



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

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

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment \$250.00	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 00340214	Amount:	Submitted: 03/15/2024

Department Proposing Program	Arts & Humanities		
Degree Level and Degree Type	Associate of Applied Science		
Title of Proposed Program	Interactive Media Production		
Total Number of Credits	60		
Suggested Codes	HEGIS: 5012.21	CIP: 50.0102	
Program Modality	<input checked="" type="radio"/> On-campus	Distance Education (<i>fully online</i>)	
Program Resources	<input checked="" type="radio"/> Using Existing Resources	Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	Summer Year:2024
Provide Link to Most Recent Academic Catalog	URL: https://catalog.harford.edu/		

Preferred Contact for this Proposal	Name: Alison Amato
	Title: Coordinator for Curriculum and Program Development
	Phone: 443-412-2384
	Email: aamato@harford.edu

President/Chief Executive	Type Name: Theresa B. Felder, EdD
	Signature:  Date: Mar 14, 2024

	Date of Approval/Endorsement by Governing Board:03/12/2024
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February 8, 2024

Sanjay Rai, Ph.D.
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

RE: Substantial Modification Approval Request – Interactive Media Production, A.A.S.

Dear Dr. Rai:

Harford Community College (HCC) is proposing a substantial modification to the existing Associate of Applied Sciences degree in Interactive Media Production (IMP). The curricular modifications being proposed are intended to provide more precise support for the core IMP courses by removing the restricted electives currently in the program sequence and replacing them with courses in Communication, Computer Science, Psychology, Business Administration, and the Arts.

Through the emerging nature of the program's content and multidisciplinary format, the Interactive Media Production program supports the tenets of the College's mission, vision, and values.

Payment in the amount of \$250 to cover administrative fees for substantial modifications will be arriving via U.S. mail. Please contact Alison Amato at aamato@harford.edu or 443-412-2384 with any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Theresa B. Felder".

Theresa B. Felder, Ed.D.
President

Substantial Modification

Academic Program Proposal Interactive Media Production, A.A.S.

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The HCC Interactive Media Production program (IMP) is an interdisciplinary degree program in which students complete a series of core classes in Interactive Media, covering topics such as User Centered Design, User Experience (UX) Research, Extended Reality (ER), web and social media platform development, and game development. The curricular modifications being submitted are intended to provide more precise support for the core IMP courses by removing the restricted electives currently in the program sequence and replacing them with courses in Communication, Computer Science, Psychology, Business Administration, and the Arts. The program modifications allow students to engage with new media technology, critical thinking, universal design, and user centered research in the development, design, and implementation of interactive projects that solve real world problems. The curriculum also prepares students for emerging professions through the compilation of a portfolio that exhibits this knowledge and these skills. A detailed review of the modifications can be found on page 10 of this document.

The mission of Harford Community College reads, "Grow. Achieve. Inspire. Contribute." Growth and achievement occur quite naturally through the emerging nature of the content and the program's interdisciplinary format, allowing students to reach their potential through a variety of curriculum with real world application through the focus on universal design and user experience research. This can be inspirational, another component of the mission, because students can imagine their work used for inclusive purposes while they pursue a future. Finally, graduates of the program can contribute in many ways because the content is used in a vast array of fields, from entry-level positions to more specialized skills within this constantly changing world.

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

Founded in 1957, the college has grown to be among the state's statistical leaders in academic achievement, graduation, transfer, individualized goal attainment, and career and workforce development. The IMP program aligns with the college mission to grow, achieve, inspire, and contribute. While Harford Community College works to develop and roll out the next Strategic Plans, the institution

is still operating under the 2019-2022 Strategic Plan. As such, the IMP program maintains support of the following goals:

- Establish relevant, flexible options for learning that respond to community needs for growth and prosperity.
- Create an engaging and inclusive learning experience so all students can achieve their goals.

As described above, interactive media programs are a rapidly growing employment segment with significant demand in the state of Maryland and an expanding public school program throughout the state. The program will produce graduates who can respond to workforce demands and emerging technology and adapt to the fast-changing technology landscape. Graduates will acquire proficiency in critical and creative thinking, verbal and non-verbal communication, hands-on skills in areas such as human-computer interaction, user experience technology, and extended reality. The degree is appropriate for adult learners who desire to upskill or for entry-level students who desire direct entry into the workforce, as well as students wishing to transfer to a four-year institution.

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).

HCC is already providing administrative, financial, and technical support for IMP because the program includes existing as well as new courses. The Arts & Humanities Division has two full-time and one part-time regularly budgeted administrative assistants and the cost of instructional supplies and technical support are included in the operating budgets of multiple programs on an ongoing basis. The program will be staffed by the existing full-time faculty member. Budgeted funds will be used to pay adjunct faculty who also teach in the program, should that need arise. All equipment purchases for the degree will be funded from the program operating budgets. As the program enrollment grows, related additional tuition and fee revenue will be allocated to the program.

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

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

Theresa B. Felder, Ph.D., president of Harford Community College, supports enhancing the educational opportunities available for students and aligning these opportunities to help students most easily achieve their end goal. HCC is committed to providing administrative, financial, and technical support for the proposed program.

Furthermore, the IMP curriculum changes align with industry demands, with special attention to the need for individuals well-versed in both user experience research and concepts of universal design. An external advisory board was formed in fall of 2020 to initiate the IMP program but knowing that changes needed to be made to fit industry standards, a new industry advisory board was established in fall 2022. Based on critical quarterly meetings with research conducted in between, the internal curriculum development team has incorporated board input in the changes to the program. Members of the advisory board follow:

Peter Murray	Learning and Development Manager, Firaxis Games
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Steve Lowther	Interactive Project Manager, APG Aberdeen Test Center
David Oldewurtel	Technical Imaging & Signatures Division Data Visualization Team. APG Aberdeen Test Center
Zach Nichols	Owner and Head Designer, 906 Creative
Noah Davis	Advisor, NeoMana Labs

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

With the support of HCC’s administration, the College has allocated a full-time faculty member to the program and sufficient funds to meet program needs. Thus, there is institutional support for the program and students enrolled in the program. Additionally, there are long-term relationships with relevant figures across Maryland to better sustain the online platform of IMP for interested parties outside the immediate area (as indicated by board membership).

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

Currency is the key to keeping emerging technology relevant and advancing knowledge in the field, which is applied to many other fields. Interactive media is among the emerging technologies that is growing based on government and other documentation. The IMP program meets a fast-changing, worldwide need that benefits a wide variety of other applications which students can serve upon graduation or transfer.

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

As an open access, non-profit institution, HCC provides educational opportunities for all students within Harford County, the state of Maryland, the prevalent military community, minority students, rural students, and other educationally disadvantaged students. HCC has particularly developed strategies to address the eradication of the attainment gap via My College Success Network (MCSN) and Soar2Success (S2S), geared toward empowering and supporting African American students.

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

As stated above, HCC is an open access institution and provides extensive student support services and affordable tuition rates for students that would wish to begin their studies at a two-year institution and then transfer to one of Maryland's four Historically Black Institutions, Bowie State University, Coppin State University, University of Maryland Eastern Shore, or Morgan State University. An internet search on January 18, 2024, showed no interactive media production programs at Coppin State University, The University of Maryland Eastern Shore, or Bowie State University. Morgan State offers a multiplatform production degree which has some overlap with the interactive media production degree but seems to be less focused on interactive and immersive technologies.

In addition, IMP meets regional educational needs. Maryland public (and private) schools are launching interactive programs, including in HCC's own Harford County. This program facilitates continuation of education after high school. IMP also meets workforce needs. As our own advisory board has repeatedly proven, they hire personnel with the skills taught in this program; indeed, the board is helping develop the content that will meet their own and other workforce needs.

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

The program supports the 2022 Maryland State Plan for Postsecondary Education as follows:

Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

The IMP program is designed to support HCC's overall mission as an open access institution with excellent and affordable educational programs. HCC administers its academic programs to meet the goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost (Priority 1).

Moreover, the modifications to the program further support direct entry into the workforce or transfer to a four-year institution. The cost to complete a four-year degree is greatly reduced by completing the first two years of course work at HCC. Having a two-year degree also gives students the opportunity to work in the field while completing their baccalaureate degree. This approach could provide financial stability for students and an edge on long-term employment (Priority 4).

Student Success: Promote and implement practices and policies that will ensure student success.

The modifications proposed for the IMP program are a direct reflection of the College's commitment to "maintain high-quality postsecondary education in Maryland" (Priority 5). The curricular modifications are intended to better equip students with the skills needed for success in the industry and set a framework for growth and exploration in and out of academics.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Innovation is central to the IMP program. As both a discipline and industry, interactive media production is innately dynamic. It requires an understanding of how people impact design and how design impacts people. The modifications to the original IMP program reflect a need to create a culture around such innovation by integrating inclusive concepts through a focus on universal design and incorporating courses meant to boost student’s user experience (UX) research skills (Priority 8).

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

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

According to the U.S. Bureau of Labor Statistics and Learn.org, Digital Arts Media Technology Jobs websites, industries include the user experience (UX), user interface (UI), film, gaming, software, technical production, website, and digital design industries, among others. These include employment as film designer/producers, game programmers, freelance artists, software developers, production technicians, website developers, and digital designers in a wide variety of fields. Therefore, IMP graduates can expect to find entry-level employment all the way up to sophisticated, high-level employment throughout their careers as they stay current via programs such as this one.

2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The Bureau of Labor Statistics lists promising data for future interactive media specialists. Using the example of Web Developer and Digital Interface Designer, Maryland, Virginia, and Pennsylvania are among the states with the highest statistical prospects for employment in the country, in terms of available jobs and highest levels of employment. This is true in other regions of the United States, which bodes well for online prospects for IMP.

Metropolitan areas with the highest employment level in Web Developers:¹

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	7,800	0.85	1.42	\$ 39.73	\$ 82,640
Seattle-Tacoma-Bellevue, WA	5,230	2.57	4.28	\$ 68.36	\$ 142,200
Washington-Arlington-Alexandria, DC-VA-MD-WV	4,510	1.49	2.48	\$ 52.06	\$ 108,290

¹ U.S. Bureau of Labor Statistics. (2023, April 25). *Web developers*. U.S. Bureau of Labor Statistics. <https://www.bls.gov/oes/current/oes151254.htm#st>

Los Angeles-Long Beach- Anaheim, CA	2,930	0.48	0.80	\$ 47.01	\$ 97,780
Miami-Fort Lauderdale-West Palm Beach, FL	2,460	0.94	1.57	\$ 34.23	\$ 71,200
Chicago-Naperville-Elgin, IL- IN-WI	2,200	0.50	0.83	\$ 42.09	\$ 87,540
San Francisco-Oakland- Hayward, CA	2,110	0.88	1.47	\$ 58.65	\$ 121,980
Minneapolis-St. Paul- Bloomington, MN-WI	1,780	0.95	1.58	\$ 44.59	\$ 92,740
Dallas-Fort Worth-Arlington, TX	1,690	0.44	0.74	\$ 43.70	\$ 90,890
Philadelphia-Camden- Wilmington, PA-NJ-DE-MD	1,600	0.58	0.96	\$ 47.10	\$ 97,960

Metropolitan areas with the highest employment level in Web and Digital Interface Designers:²

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	8,840	0.96	1.46	\$ 57.01	\$ 118,580
San Francisco-Oakland- Hayward, CA	6,450	2.70	4.10	\$ 65.02	\$ 135,240
Los Angeles-Long Beach- Anaheim, CA	6,310	1.03	1.57	\$ 49.72	\$ 103,420
Seattle-Tacoma-Bellevue, WA	6,120	3.00	4.56	\$ 58.53	\$ 121,750
San Jose-Sunnyvale-Santa Clara, CA	3,790	3.37	5.12	\$ 136.59	\$ 284,100
Washington-Arlington- Alexandria, DC-VA-MD-WV	3,300	1.09	1.66	\$ 42.99	\$ 89,410
Dallas-Fort Worth-Arlington, TX	2,290	0.60	0.91	\$ 42.21	\$ 87,790
Atlanta-Sandy Springs- Roswell, GA	2,230	0.82	1.24	\$ 46.62	\$ 96,970

² "Web and Digital Interface Designers." www.bls.gov, 25 Apr. 2023, www.bls.gov/oes/current/oes151255.htm. Accessed 7 Feb. 2024.

Chicago-Naperville-Elgin, IL-IN-WI	2,220	0.50	0.76	\$ 34.26	\$ 71,270
Boston-Cambridge-Nashua, MA-NH	2,190	0.81	1.23	\$ 51.19	\$ 106,470

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

Fields clearly calling for interactive media skills include positive outlooks for 2024-2027, with overall entertainment and media fields expected to grow at a rate of 3.2-4.2% and virtual reality expected to grow at a rate of 12.9-18.2%. This data does not specifically include more emerging technology like non-VR forms of extended reality (ER) and A.I. demands for which are statistically high with limited instruction to meet them. This information is available at <https://www.pwc.com/gx/en/industries/tmt/media/outlook.html>

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 is a common curriculum among interactive media programs, such as introductory skills, gaming-oriented content, and an upper-level course as a capstone, real-world exercise, or both. Some of these are also found in 2-year programs. All of this is true of the HCC IMP program. However, there are fewer stand-alone interactive media programs at 2-year schools, where such curriculum is likely to be found in art or digital media majors. This combination makes IMP progressive in nature. Comparable curriculum can be found at the transfer institutions below:

- [University of Maryland, College Park – Immersive Media Design](#)
- [University of Maryland Global Campus – Digital Media & Web Technology](#)
- [University of Baltimore – Simulation and Game Design](#)
- [Towson University – Information Systems, Interface Design Track](#)

2. Provide justification for the proposed program.

The world of interactive media production is constantly changing with technological advancements and more digital natives entering the workforce and the ranks of consumer culture. The modifications to the original IMP program reflect the need for the integration of inclusive concepts through a focus on universal design and the incorporation of courses meant to boost student’s user experience (UX) research skills. After quarterly meetings of the IMP Industry Advisory Board and subsequent research, the internal curriculum team concluded that it is crucial for students to understand how people impact design and design impacts people. These modifications reflect this need by giving students an introduction to design through courses in the Arts, an introduction to technology through both the IMP program core courses and coursework in Computer Science. Interdisciplinary courses were also added so that students can establish an understanding of people and their behavior through Communication Studies and Psychology and understand their habits and market trends through Business Administration. The added courses also reflect the need for interaction design professionals to be able to work with

cross-functional virtual teams, understand the roles of project management team members and communicate their ideas, expertise and concerns effectively.

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

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

HCC's program creates more access for minority students in a technological world and help those students better prepare for transfer and workforce opportunities that lead to better prepared students transferring to HBIs and the workforce.

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 IMP program at HCC does not impact the uniqueness or 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 current IMP degree program was originally developed to be interdisciplinary. However, consultation with the Interactive Media Production Industry Advisory Board (see list of names above in section A-4-a) and internal assessment of the program showed a need for the program to focus more on User Experience research and include courses that meet those needs in the curriculum. Research on the changes to the IMP program was performed by administrators, Assistant Professor of Interactive Media Production Rachel Kalwa and Dr. Kim Davis, Dean of Arts and Humanities division of Harford Community College.

The modifications to the Interactive Media Production, AAS were completed in accordance with the College's Curriculum Manual and approval process, including approval by the Arts and Humanities Division faculty, HCC curriculum workgroup, HCC Deans, the Vice President of Academic Affairs, the President of the College, and the Board of Trustees. Faculty member Rachel Kalwa will oversee the Interactive Media Production program in collaboration with the Dean of Arts and Humanities, Dr. Kim Davis.

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

The proposed program goals of the Interactive Media Production, AAS provide students with IMP fundamentals, develop sought after hard and common skills, and foster creative growth and global awareness. The five program goals follow:

1. Apply media tools, art and design concepts, and computer science skills to develop real world projects that support interactive experiences.
2. Analyze user needs and efficiently manage projects, applying teamwork skills in a collaborative environment.
3. Use problem solving and creativity to design interactive media projects.
4. Implement human-computer interaction concepts and immersive design concepts.
5. Create a portfolio of professional-level interactive media for targeted and diverse groups within the global community.

As appropriate to the content, educational objectives progress with each interactive media (IM) course. For example, IM 110 calls for the creation of “simple interactive media projects,” while the second (workshop) course calls for a grasp of “emerging trends, techniques, and technology,” and the final two courses call for a demonstration of the complexities of ethical considerations and the ability to synthesize the literature in the field. Outcomes grow more demanding as students move through the major. Again, students progress “exploring self-expression” to “create simple interactive media projects” “contributing to a multidisciplinary product development team” and “assembling a high quality, professional portfolio.” Though the College will furnish state-of-the-art digital technology for all classes, IMP will also be taught across all modalities to facilitate high school instruction and the distance learning needs of its various constituents.

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

Assessment of student program learning outcomes will be implemented throughout the courses required in the AAS degree in Interactive Media Production. Formative, summative, and authentic assessments will be employed. Using the mapping of institutional learning goals to courses, key assignments will be identified in courses for use in assessing student achievement of program learning goals. All course learning outcomes will be assessed once every four years per HCC guidelines. Student artifacts for these identified key assignments are collected and reviewed by faculty to assess how effectively students are meeting the program learning goals. Data regarding student achievement of the learning outcomes is collated and archived via Blackboard (soon transitioning to D2L Brightspace). Such software allows for documenting and archiving data for learning outcomes for each course, and archives and documents data regarding student achievement of program goals.

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

This section of the proposal provides the current program requirements and the requirements for the proposed modifications. These changes in the program seek to remove the split pathways of the current program to give students a targeted emphasis on user experience and the user-centered design process. To do this, nine credits of “restricted electives” have been eliminated from the program and replaced with specific courses to support the revised program goals. Two Mass Communications courses have been replaced with Communication Studies courses to foster growth in dialogic communication, which is essential to the field. The program now requires 2D design and 3D modeling and animation rather than requiring students to choose between the two. Lastly, the course in project management has been

replaced with a course in advertising and sales promotion. Furthermore, the program goals have been adjusted to align with the course content and support strong academic assessment more accurately.

The following table provides clear details on the courses removed and added to the program:

Course	Action Type
Restricted electives (9 credits)	Removed
CIS 119 Programming I: Java (4 credits)	Removed
MC 204 Video Production and Editing (3 credits)	Removed
MC 102 Audio Production (3 credits)	Removed
Humanities Elective (3 credits)	Removed
ART 107 Fundamentals of 3-D Design	Removed as an option
ART 231 3-D Modeling and Animation	Added
BA 104 Advertising and Sales Promotion (3 credits)	Added
BA 225 Project Management (3 credits)	Added
CIS 136 Introduction to Internet Technologies (3 credits)	Added
CMST 105 Interpersonal Communication (GI)(D) (3 credits)	Added
ENG 209 Technical Writing (3 credits)	Added

This table provides the current program goals alongside the revised program goals:

Current Program Goals	Revised Program Goals
Apply media tools, art and design concepts, and computer science skills to develop real world projects that support interactive experiences.	Apply media tools, art and design concepts, and computer science skills to develop real world projects that support interactive experiences.
Implement human-computer interaction concepts and immersive design concepts.	Analyze user needs and efficiently manage projects, applying teamwork skills in a collaborative environment.
Use problem solving and creativity to design interactive media projects.	Use problem solving and creativity to design interactive media projects.
Create professional-level interactive media for targeted and diverse groups within the global community.	Implement human-computer interaction concepts and immersive design concepts.
Analyze user needs and efficiently manage projects, applying teamwork skills in a collaborative environment.	Create a portfolio of professional-level interactive media for targeted and diverse groups within the global community.

Current Program

Interactive Media Production, AAS

Program Description

In Harford Community College’s interdisciplinary Interactive Media Production (IMP) Program, students learn the fundamentals of a user-centered design process, focusing on how people impact design and

how design impacts people. Students will conduct research to develop and design a portfolio of interactive projects that solve real world problems and prepare students for emerging professions and transfer to four-year programs. Core classes in interactive media cover such topics as User Experience (UX), Extended Reality (XR), Artificial Intelligence (AI), motion capture, web and social media platform development, and game and app development.

Program Goals

Upon completion of the Interactive Media Production degree program, students will be able to:

1. Apply media tools, art and design concepts, and computer science skills to develop real world projects that support interactive experiences.
2. Implement human-computer interaction concepts and immersive design concepts.
3. Use problem solving and creativity to design interactive media projects.
4. Create professional-level interactive media for targeted and diverse groups within the global community.
5. Analyze user needs and efficiently manage projects, applying teamwork skills in a collaborative environment.

Interactive Media Production, AAS		
Plan of Study		
First Semester		Credits
IM 110	Introduction to Interactive Media Design	3
CIS 102	Introduction to Information Sciences (GI)	3
ENG 101	English Composition (GE)	3
PSY 101	General Psychology (GB)	3
Mathematics Elective (GM)		3
	Credits	15
Second Semester		
IM 160	Interactive Studio Workshop	3
ART 101 or ART 107	Fundamentals of 2D Design or Fundamentals of 3-D Design	3
CIS 119	Programming I: Java	4
ART 120	Digital Foundations I	3
Biological/Physical Lab Science Elective (GL)		4

	Credits	17
Third Semester		
IM 230	Introduction to UX and User and Immersive Experience	3
MC 204	Video Production and Editing	3
MC 102	Audio Production	3
ART 103	Graphic Design I	3
Humanities Elective (GH)(D)		3
	Credits	15
Fourth Semester		
IM 260	Interactive Media Capstone	3
Restricted Electives		9
Physical Education		1
	Credits	13
	Total Credits	60

Restricted Electives: Creative & Technology Focus Areas

Creative Focus Recommended Electives

<i>Course</i>		<i>Credits</i>
ART 160	Time-Based Media	3
ART 229	Design for the Web	3
ART 230	2-D Computer Animation	3
ART 231	3-D Modeling and Animation	3
BA 225	Project Management	3
MUS 215	Introduction to Electronic Music	3
PHOT 131	Digital Photography I	3

Technology Focus Recommended Electives

Course		Credits
CIS 115	Fundamentals of Programming	3
CIS 217	Introduction to Web Programming	3
CIS 229	Python Programming Language	4
CSI 131	Computer Science I	4
CIS 136	Introduction to Internet Technologies	3
CIS 214	Programming II: Java	4
BA 225	Project Management	3

Proposed Revisions

Interactive Media Production, AAS

Program Description:

In Harford Community College's interdisciplinary Interactive Media Production (IMP) Program, students learn the fundamentals of a user-centered design process, focusing on how people impact design and how design impacts people. Students will conduct research to develop and design a portfolio of interactive projects that solve real world problems and prepare students for emerging professions and transfer to four-year programs. Core classes in interactive media cover such topics as User Experience (UX), Extended Reality (XR), Artificial Intelligence (AI), motion capture, web and social media platform development, and game and app development.

Program Goals:

Upon completion of the Interactive Media Production degree program, students will be able to:

1. Apply media tools, art and design concepts, and computer science skills to develop real world projects that support interactive experiences.
2. Analyze user needs and efficiently manage projects, applying teamwork skills in a collaborative environment.
3. Use problem solving and creativity to design interactive media projects.
4. Implement human-computer interaction concepts and immersive design concepts.
5. Create a portfolio of professional-level interactive media for targeted and diverse groups within the global community.

Interactive Media Production, AAS		
Revised Plan of Study		
First Semester		Credits
IM 110	Entertainment and Interactive Media Production	3
ART 101	Fundamentals of 2D Design	3
ENG 101	English Composition (GE)	3
PSY 101	General Psychology (GB)	3
	Mathematics Elective (GM)	3
	Credits	15
Second Semester		
ART 103	Graphic Design I	3
BA 104	Advertising and Sales Promotion	3
CIS 102	Introduction to Information Sciences (GI)	3
IM 160	Interactive Studio Workshop	3
	Biological/Physical Lab Science Elective (GL)	4
	Credits	16
Third Semester		
IM 230	Introduction to UX (User Experience) and Immersive Experience	3
ART 120	Digital Foundations I	3
BA 225	Project Management	3
CIS 136	Introduction to Internet Technologies	3
CMST 105	Interpersonal Communication (GI) (D)	3
	Credits	15
Fourth Semester		
IM 260	Interactive Media Capstone	4
ENG 209	Technical Writing	3

CMST 210	Group Communication and Leadership (GAH)	3
ART 231	3-D Modeling and Animation	3
	Physical Education	1
	Credits	
	Total Credits	60

Transfer Information

An A.A.S. degree is designed as a go-to-work degree. Students interested in transferring to a four-year institution in UX, interactive media, or game design should see an advisor. Some will want to enroll in this degree program while others will be better served by a degree in Art & Design or Computer Science, depending on their transfer goals.

IM 110: Entertainment and Interactive Media Production (3 credits)

Program Goal(s): 1, 3, 4, 5

This course will explore core technologies, current trends and issues in user-centered design, digital and interactive media, and production. Concept mastery will be measured through the research, design, and development of products that can be used in interactive media productions for education, entertainment, travel, social media, and emerging technologies. This course examines methods of creating professional quality media using current technologies in individual and team projects to interpret, design, develop, and implement interactive media.

Students will be able to:

- Create simple interactive media projects that incorporate programming, content, multimedia assets, and presentation.
- Manage design projects through collaborative a team.
- Identify introductory issues of ethics, copyrights, and fair use in the development of intellectual property in the production of media.
- Identify and create audience personas based on demographics, psychographics, and user-centered design.
- Apply interactive content to digital entertainment applications.

IM 160: Interactive Studio Workshop (3 credits)

Program Goal(s): 1, 2, 3

This course combines emergent technologies and students' diverse skills and backgrounds to imagine and engineer user-centered and integrated interactive experiences. By applying theory, storytelling, technique, and curiosity to spin media to life, the students will produce and present a minimum of two interactive and/or immersive projects throughout the semester. Lectures and research support product development through technical, explanatory, and historical context. Prerequisite: IM 110 Entertainment and Interactive Media Production

Students will be able to:

- Choose and apply an appropriate user-centered design and approach to compose new media integrated experiences.
- Identify interface design tools, concepts, and techniques to support making informed design decisions.
- Contribute to a multidisciplinary product development team.

IM 230: Introduction to UX (User Experience) and Immersive Experience (3 credits)

Program Goal(s): 1, 4, 5

This User Experience (UX) and immersive experience course affords students the opportunities to explore and interact with concepts and workflows of human-computer interaction and immersive design. Using information architecture, personas, prototyping, wireframes, and virtual worlds, the learner will design interactive prototypes to entertain or to solve real world problems. This course involves programming and the use of creation and executable platforms; and game development engines supporting multi-experience environments. Prerequisite: IM 160 Interactive Studio Workshop

- Explain ethical issues in human computer interaction and immersive experiences.
- Apply basic concepts of personas, prototyping and wireframes to the iterative process of user-centered design.
- Apply emerging human-computer interfaces theory to immersive design concepts, behavioral methods, and usability.
- Discuss the brain's responses to 3D interfaces.

IM 260: Interactive Media Capstone (4 credits)

Program Goal(s): 1, 5

Students complete an individual interactive media capstone project for a client or mentor accompanied by an explanatory paper. This course requires students to create an original and functional interactive media platform for real-world clients in education, news, entertainment, or strategic communications. Students will participate in an employment panel review. Prerequisite: IM 230 Introduction to UX (User Experience) and Immersive Experience

Students will be able to:

- Synthesize literature and research of human computer interaction and immersive studies.
- Collaborate as a team to design and evaluate systems with a user-centered design for the purpose of developing a digital media prototype.
- Assemble a high quality, professional portfolio.

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

General Education AAS Degree Requirements

To be eligible for the Associate of Applied Science (AAS) degree, students must complete at least 60 credits of college-level work. Of the 60 credits, a minimum of 18 credits must fulfill the College's General Education core requirements. The approved General Education courses appear on the following pages of this catalog. The distribution of the 18+ General Education core credits must include at least one

course from each of the following categories: GB GE GH GL and GM. The remainder of the required General Education core credits may be selected from any of the approved General Education courses, except where specified by the student's particular program requirements.

The IMP program meets the general education requirements through the following courses:

Category	Course	Credits
Behavioral/Social Science (GB)	PSY 101: General Psychology (GB)	3
English Composition (GE)	ENG 101: English Composition (GE)	3
Arts/Humanities (GH)	CMST 210: Group Communication and Leadership (GAH)	3
Biological/Physical Lab Science (GL)	Biological/Physical Lab Science Elective (GL)	4
Mathematics (GM)	Mathematics Elective (GM)	3
Emerging and Interdisciplinary Studies (GI)	CIS 102: Introduction to Information Sciences (GI)	3
Emerging and Interdisciplinary Studies (GI)	CMST 105: Interpersonal Communication (GI)(D)	3
Total		22

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

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

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

HCC is not contracting with another institution of non-collegiate organization.

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 maintains a comprehensive website that conveys all information about its programs. Students have access to program requirements, college catalogs, course schedules (which list course modalities) and other relevant information about the program. All students have access to DegreeWorks, a web-based tool to help students and advisors monitor progress toward degree completion.

HCC regards faculty interactions with the students as paramount to academic success. All full-time faculty maintain at least five reasonably distributed office hours per week during the academic semester. Faculty office hours are posted in the syllabus and in the Blackboard (soon to be D2L Brightspace) learning management system. Faculty may also meet with students for office hours via videoconferencing platforms such as Zoom or Microsoft Teams. Arts and Humanities faculty utilize technology navigation concurrent to student usage during face-to-face course instruction, generate video tutorials for online course delivery, and serve as tech support through virtual and onsite assistance. This technology meets the educational needs of HCC's diverse student population and effectively addresses skill disparities that might otherwise pose a barrier to learning. All HCC courses are required to use the Blackboard (soon transitioning to D2L Brightspace) learning management system

(LMS) to provide links to academic support services, financial aid resources, and college policies regarding tuition costs and payment regardless of instructional delivery mode.

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

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

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

As an Associate of Applied Science degree, the IMP program equips students to enter the workforce. However, there are viable opportunities for students to transfer to parallel programs offered by in-state 4-year institutions.

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.

Harford Community College (HCC) employs highly qualified faculty in all disciplines. All full-time and adjunct faculty have a minimum of an earned master's degree in the discipline in which they teach or a closely related discipline if the area is interdisciplinary, such as Interactive Media Production.

Rachel Kalwa

Assistant Professor

Liberty University, ABD Ph.D., Communication

Gonzaga University, MA, Communication and Leadership

Norte Dame of Maryland University, BA, Communication Arts

Columbia School of Broadcasting, Certificates of Completion-Audio Production, Radio Announcing and Internet Broadcasting

IMP Courses: IM110, IM 160, IM230, IM 260

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.

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

- Create faculty teaching and learning communities of practice;
- Celebrate innovation in instruction and scholarship;
- Offer on-going basic and advanced Blackboard (soon transitioning to D2L Brightspace) training;
- Provide resources, facilities and technology to foster experimentation; and
- Offer opportunities for faculty to gain additional knowledge and hone skills related to technology and pedagogy.

All distance learning courses are reviewed through a collaborative internal review process based upon standards developed at the College through the shared governance process and approved by Faculty Council. Per Appendix A, Best Practices for HCC Online Courses, faculty are required to employ evidence-based practices in course 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.

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

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

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 faculty and credit-earning students are provided with an institutional e-mail account that integrates with the HCC’s current learning management system (Blackboard, soon transitioning to D2L Brightspace). Open-access, comprehensive student support for the learning management system Blackboard (soon transitioning to D2L Brightspace) is provided in module format and includes “how to” video and print tutorials, an eLearning Help Desk, links to student services, and tips for success in an online learning environment. Faculty are assigned an eLearning point-of-contact for technical support, a learning management system “trouble-shoot” guide, and access to Help Desk dedicated line to help with Blackboard (soon transitioning to D2L Brightspace).

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. Finance data for the first five years of program implementation is detailed in Table 1. This is an existing program undergoing curricular modifications and, therefore, does not require any reallocated funds.

The tuition/fee revenue considers a moderate growth of student enrollment over five years. The in-county tuition rate of \$138 per credit hour multiplied by the number of FT students was used to complete the calculations for category 2.

No grants, contracts or other sources are currently funding the program.

Category 4 is based on the \$27 consolidated fee applied per credit.

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)	\$44,440	\$52,720	\$74,880	\$74,880	\$74,880
a. Number of F/T Students	10	10	15	15	15
b. Annual Tuition/Fee Rate ³	\$4,440	\$4,440	\$4,440	\$4,440	\$4,440

³(\$138/credit x 30 credits) + \$300 average in course fees

c. Total F/T Revenue (a x b)	\$44,400	\$44,400	\$66,600	\$66,600	\$66,600
d. Number of P/T Students	0	5	5	5	5
e. Credit Hour Rate	\$0	\$138.00	\$138.00	\$138.00	\$138.00
f. Annual Credit Hour Rate	0	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$0	\$8,280	\$8,280	\$8,280	\$8,280
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources ⁴	\$810	\$810	\$810	\$810	\$810
TOTAL (Add 1 – 4)	\$45,250	\$53,530	\$75,690	\$75,690	\$75,690

Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$32,500	\$33,150	\$33,813	\$34,489	\$35,179
a. # FTE	.5	.5	.5	.5	.5
b. Total Salary	\$32,500	\$33,150	\$33,813	\$34,489	\$35,179
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 Consolidated fee: \$27 x 30 credits

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)	\$32,500	\$33,150	\$33,813	\$34,489	\$35,179

Category 1: The expenditures listed reflect the number of FT Faculty needed to meet the program’s IM courses. FT Faculty at Harford Community College are required to teach 30 credit hours per academic year. The program will be implemented with existing faculty resources. The salaries are projected to increase 2% each academic year. Health benefits and administrative costs are expected to be covered by current faculty/administrative structures.

Categories 2 & 3: As the degree program was implemented in 2022, the program will be implemented with existing administrative staff and support staff resources.

Categories 4, 5, 6 & 7: The program is currently supported on an annual basis. Equipment and library resources are budgeted in the operating budget. Expenses such as professional development, travel, memberships, office supplies, communications, data processing, and equipment maintenance are budgeted in the operating budget. There are no renovation plans needed for this program nor are there any other expenses not currently part of it.

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.

Faculty are evaluated annually by the division dean using the following core components: instruction observations, syllabus, final examinations, assessment instruments or strategies used to evaluate course objectives and academic outcomes, data reports and written critiques of student surveys of instruction, participation records of college assignments, professional development activities, and college and community service activities.

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.

HCC has a systematic plan for evaluation of all degree programs (program review-has a college-wide template of required data and analysis) and courses that will be applied to the IM program. The College supports reviewing curriculum as a key component of an educational effectiveness plan. Program reviews lead to program and course improvements that are based on sustained information gathering and analysis and provide insight for needed resources and ensure superior educational programs that meet student and community needs. Program reviews assess how well the program has achieved its objectives and suggest potential approaches to enhance this effort and address and fulfill accreditation requirements as prescribed by Middle States.

The program evaluation process includes faculty and staff within and outside of the program, students, advisory board members, representatives from resource areas in the college, and other communities of interest. Data regarding student satisfaction is acquired by conducting student surveys. This clearly defined program review process provides a consistent framework for evaluating a program's educational effectiveness and includes the use of a comprehensive data management system to systematically collect and report student learning outcome assessments and collaboration with the Office of Institutional Research and the Academic Assessment Team regarding student retention and completion, faculty and student satisfaction, and program cost-effectiveness. All programs and their areas of concentration, including A.A.S. (career), certificate, A.A. /A.S./A.F.A. (transfer) degree programs, and programs such as General Education are evaluated every three to five years on a planned cycle.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

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

HCC has developed strategies to address the eradication of the attainment gap including implementation of My College Success Network (MCSN) To date, over 480 students have completed academic coaching through the MCSN. Academic coaching is a one-on-one service that focuses on developing academic success strategies while increasing motivation and persistence. While MCSN was created to address achievement gaps in graduation and retention between students of color and Caucasian students, all students, regardless of ethnicity, are welcome to participate. Programs initiated through MCSN include:

- Soar2Success
- Academic Coaching
- Student Success Advising

Additionally, HCC's All-College Committee know as DICE (Diversity, Inclusion, Culture, and Equity) serves to bring together members of the faculty and staff from all areas of the College to promote diversity and equity and to create an environment that is open and inclusive to students and employees. DICE advises appropriate committees on campus about trends, issues, or opportunities for the HCC community related to diversity, inclusion, culture, and equity. The committee both sponsors related programs by other campus groups and creates its own original programming to support its goals. Finally, DICE both maintains the Cultural Diversity Plan that is approved by the BOT every three years and authors the annual report submitted to the Maryland Higher Education Commission (MHEC).

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

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

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 has no relationship to a low productivity program.

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

While this program is not intended to be a distance education program, there is the potential for some prerequisite courses to be taken in an online modality.

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

HCC is an approved institution of the National Council for State Authorization Reciprocity Agreement (NC-SARA). As a NC-SARA institution, HCC is approved to offer distance learning courses to students who reside in other NC-SARA approved states and territories.

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

HCC complies with C-RAC guidelines for the Evaluation of Distance Education. The College's eLearning Department and the Distance Learning Committee (DLC) ensure online learning offered by HCC aligns with the College's mission and provides accessible, innovative, and learner-centered education to promote individual goal attainment, as well as career and workforce development. Both the DLC and eLearning have worked together to develop a formal Quality Matters review for courses as well as an internal review process for all new and existing online classes at HCC to ensure a high quality and rigorous educational experience for all online students

Appendix A: Best Practices for HCC Online Courses

Faculty Presence

Faculty should have an active presence that encourages student involvement in the online course environment. Courses that adhere to this practice will typically include several of the following:

1. Expectations of availability and turn-around time are clear
2. There is evidence that instructors will regularly engage with students in various course activities.
3. Faculty intends to provide frequent and substantial feedback
4. A personable faculty introduction is included
5. A welcome is clearly visible upon first logging into the course

Start-Up Information & Navigation

Course navigation guidance, including start-up information, is readily available. The course is well organized and easy to navigate. Courses that adhere to this practice will typically include several of the following:

1. A location, clearly evident upon logging into the course, labeled “start here,” includes information the student should view prior to starting the course selected by the instructor such as welcome letter, syllabus, instructor information, student expectations/tips for success, etc.
2. The syllabus is complete and easy to access
3. Navigation is clear, simple, and user friendly
4. The course schedule is summarized in one location
5. Organization and sequencing of the course content is logical and clear
6. Required instructional materials are easily located
7. Links to other parts of the course and external sources are accurate and up to date
8. FAQs (Frequently Asked Questions) or help for technological issues are available

Content

Instructional rigor is equal to that of a face-to-face course. It is delivered to address different learning styles and reinforced through various tools. Courses that adhere to this practice will typically include several of the following:

1. Instructional content should include more than one of the following: readings, online lectures, videos, simulations, case studies, games, discussion forums, study guides, practice problems, pretests, homework, etc.
2. Activities promoting a sense of engagement and community are included, such as scavenger hunts, ice breakers, collaborative exercises, discussion boards, etc.
3. The pace of the course is appropriate to the course content and level
4. Clear information and instructions are provided regarding the access of required course materials
5. Appropriate media supports course content and adds interest
6. Any materials which are not required are clearly marked as optional

7. Written material is professional and uses language appropriate to the course topic and level
8. Copyright ownership is followed and clearly documented
9. All course components are visually and functionally consistent with each other

Active Learning

The course provides a variety of opportunities for interaction that support active learning. Courses that adhere to this practice will typically include several of the following:

1. The course includes activities which provide opportunities for students to interact with the teacher, with each other, and with the content
2. Activities are included which do not have a single right answer
3. Challenging tasks are presented
4. Sample cases and assignments are used as a template
5. Expectations for student participation in the course activities are clear
6. Activities and assessments encourage students to apply, analyze and evaluate course content
7. Students are encouraged to create new understandings as demonstrated on course assessments
8. Students have input to the learning environment, for example, due dates, assessment formats, course content, etc.

Assessment

Various forms of assessment occur throughout the course, in accordance with the HCC attendance policy, and measures student achievement of Student Learning Objectives and/or competencies. Courses that adhere to this practice will typically include several of the following:

1. Forms of assessment should include more than one of the following: quizzes, papers, discussions, self-checks, projects, tests & exams, presentations, case studies, labs, skill assessments, etc.
2. Assessments clearly align with Student Learning Objectives
3. Instructions, student expectations, and grading standards are clearly stated, this may include the provision of sample assignments
4. The course grading policy and grading calculations are stated clearly
5. The gradebook is visible to students and there are clear instructions on how students can access their grades and feedback, preferably using the Blackboard Grade Center
6. The gradebook is current

Accessibility

Course design reflects a commitment to accessibility and usability throughout the course. Courses that adhere to this practice should include the following:

1. Course content follows the Americans with Disabilities Act
2. The course design facilitates readability (e.g., color, font, use of white space, length, background, etc.)
3. Necessary technology is easily obtainable
4. Course media is easy to view and operate

5. Technology used in the course supports achievement of the Student Learning Objectives
6. Hardware and software requirements are clearly stated, and students are given information about downloading necessary software
7. Information directing students to methods of accessing institutional support services; including technology, accessibility, and academic support is included