not applicable.

There are currently seven students enrolled in the Secondary Education-Math/Science AOC, nine students enrolled in the Secondary Education - Social Sciences AOC, and six students enrolled in the Secondary Education – Humanities/Arts AOC. Once combined, the Secondary Education AOC would have 22 current students with a projected growth in enrollment as students seek out the flexibility of this program.

In addition, we anticipate growth in majors through our entry course, EDUC-110 Introduction to Education, which will serve as a general education core course beginning in the fall of 2020.

**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.

Howard Community College 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 Secondary Education AOC will not impact 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 Secondary Education AOC will not impact 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 Secondary Education AOC was established by the Social Sciences and Teacher Education division to replace three specified AOCs in Secondary Education – Arts/Humanities, Secondary Education – Mathematics/Science, and Secondary Education – Social Sciences. This was done in order to provide coordinated oversight and offerings to students seeking to pursue transfer to a secondary education program at a four-year institution, and will be overseen by the Teacher Education department chair with the assistance of full-time professors.

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

The program goals for this AOC are:

1. Demonstrate foundational knowledge of the learning process, as well as child and adolescent development, with an emphasis on students with special needs.
  2. Demonstrate foundational knowledge of content including the theories, concepts, and skills central to the discipline or disciplines one intends to teach.
  3. Demonstrate foundational knowledge of teaching practices including construction of engaging learning activities, assessment for and of learning, and the design and maintenance of supportive learning environments.
  4. Engage in ethical reasoning in the educational field.
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 Secondary Education AOC are required to fulfill Code of Maryland (COMAR) general education requirements and to complete a significant number of credits in courses in education, as well as electives in arts/humanities, mathematics/science, or social sciences.

### **Course Descriptions**

#### **EDUC 110 Introduction to Education (3 credits)**

Students will examine the basic principles and philosophical traditions of Western and American Education. Students will also evaluate the trends, issues, and career opportunities and options in contemporary education. A 15-hour Field Experience outside of class time is required. Students are placed in a Howard County Public School or may use a K-12 school where they are employed.

#### **EDUC 200 Introduction to Special Education (3 credits)**

This course prepares students to identify disabilities and their medical, psychological, and educational impact on students, parents, and teachers. This course meets the Maryland State Department of Education Inclusion of Special Needs Student Populations requirement for an initial certificate in Early Childhood Education, Elementary Education, and Secondary Education. This course also meets the Maryland State Department of Education Historical, Philosophical and Legal Foundations of Special Education requirement for an initial certificate in Generic Special Education Infant/Primary, Generic Special Education Elementary/Middle, and Generic Special Education Secondary/Adult. A 15-hour Field Experience outside of class time is required. Students are placed in a Howard County Public School or may use a K-12 school where they are employed.

#### **EDUC 260 Educational Psychology (3 credits)**

Educational Psychology is an advanced course which surveys current psychological research and theory to address issues of teaching and learning. Instruction will focus on social, emotional, and cognitive development; learning processes; motivation; classroom assessment and management; standardized testing; inclusion of students with diverse learning abilities; and the use of technology to support student learning and achievement. The course will utilize readings, discussions, and small group projects, and is well suited for anyone interested in learning more about learning and teaching. This course meets the Maryland State Department of Education Human Learning requirement for an initial certificate in Early Childhood Education, Elementary Education, and Secondary Education. A 15-hour field experience outside of class time is required. Students are placed in a Howard County Public School or may use a K-12 school where they are employed.



**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.

**MATH 138 Statistics (4 credits)**

In this course, students will develop the skills necessary to examine basic statistical terminology, display, describe, and analyze categorical and quantitative data, and calculate measures of central location and variation. Students will additionally examine the normal distribution, correlation, and regression analysis, sampling, hypotheses testing, the chi square test, and probability related to statistics. Classes will require the use of a statistical package.

**PSYC 101 General Psychology (3 credits)**

Through this introduction to psychology, students will develop an understanding of the basic principles of psychology and be able to apply these principles to psychological problems and their own experiences. Students will be able to describe how psychologists do their research and understand how psychologists explain phenomena. Upon completion of this course, students will be able to summarize, analyze, and critically evaluate psychological information.

**PSYC 204 Adolescent Psychology (3 credits)**

Through this introduction to Adolescent Psychology, students will be able to apply research and theory to the interrelating contexts of physical, psychological, cognitive, and social changes during adolescence and analyze the systems dealing with those changes. This course meets the MSDE Adolescent Development requirement for an initial certificate in Secondary Educations. This course also meets the MSDE Human Growth and Development requirement for an initial certificate in Generic Special Education Elementary/Middle and Generic Special Education Secondary/Adult.

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**Secondary Education - A.A. Degree (Transfer)**

**A TEACHER EDUCATION AREA OF CONCENTRATION  
APPLICATION CODE 341**

For curriculum information, contact the Social Sciences and Teacher Education Division—  
Room AC-230—443-518-1620.

Secondary Education is defined as grades seven through twelve in the state of Maryland. Teachers are needed in our society to educate and prepare students to be useful and productive citizens. This curriculum prepares students to transfer to a Secondary Education program at a baccalaureate college or university. This area of concentration allows students to fulfill general education requirements and to pursue a major area of interest in either Arts and



Humanities, Social Sciences, or Mathematics/Science for eventual teacher certification. Secondary Education students will be required to select a major at a four-year college or university. This curriculum is designed to prepare students to pursue a bachelor's degree at the college or university level. Students should work with an advisor to check the specific requirements of the major and institution to which they intend to transfer.

<b>General Education Core</b>		
<b>Core Category</b>	<b>Requirement</b>	<b>Credits</b>
Written Communication Core	ENGL 121 College Composition	3
Arts & Humanities – Critical & Creative Thinking Core	Choose any course from list	3
Arts & Humanities – Oral Communication Core	Choose any course from list	3
Social & Behavioral Sciences – Critical & Creative Thinking Core	Choose any course from list	3
Social & Behavioral Sciences – Global Competency Core	Choose any course from list	3
Mathematics – Quantitative Reasoning Core	MATH 138 or higher core course	4
Biological & Physical Sciences – Scientific Reasoning w/ Lab Core	Choose any course from list	4
Biological & Physical Sciences – Scientific Reasoning Core	Choose any course from list	3
Information Literacy Core	Choose any course from list	3
Technological Literacy Core	EDUC 110 Introduction to Education	3
<b>Total General Education Credits</b>		<b>33</b>

<b>Requirements for the Area of Concentration</b>		
<b>Course Number</b>	<b>Title</b>	<b>Credits</b>
EDUC 200	Introduction to Special Education	3
EDUC 260	Educational Psychology	3
PSYC 101	General Psychology	3
PSYC 204	Adolescent Psychology	3
Electives	Electives chosen from one of three focus areas: Arts/Humanities, Mathematics/Science, or Social Sciences	15
<b>Total AOC Credits</b>		<b>27</b>
<b>Total Credits</b>		<b>60</b>

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
- Scientific and Quantitative 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 Secondary Education 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 Secondary Education AOC is not articulated with any partner institutions. It transfers as an associate degree in Teacher Education.

**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).

Name	Title	Status	Courses/Areas Taught
Laurie Collins, MA, Education	Chair, Teacher Education Program	Full-time	EDUC 110, EDUC 111, EDUC 260, and EDUC 265
Elizabeth O'Hanlon, PhD, Education	Associate Professor, Special Education/Teacher Education	Full-time	EDUC 111 and EDUC 200
Barbara Maestas, MA, Education	Associate Professor, Teacher Education	Full-time	EDUC 110, EDUC 201, and EDUC 260

Additional coursework will be taught by adjunct faculty experienced in teaching general education and education courses.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
  - a) Pedagogy that meets the needs of the students
  - b) The learning management system
  - c) Evidenced-based best practices for distance education, if distance education is offered.

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 includes 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 Secondary Education 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 Secondary Education 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.

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$60,653	\$76,934	\$102,405	\$138,756	\$174,360
a. Number of F/T Students	5	7	10	15	20
b. Annual Tuition/Fee Rate*	\$4,990.50	\$4,990.50	\$4,990.50	\$5,050.50	\$5,050.50
c. Total F/T Revenue (a x b)	\$24,953	\$34,934	\$49,905	\$74,856	\$99,810
d. Number of P/T Students	17	20	25	30	35
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)	\$35,700	\$42,000	\$52,500	\$63,900	\$74,550
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$60,653</b>	<b>\$76,934</b>	<b>\$102,405</b>	<b>\$138,756</b>	<b>\$174,360</b>

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

\*\$4,200 for 30 credits (at \$140/credit) + \$790.50 fees = \$4,990.50

\*\*\$140 per credit, with small estimated increase in years four and five

1. HCC currently offers AOCs in Secondary Education – Humanities/Arts, Secondary Education – Mathematics/Science, and Secondary Education – Social Sciences. The proposed Secondary Education AOC combines these to-be-discontinued AOCs into one and all resources will be allocated to the proposed Secondary Education 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 5 years, with modest tuition/fee increases planned 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.

<b>TABLE 2: PROGRAM EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$85,000	\$85,000	\$87,000	\$87,000	\$89,000
a. Number of FTE	1	1	1	1	1
b. Total Salary	70,000	70,000	72,000	72,000	74,000
c. Total Benefits	15,000	15,000	15,000	15,000	15,000
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	0	0	0	0	0
<b>TOTAL (Add 1 – 7)</b>	<b>\$85,000</b>	<b>\$85,000</b>	<b>\$87,000</b>	<b>\$87,000</b>	<b>\$89,000</b>

No new faculty, administrative staff, support staff, technical support, equipment, library resources, or physical space is necessary for this AOC. This AOC will be implemented using existing resources.

**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 program 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 Secondary Education 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.

The Secondary Education 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.