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February 7, 2020

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

Dear Dr. Fielder:

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

New proposed area of concentration (AOC): General Studies – Health Sciences  
Existing degree program: General Studies

As HCC moves toward a Guided Pathways structure, the proposed General Studies – Health Sciences AOC will offer greater flexibility to our students, which will aid in completion.

If you need additional information or clarification, please contact:

Melinda Moore  
Manager, Curriculum Services  
[mmoore2@howardcc.edu](mailto:mmoore2@howardcc.edu)  
443-518-4734

Sincerely,

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



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

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

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

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Payment Amount: 250.00	Date Submitted: 1/30/2020
Department Proposing Program	Health Sciences		
Degree Level and Degree Type	Associate of Arts AOC		
Title of Proposed Program	General Studies - Health Sciences		
Total Number of Credits	60		
Suggested Codes	HEGIS: 495001.00		CIP: 240102.0000
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education ( <i>fully online</i> )		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer         Year: 2020		
Provide Link to Most Recent Academic Catalog	URL: <a href="http://howardcc.smartcatalogiq.com/en/2019-2020/Catalog">http://howardcc.smartcatalogiq.com/en/2019-2020/Catalog</a>		
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:		Date: 2/11/20
	Date of Approval/Endorsement by Governing Board:		

Revised 3/2019

**A. Centrality to Institutional Mission and Planning Priorities:**

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

Howard Community College's (HCC) General Studies – Health Sciences area of concentration (AOC) is designed to prepare students with the foundational knowledge, skills, and academic credit necessary for transfer to and continued success at four-year institutions. This AOC will provide students the flexibility to explore different allied health disciplines while ensuring the completion of general education requirements.

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 General Studies – Health Sciences AOC is to prepare students for transfer to a four-year college or university with the knowledge and skills needed to pursue four-year degrees in a variety of allied health disciplines. The main emphasis in this AOC is the development of creative and critical thinking skills, ethical reasoning, scientific and quantitative reasoning, global competency, written communication skills, and information and technological literacy.

HCC is shifting to a Guided Pathways model in order to guide students through curriculum and aid in completion. In addition, Guided Pathways will include Pathway-specific online resources, orientations, advising, activities, and Canvas sites, which will support students and connect them to others with similar interests during their coursework at HCC. Each Pathway will offer a General Studies option that provides flexibility within that Pathway, which will allow portability of credits between programs within the same Pathway and will increase the number of credits that will count toward completion for students who change from one program to another within a Pathway.

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).

Adequate funding for support of the General Studies – Health Sciences AOC in terms of facilities, faculty, and administrative support is already in place, as this AOC is comprised of coursework that is already offered and funded.

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

Administrative, financial, and technical support of this AOC is already in place and will not need to change. Support will continue to be provided by HCC's offices of Admissions and Advising, Records, Registration, and Veterans Affairs, Completion Services, Academic Support Services, and the academic divisions.

If HCC decides to discontinue the General Studies – Health Sciences 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

This AOC provides foundational coursework for students pursuing health care and related occupations. According to the Bureau of Labor Statistics (BLS), “Overall employment of health educators and community health workers is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy behaviors and explaining how to use available healthcare services.” Also between 2018 and 2028, the BLS projects an increase of 6,400 positions for health educators and an increase of 7,700 positions for community health workers. In addition, the BLS states, “Governments, healthcare providers, [and] social services providers want to find ways to improve the quality of care and health outcomes, while reducing costs. This should increase demand for health educators and community health workers because they teach people how to live healthy lives and how to avoid costly diseases and medical procedures.”

The BLS states that, “Community health workers who have completed a formal education program and those who have experience working with a specific population may have more favorable job prospects.” Graduates of this AOC will be prepared to either continue their education by pursuing an advanced degree, or move directly into the workforce as community health workers or in health care support occupations.

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Educators and Community Health Workers.

<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-6>

- 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](#).

This AOC supports the State Plan for Postsecondary Education Goal 1: Access. This AOC will provide students access to the first 60 credits of a four-year degree at a fraction of the cost. As an open access institution, HCC provides access to postsecondary education irrespective of academic preparation. This AOC also supports the State Plan for Postsecondary Education Goal 2: Success. The AOC provides opportunities for students to enhance their capacity to think and communicate creatively and clearly. In addition, students who transfer with an associate degree demonstrate an increased likelihood to complete a four-year degree.

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

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

	FY19	FY 18	FY 17	FY16	FY15	FY14	FY13	FY12
All Health Sciences Programs	265	242	264	274	273	275	242	114
General Studies for Certificate Students	368	300	249	214	231	209	204	161

Career paths available to General Studies and Health Sciences degree holders include a vast range of careers in nursing and allied health fields. The five-year data trend for all health sciences programs shows that there is an increasing number of persons who complete degrees in health related areas of concentration. The AOC in General Studies – Health Sciences will serve as an option for students in the Health Sciences Pathway. It is projected that this number will continue to increase as predicted by national trends. Further, beginning in FY17, through intrusive advising, students with a general interest in health and health care elected the General Studies for Certificate Students AOC. As such, that AOC realized more than a 60% increase in graduates. HCC anticipates that once the Health Sciences Pathway is established, many students who would have previously completed the General Studies for Certificate Students AOC will complete the General Studies – Health Sciences AOC instead, generating approximately 50 students annually, with a projected 5% increase each year.

This AOC will provide a solid foundation for students to pursue a career goal, or to transfer and complete a degree at a four-year institution. Students who complete this AOC and then transfer to a four-year institution to complete a bachelor's degree will benefit from having completed their general education core requirements as well as a variety of foundational courses in science and health sciences disciplines, thus satisfying many requisites to upper-level courses at the four-year institution.

**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.

HCC 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 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.

The need for a general studies curriculum with a focus on Health Sciences coursework was identified during the process of designing a college-wide Guided Pathways structure. The purpose of the AOC is to allow for the greatest flexibility for students within the Health Sciences Pathway. The AOC will allow students to retain as many credits as possible if they choose to move between programs within the Pathway. This AOC will be overseen by the leadership of the Health Sciences division.

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

The learning outcomes for this AOC are:

- Describe the basic organization of health care and public health systems, and the contributions of health professionals.
- Discuss concepts related to health promotion and disease prevention.
- Apply principles of ethical reasoning as related to health and well-being.
- Use critical and creative reasoning to demonstrate deep thinking.
- Demonstrate an awareness of the wider world and one's relationship to it.
- Apply strategies of inquiry and exploration in order to find, evaluate, and use information ethically for academic success.
- Effectively use oral and/or signed communication as a way of engaging with others.
- Understand, make judgments, and/or draw appropriate conclusions supported by quantitative evidence and clearly represent those conclusions in a variety of formats.



- Apply scientific concepts and reasoning to solve real-world and computational problems by utilizing, interpreting, and evaluating data and information.
- Solve problems and complete tasks using technology tools such as the internet, productivity and/or discipline-specific software, and emerging technologies in order to communicate ideas and information.
- Write clearly and effectively for a variety of audiences, purposes, and contexts in order to learn, think, and communicate.

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 General Studies – Health Sciences AOC will be required to fulfill Code of Maryland (COMAR) general education requirements and to complete a significant number of credits in Health Sciences courses.

**Course Descriptions**

**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.

**HEED 111 Exploring Health Care and Health Care Professions (3 credits)**

The role of the health care professional is explored and includes an overview of careers in the health care system. Common issues to be studied include health care systems, health care services, and legal, ethical, and financial trends in health care. A major focus will include medical terminology and application of professional responsibility in all health care environments. Professional communication skills and cultural competence in health care will be examined. Computerization and the use of technology in the health care field will be explored. Students will have the opportunity to interact with a health care professional while investigating health care careers.

**HEED 115 Personal and Community Health (3 credits)**

This course will synthesize the important facts and concepts of a variety of college-level courses including biology, physiology, anatomy, ecology, psychology, and sociology into a meaningful dialogue that will motivate students to modify their health practices to a high level of effective and enjoyable living.

**HEED 125 Ethics in Professional Practice (3 credits)**

This course will examine ethics in today's evolving healthcare and human services environment. This course will look at the evolution of privacy and the ethical dilemmas that result from current laws, and social and cultural implications. A practitioner's approach to ethics has a direct impact on the quality of patient care and the liability of the organization for which they work. Healthcare and human service practitioners, i.e., substance abuse counselors, psychiatric aides, gerontologists, social services workers, are expected to be knowledgeable about today's healthcare laws and ethical codes.

**General Studies - Health Sciences - A.A. Degree (Transfer)****A General Studies Area of Concentration**

The General Studies – Health Sciences area of concentration is intended for students who are pursuing a career in the health field. The curriculum allows for the exploration of various health careers and provides many foundational courses necessary for specific entry-level health-related occupations. Students who complete the program may transfer their credits to a bachelor's degree or apply them toward a specialized degree for a health occupation.

<b>General Education Core</b>		
<b>Course Number</b>	<b>Title</b>	<b>Credits</b>
ENGL 121	College Composition	3
Gen Ed Core	Arts & Humanities – Critical & Creative Thinking Core	3
Gen Ed Core	Arts & Humanities – Oral Communication Core	3
Gen Ed Core	Social & Behavioral Sciences – Critical & Creative Thinking Core	3
Gen Ed Core	Social & Behavioral Sciences – Global Competency Core	3
Gen Ed Core	Mathematics – Quantitative Reasoning Core	3
Gen Ed Core	Biological & Physical Sciences – Scientific Reasoning w/ Lab Core	4
Gen Ed Core	Biological & Physical Sciences – Scientific Reasoning Core	3
Gen Ed Core	Information Literacy Core	3
Gen Ed Core	Technological Literacy Core	3
<b>Total General Education Credits</b>		<b>31</b>

<b>Requirements for the Area of Concentration</b>		
<b>Course Number</b>	<b>Title</b>	<b>Credits</b>
HEED 111	Exploring Health Care and Health Care Professions	3
HEED 115	Personal and Community Health	3
HEED 125	Ethics in Professional Practice	3
Health Sciences Electives	Any course with a prefix of AGNG, EXSC, HEAL, HEED, HUMS, LFIT, or PUBH	12
Elective	General Electives	5
<b>Total AOC Credits</b>		<b>29</b>
<b>Total Credits</b>		<b>60</b>



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

Students at HCC meet general education requirements by completing a minimum of 31 credits of approved courses that meet COMAR regulations, and which include the following goals:

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

Students will be required to conduct coursework determined by faculty and approved by the general education subcommittee. Once assessment is complete, an action plan will address findings as part of the ongoing general education assessment process.

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

There are no specialized accreditation or graduate certification requirements for the General Studies – Health Sciences AOC.

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

Not applicable.

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

HCC will provide students with timely and accurate information on all curriculum requirements, course offering methodology, Canvas, academic support services, financial aid services, and policies regarding costs and payment by making the information easily accessible to students on HCC's website, in the college catalog, schedules of classes, and admissions and orientation materials.

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

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

## **H. Adequacy of Articulation**

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

The General Studies – Health Sciences AOC is not articulated with any partner institutions. It transfers as an associate degree in General Studies. Students who complete this AOC and then transfer to a four-

year institution to complete a bachelor's degree will benefit by having completed their general education core requirements as well as a variety of foundational courses in health sciences disciplines, 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).

Coursework for this AOC includes a wide variety of general education core courses and health sciences courses. The faculty will be comprised of full-time and adjunct faculty in cardiovascular technology, dental hygiene, diagnostic medical sonography, emergency medical services, exercise science, human services, medical laboratory technician, nursing, physical therapist assistant, public health, and radiologic technology.

A sample of the faculty is below:

Name	Title	Status	Courses/Areas Taught
Georgene Butler, PhD, RN	Dean, Health Sciences Division	Full-time	HEED 128
Patrick Finley, PhD	Faculty, Health Education Human performance	Full-time	HEED 115
Kelly McMillan, MS, CHES	Chair, Health Education Human Performance	Full-time	HEED 115, PUBH 101
Cheryl Nitz, MS, RN	Assistant Professor, Nursing	Full-time	HEED 128

All faculty who will teach health sciences courses in the General Studies – Health Sciences AOC have a minimum of a master's degree in a health related field. Additional coursework will be taught by adjunct faculty experienced in teaching general education and health sciences courses. Adjunct faculty who will teach health sciences courses hold a minimum of a master's degree with experience teaching or working in the public health field.

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

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

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

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

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

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

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

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

HCC's president affirms that the college's existing library resources will meet the needs of the proposed General Studies – Health Sciences 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 General Studies – Health Sciences AOC. The college president affirms that the existing resources are adequate to meet the needs of this AOC.

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

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

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

Students can access Canvas through HCC's website. Canvas is the learning management system through which course information and content is provided to students in online and hybrid courses, and faculty can communicate supplemental course material to students in face-to-face classes.

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

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

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$154,139	\$163,329	\$172,520	\$184,080	\$193,391
a. Number of F/T Students	17	18	19	20	21
b. Annual Tuition/Fee Rate*	\$4,990.50	\$4,990.50	\$4,990.50	\$5,050.50	\$5,050.50
c. Total F/T Revenue (a x b)	\$84,839	\$89,829	\$94,820	\$101,010	\$106,061
d. Number of P/T Students	33	35	37	39	41
e. Credit Hour Rate**	\$140	\$140	\$140	\$142	\$142
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$69,300	\$73,500	\$77,700	\$83,070	\$87,330
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>\$154,139</b>	<b>\$163,329</b>	<b>\$172,520</b>	<b>\$184,080</b>	<b>\$193,391</b>

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

\*\$4,200 for 30 credits + \$790.50 fees = \$4,990.50

\*\*\$140 per credit, with small estimated increase over the next five years

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

<b>TABLE 2: PROGRAM EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	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
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)	0	0	0	0	0

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

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

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

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

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

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

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

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

HCC recognizes the importance of addressing the issue of minority student achievement, as evidenced by our Silas Craft Collegians (SCC) program, Ambiciones program, and Howard P.R.I.D.E. program. The SCC program focuses on recent high school graduates whose academic achievement does not reflect their true potential. The program attempts to close this gap by maximizing academic achievement, retention, graduation, and transfer. The Ambiciones program builds community among Hispanic/Latino students by providing networking opportunities, educational and recreational activities, and workshops with other Hispanic/Latino students and campus organizations. In addition, students can receive specialized guidance with campus services such as advising and financial aid. Howard P.R.I.D.E. encourages the continued academic, professional, and personal development of black and minority male students via tutoring, mentoring, service learning, leadership seminars, and individual academic advising and career plans.

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

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

The General Studies – Health Sciences 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.

This 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.