



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

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): World Languages and Cultures
Existing degree program: Arts and Sciences

The proposed World Languages and Cultures AOC is intended to replace three existing AOCs currently offered by HCC: Arabic, Asian Studies, and Spanish. By condensing three AOCs into one, we will streamline program oversight, resources, and assessment, and also offer greater flexibility to our students, particularly those who are interested in focusing their studies on a world language other than Arabic or Spanish.

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

Table with program details: Department Proposing Program (English and World Languages), Degree Level and Degree Type (Associate of Arts), Title of Proposed Program (Arts and Sciences with a concentration in World Languages and Cultures), 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, 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) mission is "Providing pathways to success." The purpose of the World Languages and Cultures area of concentration (AOC) is to ensure HCC fulfills the needs of the student population enrolled in language courses:

- For students completing the World Languages and Cultures AOC, the required courses are streamlined to ensure the greatest possibility of "credit-for-credit" transfer to four-year institutions.
 - For students completing other programs but taking world language courses, objectives have been established to serve students with different goals; in addition, the continuing education and workforce development division offers quality non-credit options for students.
 - For students who are repeating or taking multiple language courses, there are face-to-face, hybrid, and online options, including the opportunity to conference with instructors, to provide repeat students with academic variety.
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

One of HCC's strategic goals is "Student success, completion, and lifelong learning."

The World Languages and Cultures curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor's degree in a variety of disciplines in which language skills and cultural awareness are required. The main areas of emphasis in this AOC are effective communication, cultural competence, making connections to acquire diverse perspectives, developing insight into the nature of language, and participating in multilingual communities in line with American Council on the Teaching of Foreign Languages (ACTFL) standards. Students who complete the World Languages and Cultures 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 language and culture, thus satisfying requisites to upper-level courses at the 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.)

The proposed World Languages and Cultures AOC will replace HCC's current AOCs in Arabic, Asian Studies, and Spanish; the current AOCs will be suspended once the new program is approved. Therefore, existing funds will be used to support the program.

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

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

The World Languages and Cultures AOC will replace existing AOCs in Arabic, Asian Studies, and Spanish. The existing administrative, financial, and technical support will serve and support this new AOC.

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

If the decision is made to discontinue the AOC in the future, the college will create a teach-out plan and students will have sufficient time to complete the program during a set teach-out period. HCC will support enrolled students through 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

Cultural competence is increasingly important; this program will provide a knowledge of and appreciation for other cultures and an understanding of cultural differences, which will give students skills that are essential to many employers. In addition, the ability to speak a non-English language is a highly valued skill that will position students well for employment in a large number of fields.

- 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

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

The World Languages and Cultures AOC supports the State Plan for Postsecondary Education Goal 2: Access, Affordability, and Completion by providing students the ability to complete 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 World Languages and Cultures 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.

Multilingual proficiency and multicultural competence are in high demand and short supply in our increasingly global environment. Opportunities abound in international business, fields of medicine, security, education, social work, hospitality, government, military, law enforcement, and nonprofits.

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 five years.

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

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

A total of 26 students have graduated from the Spanish (12), Arabic (10), and Asian Studies (4) AOCs between FY12-FY18.

There are currently 80 students in total enrolled in the Arabic (14), Spanish (26), and Asian Studies (28) AOCs.

We project that both the enrollment and graduate numbers will rise with the World Languages and Cultures AOC replacing the three existing programs. World Languages and Cultures will give students the opportunity to complete language tracks that were not previously available to obtain a degree.

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.

This AOC is intended to replace HCC's existing AOCs in Arabic, Asian Studies, and Spanish. While similar programs exist at Montgomery College and Community College of Baltimore County, HCC will not be changing the overall geographical dynamic as HCC and our current AOCs already exist within its structure.

2. Provide justification for the proposed program.

This curriculum is designed as a guide for students planning to transfer to a four-year institution to complete a bachelor’s degree in related fields and to fulfill Arts and Humanities general education core requirements to transfer to another institution. The study of language enhances many study areas and career fields and improves communication ability and cultural understanding. This AOC will provide increased flexibility for students who seek to complete a degree in a world language or culture-related area.

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

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

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

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

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

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

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

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

Faculty Name	Terminal Degree	Full-time or Part-time	Role/Teaching Area
Sandra Lee	M.A.	Full-time	Chair, World Languages
Abdelrahim Salih	Ph.D.	Full-time	Coordinator, Middle Eastern Languages
Yulan Liu	M.A.	Full-time	Coordinator, Asian Languages
Robin Bauer-Taylor	M.A.	Full-time	Coordinator, Spanish
Claudia Dugan	M.A.	Full-time	Coordinator, Online Spanish, European Languages, and Russian

In addition to the full-time faculty listed above, there are also a number of adjuncts who will teach language courses to students in the AOC.

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. Organize ideas and convey meaning through various communicative modes using spontaneous language production at the intermediate level.
2. Analyze cultural practices or artifacts, giving details of the perspectives that shaped them.
3. Identify ethical issues in relevant context and content areas.

This curriculum is a guide to students planning to transfer to a four-year institution to complete a Bachelor of Arts degree in a variety of disciplines in which language skills and cultural awareness are required. This area of concentration is designed to prepare and equip students to explore cultures, communicate with diverse populations, improve cultural awareness, advance human understanding, and become productive global citizens.

Other outcomes associated with this AOC are effective communication, cultural competence, making connections to acquire diverse perspectives, developing insight into the nature of language, and participating in multilingual communities in line with American Council on the Teaching of Foreign Languages (ACTFL) standards.

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.

World Languages and Cultures - A.A. Degree (Transfer)

AN ARTS AND SCIENCES AREA OF CONCENTRATION

APPLICATION CODE 335

For curriculum information, contact the English/World Languages Division—Room DH-239—443-518-1540.

This curriculum is a guide to students planning to transfer to a four-year institution to complete a Bachelor of Arts degree in a variety of disciplines in which language skills and cultural awareness are required. This area of study is designed to prepare and equip students to explore

cultures, communicate with diverse populations, improve cultural awareness, advance human understanding, and become productive global citizens. 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	<u>ENGL 121 College Composition</u>	3
Arts & Humanities	<u>Arts & Humanities Core Group A</u>	3
Arts & Humanities	<u>Arts & Humanities Core Group B</u>	3
Social & Behavioral Sciences	<u>Social & Behavioral Sciences Core Group A</u>	3
Social & Behavioral Sciences	<u>Social & Behavioral Sciences Core Group B</u>	3
Mathematics	<u>Mathematics Core Course</u>	3
Science	<u>Science Core Course</u>	3
Science w/ Lab	<u>Science Core Course (must include lab)</u>	4
Core Elective	<u>Any General Education Core Course</u>	6
Total General Education Core Credits		31

Courses Required for the Area of Concentration		
Category	Requirement	Minimum Credits
World Language	Three sequential languages courses	12
World Language	World Language course	4
Ethics	Select 3 credits from the following: ANTH 105 Introduction to Cultural Anthropology ANTH 120 Comparative World Cultures ANTH 220 Cultures of the Middle East GEOG 101 Introduction to World Geography GEOG 102 Elements of Cultural Geography	3
Literature Elective	Select 3 credits from the following: ENGL 213 Latin American Literature ENGL 214 Middle Eastern Literature ENGL 219 Asian Literature ENGL 226 World Literature I	3
Electives	Select 7 credits from the following: ANTH 105 Introduction to Cultural Anthropology ANTH 120 Comparative World Cultures ANTH 220 Cultures of the Middle East	7

	ARAB 204 Intermediate Arabic IV ARAB 230 Contemporary Issues in the Middle East ARTS 203 Painting Studio: Chinese Brush Painting ARTS 262 Far Eastern Art and Architecture BMGT 100 Introduction to Business and Organization BMGT 150 International Business Issues Seminar BMGT 205 Principles of International Business CHNS 222 Cultures of China ENGL 226 World Literature I FILM 172 Introduction to World Cinema FILM 200 Latin American Film FILM 203 Indian Film FILM 204 Middle Eastern Film FILM 208 Asian Film FILM 227 Japanese Film HEED 116 Fundamentals of Spiritual Awareness HIST 123 Western Civilization and the Modern World HIST 132 Modern World History HIST 210 History of Latin America HIST 211 East Asian Civilization HIST 216 History of India HIST 232 History of the Modern Middle East HUMN 107 Arts, Cultures, and Ideas HUMN 223 Cultures of Asia MUSA 105 World Music PHIL 101 Introduction to Philosophy PHIL 104 Introduction to Religious Studies PHIL 110 Introduction to Chinese Taoism PHIL 111 Introduction to Japanese Zen Buddhism PHIL 141 Philosophy and Practice of Yoga PHIL 201 Religions of the World POLI 202 International Relations and Contemporary Foreign Policy SPAN 204 Intermediate Spanish IV SPCH 115 Intercultural Communication	
	Total AOC Credits	29

Total Credits	60
----------------------	-----------

A graduate should be able to

1. Organize ideas and convey meaning through various communicative modes using spontaneous language production at the intermediate level.
2. Analyze cultural practices or artifacts, giving details of the perspectives that shaped them.
3. Identify ethical issues in relevant context and content areas.

Course Descriptions

ANTH 105 Introduction to Cultural Anthropology (3 credits)

This course provides an introduction to the basic concepts, terms and methodologies of cultural anthropology. Students will examine a variety of social and cultural beliefs and practices that exist in reflexive relationship with cultural identities. These will include art, oral traditions, social discourse and power, social structures, ritual and religion, economics and trade, food, built space, and globalization. A number of different case studies will provide a framework for this investigation. Students will also have an opportunity to conduct their own ethnographic research.

ANTH 120 Comparative World Cultures (3 credits)

This course provides an examination of various facets of social structure, social organization, and social practices in small-scale non-western societies, past and present. The Trobriand Islanders and Ju/'hoansi provide the primary case studies. Basic principles of anthropological examination and archaeological inference will be discussed and utilized in the examination of the customs, values, and beliefs of these communities. Students will have the opportunity to do individual inquiry-led research and thereby gain an understanding and appreciation of a major culture other than their own.

ANTH 220 Cultures of the Middle East (3 credits)

This course raises epistemological inquiry regarding the study of Middle Eastern cultures. It focuses on the cultures and societies of the Middle East and aims to provide analytical insights into modes of cultural identification and life of the various social, religious, and ethnic groups, beyond the media headlines and the imagery often used to represent the Middle East. Students will study the geography and history of the Middle East as they apply to the development of various cultures, attitudes, and beliefs. They will compare and contrast various institutions, both governmental and social, among the countries of these regions. Students will also look at the expression of the culture through art, music, food, dress, and literature.

ENGL 121 College Composition (3 credits)

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

ENGL 213 Latin American Literature (3 credits)

Students will study Latin American Literature, in English translation, from the pre-Colonial era to the present. Students are introduced to major literary topics and themes within a variety of Latin American nations and cultures, including indigenous and Afro-Latin voices. Students will read from several genres, including the novel, the short story, poetry, the testimonial narrative, and historical nonfiction. In addition, students will explore readings, films, and discussions to learn the social and historical context necessary for understanding and appreciating Latin American literature from Mexico, the Caribbean, and Central and South America. This course is writing intensive.

ENGL 214 Middle Eastern Literature (3 credits)

Students will study Middle Eastern Literature, in English translation, by examining major works by Arab and Arab-American writers from the advent of World War II to the present. Students are introduced to major Middle East literary topics and themes, most notably from those countries that felt the greatest impact of Western influence, signaling a change in literary technique and theme: Egypt, Palestine, Saudi Arabia, Syria, Iran, and Iraq. Students will read from several genres, including the novel, the short story, poetry, and historical nonfiction. Readings will explore the broad social, cultural, and political changes wrought by Western presence, including the changing roles of women in Arab/Islamic culture. This course is writing intensive.

ENGL 219 Asian Literature (3 credits)

This course studies characteristics and conventions in texts from ancient times to contemporary writings. Students will read, analyze, and research diverse and significant Asian literary texts in the context of their cultural values and historical periods and apply basic literary terms, concepts, and critical strategies while learning to appreciate the conventions of a variety of genres. Students will have the opportunity to devote significant time to the research and analysis of literature from a particular country, such as China or Japan, in addition to developing an appreciation for the vastness and diversity of Asian literary traditions. This course is writing intensive.

ENGL 226 World Literature I (3 credits)

In this course, students read, analyze, and research diverse and significant literary texts from antiquity to the Renaissance in the context of their cultural values and historical periods and apply basic literary terms, concepts, and critical strategies while learning to appreciate the conventions of a variety of genres. This course is writing intensive.

GEOG 101 Introduction to World Geography (3 credits)

This course will focus on the effects of spatial relationships on the earth's human population. We will study the location of people, relative to each other. The student will examine the physical environment and how it influences spatial decision-making processes. We will analyze the geo-economic relationships which influence the earth's settlement patterns. The student will develop an understanding of the increasingly interdependent and interconnected world in which we live,

and the relationship between the actions of the individual and the impact which these actions have on other places in the world.

GEOG 102 Elements of Cultural Geography (3 credits)

This course will focus on how human populations have utilized the Earth and its resources in the process of demographic and technological ‘advancement.’ Specific attention will be paid to the interdisciplinary study of demography, sustainable development, the history of migration, and examples of socio-political struggles over territory and natural resources. A series of global case studies will provide a framework for this analysis and students will undertake research on, and present about, a country of their own choosing.

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

World language courses are assessed under the Oral Communication general education goal. Students will be required to participate in activities approved by the office of LOA and the Oral Communication goal team and committee. 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 this program and its students.

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

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 World Languages and Cultures AOC is not articulated with any partner institutions; it transfers as an associate degree in Arts and Sciences. Students who complete the World Languages and Cultures 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 language and culture, thus satisfying requisites to upper-level courses at the four-year institution.

The current Asian Studies AOC, which is one of the AOCs that will be discontinued and replaced by this proposed AOC, currently has an articulation agreement with UMBC. With this new AOC, HCC is exploring continued articulation with UMBC and possibly other 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 this program).

Robin Bauer-Taylor

Professor, Spanish; Coordinator, Spanish
M.A., Spanish
Courses: Spanish
Full-time

Cheryl Berman

Professor, Spanish
M.A., French
Courses: Spanish
Full-time

Claudia Dugan

Associate Professor, Spanish; Coordinator, Online Spanish & European Languages
M.A., Secondary Education: Spanish and Instructional Leadership
Courses: Spanish
Full-time

Yulan Liu

Associate Professor, Chinese; Coordinator, Asian Languages
M.A., Counseling
Courses: Chinese, Culture of China
Full-time

William Lowe

Associate Professor, English; Coordinator, Asian Studies
M.A., English
Courses: Asian Literature, Cultures of Asia
Full-time

Abdelrahim Salih

Professor, Arabic; Coordinator, Middle Eastern Languages
Ph.D., Anthropology and Linguistics
Courses: Arabic, Anthropology
Full-time

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.

Ongoing training and support in pedagogy is provided via faculty development workshops and faculty mentoring. Training for Canvas, HCC's learning management system, is provided by faculty development workshops and drop-in training hours. The eLearning department offers ongoing distance education training to faculty, which is based on established best practices.

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 World Languages and Cultures 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.

Existing computer classrooms and the current computer language lab will provide students with language instruction and practice. Existing physical facilities are adequate to support this 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	788,503	804,273	820,358	836,765	853,500
2. Tuition/Fee Revenue (c + g below)	1,879,560	2,138,100	2,408,000	2,681,820	2,962,120
a. Number of F/T Students	20	25	30	35	40
b. Annual Tuition/Fee Rate	8,280	8,240	8,400	8,460	8,520
c. Total F/T Revenue (a x b)	165,600	206,000	252,000	296,100	340,800
d. Number of P/T Students	45	50	55	60	65
e. Credit Hour Rate	138	139	140	141	142
f. Annual Credit Hour Rate	276	278	280	282	284
g. Total P/T Revenue (d x e x f)	1,713,960	1,932,100	2,156,000	2,385,720	2,621,320
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$2,668,063	\$2,942,373	\$3,228,358	\$3,518,585	\$3,815,620

*This includes information from the three current AOCs: Arabic, Spanish, and Asian Studies. Numbers are expected to grow with the new AOC, as other languages will also be able to culminate with a degree.

World Languages and Cultures will make it possible for students who are in language sequence courses other than Arabic, Spanish, and Asian language courses to be eligible to complete the program, which is why we expect the numbers to increase. Approximately 85% of current program students are non-majors; however, since they take the same courses as majors, they require facilities and faculty support.

M. 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.

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	508,059	523,300	538,998	555,167	571,821
a. # of FTE	16	22	28	34	40
b.Total Salary	388,186	399,831	411,825	424,179	436,904
c. Total Benefits	119,873	123,469	127,173	130,988	134,917
2.FTE Admin. Staff	0	0	0	0	0
3.Support Staff	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)	\$508,059	\$523,300	\$538,998	\$555,167	\$571,821

- 2 & 3 We do not have any full-time administrative or support staff.
- 4. Please note that equipment purchases are rare, but when they occur, those supplies are approved or denied by “end-of-year” funds and not departmental budget. Computer repair in computer classrooms comes from the college’s student computer support department.

- As the World Languages and Cultures program is replacing the existing AOCs—Arabic, Asian Studies, and Spanish—the budget from the three AOCs will move to the World Languages and Cultures program in its entirety.

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

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

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

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

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

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

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

HCC recognizes the importance of addressing the issue of minority student achievement, as evidenced by our Silas Craft Collegians (SCC) program, 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.

P. 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 World Languages and Cultures AOC is not directly related to a low productivity program.

Q. 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 World Languages and Cultures 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.

The World Languages and Cultures AOC is not being proposed as a distance education program.