



Office Use Only: PP#

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

Institution Submitting Proposal

Hagerstown 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 type="radio"/> New Area of Concentration | <input checked="" 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 #

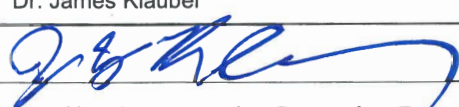
Payment \$50

Date 3/29/23

Submitted: ☐ NoType: ☒ Check # 1127356

Amount:

Submitted:

Department Proposing Program	English & Humanities Division		
Degree Level and Degree Type	A.A.		
Title of Proposed Program	Dance Concentration, Arts and Sciences		
Total Number of Credits	60		
Suggested Codes	HEGIS: 4910.01	CIP: 24.0101	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online)		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.hagerstowncc.edu/		
Preferred Contact for this Proposal	Name:	Dr. David Warner	
	Title:	Vice President of Academic Affairs & Student Services	
	Phone:	(240) 500-2231	
	Email:	cdwarner@hagerstowncc.edu	
President/Chief Executive	Type Name:	Dr. James Klauber	
	Signature:	 Date: 03/29/2023	
	Date of Approval/Endorsement by Governing Board:	3/28/23	

Revised 1/2021



11400 Robinwood Drive • Hagerstown, MD 21742-6514 • 240-500-2000
Office of the Vice President of Academic Affairs and Student Services

March 30, 2023

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

Dear Dr. Fielder,

I am writing to notify you of the substantial program change that Hagerstown Community College made to the **Dance Concentration, Arts and Sciences, A.A.** program effective for the 2023-2024 catalog. The changes made are more than 33% of the program credits (15 of 28 credits):

- Changed DNC-111 *Jazz Dance I* from 2 credits to 3 credits (+1 credits)
- Changed DNC-113 *Jazz Dance II* course number to DNC-211 and course credits increased from 2 credits to 3 credits (no credit change since an “OR” option with DNC-111)
- Changed DNC-115 *Ballet I* course number to DNC-114 and course credits increased from 2 credits to 3 credits (+1 credits)
- Removed DNC-116 *Ballet: Intermediate I* from the “DNC-116 OR DNC-214” requirement (no credit change since an “OR” option with DNC-214)
- Changed DNC-118 *Modern Dance I* from 2 credits to 3 credits (+1 credits)
- Changed DNC-119 *Modern Dance II* course number to DNC-218 and course credits increased from 2 credits to 3 credits (+1 credits)
- Removed DNC-213 *Ballet: Intermediate II* from the “DNC-115 OR DNC-213” requirement (no credit change since a previous “OR” option with DNC-115)
- Changed DNC-214 *Ballet II* from 2 credits to 3 credits (+1 credits)
- Added DNC-215 *HCC Dance Company I* to the program requirements (+1 credit)
- Removed/Inactivated DNC-230 *Choreography & Improvisation* (-3 credits)
- Removed/Inactivated MUS-120 *Music Skills for Performers* (-3 credits)
- Moved “THR-112 *Costume Design* OR THR-207 *Stage Craft*” from program requirements to restricted electives (-3 credits since an “OR” option)

OLD Program Requirements	Credits	Removed, Changed, or Added	NEW Program Requirements	Credits
<ul style="list-style-type: none"> • DNC-111 OR DNC-113 • DNC-115 OR DNC-213 • DNC-116 OR DNC-214 • DNC-118 • DNC-119 • DNC-130 • DNC-210 • DNC-230 • DNC-240 • MUS-120 • THR-112 OR THR-207 • 2-3 CREDITS OF FREE ELECTIVES 	<ul style="list-style-type: none"> • 2 CREDITS • 2 CREDITS • 2 CREDITS • 2 CREDITS • 2 CREDITS • 3 CREDITS • 3 CREDITS • 3 CREDITS • 1 CREDIT • 3 CREDITS • 3 CREDITS • 2-3 CREDITS 	WRITTEN OUT ABOVE	<ul style="list-style-type: none"> • DNC-111 OR DNC-211 • DNC-114 • DNC-118 • DNC-130 • DNC-210 • DNC-214 • DNC-215 • DNC-218 • DNC-240 • 3 CREDITS OF RESTRICTED ELECTIVES • 2-3 CREDITS OF FREE ELECTIVES 	<ul style="list-style-type: none"> • 3 CREDITS • 3 CREDITS • 3 CREDITS • 3 CREDITS • 3 CREDITS • 3 CREDITS • 1 CREDIT • 3 CREDITS • 1 CREDIT • 3 CREDITS • 2-3 CREDITS
Total OLD Program Requirements	28-29		Total NEW Program Requirements	28-29

This communication and the substantial modification proposal are being submitted electronically to acadprop.mhec@maryland.gov. A check for the nominal substantial program changes to a concentration fee (\$50) has been sent to the MHEC office (check #1127356).

If there are any questions or additional information required, please do not hesitate to contact me directly at cdwarner@hagerstowncc.edu

Sincerely,



C. David Warner, Ed.D.
Vice President of Academic Affairs & Student Services

Substantial Program Modification: Associate of Arts in Arts and Sciences with a Concentration in Dance

Hagerstown Community College

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.

Since 2015, the Associate of Arts in Arts and Sciences with a Concentration in Dance (AA.DNC) at Hagerstown Community College (HCC) has provided students a regional high-quality dance education at an affordable cost. Students in this program range from novice dancers engaging in a liberal art learning experience, to accomplished dancers with the intention to complete a four-year degree in the subject matter or seek employment in the field of dance. Enrolled students become proficient in a variety of concert dance languages and techniques, learn to creatively express themselves through dance composition, and learn to critically view dance from historical and social perspectives.

The Dance Concentration aligns with the College's mission to support and enhance "cultural vitality in the region." The Dance Concentration at HCC diversifies the artistic and scholarly offerings for higher educational pursuits in western Maryland, and outreach through performance engages our community in dance. HCC also maintains a vision for students to engage in "transformative growth." Dance students closely study a variety of human cultures through movement (from both a western and non-western perspective) further aligning this program with the College's values of "Diversity and inclusion."

HCC is committed to guiding students along pathways toward academic and professional success. Our mission is to be innovative on behalf of our students and to further economic opportunity within the community we serve. The HCC mission statement is, "Hagerstown Community College ensures equitable access to affordable high-quality educational programs, promotes practices and policies that ensure student success, and fosters innovation and collaboration to strengthen its regional workforce and community cultural development." For over 75 years HCC has met this challenge through post-secondary educational offerings derived from, and serving, the needs of students who come to HCC for

professional credentials, opportunities for personal growth, or in preparation for transfer to four-year institutions.

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

HCC is in process of implementing a [five-year strategic plan](#). Strategic Plan Commitment #5 (Partnerships) promises to, "develop and strengthen community partnerships to meet institutional needs and improve the economy of the region." HCC works closely with the local economic community and business partners in developing curricula. HCC faculty and administrators, who have years of industry experience, work closely with community partners and advisory committee members to continuously evaluate, update, and revise the curricula to meet regional needs. Therefore, the proposed AA.DNC aligns firmly with HCC's strategic goals and is well-positioned as a key institutional priority program. The revisions to the Dance Concentration represent a response to guidance from HCC's Visual and Performing Arts Advisory Committee, which includes expert members who work and/or teach in the fields of dance, commercial music, theater and the visual arts.

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.

Expenses for the modified AA.DNC are funded by tuition and fees collected by students enrolled within the program. Collectively, the current College resources and future tuition revenue will support and sustain the program for the next five years (See Table 1 and Table 2 in Section L). Equipment and library resources are to be budgeted within the general operating budget on an ongoing basis. There are no additional funds needed as a result of these substantial modifications.

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

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

HCC has a commitment to ongoing administrative, financial and technical support for all educational programs as identified in Section L. As with all HCC academic programs, administrative support is provided through divisional staffing. The Dance Concentration is, and will continue to be supported through the Division of English and Humanities with no additional staffing needed. Additional technical support needs are serviced by HCC's Learning Technology personnel as well as program faculty. This support will also continue.

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

HCC has a longstanding tradition of supporting students' progress through an academic program. The shared governance committee charged with curriculum review and development oversees the continuation or discontinuation of programs with special focus on the impact of current students within those programs. Additionally, HCC has a clear policy in place to allow discontinued programs sufficient time for enrolled students to complete. In keeping with this policy, if the AA.DNC happens to be discontinued, students will be afforded time to complete the program requirements. The Division Director is responsible for approving a student's plan to complete their coursework. This plan may include a combination of waivers and substitutions for program requirements, not to exceed nine combined credits. Under no circumstances can an alternative completion plan result in students graduating with fewer than the required number of credits. The length of time for services and benefits to be extended is determined by the number of credits the student needs to complete the program with a maximum of two years after the discontinuance of the program. Requests for further extension must be submitted in writing to the Vice President of Academic Affairs and Student Services.

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

There is no option within our service area for a dance degree, nor is there anything comparable in western Maryland. The following colleges and universities in our service area offer no such comparable degree: Shepherd University, Frederick Community College, Allegany College, Gettysburg College, Wilson College, Penn State Mont Alto, Hood College, Garret College, and Mount St. Mary's. The closest dance degree program can be found at Shenandoah Conservatory in Virginia, but a conservatory program is not always affordable for our student population. Furthermore, offering a dance degree option at HCC expands educational opportunities for students who may not otherwise be interested in finishing a credential with us. Our program also presents more options for potential students in western Maryland.

Another reason that a dance program option is highly valuable at HCC is the sheer number of dance schools in the area. In Hagerstown alone, there are at least five competing studios including: *The City Ballet School*, *Ballet & All that Jazz*, *Dancin' Time Studios*, *Bloom Dance Studio*, and *Fresh Academicz*. Not included in this count are dance classes offered at the YMCA, through The Washington County Recreation Department, and through the public-school system. Outside of Hagerstown there are at least 40 dance schools within a 50-mile radius. The survival of these dance programs suggests that

Washington County residents maintain a strong interest in dance. This is further proven by the recent development of the *Barbara Ingram School for the Arts*, which offers high school students the chance to study dance on a daily basis. We have had several Barbara Ingram graduates take dance offerings at HCC. Many of these students may not finish HCC with a degree unless we have the AA.DNC to offer them.

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

Hagerstown Community College serves an economic, social and racially diverse community. Our current student population includes over 27% of students who identify as minorities. With an average age of 24, our student demographic includes individuals who are at all stages of their academic and professional paths. The modified AA.DNC represents an opportunity for this diverse group of students to develop the skills to have their creative voices heard, to continue on a career path, or to start anew.

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

Hagerstown Community College acknowledges the need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs. HCC acknowledges the need for diversity, equity, and inclusion and fully recognizes its impact on the arts. We are currently working to develop a partnership with Coppin State University, which is an HBI in Maryland that offers a degree in Dance.

In sum, the modified AA.DNC at Hagerstown Community College will not be a competitor to any HBI. The program will have no impact on the uniqueness and institutional identities and missions of the HBIs in Maryland.

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

The **2022-2026 Maryland State Plan** highlights recent initiatives and current challenges in higher education. The modified AA.DNC aligns closely with the following goal and its priorities:

Goal 2: Promote and implement practices and policies that will ensure student success. The curriculum for the modified program has been developed to follow a clear and focused pathway that will help encourage students to complete the degree program in a timely manner, as well as encourage college completion and student success. Furthermore, the modified program incorporates innovative teaching strategies to improve student learning outcomes. Examples of these strategies include competency-

based learning, and a mix of web-based and experiential courses. Tutoring support and peer mentoring are available in all areas. Additionally, faculty are provided opportunities for professional development in order to enhance their pedagogical practices and student support strategies.

Furthermore, the modified AA.DNC at HCC is regionally significant because no programs within 50 miles of Hagerstown offer a dance degree. Therefore, HCC provides more students with affordable access to higher education.

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

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

Graduates with an AA.DNC will be prepared to work as Performers, Choreographers, Dance Instructors, and other related positions with the performance and dance education industry consistent with their level of dance training.

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

The U.S. Bureau of Labor Statistics anticipates significant job growth for these positions, as high as 27% for Dancers and Choreographers, through 2031. Per year, there are expected to be about 2,700 job openings nationwide. Projections Central reports that job growth in Maryland for dancers is predicted to be 12%, with 30 predicted annual job openings and choreographers have a projected 14% growth with 10 predicted annual job openings in Maryland.

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

There are many local, regional, and state employment opportunities for graduates with an AA.DNC. A job search conducted through Maryland Workforce Exchange found over 500 current openings with the keyword “dance” in Maryland. As the potential fields of work for dance graduates are varied, there may be additional positions in other fields available to suit the interests and skills of the candidates as well.

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

Prior to the COVID-19 pandemic, HCC's dance program was consistently well enrolled with students preparing to graduate and/or transfer to a four-year institution. The most recent fall term, 2022, saw increased enrollment over the prior two years. Additionally, Washington County Public Schools supports a variety of performing arts programs in all schools across the county, including a dedicated arts high school in Hagerstown. This exposure to performing arts education will likely support future enrollments in dance degree programs at HCC.

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments (Fall)	11	10	4	2	5
Graduates	1	2	2	0	--

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.

There are no similar programs in the same geographical area. There are a few in the state but not in the geographical area. The current in-state dance programs are clustered around the eastern side of the state and Baltimore. Hagerstown lies near the middle of western Maryland and could serve the western Maryland population. Frostburg is closest to this side of state and is a four-year school but only offers a dance minor. The modified program at HCC is modeled closely after the programs of the eastern schools, including Towson University and University of Maryland Baltimore County. The major difference between the programs is "access."

2. Provide justification for the proposed program.

The modified AA.DNC degree program provides a much-needed opportunity for students in a *different geographical area of Maryland*. HCC is closer to the western side of the state, thus allowing those residing in western Maryland to live at home and attain a degree at a rate that is cost effective to them.

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

Hagerstown Community College acknowledges the need for diversity, equity, and inclusion and fully recognizes its impact on the arts. Hagerstown Community College will not be a competitor in this regard.

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

The modified AA.DNC at HCC should have no impact on the uniqueness and institutional identities and missions of the HBIs in Maryland.

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 AA.DNC program was established in 2015. Hagerstown Community College currently has a dedicated full-time faculty position that supports the existing dance courses and program. The same full-time faculty member will continue to support and enact the proposed revisions to the program. In addition to the full-time faculty member, the English and Humanities Division Director, and the Vice President of Academic Affairs and Students Services provide oversight to the program.

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

Upon completion of the modified Dance Program students will be able to:

1. Demonstrate the ability to use discipline specific terminology and concepts;
2. Analyze and evaluate pieces of dance using genre specific knowledge such as: influential choreographers and choreographic movements, social and historical contexts;
3. Achieve a high level of proficiency in dance technique and performance;
4. Create original choreography independently and in collaboration with others that demonstrates knowledge of dance composition.

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

HCC maintains assessment plans for all programs and courses that outline learning outcomes, assessments, curriculum mapping, and data collection through Student Learning Outcomes Assessment (SLOA). Assessment practices to measure student learning and achievement of course objectives take many forms including exams, quizzes, written assignments, and competency-based evaluations. Student Learning Outcomes Assessment (SLOA) is a deliberate, systematic, and collaborative process driven by the College's commitment to improve student learning. It is a purposeful course of action that defines student accomplishments in terms of expected learning outcomes and core competencies. Actual student achievement is measured using established internal standards and external benchmarks. The outcomes assessment process is learning-centered and accumulates data from numerous sources to determine what students know, what skills they possess, how they conceptualize, and how they will continue to learn. The overall goal of assessment is to create a quality learning environment under ideal conditions through the use of best practices that inspire creativity, innovation, and critical thinking.

All members of the institution share responsibility for student learning. Continuous improvement of learning is a collaborative enterprise upon which the success of instruction depends. The data collected during the assessment process is used to provide feedback to students and faculty, reinforcing and improving educational practices that facilitate learning. All core courses in the modified AA.DNC are to be evaluated at the completion of the semester in which they are held. Program outcomes are reviewed on an annual basis to allow for curricular improvements.

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

The modified Associate of Arts in Arts and Sciences with a Concentration in Dance requires a combination of core courses, restricted electives, free electives, and general education credits. The total program credits = 60.

Core Courses (23 credits):

DNC-111 Jazz Dance I (3 Credits)

This course is a high intensity introduction to the various styles of jazz dance including classic, commercial, and contemporary. Students will explore the roots of jazz dance, the work of jazz dance choreographers, and will develop an appreciation for Jazz dance as a form of aesthetic expression. The class is catered to all levels.

OR

DNC-211 Jazz Dance II (3 Credits)

This course is an intermediate studio dance course focusing on the various styles of jazz dance including classic, commercial, and contemporary. Students will continue to explore and analyze the roots of jazz dance, the work of jazz dance choreographers, and will further develop an appreciation for Jazz dance as a form of aesthetic expression. The class is best suited for students with previous jazz dance training.

DNC-114 Ballet I (3 Credits)

A beginning ballet class that includes traditional barre and centre work with a focus on Vaganova technique. Students will engage in critical thinking, explore historical perspectives of ballet and improve flexibility, alignment, rotation, weight distribution, and balance.

DNC-214 Ballet II (3 Credits)

An intermediate ballet class that includes traditional barre and centre work with a focus on Vaganova technique. Students will further engage in critical thinking, in exploring historical perspectives of ballet and work to improve flexibility, alignment, rotation, weight distribution, and balance.

DNC-118 Modern Dance I (3 Credits)

An introduction to classic and contemporary modern dance technique, terminology, and historical context. This course incorporates floor work, weight change, breath support, body alignment, an exploration of expression, and improvisational exercises.

DNC-218 Modern Dance II (3 Credits)

An in-depth study of classic and contemporary modern dance technique, terminology, and historical context. Students will expand their movement vocabulary and technique through combinations and exercises of greater difficulty. This course incorporates floor work, weight change, breath support, body alignment, an exploration of expression, and improvisational exercises.

DNC-130 Improvisation in Choreography (3 Credits)

This course is an introduction to dance improvisation. Students will explore spontaneity, expression, space, time, and energy through solo and ensemble improvisation in preparation for the creative process of building choreography.

DNC 210 Concepts in Human Movement (3 Credits)

This course will offer students the opportunity to increase physical awareness and become more familiar with the musculoskeletal system, physical activity, health and fitness. Students will be able to master skills in identifying a healthy lifestyle vs. an unhealthy lifestyle. Students will examine in detail how to identify risk factors, perform assessments, and develop exercise prescriptions to achieve personal movement goals and a healthier lifestyle. Students will also learn safe and effective exercises, in addition to diet and behavior modification to increase mobility and flexibility. They will learn how to control muscular tension in themselves and other individuals desiring to make life-altering modifications.

DNC-215 HCC Dance Company I (1 Credit)

Advanced dance performance group focusing on rehearsal and performance of dance compositions choreographed by both professional choreographers and students. Will perform jazz, ballet, modern, and musical theatre dance styles. Audition required.

DNC-240 HCC Dance Company Capstone Project (1 Credit)

Advanced dance performance group focusing on rehearsal and performance of dance compositions choreographed by both professional choreographers and students. Students registering for this course will be expected to compose, instruct, and rehearse a dance piece which will also serve as the capstone project for students pursuing an A.A. in Dance. Company members will perform jazz, contemporary, ballet, tap, hip-hop, modern, and musical theatre dance styles. Audition required.

Restricted Electives (Choose one – 3 credits)**THR-112 Costume Design (3 Credits)**

This course introduces the role of costume design in theater production. Students design and construct costumes for the theater department's productions.

THR-207 Stagecraft (3 Credits)

This course is a practical study of all technical aspects of theater. Emphasis is on scene design and construction, lighting theory and practice, the placement and use of stage equipment and lighting instruments.

THR-115 Introduction to Theater Makeup (3 Credits)

This course introduces makeup design for the theater. Students learn the aesthetics of makeup as well as the technical aspects of applying makeup. Topics include the importance of developing a character through makeup, techniques of physically applying makeup to the actor and special effects makeup such as old age and prosthetic makeup appliances. At the end of the course, students are able to research and identify elements of creating a character through makeup and the application of stage makeup to an actor in order to create a character for the stage.

Free Electives (Student chooses 2-3 credits)

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

In addition to the program courses, students are required to complete 31-32 general education requirements, including:

Arts/Humanities – 6 credits total

DNC 201 - Dance History (3 Credits)

AND

Select another course from the approved General Education course list in the Arts/Humanities category (3 Credits)

*(DNC 101 – *Dance Appreciation* is recommended)

Behavioral/Social Science – 6 credits total

PSY 101 - General Psychology (3 Credits)

AND

Select another course from the approved General Education course list

Biological/Physical Science – 7 to 8 credits total

Select two courses from the approved General Education course list in the Biological/Physical Science category; one must be a laboratory course (7-8 Credits)

Diversity – 3 credits total

Select one course from the approved General Education course list in the Diversity category (3 Credits)

English – 6 credits total

**A minimum grade of "C" or better is required for ENG-101 and ENG-101E*

ENG 101 - English Composition (3 Credits) OR

(ENG 101E - English Composition for English Language Learners is an approved substitution for ENG 101)

AND

ENG 102 - Advanced English Composition (3 Credits)

Mathematics – 3 credits total

MAT 160 - College Algebra (3 Credits)

OR

MAT 109 - Statistics (3 Credits)

OR

MAT 115 - Quantitative Reasoning (3 Credits)

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

Not applicable at this time.

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

Not applicable at this time.

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.

All program requirements, to include curriculum and course requirements are posted in the College's online catalog <https://www.hagerstowncc.edu/academics/catalogs>. Fact sheets are created for programs that include a summary of the program, admission requirements, course requirements, curriculum pathways, employment outlook, and contact information. In addition, programs have their own dedicated webpage to provide additional resources and information, as well as contact information for faculty overseeing the program. Links within the catalog and on the College homepage direct students to Offices of Financial Aid, Learning Technology (includes the Learning Management System), Information Technology, Student Services, and Finance.

Each course syllabus follows a standard template that contains the course name, instructor, student learning outcomes, and minimum clock hours required for the course (including both direct instruction and student work). Course specific technology requirements are outlined in the syllabus as well as a recording disclosure statement. Each syllabus also provides contact information for Student Services and the Disabilities Office.

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.

The Public Relations and Marketing (PRM) Office manages the content on the website at HCC. PRM staff continuously update program information through ongoing communication with Division Directors, faculty, and program coordinators. The PRM Office collaborates with the Offices of Academic Affairs, Admissions and Enrollment, and Advising and Registration to ensure all materials accurately and clearly represent the program. All materials that represent the program and/or services provided by the College must be approved by the PRM Office.

H. Adequacy of Articulation

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

While the Dance Concentration at HCC does not currently include a ratified articulation agreement, a 2+2 transfer agreement is possible with Coppin State University and representatives have met to develop these pathways. We expect to have a finalized agreement in the near future.

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

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

The modified program has one qualified full-time faculty member who is an accomplished dancer and educator. The modified program also includes four adjunct faculty members who teach core courses and restricted electives. All instructors demonstrate superior knowledge and proficiency in their content areas and showcase the ability to teach effectively at the appropriate levels.

The table below identifies existing faculty:

Faculty Member	Credentials	Status	Courses Taught
Alyssa Little	Bachelor of Fine Arts, Musical Theater Master of Arts, Choreography	Full-Time	DNC 111 – Jazz Dance I DNC 211 – Jazz Dance II DNC 114 – Ballet I DNC 101 – Dance Appreciation DNC 105 – Tap I DNC 215 – HCC Dance Company I DNC 118 – Modern Dance I DNC 218 – Modern Dance II DNC 205 – Tap Dance II DNC 214 – Ballet II DNC 230 – Choreography & Improvisation DNC 225 – HCC Dance Company II DNC 240 – HCC Dance Company Capstone Project DNC 201 – Dance History MUS 101 – Music Appreciation (non-program course) MUS 205 – Music Skills for the Classroom Teacher (non-program course)
Amanda Chestnut	Bachelor of Arts, Dance	Part-Time	DNC 114 – Ballet I DNC 214 – Ballet II DNC 201 – Dance History DNC 118 – Modern Dance I DNC 218 – Modern Dance II
Jason Buhrman	Bachelor of Arts, Film, Video and Theater	Part-Time	THR 207 – Stagecraft*
Robin Shaner	Bachelor's Degree in Fashion Design; Masters of Education; Significant experience as a costume designer at HCC and within the greater Hagerstown Theater Community.	Part-Time	THR 112 – Costume Design*

Dave Dull	<p>Bachelors in Communication Arts; Masters of Science, Communication Studies; Significant additional course study in Theater including: Introduction to Theater (3 credits), Stagecraft (3credits), Acting (3 Credits), Directing (3 credits), Elements of Dramatic Production (3 credits), as well as two 1 credit Theater Practicums. Courses have also been completed in TV production and Literature and Film. Significant professional accomplishments within theater as a director both at HCC and within the community.</p>	Part-Time	<p>THR 115 – Introduction to Theater Makeup*</p> <p>*=restricted elective</p>
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2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
 - a) Pedagogy that meets the needs of the students
 - b) The learning management system
 - c) Evidenced-based best practices for distance education, if distance education is offered.

The Fletcher Faculty Development Center (FFDC) at Hagerstown Community College provides a facility, staff support, and training and workshops to help the College's faculty members maintain and improve excellence in teaching. The Center was founded in 2013 with a generous grant from the Alice Virginia and David W. Fletcher Foundation. Programs and services include:

Workshops on teaching and learning topics including flipped classrooms, D2L Brightspace training (LMS), academic integrity, writing across the curriculum, online course design, application of the Quality Matters Rubric, and supporting student purposefulness.

Consultations are honored by request on any teaching topic, from "What's the policy?" to classroom or online course observations for peer-to-peer feedback. Work space, copy service, lockers, and parking tags are provided for adjunct instructors.

In addition to ongoing support for all faculty, the Fletcher Center hosts workshops and guest speakers specifically for career faculty who have extensive industry experience but need training and support in pedagogy and best practices in education.

The Fletcher Faculty Development Center has revised the COTE (Course in Online Teaching Excellence) training for faculty by condensing the course down to two weeks. The FFDC also provides ongoing face-to-face training for faculty the following areas: Soft Chalk, Online Course Redesign, Online Accessibility, Open Educational Resources (OERs).

In the fall of 2018, a new Dean of Distance Learning position was created to oversee all distance education at HCC. The new Dean implemented an internal review process for all online programs and courses, starting in fall 2019, in which quality assurance reviews are conducted regularly. Consequently, full time faculty members and academic Division Directors are now being strongly encouraged to become certified in the Quality Matters rubric.

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.

The William M. Brish Library is committed to utilizing the latest technology to provide services and resources, both on and off campus, to meet the academic and professional needs of all members of the College community. The library subscribes to a variety of electronic resources and offers a strong core collection of physical materials that fully supports the College's programs and curriculum. In support of student retention, librarians work to empower students to successfully locate and evaluate scholarly

information by providing individual and group instruction, as well as point-of-need reference assistance. The library maintains a calm, welcoming environment that fosters student success.

The library offers access to full-text articles from a variety of journals available via several online subscription article databases as well as the Directory of Open Access Journals. The library also subscribes to Films On-Demand, Gale Virtual Reference Library, and an extensive collection of e-books.

The library provides access to journals in print and electronic formats that can be located by searching the online library catalog. Altogether, the library's paper and e-book collections contain several thousand items. As well as the books, films, and online databases mentioned above, all students and faculty have access to the library's interlibrary loan services through which they can request copies of articles and temporary loans of books from other libraries.

Students may log in to use any of the library's electronic resources (databases, e-books, and Films On-Demand) from anywhere at any time.

The library also produces LibGuides for several courses and units on campus. LibGuides is a content management system in which knowledge is organized around a specific topic which can then be imbedded into a class or website. Faculty can request a LibGuide to be produced for use as a resource for their classes.

The library is open 8:00 AM to 6:00 PM Monday through Thursday and 8:00 AM to 4:30 PM on Fridays. HCC students also have access to the 24 hour 7 days per week "Ask a Librarian" chat forum. Students can send a question to a librarian any time or day and receive an answer within 24 hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR13B.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.

Students at Hagerstown Community College have the opportunity to utilize all physical facilities on campus including the William M. Brish Library, the Learning Support Center, the Behavioral Sciences and Humanities building, the Athletic, Recreation and Community Center, the STEM building, the Advanced Technology Center, the Kepler Center for the Performing and Visual Arts, the Career Programs Building (housing several Allied Health Programs and the Nursing Program as well as a state-of-the art computer lab), and the Student Center (housing a student lounge, -dining areas, and a school store).

The department has sufficient dedicated office space for faculty and staff. Faculty offices include a desk, multiple chairs, bookshelves to house resources, and locked filing cabinets to secure program materials. There is a conference room available for faculty meetings and private conferences with students.

The primary location for courses in the modified AA.DNC program is the Kepler Performing & Visual Arts Center. The 491-seat theater has its own sound system, theater lighting, and data projection capabilities, as well as a backstage area, dressing rooms and workshop to support sets and costuming

needs. In addition, the Kepler Center features classrooms, practice rooms dedicated to the music program, large and medium-sized rehearsal rooms, gallery space, a dance studio/black box theater, and a kitchen to support event management and light catering.

The Kepler Center also features a dedicated technology lab with computers outfitted with digital audio workstation software, music notation programs, as well as various media creation/editing platforms.

The Kepler Theater is used for all forms of performing arts, including film screenings, lectures, large meetings, panel presentations, and public governmental meetings. The lobby is typically used for art exhibitions.

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, faculty, and staff at HCC receive access to the electronic mailing system via their respective accounts. Students are able to access their HCC accounts within 24 hours of admission to the College. Faculty gain access once their hiring process is completed. All students and faculty receive a unique address and may access their accounts remotely via Outlook Web Access.

HCC is currently using Brightspace D2L as its primary Learning Management System (LMS) for online and hybrid credit classes. Within the online environment students are able to review assignments, course content, course syllabi, and grades throughout the semester. Faculty are trained on the features of the LMS, as well as how to develop and manage their online classrooms by the staff in the Fletcher Faculty Development Center and Learning Technology departments. Faculty have access to several teaching tools on the LMS that facilitate opportunities for excellent distance education (i.e. asynchronous online discussion tools for collaborating with students and having virtual office hours, video tools for providing virtual lectures and animations, grading tools for quizzes or exams, and outcomes assessment reporting tools, etc.)

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.

The modified program resources for five years are outlined in Table 1. Resources for the modified program are driven by tuition, as outlined below. Each resource category is justified separately below:

Reallocated Funds: None. Annual tuition and fees are calculated based on current rates of tuition and registration fees, multiplied by an annual student credit load of 30.

Grants: None

Other Sources: None

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)	\$33,562	\$37,296	\$44,720	\$48,454	\$55,878
a. Number of F/T students	8	9	10	11	12
b. Annual Tuition/Fee Rate	\$3,734	\$3,734	\$3,734	\$3,734	\$3,734
c. Total F/T Revenue (a x b)	\$29,872	\$33,606	\$37,340	\$41,074	\$44,808
d. Number of P/T Students	1	1	2	2	3
e. Credit Hour Rate (# of credits earned)	30	30	30	30	30
f. Annual Credit Hour Rate	\$123	\$123	\$123	\$123	\$123
g. Total P/T Revenue (d x e x f)	\$3,690	\$3,690	\$7,380	\$7,380	\$11,070
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1-4)	\$33,562	\$37,296	\$44,720	\$48,454	\$55,878

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.

The modified program expenditures are outlined in Table 2. Each expenditure category is detailed below:

Faculty: No new full-time or adjunct faculty are needed for the modified program.

Administrative Staff: None needed.

Support Staff: No new support staff are needed for the modified program.

Equipment: No new specialized equipment and supplies are needed for the modified program.

New or Renovated Space: No new or renovated space will be required. Existing classroom space is sufficient to support the modified program.

Other Expenses: None needed.

TABLE 2: EXPENDITURES					
Expenditure 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. Admin. 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
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

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.

Hagerstown Community College (HCC) assesses programs using several methodologies including Student Learning Outcomes Assessment (SLOA), faculty evaluation, and through an annual unit planning process.

Student Learning Outcomes Assessment (SLOA) is a deliberate, systematic, and collaborative process driven by the College's commitment to improve student learning. It is a purposeful course of action that defines student accomplishments in terms of expected learning outcomes and core competencies. Actual student achievement is measured using established internal standards and external benchmarks. The outcomes assessment process is learning-centered and accumulates data from numerous sources to determine what students know, what skills they possess, how they conceptualize, and how they will continue to learn. The overall goal of assessment is to create a quality learning environment under ideal conditions through the use of best practices that inspire creativity, innovation, and critical thinking. Student Learning Outcomes Assessment is an ongoing component of the instructional process. All members of the institution share responsibility for student learning. Continuous improvement of learning is a collaborative enterprise upon which the success of instruction depends. The results of SLOA are never used in a punitive manner toward students, faculty, or staff. The data collected during the assessment process are used to provide feedback to students and faculty, reinforcing and improving educational practices that facilitate learning. The modified AA.DNC program will be evaluated at the course and program level on an annual basis. Resource allocation (including equipment, staff, and faculty) is driven by needs addressed in the SLOA process.

Faculty are evaluated annually by the Division Director responsible for their supervision. The purpose of this evaluation is to provide the faculty member with information from a supervisory perspective, synthesize information from various components of the evaluation process, and assist in the development and implementation of the Annual Faculty Review and Professional Development Plan. This evaluation includes: a written report based on a classroom observation (annually for non-tenured faculty, and every three years for tenured faculty), a listing of the prior two semesters of student evaluations of teaching, and the supervisor's assessment of the faculty member's performance in meeting the full range of faculty duties, including professional development and College and community service. Faculty also undergo evaluation in every course taught via student evaluations. The primary use of student evaluation of instruction is as a source of information to maintain quality instruction in all the College's courses. Directors are expected to review the scores of student evaluations with faculty in their divisions. Scores on individual items can offer specific information on areas where faculty may need to make changes in course methodology, course delivery, etc. Student comments can also be a source of valuable feedback.

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 Office of Planning and Institutional Effectiveness (PIE) is responsible for research and evaluation processes. Through this department the institution manages student satisfaction, as well as cost-effectiveness based on enrollment. Assessment of student retention and learning outcomes (outlined earlier) happens annually at the division level, and is overseen by the Office of Academic Affairs.

Each year the College engages in an integrated process of planning, evaluation, and budgeting for the following fiscal year. Every unit of the College prepares a plan that reflects its accomplishments (Annual

Productivity Report), and, building on the College’s mission, vision, institutional priorities, and strategic plan, submits its projected needs to College leadership (Unit Plan). This planning process identifies challenges and opportunities for each program in the areas of curriculum, recruiting, staffing, and budget. The plan for each unit includes: a) the unit’s goals to maintain and improve productivity (e.g., new personnel, supplies, equipment, or facilities); b) timelines for goal implementation; c) persons responsible for goal implementation; and d) assistance that may be required outside the department.

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR13B.02.03.05)

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

Through its vast network of learning support structures in place (including ones designed to support at-risk students – up to 40% of whom are in a minority or marginalized group – and help them persist, complete, and graduate), the modified AA.DNC has been designed to help foster the success of all students in the program. The program aligns closely with HCC’s strategic [vision](#) to be the “College of choice through demonstration of *inclusive* educational excellence, transformative growth, and community enrichment. Furthermore, one of HCC’s Institutional Learning Outcomes (ILO’s) is “Globalization and Diversity,” which challenges students to explore and analyze new ideas and understand the value of moral sensitivity and cultural diversity. As noted in an earlier section, the AA.DNC Program requires that all students take a three-credit course in diversity.

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

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

This program is not related to low-productivity programs as identified by the Commission.

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

According to COMAR policy 13B.02.03.22, “An institution may not utilize distance education as a program modality unless the institution: 1) As of January 1, 2018, offers at least one distance education

program that has been approved by the Commission and that has received appropriate designation from the institutional accreditor; or 2) Is designated by the Secretary, under §B of this regulation, as an institution eligible to provide distance education”. Middle Sates Commission on Higher Education (MSCHE) confirmed that Hagerstown Community College (HCC) was “fully approved” to offer distance education programs in their letter to former HCC president Dr. Guy Altieri, dated June 24, 2016. HCC currently has several degrees and certificates currently offered via 100% online delivery which have also been submitted to Maryland Higher Education Commission (MHEC).

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

C-RAC is a collective of seven regional organizations including the Middle Sates Commission on Higher Education (MSCHE). Hagerstown Community College is currently accredited through MSCHE, and follows the appropriate guidelines in order to adhere to the national standards and integrity for our distance education programs. As stated previously, HCC received approval from MSCHE to offer distance education programs on June 24, 2016.

References:

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