



Hagerstown Community College
Early College Programs

Handbook for
Dual Enrollment Instructors
2024-2025

Contents

Section One: Welcome and HCC Overview.....	2
Welcome and Overview.....	2
Benefits of Early College Programs.....	2
What is a dual enrollment/dual credit course?.....	2
Section Two: About HCC.....	3
Mission Statement.....	3
Vision Statement.....	3
Values.....	3
Institutional Learning Outcomes.....	3
Accreditation information.....	3
Section Three: Getting Started with HCC.....	4
The Hiring Process.....	4
Section Four: WCPS Instructor Responsibilities & Expectations.....	5
Training.....	5
Course Delivery.....	5
Reporting Expectations.....	5
Points of Contact.....	6
Your Dual Enrollment Liaison.....	6
Section Five: Philosophy for College Teaching.....	7
Section Six: Noncompliance and Suspension of Approval.....	8
Appendix.....	9
Appendix I: Pre-Observation / Observation Form.....	9
Pre-Observation Form.....	9
Observation Form.....	11
Appendix II: A Check List to Start the Semester.....	19
A Check List to Start the Semester.....	19
Appendix III: Additional Personnel and Office Information.....	20
Academic Affairs and Student Services.....	20
Division Directors & Office Associates.....	20
Other Offices.....	21

Section One: Welcome and HCC Overview

Welcome and Overview

Welcome to your new role as a Dual Enrollment Instructor at Hagerstown Community College! Dual Enrollment Instructors provide instruction within a high school setting that meets the rigor and curricular expectations as a collegiate level course. As a Dual Enrollment Instructor, you lead in the creation of opportunities for students to excel academically, explore diverse subjects, and accelerate their path toward higher education and future career success. Your role is instrumental to the success of our shared students. In this guide you will find guidelines, helpful links, documents for review and checklists that are all aimed at equipping you with the tools and information you need to be successful.

Benefits of Early College Programs

- Earn college credits while still in high school, allowing students to progress more quickly in accomplishing their post-secondary plans
- Reduce overall college expenses
- Earn credits on an HCC transcript that is transferable to other institutions
- Develop academic skills, time management abilities, and study habits necessary for success in higher education
- Gain confidence and motivation by completing college-level work

What is a dual enrollment/dual credit course?

A dual enrolled/dual credit course is an academic offering that allows high school students to enroll simultaneously in college-level classes while still completing their high school education requirements. Dual enrollment courses are typically taught either at the high school by qualified instructors or on a college campus by college faculty. Dual enrolled/dual credit courses enable the student to earn both high school and college credits, providing them with an opportunity to accelerate their academic progress and experience college-level coursework before transitioning to a postsecondary institution fulltime. This arrangement allows students to explore various academic subjects, gain exposure to the rigors of higher education, and potentially reduce the time and cost required to complete a college degree. At HCC, all dually enrolled/dual credit classes are early college classes.

Section Two: About HCC

Mission Statement

HCC ensures equitable access to affordable, high-quality educational programs, while fostering workforce development and cultural vitality in the region.

Vision Statement

HCC will be the college of choice through demonstration of inclusive educational excellence, transformative growth, and community enrichment.

Values

- Excellence
- Diversity and Inclusion
- Civic Engagement
- Integrity
- Stewardship
- Student Centered

Institutional Learning Outcomes

The following attributes are goals of the full HCC experience, designed to impart students with knowledge, skills, and attitudes that go beyond the classroom and equip them with tools for lifelong success.

- Personal and Social Responsibility
- Scientific and Quantitative Reasoning
- Globalization and Diversity
- Information Literacy and Technology
- Critical Thinking and Communication
- Professionalism

Accreditation information

Middle States Commission on Higher Education

Hagerstown Community College (HCC) is a two-year public community college offering both transfer and career-oriented programs, as well as continuing education classes. The College has maintained accreditation by the [Middle States Commission on Higher Education](#) since its first review in 1968 and continues to meet the requirements necessary to maintain that accreditation. HCC is a member of the American Association of Community Colleges.

The National Alliance of Concurrent Enrollment Partnerships (NACEP)

HCC strives to offer high quality academic learning opportunities for our students. As such, HCC is approaching our implementation of Dual Enrollment with the goal of meeting the standards set forth by NACEP and attaining NACEP accreditation. Additional information about [NACEP can be found on their website](#). Here is a short description from their website:

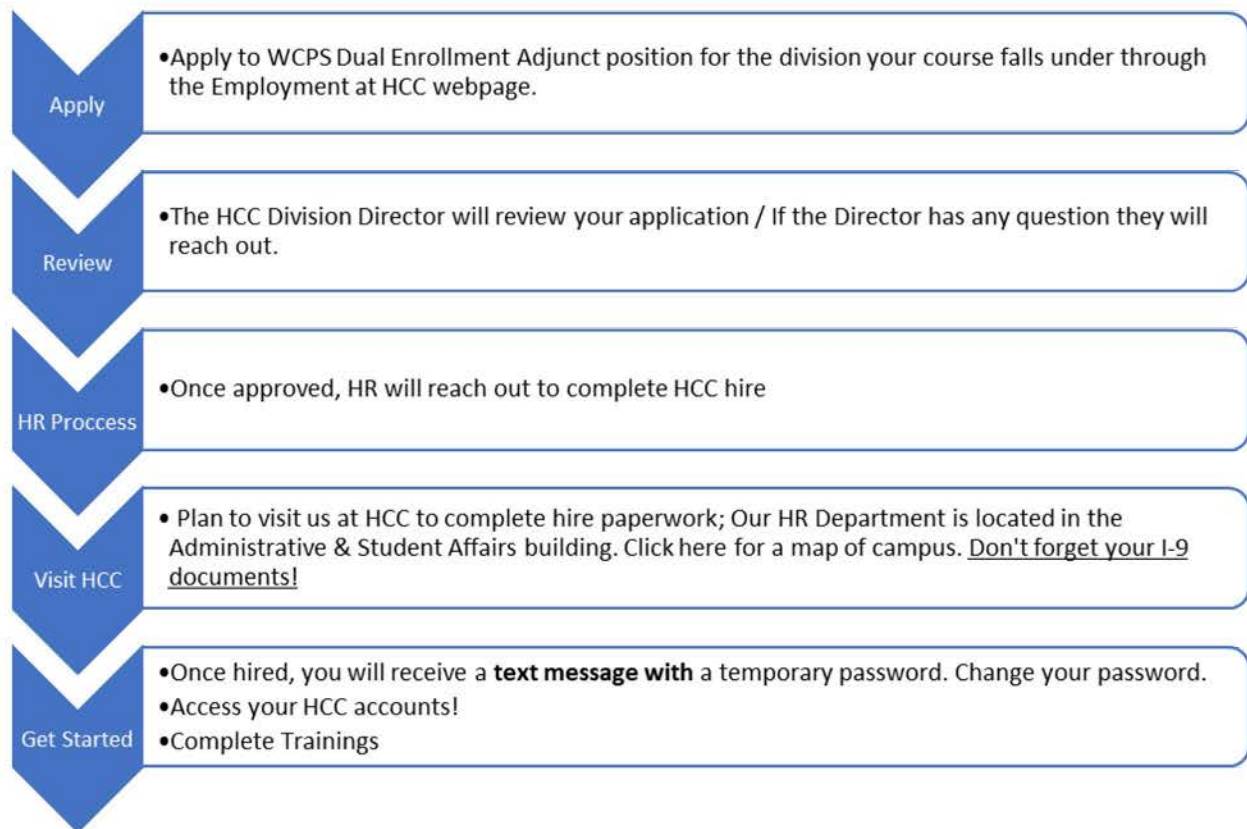
“NACEP works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students

experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.”

Section Three: Getting Started with HCC

The path for Dual Enrollment instructor begins with WCPS and HCC identifying instructors and verify that they meet the approved minimum standards (link) set by the College. This applies to both instructors and long-term subs. Once identified, and screened for approved minimum standards, instructors follow the below pathway to employment:

The Hiring Process



Section Four: WCPS Instructor Responsibilities & Expectations

Dual Enrollment instructors are members of our instructional team required to meet expectations as outlined for on-campus adjunct-instructors; below is a list of expectations. We have included helpful links for ease. In addition to the links below, we encourage new instructors to visit the [Fletcher Faculty Development Center](#) and the [William M. Brish Library](#) for additional resources and professional development opportunities.

Training

- Complete required [New Faculty Getting Started Guide](#) prior to offering the course and all required HR trainings.
- Confirm access to D2L learning management system and complete required D2L training for instructors. [Complete D2L training for instructors](#)
- Confirm access to HCC email and use HCC email for all communication related to dual enrollment course; check HCC email daily M-F. [Outlook Web Access / Employee Password Change, Reset & Enrollment](#)
- Attend annual discipline-specific professional development provided by HCC.

Course Delivery

- Submit HCC-provided syllabus/course guide with updated course-specific policies to division director for approval prior or the start of each semester.
- Distribute to students the HCC template-based syllabus, which may include Dual Credit Program and departmental standards.
- Prepare and make available to students D2L LMS sites; Use of HCC materials (discipline specific)
- Implement HCC curriculum, SLOs, and required assessments as intended, submit requested evidence of student work as requested.

Reporting Expectations

- Verify roster(s) in Self-Service during the first week of the course and prior to the drop and withdrawal deadlines to ensure enrollment accuracy. [Self-Service Faculty Access](#)
- Check weekly email to verify roster changes.
- Coordinate a classroom visit from your HCC liaison or division director during the first semester of your first course offering. Following the initial visit, a classroom visit must be completed once every other academic year; Sign your Faculty Observation form in [Passport](#).
- Remind students to complete the end-of-course evaluations provided by the Dual Credit Program.

- Enter grades. This happens twice each semester with early warning grades early in the term and final grades due at the end of the term. Grades are submitted in [Self-Service Faculty Access](#). Please note that if illness or unforeseen circumstances prevent a student from completing a semester, that may be an instance in which the students can request an incomplete and receive additional time to complete coursework beyond the semester. You can learn more about that option in the New Faculty Getting Started Guide or by asking your Division Director.
- Review Pay Dates and stipend information: HCC will issue a stipend as an ‘in kind’ service to the instructors based on the HCC agreed upon rate of \$365/class of five students, with \$65 per additional student (up to 25 additional students) not to exceed \$1990 for a class maximum of 30 students. There is no additional pay for sections with more than 30 students. Instructors are limited to 12 credits per semester regardless of modality or locale.

Points of Contact

WCPS and HCC are jointly responsible for discussing the On-Location Class(es), including but not limited to, setting session dates, recruitment, identifying materials, supplies, equipment, and technology needed by the HCC instructor(s) to support the On-Location Class(es); communicating emergency procedures; discussing which Course Materials will be purchased and the mode of delivery to students; communicating schedule or classroom changes; communicating instructor needs and requests; and connecting students with HCC points of contacts for applications, and registration for On-Location Classes. HCC has developed the Liaison position to be the first point of contact for Dual Enrollment (DE) Instructors. Below we will outline the responsibilities of that position. In addition to your Liaison Dual Enrollment Instructors are supported by your discipline specific Division Director and Office Associate.

Your Dual Enrollment Liaison

Your DE Liaison has the following responsibilities:

- A.** Support the Division Director and related college offices (HR, IT, etc.) in the hiring process of WCPS Dual Enrollment Instructors to ensure applicants submit all proper paperwork, documentation and complete the on-boarding process in a timely manner.
- B.** Collaborate with the Division Director and faculty to ensure that all relevant course-specific HCC materials, such as syllabi, assignments, exams, and online course shells are up-to-date and disseminated to WCPS Dual Enrollment Instructors.
- C.** Serve as main point of contact between Dual Enrollment Instructors and HCC Early College Office, and other HCC departments to provide answers to instructors’ questions,

concerns, and issues related to Dual Enrollment offerings (registration, materials, technology, advising, resources, etc.).

- D.** Meet regularly with WCPS Dual Enrollment Instructors and Division Directors; maintain accurate records to ensure responsibilities and required tasks are met for reporting to the Division Director.
- E.** Provide training to WCPS Dual Enrollment Instructors about college, division and course-related policies and procedures, including those that are outlined in the Blueprint Faculty/Staff Guidebook. Set up or provide Dual Enrollment Instructors with training in the use of HCC technology, e.g., email & the LMS (Learning Management System). Make sure that instructors are informed about expectations regarding the adoption of HCC syllabi, course materials, submission of rosters and attendance information, grade submission, and compliance with course-specific requirements (grading methods, use of rubrics, late-work policies, etc.). Train instructors to complete Outcomes Assessment requirements.
- F.** Work with the Division Director and faculty to coordinate and plan relevant professional development meetings between HCC Faculty/Staff and WCPS Dual Enrollment Instructors.
- G.** Work with the Division Director to develop clear and direct feedback to WCPS Dual Enrollment Instructors that provides guidance for improvements with a well-defined plan of action to assist the Division Director's evaluation of instructional performance.

Section Five: Philosophy for College Teaching

At HCC we are navigate together with Dual Enrollment Instructors approaches toward course implementation and classroom culture that maintain a collegiate level of rigor and institute college classroom practices. Below our fulltime faculty share our philosophy for college instruction.

HCC instructors aim to:

- Establish and openly communicate clear classroom guidelines, and then universally uphold them to foster trust and minimize confusion.
- Maintain academic rigor while facilitating an inclusive and dynamic caring community of learners that incorporates strategies for various learning styles and backgrounds.
- Utilize heavily weighted assignments that generally don't allow a revision after the assignment is graded, along with low-stakes formative assignments that encourage exploration of skills.
- Cultivate critical thinking skills, independence, and growth mindset, remembering that learning happens at points of discomfort.

- Empower students to develop self-efficacy and envision themselves as successful stewards of their own education and the next chapters of their lives.
- Reflect on how to capitalize on their own teaching strengths as they and their students experience this new learning opportunity together. Great teaching is great teaching at any level!

Section Six: Noncompliance and Suspension of Approval

HCC is committed to cultivating relationships that demonstrate appreciation and support of our Dual Enrollment instructors. As such, we strive to provide a highly integrated support system to ensure their experience is successful and meaningful. As part of this process, Instructors are evaluated on a regular basis through classroom observations, end of semester student evaluation responses, and regular check ins to confirm that instructors are meeting all expectations/responsibilities.

Each semester, Liaisons and Division Directors compile a list of instructors approved to continue Dual Enrollment instruction in the upcoming term with or without additional guidance and mentoring. If an instructor is identified as needing additional guidance or mentoring, an instructional support plan will be developed and shared with the instructor. The support plan is a plan of action intended to guide instructors toward meeting HCC expectations. If unsuccessful, HCC will suspend approval for instructor to teach dual enrollment course with the following stages:

- *First concern:* Instructor will be notified and provided with an instructional support plan with measurable timelines and assessments of improvements.
- *Second concern:* If the instructor fails to improve in the allotted timeline, the WCPS teacher will not be reappointed as an HCC instructor.

Appendix

Appendix I: Pre-Observation / Observation Form

All new Dual Enrollment instructors will have a scheduled classroom observation during their first term. Returning Instructors will be observed on a cycle (typically every other year).

Observations are normally scheduled during the 3rd – 10th week of classes. A copy of the Pre-observation meeting form and evaluation are listed below for reference.

Pre-Observation Form

This form is a placeholder and not intended to be used. Disregard prompts.



Faculty Observation - Hagerstown Community College

Instructor Input Form

To the course instructor

This document is intended to provide your observer with information about your course that will help them understand the course's context and organization. Please complete this *Instructor Input Form* and share it with your observer before the observation.

This form is also used to share relevant documents with your observer. Your course syllabus and an assessment example are required, but you may wish to share additional materials that provide context for the class that will be observed.

Please be aware that your observer will be given facilitator-level permission to view your course to complete the observation.

Instructor and observer information

1. Instructor's name: [Click or tap here to enter text.](#)
2. Course name and number (e.g., SOC 101-01): [Click or tap here to enter text.](#)
3. Enrollment of section to be observed: [Click or tap here to enter text.](#)
4. If this is an online course:

- Does the course require any **synchronous activities** (same time, same place)? If yes, please describe: [Click or tap here to enter text.](#)
 - Does the course require any **face-to-face activities**? If yes, please describe: [Click or tap here to enter text.](#) [Click or tap here to enter text.](#)
 - How do you communicate with your students?
5. Were you given a Master Classroom course shell or other pre-existing course shell to work with? If yes, what modifications did you make? [Click or tap here to enter text.](#)
 6. Please share your course syllabus with your observer when you submit this form.

Course elements

7. Where are **course materials** located?

In D2L

In other Learning Management System (e.g., Google classroom)

I hand out course materials in the classroom

Other _____

8. Does the course require any **instructional materials** beyond those supplied in class or in the course site (e.g., textbook, software)? If yes, please describe: [Click or tap here to enter text.](#)
9. Where do **discussions and other learning activities** take place (e.g., in the classroom, in D2L discussion forums, or another location)? [Click or tap here to enter text.](#)
10. What are you doing on the day of the observation? What materials will you use? please share. What assessment will you use to assess learning for the activity?

Additional instructional contexts

11. Is there any additional information the observer should be aware of? [Click or tap here to enter text.](#)
12. For which aspect(s) of your teaching would you be particularly interested in receiving feedback? [Click or tap here to enter text.](#)
13. What constraints, areas of concern, and/or opportunities for improvement would you like your observer to know about? [Click or tap here to enter text.](#)

How to submit this form

1. Save the form and add your last name to the file name.
2. Email the instructor or division director who is scheduled to observe you. Attach the completed Instructor Input Form.
3. Also attach to the email:
 - a. Course syllabus (required)
 - b. Example assessment (required)

Observation Form

Hagerstown Community College FACULTY OBSERVATION

Directions to observer: Before observing a class, read the Instructor Input Form and review instructional materials the instructor has shared (course syllabus, assessment example, etc.). When reviewing an online course, please request access through your division office associate. If the course is run through a publisher LMS such as MyLab, contact the instructor for access.

*Indicates a required field.

Faculty Division*

Faculty Email Address*

Faculty Last Name*

Faculty First Name*

MI

Observer Last Name*

Observer First Name*

MI

Course & Section*

Topic*

Number of Students Enrolled:

Number of Students in Attendance:

Instructional Design Method:*

Face-to-Face Hybrid

Online Dual Enrollment

Course uses a Master Classroom (consult Instructor Input Form)* Yes No

If a Master Classroom was used, what modifications (if any) did the instructor make to the course?

SYLLABUS AND INTRODUCTORY INFORMATION	All elements are present	Elements are missing	Not applicable
<p>Syllabus includes the following elements:</p> <ul style="list-style-type: none"> -Instructor contact information -Course name/number, description, textbook/materials -Course-level student learning outcomes -Minimum clock hour/credit hour table -Course grade scale (percentage/points ranges equivalent to letter grades) follows HCC policy -List or table of graded coursework and percentage/points contributing to course grade -Required HCC policies: disability, academic integrity, recording -Course policies include attendance or participation, communication/interaction, late work, and make-up exams/assignments -Course policies are clear and written in student-friendly language -Instructor's response time for student email -Grading turnaround time -Topical outline 	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Module-level learning objectives are clear, measurable, and communicated to students.</p>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Links to or information regarding appropriate support services for students are provided in syllabus or course site.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list missing elements, if any:

ONLINE COURSE ONLY	All elements are present	Elements are missing
<p>Course site includes these elements:</p> <ul style="list-style-type: none"> -Contact information, syllabus module, and welcome announcement -Instructions make clear how to get started and navigate the course -Modules are organized by weeks or unit (and not by type of content) -Dates correspond with current semester -Instructor's presence is visible in the course (videos, announcements, participation in discussions, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>

Please list missing elements, if any:

ORGANIZATION AND PRESENTATION OF INSTRUCTIONAL CONTENT	Exceeds Expectations	Proficient	Approaching Competency
<p>Class is presented in an organized and effective manner.</p> <p>In a face-to-face or synchronous class:</p> <ul style="list-style-type: none"> -Class begins and ends on time -Class time is used effectively <p>In an online class:</p> <ul style="list-style-type: none"> -The quantity and type of learning activities are appropriate -Required and optional content and activities are clearly noted 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Content is presented clearly and effectively. For example:</p> <ul style="list-style-type: none"> -Voice and/or media is clear and audible -Vocabulary is appropriate to content and class level -Concepts are clearly presented -Major points are emphasized and summarized -Examples are given to clarify content 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The course facilitates the development of critical thinking skills.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Instructional methods and delivery techniques support student engagement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Varied materials and techniques are used to support the needs of diverse learners.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

LEARNING ENVIRONMENT AND INTERACTIVE TECHNIQUES	Meets expectations	Needs improvement	Not observed	Not applicable
Instructor responds to student requests and answers questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course structure includes opportunities for students to interact with the instructor and peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student participation is encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course atmosphere reflects mutual respect and regard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

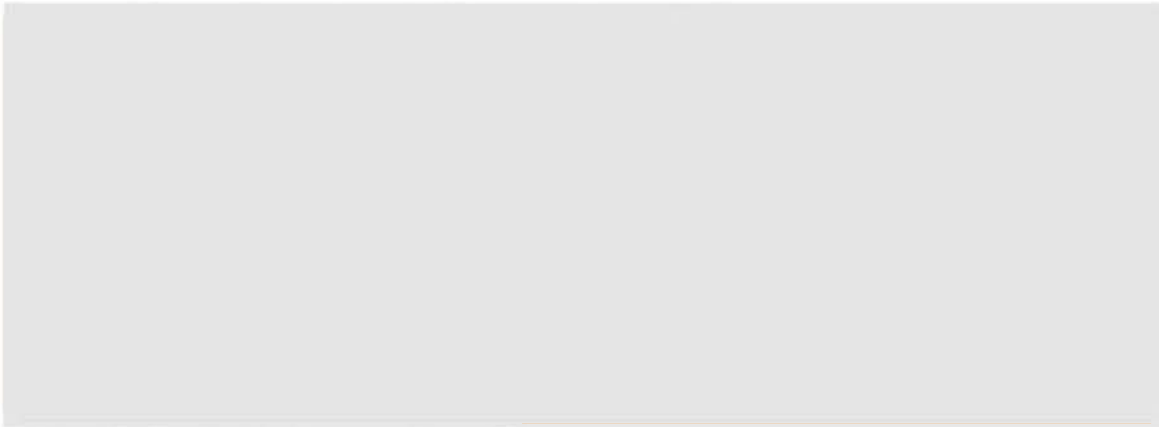
Comments:

EVALUATION OF LEARNING	Meets expectations	Needs improvement	Not applicable
Example assessment measures module or course learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments are frequent and varied in type, allowing multiple opportunities for success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When applicable, specific criteria are provided for learners' evaluation (e.g., rubrics for essays and projects).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

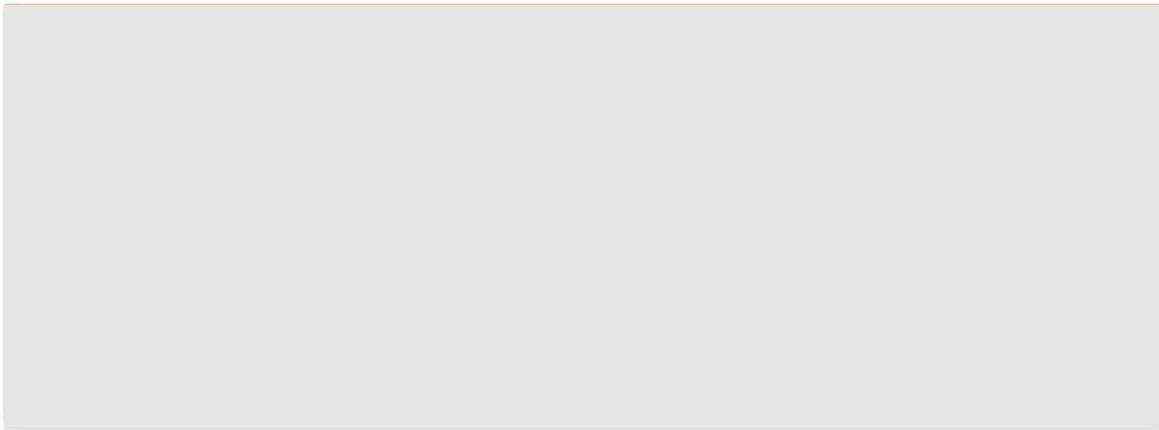
Comments:

OBSERVATION NARRATIVE

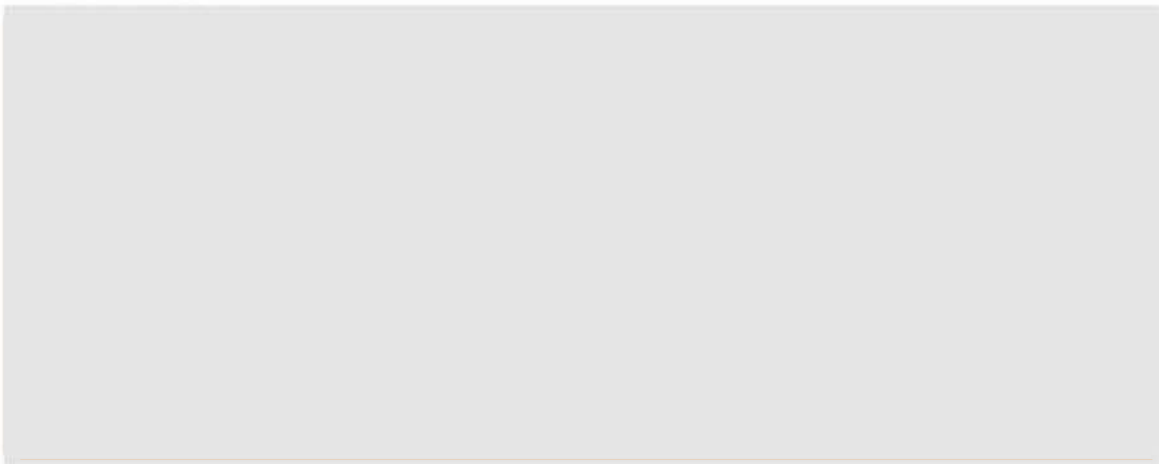
Please describe what you observed, using as much detail as possible.

A large, empty rectangular box with a light gray background, intended for the observer to write a detailed narrative of what they observed in the classroom.

What worked well in the class you observed?

A large, empty rectangular box with a light gray background, intended for the observer to describe the aspects of the class that worked well.

What can be improved?

A large, empty rectangular box with a light gray background, intended for the observer to describe areas of the class that need improvement.

[Signature Line]

Observer's Signature

[Date Line]

Date

Director's Comments

[Large empty text area for Director's Comments]

Changes/Updates applied

[Signature Line]

Director's Signature

[Date Line]

Date

The signature below indicates that you have reviewed this observation form before clicking "Submit." It does not constitute your agreement with the comments made by either the Observer and/or Director. If you would like to review this observation form again with your Director after submission, you may choose to do so at any time.

Faculty Comments (Optional)

[Large empty text area for Faculty Comments]

[ID Line]

Faculty ID

[Signature Line]

Faculty's Signature

[Date Line]

Date

[Signature Line]

Director's Signature

[Date Line]

Date

Appendix II: A Check List to Start the Semester

A Check List to Start the Semester

- I checked in with my HCC Liaison to ensure I have the most up-to-date information
- I am teaching the materials given to me by HCC and completing required assignments
- I followed HCC Distance Learning guidelines
- My D2L Page is prepared and made active 3 business days before the semester begins
- I downloaded the most up-to-date syllabus, updated the syllabus, and submitted it to the Office associate in my designated division; I disseminated the Syllabus to students

When the class Begins

- I am checking my roster each week and alert my school counselor/ HCC of any changes or discrepancies
- I reported Early warning grades as requested by the HCC registrar
- End of the semester
- I submit my HCC Grades
- I submit any outcomes assessment data requested
- Review information on the Fletcher Center Website

Appendix III: Additional Personnel and Office Information

Academic Affairs and Student Services

The Office of Academic Affairs oversees the academic programs for the college and maintains the academic procedures, curriculum, articulation agreements and guidelines required by the state and accrediting bodies.

Dawn Schoenenberger, VPAA/SS dmschoenenberger@hagerstowncc.edu

Louise Bird, Executive Assistant to VPAA/SS elbird@hagerstowncc.edu

Dr. Kathleen D'Ambrisi, Dean of Instruction kmdambrisi@hagerstowncc.edu

Vidda Beache, Dean of Distance Learning vpbeache@hagerstowncc.edu

Division Directors & Office Associates

Division Directors assist the Vice President of Academic Affairs and Student Services in the implementation of the college's educational mission. Division Directors supervise and evaluate the faculty and staff hired in their respective divisions.

Office Associates provide direct administrative support to the Division Director, Full-time and Part-time Faculty and Staff. The Office Associate plays a major role in schedule development; procurement of supplies and submittal of book orders; SLOA data collection, storage, and organization for outcome assessment reporting of division programs and courses; and serves as the division receptionist and front-line support.

Behavioral and Social Sciences

Dr. Mary Hendrickson, Director mahendrickson@hagerstowncc.edu

Glynis Cosner, Office Associate glcosner@hagerstowncc.edu

Business & Technology

Nancy Arnone, Director ngarnone@hagerstowncc.edu

Sharon Plank, Office Associate slplank@hagerstowncc.edu

Developmental Education and Adult Literary Services

Marti Grahl, Interim Director mlgrahl@hagerstowncc.edu

Cassie Taylor, Office Associate cltaylor2@hagerstowncc.edu

English and Humanities

Dr. Dana Poole, Director dpoole2@hagerstowncc.edu

Kathy Smith-Boswell, Office Associate kasmith-boswell@hagerstowncc.edu

Health Sciences

Director, Vacant

Kimberly Hamburg, Office Associate

kshamburg@hagerstowncc.edu

Mathematics and Sciences

Laurie Montgomery, Director

lmontgomery@hagerstowncc.edu

Robin Thomas, Office Associate

rethomas@hagerstowncc.edu

Nursing

Karen Hammond, Director

kshammond@hagerstowncc.edu

Faith Cook, Office Associate

fecook@hagerstowncc.edu

Other Offices

Most information for faculty can be located at the [Faculty & Staff](#) link on the college webpage. Remember that your WCPS Liaison should typically be your first point of contact for most questions or concerns, followed by the Course Division Director and/or Office Associate. However, depending on the question, you may be referred to one of the following offices:

Student Registration, Admissions, Roster questions

Admissions: 240-528-7921

email: admissions@hagerstowncc.edu

Webpage: [Hagerstown Admissions Department](#)

Registration: 240-528-7921

email: register@hagerstowncc.edu

Webpage: [Hagerstown Registration Department](#)

Records: 240-500-2239

email: records@hagerstowncc.edu

Webpage: [Hagerstown Records Department](#)

For Dual-Enrolled Students -

Early College Access Program

[Early College Access Program Webpage](#)

Early College Degree Program

[Early College Degree Program Webpage](#)

Student Policies and Resources

This page contains information on the [Student Handbook](#), College Policies and related information for the Dean of Students and Student Activities Office.

IT Helpdesk

Faculty IT Helpdesk: 240-500-2457

email: trackit@hagerstowncc.edu

Webpage: [Faculty Informational Technology](#)

Student IT Helpdesk: 240-500-2891 (phone)

240-329-4489 (text)

Email: hccit@hagerstowncc.edu

Webpage: [Student Helpdesk Webpage](#)