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March 21, 2019

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

Dear Dr. Fielder:

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

New proposed area of concentration (AOC): Humanities
Existing degree program: Arts and Sciences

The proposed Humanities AOC is intended to replace three existing AOCs currently offered by HCC: Film Studies, Philosophy and Religious Studies, and Women's Studies. By condensing three AOCs into one, we will streamline program oversight, resources, and assessment, and also offer greater flexibility to our students.

Please contact me if you need additional information or clarification.

Sincerely,

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



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

Institution Submitting Proposal | Howard Community College

Each action below requires a separate proposal and cover sheet.

- Radio button options for program types: New Academic Program, New Area of Concentration, New Degree Level Approval, New Stand-Alone Certificate, Off Campus Program, Substantial Change to a Degree Program, Substantial Change to an Area of Concentration, Substantial Change to a Certificate Program, Cooperative Degree Program, Offer Program at Regional Higher Education Center.

Payment Submitted: Yes/No, Payment Type: R*STARS/Check, Payment Amount: \$250.00, Date Submitted: 3/12/19

Department Proposing Program: Arts & Humanities
Degree Level and Degree Type: Associate of Arts
Title of Proposed Program: Arts and Sciences with a concentration in Humanities
Total Number of Credits: 60
Suggested Codes: HEGIS: 491001.00, CIP: 240101.0000
Program Modality: On-campus
Program Resources: Using Existing Resources
Projected Implementation Date: Fall, Year: 2019
Provide Link to Most Recent Academic Catalog: URL: http://howardcc.smartcatalogiq.com/en/2018-2019/Catalog

Preferred Contact for this Proposal: Name: Melinda Moore on behalf of Jean Svacina, Title: Manager, Curriculum Services, Phone: (443) 518-4734, Email: mmoore2@howardcc.edu

President/Chief Executive: Type Name: Kathleen Hetherington, Ed.D., Signature: [Handwritten Signature], Date: 3/14/19, Date of Approval/Endorsement by Governing Board:

A. Centrality to Institutional Mission and Planning Priorities:

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

Howard Community College's (HCC) Humanities area of concentration (AOC) is designed to prepare students with the foundational knowledge, skills, and academic credits necessary for transfer to and continued success at four-year institutions with majors in Film, Humanities, Interdisciplinary Studies, Philosophy, and Women's Studies. This AOC will replace three more specified areas of concentration: Film, Philosophy and Religious Studies, and Women's Studies.

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

HCC's mission is "Providing pathways to success." The primary function of the Humanities AOC is to prepare students for transfer to a four-year college or university with the knowledge and skills needed to pursue degrees in humanities-related fields. The main emphasis in this AOC is the development of creative and critical thinking skills, humanistic inquiry, and ethical reasoning through generative, analytical, and evaluative learning experiences.

A major strategic goal at HCC is "Student success, completion, and lifelong learning." The Humanities AOC is structured to allow students to pursue a particular area of interest in the humanities or to build an interdisciplinary base of knowledge in various fields of humanistic inquiry. In diving deeply into one discipline or challenging themselves to explore and connect a variety of disciplines, students are encouraged to deepen and stretch their capacities for critical analysis and to develop a lifelong enthusiasm for humanistic expression.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L) and 4. Provide a description of the institution's commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program
 - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

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

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

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The need for the advancement and evolution of knowledge
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

As noted by University of Notre Dame provost Thomas G. Burish in the April 2018 *Chronicle of Higher Education*, “There are signs that the value and increased relevance of the humanities are becoming evident. The American Academy of Arts & Sciences’ recent report, ‘The State of the Humanities 2018: Graduates in the Workforce & Beyond,’ undermines many longstanding assumptions that have led to reduced support for the humanities. To the surprise of many, the report indicates that graduates in the humanities are landing good jobs, in positions of authority, and often are more satisfied with their work than are their counterparts who work in higher-paying science and technology fields....as we look to a future that will be heavily influenced, if not largely determined, by technology, including autonomous systems, big-data analytics, and artificial intelligence [t]he need to understand the human dimensions and impacts of those advances, as well as the basis for making many of the ethical decisions that should guide their use, has never been greater....Vexing questions about personal privacy, liberty, equality, and accountability are but a few of the myriad technology-related issues for which our society is ill-prepared....The humanities are neither opposed to technological progress nor indifferent to it; they are valuable partners in it.”

HCC is committed to open access to education and to providing “Pathways for Success,” including educational opportunities and choices, for all students. Studies in the humanities have recognized value and an important role in general education.

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

This AOC supports the State Plan for Postsecondary Education Goal 1: Maintains and strengthens a system of effectiveness in fulfilling the educational needs of students. The Humanities AOC provides opportunities for all students to enhance their capacity to think and communicate creatively and clearly. This AOC also supports the State Plan for Postsecondary Education Goal 2: Access, Affordability, and Completion by providing students access to the first 60 credits of a four-year degree at a fraction of the cost. In addition, students who transfer with an associate degree demonstrate an increased likelihood to complete a four-year degree. The AOC also supports Goal 3: Diversity. As an open access institution, HCC provides access to postsecondary education irrespective of academic preparation.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Provide data showing the current and projected supply of prospective graduates.

Career paths available to Humanities degree holders include an extraordinarily wide range of careers in government, industry, and academia – anywhere that critical and creative thinking, reasoned discourse, and communication skills are valued.

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

A total of 49 students have graduated from the Philosophy and Religious Studies (11), Film Studies (12), Film and Video Pre-Production (5), Liberal Arts (18), and Women's Studies (3) AOCs between FY12-FY18.

There are currently 54 students in total enrolled in the Film Studies (20), Liberal Arts (21), Philosophy and Religious Studies (8), and Women's Studies (5) AOCs.

We project that both the enrollment and graduate numbers will rise with the Humanities AOC replacing the deleted and existing programs, as the Humanities AOC allows for greater interdisciplinary flexibility. Those pursuing advanced studies in the humanities are increasingly likely to describe their work as "interdisciplinary," [according to the American Academy of Arts & Sciences](#).

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.
2. Provide justification for the proposed program.

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

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

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

The Humanities AOC will not impact the implementation or maintenance of high-demand programs at HBIs.

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

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

The Humanities AOC will not impact the uniqueness and institutional identities and missions of HBIs.

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

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

The Humanities AOC was established by the Arts and Humanities division to replace three specified AOCs in Film Studies, Philosophy and Religious Studies, and Women's Studies; this was done in order to provide coordinated oversight and offerings to students seeking to pursue humanities-related interests, and will be overseen by the Humanities department chair with the assistance of three full-time professors with degrees in film, philosophy, and women's studies. If the proposed Humanities AOC is approved, the AOCs in Film Studies, Philosophy and Religious Studies, and Women's Studies will be discontinued.

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

The program goals for this AOC are:

1. Identify, understand, evaluate, and apply ethical reasoning.
2. Develop and demonstrate intellectual curiosity, open-mindedness, tolerance for ambiguity, and risk-taking abilities as applicable to the humanities.

3. Demonstrate awareness of the ways in which people throughout the ages and in different cultures have grown in understanding of themselves and their environments by seeking to clarify the human experience.
4. Develop perceptual awareness and aesthetic sensitivity as well as a foundation for a life-long relationship with the arts, humanities, and social sciences.

Students who complete the Humanities AOC will demonstrate deep thinking: they will be able to identify and organize information and ideas; generate ideas, explore possibilities, and consider alternatives; analyze and evaluate ideas or outcomes; and apply information and ideas to other contexts.

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

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

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

Students in the Humanities AOC are required to fulfill Code of Maryland (COMAR) general education requirements and to complete a significant number of credits in courses in film, humanities, philosophy, or women's studies.

Humanities - A.A. Degree (Transfer)

AN ARTS AND SCIENCES AREA OF CONCENTRATION APPLICATION CODE 334

For curriculum information, contact the Arts and Humanities Division Office - HVPA-200 - 443-518-1480.

This curriculum is designed for students with interdisciplinary interests in the humanities and for students wishing to focus on areas of film, philosophy, or women's studies. It prepares students for transfer to a four-year institution to further their studies in similar concentrations. Students are advised to check the requirements of the institution to which they intend to transfer.

General Education Core Requirements		
Category	Requirement	Minimum Credits
Composition	ENGL 121 College Composition	3
Arts & Humanities	Arts & Humanities Core Group A	3
Arts & Humanities	Arts & Humanities Core Group B	3
Social & Behavioral Sciences	Social & Behavioral Sciences Core Group A	3
Social & Behavioral Sciences	Social & Behavioral Sciences Core Group B	3
Mathematics	Mathematics Core Course	3
Science	Science Core Course	3
Science w/ Lab	Science Core Course (must include lab)	4
Core Elective	Any General Education Core Course	5
Total General Education Core Credits		30

Courses Required for the Area of Concentration		
Category	Requirement	Minimum Credits
Humanities	Any course with a FILM, HUMN, PHIL, or WMST prefix	24
Ethics	Select 3 credits from the following: HUMN 101 Introduction to the Humanities HUMN 223 Cultures of Asia PHIL 101 Introduction to Philosophy PHIL 103 Introduction to Ethics PHIL 104 Introduction to Religious Studies PHIL 201 Religions of the World PHIL 203 Civility and Virtue Ethics PHIL 260 Film and Philosophy WMST 111 Introduction to Women's Studies: Women, Gender, and Society WMST 193 Introduction to Women's Studies: Women, Art, and Culture	3
Arts & Sciences Elective	Any Arts & Sciences Elective	3
Total AOC Credits		30
Total Credits		60

A graduate should be able to

1. Identify, understand, evaluate, and apply ethical reasoning.
2. Develop and demonstrate intellectual curiosity, open-mindedness, tolerance for ambiguity, and risk-taking abilities as applicable to the humanities.
3. Demonstrate awareness of the ways in which people throughout the ages and in different cultures have grown in understanding of themselves and their environments by seeking to clarify the human experience.
4. Develop perceptual awareness and aesthetic sensitivity as well as a foundation for a life-long relationship with the arts, humanities, and social sciences.

Course Descriptions

FILM-101 Introduction to Film (3 credits)

This course is an introduction to the history of film as well as to the vocabulary and analytical skills with which to approach the study of motion pictures. The course will examine film form, style, and industry practices through readings, film screenings, and discussions, learning to watch films with the goals of critical thinking, thoughtful discussion, and interpretive writing.

FILM-104 The Lives of Artists through Film (3 credits)

The ties between great artists and motion pictures tend to transcend the artists and their masterpieces from their two-dimensional canvas confines into the conscious popularity of the general public. This course is an introduction into the historic and cinematic world of several artists, from artists such as Michelangelo to Frida Kahlo. The course consists of lectures, the viewing of films, discussion, and journaling.

FILM-171 Introduction to American Cinema (3 credits)

This course is an introduction to the history of American film and the study of aesthetic principles and technical terms as they apply to the film as an art medium. Students will view a wide variety of selected films which will be discussed in class.

FILM-172 Introduction to World Cinema (3 credits)

This course focuses on the thematic and technical concerns of international film. It is an overview of world cinema with films from countries including Russia, France, Italy, Japan, China, Brazil, South Africa, Uganda, Sweden, Denmark, Israel, Iran, India, Spain, Senegal, and other countries on a rotating basis.

FILM-192 Hollywood in the 1920s (3 credits)

This course will focus on the film history of the 1920s as it reflects historical and pop cultural aspects of the decade of Jazz Age flappers and Prohibition. The silent film stars discussed in this course include Rudolph Valentino, Charles Chaplin, Clara Bow, Buster Keaton, Douglas Fairbanks, and Gloria Swanson. The course will consider how "The Jazz Singer" and other early talkies revolutionized the film industry at the end of the decade.

FILM-195 Hollywood in the 1950s (3 credits)

This course will focus on the film history of the 1950s and the era's post-war affluence and increased leisure time, conformity, the Korean War, middle-class values, the growing

influence of the civil rights movement, the introduction of television and TV dinners, abstract art, and a youth reaction to middle-aged cinema. This course will consider the film history of that era as it reflects historical and pop cultural aspects, and will analyze the careers of stars of the decade such as Marlon Brando, James Dean, Paul Newman, Elvis Presley, and Natalie Wood.

FILM-196 Hollywood in the 1960s (3 credits)

This course will focus on the film history of the 1960s and the changing values and social unrest reflected on the screen. Films discussed in the class will include "The Graduate" in 1967, "Easy Rider" in 1969, and "Midnight Cowboy" in 1969, as well as the implications of the most regal of the old Hollywood studios, MGM, going bankrupt in this decade.

FILM-198 Hollywood in the 1980s (3 credits)

This course will focus on the film history of the 1980s; a cinematically eclectic decade in which both blockbusters and smaller personal films had exposure on movie screens, such as "Batman" (1989) and "Blue Velvet" (1986). The course will also discuss the implications on cinema and celebrity of a former actor, Ronald Reagan, becoming the president of the United States.

FILM-199 Hollywood in the 1990s (3 credits)

This course will focus on the film history of the 1990s, when the consolidation of the blockbuster became the engine driving the major studios. The course will also discuss the expansion of the already-lucrative foreign markets, which are open to special effects-driven fantasy and action pictures. Films discussed will include "The Silence of the Lambs" (1991) and Clint Eastwood's western "Unforgiven" (1992).

FILM-200 Latin American Film (3 credits)

This course is an interdisciplinary study of contemporary Latin American society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Latin America from the 1900s to the present.

FILM-201 British Film (3 credits)

This course is a study of contemporary British society and culture through the medium of film. The aim of the course is to trace the history of film in Britain, and show the interconnection between artistic expression and the historical and cultural realities of Britain from the dawn of cinema in the early 1900s to the present. This chronologically organized course looks at major directors, actors and genres, exploring the theme of love in the 1940s, the great run of comedies in the 1950s, and the socially engaged themes that have preoccupied British cinema in recent decades.

FILM-202 African Americans in Film (3 credits)

This course is an overview of how African Americans have been depicted in American film history from the early 20th century until the present. Relying upon both film excerpts and feature-length films, the course will illustrate how such representations speak to the social values of American society over time. In that respect, the films include both mainstream Hollywood releases and smaller independent films made by African-American filmmakers.

FILM-204 Middle Eastern Film (3 credits)

This course is an interdisciplinary study of contemporary Middle Eastern society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within the Middle East from the 1960s to the present.

FILM-205 Italian Film (3 credits)

This course is a study of contemporary Italian society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities of Italy from 1945 to the present. Special emphasis will be on the movement of Italian neorealism and post-neorealism with reference to some major Italian writers (Verga, Pirandello, Moravia, C. Levi, etc.) and their influential works.

FILM-206 French Film (3 credits)

This course is an interdisciplinary study of contemporary French society and culture through the medium of film. The aim of the course is to trace the history of film in France, and show the interconnection between artistic expression and the historical and cultural realities of France from the dawn of cinema in the early 1900s to the present, with special emphasis on the French New Wave movement with reference to some major French directors (Truffaut, Renoir, Godard) and their influential works.

FILM-207 German Film (3 credits)

This course is an interdisciplinary study of contemporary German society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Germany from the 1900s to the present.

FILM-208 Asian Film (3 credits)

This course is an interdisciplinary study of contemporary Asian society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Asia from the 1960s to the present.

FILM-209 Scandinavian Film (3 credits)

This course is an interdisciplinary study of contemporary Scandinavian society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Scandinavia from the 1960s to the present.

FILM-210 Russian Film (3 credits)

This course is an interdisciplinary study of Russian society and culture through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within Russia from the 1920s to the present.

FILM-211 African Film (3 credits)

This course is an interdisciplinary study of various African societies and cultures through the medium of film. The aim of the course is to show the interconnection between artistic expression and the historical, social, and cultural realities within various African countries from the 1920's to the present.

FILM-214 The Art of the Documentary (3 credits)

This course explores the history of documentary film by considering major directors, aesthetics, and social contexts. The purpose of this course is to acquaint students with a history of the development of documentary film from its roots in 19th-century art forms to its role in current events, to examine various styles and techniques of documentary and to analyze the contribution of the documentary as a persuasive means of communication to achieve social and political goals.

FILM-215 History of Avant Garde Film (3 credits)

This course is an interdisciplinary study of the history of avant-garde film. Works include documentary, experimental, and autobiographical film, travelogues, archival newsreels, animation, and other forms of nonfiction cinema. Students will study the traditions, aesthetics, influences, and historical content of these films as a viable form of creative cinema.

FILM-216 History of Animated Film (3 credits)

This course is an interdisciplinary study of the history of animated film and will focus on the visual language, genres, and social attitudes of animated film. Major films and significant directors will be covered. This is a detailed critical guide to several animated motion picture projects from Eadweard Muybridge's initial motion photography experiments in 1877 to modern 3D film today.

FILM-227 Japanese Film (3 credits)

This course briefly discusses early Japanese cinema, and then places considerable emphasis on two influential directors who gained international attention in the post-World War II years: Yasujiro Ozu, who is considered the most Japanese of Japanese film directors, and Akira Kurosawa, who is considered the most western of Japanese film directors. This sets the stage for much of what the course goes on to consider - namely, how Japanese films to varying degrees reflect that nation's distinct identity while also reflecting techniques and subjects that to some extent dovetail with trends in world cinema. The mostly contemporary feature films to be viewed include genres that are distinctively Japanese, including samurai and animation. All films are in Japanese with English subtitles.

FILM-228 Spanish Film (3 credits)

As a historical survey of Spanish cinema, this course also considers the overall history and culture of Spain from the mid-20th century through to the present, and the status of the Spanish film industry as it has been affected by the country's political climate. The course will focus on films made in the last few decades and major contemporary directors such as Carlos Saura and Pedro Almodovar.

FILM-240 Gay, Lesbian, and Transgender Films (3 credits)

This course is an interdisciplinary study of the history of gay, lesbian, and transgender issues in film. Using lecture, interactive discussion, guest speakers, readings and multimedia, this course aims to stimulate critical thinking about gay, lesbian, bisexual, and transgender or intersex issues in the framework of American culture, ethics and public interest. Major films and significant directors will be covered.

HUMN-100 Creative Writing (3 credits)

Creative Writing introduces students to the literary elements of poetry and short narratives

and provides opportunities to express themselves in those genres and achieve greater understanding of the human experience through creative discourse with other writers.

HUMN-101 Introduction to the Humanities (3 credits)

This course is an introduction to the humanities as an academic discipline which studies the human condition, using methods that are primarily analytic, critical, or speculative, as distinguished from the mainly empirical approaches of the natural and social sciences. This course helps students see context and make connections across the humanities by tying together the entire cultural experience through a narrative storytelling approach.

HUMN-102 Happiness: A Humanities Approach (3 credits)

This course will examine the paradigm shift from pathology to strength-based and resiliency efforts to enhance optimism, decrease stressors and increase subjective well-being. The format of the course will be didactic, participatory, experiential and interactive, with assigned readings, activities, testing and analysis to create an environment that is conducive to learning new concepts, skills and applications in the growing field of "happiness." While field study in this area is often labeled Positive Psychology, this course will introduce those ideas through background reading, but delve more deeply into the practical skills that students can apply in daily living to enhance happiness and subjective well-being.

HUMN-107 Arts, Cultures, and Ideas (3 credits)

This is an interdisciplinary course that introduces students to how the humanities and their arts address ways of thinking about creativity and the human experience. Students approach cultural achievements as rooted in their historical settings, showing how the political, social, and economic events of each period influence their creation. The course will focus on at least three of the following areas of the humanities appropriate to the period of history and the specific culture being studied: architecture, criticism, dance, ethics, film, literature, music, painting, philosophy, photography, religion, sculpture, and theatre. Historical periods and individual cultures to be studied within these periods will be determined among various sections each semester.

HUMN-108 Introduction to Creative Arts (3 credits)

Through experiential learning, invention, and direct encounters with the arts, students engage in an interdisciplinary study of form, meaning, and humanistic expression in four major areas: dance, music, theatre, and the visual arts. Students learn to identify, interpret, apply, analyze, and communicate about the basic elements, principles, processes, materials, and inherent artistic qualities of these art forms. As a requirement for all transfer students pursuing the AAT Elementary Education degree, this course design supports students planning to work with elementary-age children as teachers, caregivers, and in other aspects of child development.

HUMN-115 Entrepreneurship and Creativity (3 credits)

This course is designed to introduce students to the concept of sustainable entrepreneurship, a manageable process that can be applied across careers and work settings. It focuses on building entrepreneurial attitudes and behaviors that will lead to creative solutions within community and organizational environments. Course topics include the history of entrepreneurship, the role of entrepreneurs and intrapreneurs in the 21st century global economy, and the identification of entrepreneurial opportunities. The elements of creative problem-solving, the development of a business concept/model, the examination of

feasibility studies, and the social/moral/ethical implications of entrepreneurship are incorporated. This course is directed toward forging views of entrepreneurship and intrapreneurship as they operate in today's world.

HUMN-200 Advanced Creative Writing (3 credits)

Advanced Creative Writing is designed for those students who have mastered fundamental elements of creative writing. The course deepens students' understanding of the literary elements of poetry and short narratives and provides extended opportunities to express themselves in those genres and achieve greater understanding of the human experience through creative discourse with other writers.

HUMN-223 Cultures of Asia (3 credits)

This course will explore topics such as the concept of Asia, the geography, art, and cultural heritage of Asian countries, the ways in which Asia has been viewed in popular culture and academic scholarship, and contemporary Asian cultures. Asian cultures explored in this course include: East Asia (China Japan, Mongolia, Taiwan, North and South Korea), South Asia (Afghanistan, Myanmar, Nepal, Bhutan, Sikkim, India, Pakistan, Bangladesh, Maldives, Tibet, Sri Lanka), South East Asia (Vietnam, Cambodia, Indonesia, Laos, Malaysia, Philippines, Thailand, Singapore, Brunei, East Timor), and Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan).

PHIL-101 Introduction to Philosophy (3 credits)

An introduction to world philosophy which begins with the western tradition and includes Asian and African philosophies as well as the voices of women philosophers and the peoples of the Americas. Focus is on major theories of reality (metaphysics), knowledge (epistemology), value (axiology), and logic.

PHIL-103 Introduction to Ethics (3 credits)

Upon completion of this course students will be familiar with most important ethical theories of Western philosophy. Students will have the necessary tools to discuss and evaluate various contemporary moral issues, as well as a moral ethical stance.

PHIL-104 Introduction to Religious Studies (3 credits)

An introduction to the academic study of religion which explores the nature and variety of religious experience, the role of religion in the lives of individuals and communities, forms of ritual/ rites/worship, the use of myths, symbols, and practices in guiding everyday living, religion's role in the construction of meaning, and the reciprocal relationship between religion and culture. Drawing on insights from the humanities and social sciences, this course is interdisciplinary in focus and worldwide in scope, covering religious experience in Asia, Africa, and the West.

PHIL-110 Introduction to Chinese Taoism (1 credit)

An interdisciplinary introduction to Chinese Taoism, using the methods and categories of philosophy but including the historical and cultural milieu of China, traditional Chinese landscape painting as expressive of Taoist philosophy and an examination of the wisdom texts Tao Te Ching and Chuang-tzu.

PHIL-111 Introduction to Japanese Zen Buddhism (1 credit)

An interdisciplinary introduction to Japanese Zen Buddhism, using the categories and

methods of philosophy but including the historical and cultural milieu of Japan, Zen painting, haiku, and sand gardens, and ancient, medieval, and modern Zen wisdom texts from around the world.

PHIL-112 Introduction to African Philosophy (3 credits)

This course is an interdisciplinary introduction to the worldview of traditional African philosophy using the categories and methods of Western philosophy and including the historical and cultural milieu of Africa as well as African visual arts and proverbs, African drumming, dance, and song, as repositories of and ways to express traditional African philosophical wisdom.

PHIL-141 The Philosophy and Practice of Yoga (3 credits)

This introductory course in Yogic philosophy is unique in that it interweaves the intellectual and the experiential, so that the ancient yet timely truths and principles of Yoga are studied, explored, and practiced through Yoga postures, breath, awareness, reflection, writing, discussion, meditation, and action.

PHIL-201 Religions of the World (3 credits)

A study of the major religions of the world with emphasis on their origins, development, and significance in the modern world as well as their sacred texts. Focus is on Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

PHIL-203 Civility and Virtue Ethics (3 credits)

This course examines the intersection of civility and the virtue tradition in philosophy. As our ancient world cultures have acknowledged, both individual happiness and a harmonious society depend on the cultivation of a virtuous character. Using written texts (including P.M. Forni's *Choosing Civility*), films, and literature, the focus is on the costs of incivility and the benefits of civility. Drawing on insights from the humanities and the arts, this course is interdisciplinary in focus and worldwide in scope, covering civility and the virtue tradition in Asia, Africa, and the West.

PHIL-260 Film and Philosophy (3 credits)

An exploration and comparison of philosophical approaches explored within the art form of film. Focus is on major theories of reality (metaphysics), knowledge (epistemology) and value (axiology) and on the canons of film studies.

WMST-111 Introduction to Women's Studies: Gender and Society (3 credits)

An interdisciplinary study of the construction of gender and its intersection with race and class in the United States. Based primarily in the social sciences and social history, this course also draws on the arts, media, and popular culture in examining the impact of gender on society.

WMST-193 Introduction to Women's Studies: Arts and Culture (3 credits)

An introduction to the ideas and issues central to Women's Studies and feminism with emphasis on women's art and culture. The course will examine how women have been represented and how gender has been constructed in the dominant culture as well as the role of the arts and of women themselves in developing an alternative women's culture.

WMST-225 Women in American History to 1880 (3 credits)

An in-depth study of the lives and experiences of American women from the early

seventeenth century to 1880. This course examines three major cultures native, African and European as they met and mixed in colonial America with particular attention to women's experience in this cultural mixing. Focus will be on wealthy merchant families, slave holding planter families, indentured servants, slaves, factory workers, and immigrants and will include women's relationships with husbands, children, and other women.

WMST-227: Women in American History 1880 to Present (3 credits)

This course examines the lives of women in the modern world, from the end of the nineteenth century through the twenty first, with particular attention to women's creative choices in navigating an oppressive gender system. Focus will be on the applicability of the standard periodization of American History to the lives of American women as they experienced the intersectionality of race, class, gender, and sexuality and as they responded with innovative strategies for living lives of meaning. During this time period, women have gained political, economic, social, and legal rights; yet they retain primary domestic responsibility. This course considers the roots of gendered inequalities and explores creative and humanistic ways of addressing them.

WMST-228 Women in European History 1750 to Present (3 credits)

This course analyzes women's changing economic, family, and political roles from the eighteenth to the twentieth century. Topics include the effects of industrialization on women's work and status, the demographic revolution, and women's political activities in market riots, revolutions, and campaigns for women's rights.

WMST-229 African American Women's History (3 credits)

This course provides an overview of African American women's history from the seventeenth to the twenty-first century. This course allows students an opportunity for scholarly analysis of contributions made by African American women. The experiences of African American women will be examined through the analytic lenses of race, class, and gender. Topics include political, economic, and social experiences of African American women.

WMST-230 Women in Colonial Maryland (1 credit)

This course examines women in three major cultures-Native, African, and European--that met and mixed in Colonial America, especially in Maryland. Particular attention is given to women's creative choices in navigating the intersectionality of race, class, gender, and sexuality from the founding of the colony in 1632 to admission to the Union in 1788. Scope will encompass indentured servants, convict bondservants, free laborers, enslaved workers, and indigenous women, and will include women's innovative strategies for living lives of meaning, individually, as well as in familial and community relationships.

WMST-231 American Women and Suffrage (1 credit)

This course examines women and their participation and leadership in American suffrage movements, with particular attention to women's creative choices in navigating an oppressive gender system, which denied them the vote prior to 1920. Focus will be on the lives of 19th & 20th c. American women, as they experienced the intersectionality of race, class, and gender during the struggle for women's suffrage, beginning in 1848 with the Declaration of Sentiments presented at the first American women' rights convention in Seneca Falls, and ending with the ratification of the 19th amendment to the U.S. Constitution in 1920. This course will examine how women responded with innovative strategies for living lives of

meaning, individually and in familial and community relationships. This course looks more deeply into one aspect of WMST-227 Women in American History: 1880 to the Present.

WMST-270 Women and Film (3 credits)

An interdisciplinary study of women in film, this course will review a wide variety of movies written and/or directed by women, featuring women, and dealing with women's issues. This course draws on the arts, media, and popular culture in examining the impact of gender expectations on shaping societal roles.

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

Students at HCC meet general education requirements by completing a minimum of 30 credits of approved courses that meet the Code of Maryland (COMAR) regulations, and which include the following goals:

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

Students will be required to participate in activities approved by the office of learning outcomes assessment (LOA) and the general education subcommittee. Once assessment is complete, an action plan will address findings as part of the ongoing general education assessment process.

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

There are no specialized accreditation or graduate certification requirements for the Humanities AOC.

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

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

HCC will provide students with timely and accurate information on all curriculum requirements, course offering methodology, Canvas, academic support services, financial aid

services, and policies regarding costs and payment by making the information easily accessible to students on HCC’s website, in the college catalog, schedules of classes, and admissions and orientation materials.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

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

H. Adequacy of Articulation

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

The Humanities AOC is not articulated with any partner institutions; it transfers as an associate degree in Arts and Sciences. Students who complete the Humanities AOC and then transfer to a four-year institution to complete a bachelor’s degree are aided by having completed their general education core requirements as well as a variety of foundational courses in the humanities, thus satisfying requisites to upper-level courses at the four-year institution.

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

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

Name	Title	Status	Courses/Areas Taught
Tara Hart , Ph.D., M.A., English Language and Literature	Professor of English, Arts & Humanities; Humanities Department Chair	Full-time	Humanities courses
Marie Westhaver , M.A., Publications Design, Certificate, New Media Publishing, B.A., English	Professor of Film; Film Coordinator	Full-time	Film and Humanities courses
Helen Buss Mitchell Ph.D., Intellectual and Women’s History; B.A., Philosophy	Professor of Philosophy and Women’s Studies; Philosophy Coordinator and Director of Women’s Studies	Full-time	Philosophy and Religious Studies and Women’s Studies courses
Michael Giuliano , M.A., B.S., Writing Seminars	Professor of Film	Full-time	Film courses

- Additional teaching will be done by adjunct faculty experienced at the Master's level in their respective areas of film, humanities, philosophy, and women's studies.
2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
 - a) Pedagogy that meets the needs of the students
 - b) The learning management system
 - c) Evidenced-based best practices for distance education, if distance education is offered.

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

J. Adequacy of Library Resources (as outlined in [COMAR 13B.02.03.12](#)).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.

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

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

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

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

HCC’s president affirms that the college’s existing library resources will meet the needs of the proposed Humanities AOC.

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

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program’s needs.

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

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

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

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

L. Adequacy of Financial Resources with Documentation (as outlined in [COMAR 13B.02.03.14](#))

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	23,714	23,714	23,714	23,714	23,714
2. Tuition/Fee Revenue (c + g below)	1,045,320	1,066,226	1,087,551	1,109,302	1,131,488

a. Number of F/T Students	633	646	659	672	685
b. Annual Tuition/Fee Rate	511.91	511.91	511.91	511.91	511.91
c. Total F/T Revenue (a x b)	324,039	330,520	337,130	343,873	350,751
d. Number of P/T Students	1,409	1,437	1,466	1,495	1,525
e. Credit Hour Rate	511.91	511.91	511.91	511.91	511.91
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	721,281	735,615	750,460	765,306	780,663
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$1,069,034	\$1,089,940	\$1,111,265	\$1,133,016	\$1,115,202

1. HCC currently offers AOCs in Film, Philosophy and Religious Studies, and Women’s Studies, and previously offered one in Liberal Arts. The Humanities AOC revises all of these to-be-discontinued AOCs into one and all resources will be allocated to Humanities. This number reflects the working annual budget without personnel costs. The table lists the current budget for Film, Humanities courses, Philosophy, and Women’s Studies, projected with a 2% increase each year, reallocated to the Humanities “umbrella” AOC.

2-4. The projected tuition and fee revenue is based on current annual enrollment with a modest growth in enrollments each year for the next 5 years, with no tuition/fee increases planned. There are no anticipated grant or contract funds, nor any other anticipated sources of funding.

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

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	85,000	85,000	85,000	85,000	85,000
a. Number of FTE	1	1	1	1	1
b. Total Salary	70,000	70,000	70,000	70,000	70,000

c. Total Benefits	15,000	15,000	15,000	15,000	15,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000

1. One new full-time Humanities faculty member has been requested as full-time faculty ratios in this area (HUMN designated courses) are exceptionally low (e.g. 17% in Fall 2018). Salary and benefits are estimated based on existing faculty salary schedules at the rank of assistant or associate professor with the standard HCC Human Resources department estimate for benefits.

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

4-7. Existing equipment, library resources, and space are adequate for the needs of this AOC. No additional expenses are required.

M. Adequacy of Provisions for Evaluation of Program (as outlined in [COMAR 13B.02.03.15](#)).

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

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

This AOC will be part of the ongoing assessment process HCC has in place. In partnership with the office of learning outcomes assessment, deans and department chairs ensure that courses are assessed on an ongoing basis (which includes student evaluation data). Programs are assessed as a whole every five years (which includes data related to student retention and cost effectiveness).

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

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

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

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

HCC recognizes the importance of addressing the issue of minority student achievement, as evidenced by our Silas Craft Collegians (SCC) program, and Howard P.R.I.D.E. program; the SCC program focuses on recent high school graduates whose academic achievement does not reflect their true potential. The program attempts to close this gap by maximizing academic achievement, retention, graduation, and transfer. Howard P.R.I.D.E. encourages the continued academic, professional, and personal development of black and minority male students via tutoring, mentoring, service learning, leadership seminars, and individual academic advising and career plans.

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

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

The Humanities AOC is not related to an identified low productivity program.

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

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

The Humanities AOC is not being proposed as a distance education program.

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

Not applicable.