

WASHINGTON ADVENTIST UNIVERSITY

OFFICE OF THE PRESIDENT

December 14, 2020

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

**RE: Request to Offer Program at Regional Higher Education Center
Laurel College Center**

Dear Dr. Fielder:

In accordance with our shared commitment to respond to the learning needs of Maryland citizens and in response to a request from Laurel College Center (a Maryland regional Higher Education Center) – we respectfully request approval to offer the following program

PROG ID **491001**
DEGREE TYPE **General Studies Bachelor's**
CIP CODE **24102**

at that site. To be effective March 1, 2021. Furthermore, consistent with MHEC's fee schedule which specifies no administrative charge for review of request to offer a program at a regional higher education center – no fee is submitted.

Please let me know if clarification is needed specific to this request. Thank you in advance for your support and responsiveness.

Respectfully Submitted,

Weymouth Spence, President

Cc: Cheryl Kisunzu, Provost

Brenda Chase, Dean/School of Graduate and Professional Studies

Gateway to Service



Cover Sheet for In-State Institutions Non-substantial Modification to Existing Program

Institution Submitting Proposal

Washington Adventist University

Each action below requires a separate proposal and cover sheet.

Articulation Agreement

New Certificate Program within Existing

Non-substantial Modification to Existing Program

Non-substantial Modification to Existing Certificate Program

Change in Program Modality X

Title Change

CIP Code Change

Closed Site Approval

Discontinue Program

Suspend Program

Reactivate Program

Statewide and Health Manpower Designation

Payment Submitted:	Yes No	Payment Type:	R*STARS Check X	Payment Amount: \$50	Date Submitted: 9/30/20
Department Proposing Program			General Studies		
Degree Level and Degree Type			Bachelor's		
Current Title of Proposed Program			General Studies		
Total Number of Credits			120		
Current Codes			HEGIS: 491001		CIP: 240102
Program Modality			Current: On-campus X Distance Education (<i>fully online</i>) Both		
			Proposed: On-campus Distance Education (<i>fully online</i>) Both		
Program Resources			Using Existing Resources X Requiring New Resources		
Projected Implementation Date			Fall Spring X Summer Year: 2021 <i>CHK - 1/21/21</i> <i>CHK - 1/21/21</i>		
Provide Link to Most Recent Academic Catalog			URL: https://www.wau.edu/current-students/registrar/academic-bulletin/		
Preferred Contact for this Proposal			Name: Cheryl H. Kisunzu		
			Title: Provost		
			Phone: 301-758-8109		
			Email: ckisunzu@wau.edu		
President/Chief Executive			Type Name: Weymouth Spence		
			Signature: <i>Weymouth Spence</i> Date: 9/28/20		

Revised 12/2018

MARYLAND HIGHER EDUCATION COMMISSION

6 N. Liberty Street • 10th Floor • Baltimore, MD 21201T 410.767.3300 • 800.974.0203 • F 410.332.0270 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

Washington Adventist University
School of Graduate and Professional Studies
Academic Program Proposal Offering at Laurel College Center
Bachelor of Science Degree in General Studies
(two concentration options: Communication and Health Care Administration)

A. Centrality to Institutional Mission and Planning Priorities

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

The School of Graduate and Professional Studies (SGPS) at Washington Adventist University (WAU) requests approval to offer a Bachelor of Science (B.S.) degree in General Studies with two concentration options: Communication and Health Care Administration. All classes for this degree will be offered on the campus of Laurel College Center (LCC), a Maryland Regional Higher Education Center, in partnership with Howard Community College (HCC) and Prince George's Community College (PGCC). This degree requires a minimum of 120 credit hours for graduation. Each concentration requires two focus areas, as follows: Communication: Public Relations and Intercultural Communication, and Health Care Administration: Health Care Studies and Health Care Management.

The General Studies degree is tailored to meet the career and educational goals of students within an individualized academic learning program framework. It is particularly designed for transfer students who have acquired credits in different areas of interest and returning students who may have interrupted their education for personal or professional reasons. Additionally, students whose professional aspirations do not require a specific major may find that the General Studies degree provides an earlier graduation option with minimum interruption to their work. The WAU and LCC partnership will offer students who have completed an associate's degree at LCC (from HCC or PGCC) or from another college, the option to pursue a bachelor's degree without having to leave the LCC campus.

The mission of WAU is best summarized as a higher learning institution committed to excellence and service that fosters the development of moral leadership.ⁱ This is supported by the mission of the SGPS, under which the program will be offered: to foster a vibrant faith-based adult learning community dedicated to affordable and accessible programs where students can develop advanced skills in a small university-setting.ⁱⁱ

Providing this General Studies program at LCC is consistent with WAU's mission and well-established academic tradition. Similar to WAU's other offerings, the General Studies degree will provide a high quality, distinctive educational and experiential learning experience infused within a faith-based learning framework. The faculty at WAU seeks to enrich students' learning experiences by leveraging the resources available in the nation's capital. This program will challenge students to develop the essential skill set and knowledge required to become competent, moral leaders in their communities. This is in harmony with SGPS's 36-year tradition of offering transformative education designed specifically for the adult learner.

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

In addition to the university's commitment to excellence and service as defining attributes of its learning community, WAU's vision to produce competent moral leaders in communities around the worldⁱⁱⁱ finds expression in the university's strategic plan, which is organized under the six institutional pillars of excellence:^{iv}

- Pillar One: **Quality** - Provide an infrastructure that encourages and promotes student success.
- Pillar Two: **People** - Develop and train staff to provide positive customer service that enhances each student's educational experience.
- Pillar Three: **Service** - Implement and strengthen information technology to improve efficiency in educational delivery and enhance campus-wide cultural awareness.
- Pillar Four: **Finance** - Strengthen the university's financial position to ensure long-term financial sustainability.
- Pillar Five: **Growth** - Cultivate and nurture relationships among alumni and other stakeholders to expand the university's impact in the community and increase enrollment.
- Pillar Six: **Community** - Build partnerships with local businesses and educational institutions and develop a sense of belonging and community among faculty, staff, and students.

The strategies expressed under WAU's six pillars delineate the university's implemented approaches to achieve its vision. The General Studies degree will support these goals by: (a) ensuring a high quality, affordable degree, (b) ensuring intellectually challenging classes infused within a faith and learning structure, (c) engaging and valuing each student, (d) promoting an environment where faculty and staff feel valued, (e) strengthening the university's financial resources, (f) integrating the resources of the nation's capital into students' learning experiences, and (g) strengthening student learning and development.^v Additionally, offering this program at LCC promotes the expansion of the university's aim to produce graduates who bring transformative leadership to their communities. WAU's mission will provide guidance and direction to the B.S. in General Studies degree that will be offered on the campus of LCC. WAU's commitment to excellence and service will undergird its engagement with every student, faculty, staff, and person at LCC and characterize each class offering in this proposed program.

The B.S. degree in General Studies has been offered on the campus of WAU since 1975. This longevity is indicative of the university's strong commitment, priority, and support of this program, which continues to thrive as a proven, time-tested academic degree that supports the university's mission and vision.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

WAU is committed to allocate the necessary financial resources for the efficient and successful operation of this program. Funding sources are largely derived from tuition. The assumption is that the tuition rate will increase three percent each year (beginning in year three) and the number of enrolled students will increase by approximately 20% each year. Full-time faculty and adjunct professors currently employed by WAU will provide a ready pool of professors for

meeting the teaching requirements of this program. Based on the number of students enrolled in this program, additional faculty will be hired as required to meet the increased enrollment. For greater detail regarding financial support of the program, please see section L.

4. Provide a description of WAU's:

a. Commitment to ongoing administrative, financial, and technical support of the proposed program.

WAU is committed to offering ongoing administrative, financial, and technical support for this proposed program at LCC. This program will be launched using existing university resources. WAU's administrative team, including the provost and dean of the SGPS, are dedicated to provide strategic and operational leadership for this program. In addition, the direct involvement of key professors and chairs teaching communication and health care administration and management courses will ensure the quality and viability of this program. The projected five-year revenue budget (see Table 1) provides an adequate revenue stream and gross margin each year. The university will provide the necessary technical support for both technology and library services, including access to electronic information resources (digital books, journals, and media), to bolster student success. Furthermore, support is available through LCC's computer lab. SGPS staff members will provide assistance and coordinate technical support for all matters related to student advising, financial aid, financial accounts, and registration.

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

WAU is committed to providing necessary ongoing support and resources required to enable students the opportunity to complete this degree. WAU personnel will be on site at LCC on a regular basis to provide academic advising, financial aid assistance, address financial concerns, assist with registrations, and provide other support to ensure student success.

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

1. Demonstrate the 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) Need for the advancement and evolution of knowledge

Among the most essential skills in the labor market are leadership/management, communication, and problem solving, as there is now the understanding that the best employees are those with both hard and soft skills.^{vi} In fact, Strada Education Network purports that the most valuable workers for today and tomorrow are those who combine the human skills of liberal arts with basic technical knowledge.^{vii} This is seen as an opportunity to provide our community with the advantage of earning a college degree by completing the B.S. in General Studies. Human skills such as leadership, collaboration, creativity, and critical thinking are central to the liberal arts education. Graduates with a concentration in Communication or Health Care Administration in the General Studies program will learn a diverse skill set and knowledge that will help them be able to thrive in many career areas.

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

LCC is one of nine Regional Higher Education Centers in Maryland.^{viii} Demographics for the City of Laurel show a high number of minorities, immigrants, and families of low socio-economic status. There is a lower level of college enrollment and graduates among minorities in this region reflecting the national trend. Less than 50% in almost all ethnic groups have earned a bachelor's degree underscoring the need for this program at LCC.^{ix} The partnership between LCC and WAU will improve the educational attainment and career advancement of residents in this region. Additionally, the convenient location allows easy access for students who are employed in the area, eliminating the need to utilize multiple public transportations to attend college.

The multiple disciplinary approach characterizing the general studies program requires faculty from various disciplines, which further strengthens students' experience and provides an expansive professional network, increasing the chances of employment after graduation.

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

The state plan goals identified in the *2017-2021 Maryland State Plan for Postsecondary Education*^x are: 1) equitable access to affordable and quality postsecondary education for all Maryland residents, 2) promote and implement practices and policies that will ensure student success, and 3) foster innovation in all aspects of Maryland higher education to improve access and student success. The proposed bachelor's degree in General Studies helps to attain these significant goals of access, success, and innovation. This program meets the goal of access to affordable education in that WAU is an affordable, private institution located in Montgomery County, Maryland. In addition, the tuition at LCC will be offered at a 30% reduction over the standard SGPS undergraduate tuition rate. The promotion of practices to ensure student success and particularly as stated in Strategy 6 of the State Plan, "Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements," will be met through the LCC and WAU partnership, which will provide students with the opportunity to complete a bachelor's degree that is accredited, affordable, and accelerated (offering two eight-week sessions within one semester); hence, students are provided with the flexibility they need to complete this degree in a manner that meets their requirements.

Further, the partnership between WAU and LCC supports Maryland postsecondary education initiatives, including a) enhancing and streamlining the transfer process between community colleges and four-year institutions and b) reaching the goal of ensuring that at least 55% of Maryland's adult population earns a minimum of an associate's degree by 2025.^{xi} Additionally, this proposed degree aligns with and fosters LCC's strategic mission to provide the community and the region with the opportunity to obtain quality postsecondary training leading to workforce development, as well as promote quality of life for residents.^{xii}

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.

The health care industry is experiencing rapid expansion. New job titles and career opportunities are emerging. According to the U.S. Bureau of Labor Statistics, medical and health services manager positions are anticipated to grow 32% over the next decade. This is at a much higher rate than the 4% average rate that is being projected. The increased demand for health care facilities will result in a growing need for health care staff, including health care administrative, management, assistants, and office positions. In addition, nursing care facilities are expected to grow, also expanding the need for health care administrative and management jobs.^{xiii} The B.S. in General Studies degree with a Health Care Administration concentration provides a sound theoretical and practical working knowledge of the field of health care management and administration. Students are provided various tools and opportunities to develop the skills necessary to function effectively from entry through supervisory management levels within the health care administration industry.

The U.S. Bureau of Labor Statistics projects that media and communication occupations will grow 4% over the next ten years, which represents the average increase for all occupations. This increase in jobs will require effective communicators who are able to edit, translate, and disseminate information through various platforms. The median annual wage for media and communication positions in 2019 was nearly 50% higher than the median annual salary for all occupations.^{xiv} Students who complete the B.S. in General Studies degree with a Communication concentration will be prepared for employment in business and communications industry in the fields of Public Relations and Intercultural Communication at the entry to mid management levels. Employees in both private and public sectors will continue to face a myriad of intercultural challenges in the global market place requiring them to have a high level of preparedness to be successful in a competitive and complex job market. The robust curriculum offered in this concentration will provide students with the opportunity to practice and develop a strong and solid skill set that will equip them to provide effective communications in the job market.

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

The health care industry in the U.S. outperformed most other major sectors in 2018, creating one in seven jobs.^{xv} According to the U.S. Bureau of Labor Statistics, health care employment is expected to grow 15% over the next ten years. This represents a much higher growth than the average for all occupations, adding roughly 2.4 million new jobs. In fact, health care jobs are expected to add more positions than any other occupational group.^{xvi} As discussed in the section above, employment of medical and health services managers is projected to grow over 30% by 2029, adding over 133,000 new workers. This demand is fueled by an aging population who will utilize more health care services.^{xvii} Similarly, health care administrative jobs in Maryland and metropolitan Washington, DC area are in demand.^{xviii} The proposed B.S. degree in General

Studies with a Health Care Administration concentration will help to prepare students and support the demonstrated growing demand for workers in the health care field.

Demand for workers in the communication sector is also expected to grow over the next ten years. Media and communication occupations are projected to grow 4%, resulting in an increase of 46,200 new jobs.^{xxix} The demand for public relations specialists is anticipated to expand 7% over the next decade, adding nearly 20,000 jobs.^{xx} Students enrolled in the General Studies B.S. degree with a concentration in Communication will be able to hone their skills in public relations and intercultural communication, which will prepare them for employment in a multitude of jobs in communications.

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.

The projected job growth in health care administration and communication drives the need for well-prepared workers to meet the demands. According to the September 1, 2020 employment projections from the U.S. Bureau of Labor Statistics, the health care and social assistance sector is projected to add the most new jobs. Furthermore, six of the ten fastest expanding occupations are related to health care.^{xxi} As discussed in sections #1 and #2 above, health care jobs are expected to add about 2.4 million new positions over the next ten years. Specifically, medical and health services manager positions are projected to grow 32% over the same period, adding over 133,000 new jobs. The state of Maryland has a high concentration of health care administrative/management positions. In addition, the Washington, DC-VA metropolitan areas also has one of the highest employment levels for these type of jobs. Furthermore, Washington, DC pays some of the top wages for health care administrative jobs.^{xxii} The U.S. Bureau of Labor Statistics provides market educational requirements for various occupations. Entry level positions for medical and health services managers typically requires a bachelor's degree that focuses on health, business, or public administration/management skills and knowledge. Some employers require health care managers to have some work experience; therefore, some workers gain experience by starting out as office and or financial clerks, and/or health care or administrative assistants within a health care setting. Important qualities that are needed for health care administrative jobs include the following skills: analytical, communication, detail-oriented, interpersonal, leadership, and technical.^{xxiii} The proposed General Studies degree with a health care administration concentration will provide a solid foundation and sound theoretical and practical working knowledge of the field of health care management and administration. Students will learn valuable tools and have opportunities to develop skills necessary to function effectively from entry level through the supervisory level within health care administrative positions.

The demand for workers in the communication sector is also expected to grow over the next decade. As discussed in sections #1 and #2 above, media and communication occupations are expected to increase 4%, resulting in an additional 46,200 new jobs. Jobs in public relations is expected to increase 7% over the same period, adding roughly 20,000 new jobs. Public relations specialists generally need a bachelor's degree in communications, public relations, journalism, English, or business. Important qualities that are needed for a position in public relations

includes the following skills: interpersonal, organizational, problem-solving, speaking, and writing.^{xxiv} The proposed B.S. in General Studies with a concentration in communication provides a solid foundation and sound theoretical and practical working knowledge for various career possibilities across many industries, including communication and specifically in public relations.

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

According to LCC's 2019 student enrollment report and follow-up discussions with LCC staff, over 800 students were enrolled of which 113 were in general studies, 190 were in health-related majors, over 60 students took communication classes and expressed an interest in pursuing a job that involved some level of communications, while 10 majored in communication. All of these provide a credible pipeline of prospective students for this degree offering at LCC.

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.

The bachelor's degree in General Studies or Liberal Studies is offered by several universities in Maryland, including Frostburg State University (Frostburg), Notre Dame of Maryland University (Baltimore), Coppin State University (Baltimore), and the University of Maryland Eastern Shore. Some of these General Studies programs offer multiple concentrations or tracks providing students with curriculum flexibility to select courses that align with their professional goals. WAU is the only university in the Laurel, Maryland area that will offer a Bachelor in General Studies and would be the only four-year General Studies degree offered at LCC. While it is proposed to start out with two different concentrations in this General Studies degree, based on future demand, the concentration offerings can be expanded.

2. Provide justification for the proposed program.

Currently, no other university offers a bachelor's degree in General Studies in the Laurel, Maryland area, or specifically at LCC. The B.S. in General Studies degree will provide an additional learning opportunity for the student community currently being served by LCC. Students at LCC who are completing their associate degrees from HCC or PGCC or transferring in to LCC from another college, can seamlessly transition to a bachelor's degree in General Studies without having to leave the campus. A distinguishing characteristic of the proposed General Studies program is that it meets the adult learners' need of completing a degree as quickly as possible. This General Studies degree will be offered in eight-week sessions, providing students with two sessions within one semester. This allows students to progress through the program at an accelerated pace. However, students who prefer to work at a moderate pace, have the option of registering for only one of the sessions within the semester.

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.

It is anticipated that this program will compliment high-demand programs at HBIs and contribute to meeting the educational needs of students from this population group.

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.

No perceived relevance identified.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (outlined in COMAR 13B02.03.10)

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

SGPS was established over 35 years ago on the campus of Washington Adventist University to provide high quality education programs for adult learners. The General Studies program, rooted in the strong tradition of WAU's establishment as a liberal arts institution in 1904, was established 45 years ago to meet the career and educational goals of students within an individualized academic learning program framework. It is particularly designed for transfer students who have acquired credits in different areas of interest and returning students who may have interrupted their education for personal or professional reasons. The administrator directly overseeing this program will be the dean of the School of Graduate and Professional Studies. Admissions, academic advising, and day-to-day operations will be overseen by the program coordinator for the B.S. in General Studies program. Communication and Health Care Administration department chairs will also have direct involvement with teaching and maintaining the quality and integrity of this program. Financial matters related to student accounts and registration will be the responsibility of the SGPS business manager. Students needing assistance with financial aid matters will be assisted by the SGPS support services manager.

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

WAU has adopted the following learning objectives for each of its undergraduate academic programs:

- *Competency:* 1) *Critical Skills and Information Literacy* will be measured by the ability to a) find, evaluate, and synthesize information, and b) solve problems through interpretation, analysis, evaluation, inference, explanation, and self-awareness. 2) *Discipline-specific areas* will be measured by the ability to a) demonstrate in-depth knowledge in a major field of study, and b) understand the relationship of students' particular disciplines to the general education core of their liberal arts training.

- *Moral Values:* 1) *Spiritual Identity* will be demonstrated through a) an understanding and commitment to a belief and value system that results in responsible moral choices, and b) care of the body, mind and spirit. 2) *Aesthetic Appreciation* will be measured by the a) recognition and understanding of the nature and value of beauty, both natural and humanly constructed, and b) aesthetic heritage found in a variety of cultures.
- *Leadership Skills:* 1) *Communication* will be measured by a) effective reading, writing, speaking, and listening, and b) proficient use of electronic modes of communication. 2) *Effective Citizenship* will be measured by a) awareness of characteristics and needs of a diverse community, and b) understanding of the value of contributing time and effort to achieve community goals. 3) *Teamwork* will be measured by the ability to participate either as a member or leader of a committee, taskforce, board, or other group project in generating and achieving its goals.

Additionally, students graduating with the B.S. in General Studies degree are expected to meet the following learning outcomes:

Communication concentration

- Exhibit evidence of the essential knowledge required to be an effective communicator
- Display the necessary knowledge required to be an effective cross-cultural communicator
- Provide evidence of competent verbal and written communication ability
- Show evidence of possessing the requisite skills in effective communication and public relations
- Manifest the ethical and moral values that are associated with a competitive advantage for communication professionals

Health Care Administration concentration

- Compose appropriate messages that communicate effectively, establish and manage effective relationships, and influence individuals and groups
- Demonstrate a knowledge and understanding of the health care system and environment
- Align personal and organizational conduct with ethical and professional standards
- Demonstrate and apply management principles in a health care environment

3. Explain how the institution will:

- Provide for assessment of student achievement of learning outcomes in the program*
- Document student achievement of learning outcomes in the program*

Each WAU academic department develops an assessment plan for each program, identifying key performance assessments and rubrics, as well as identifying when each assessment will be completed during the academic year. Each academic department completes an annual program report that provides the results of each key assessment for each program at disaggregated and aggregated levels. This report serves as an instrument to assess and improve student learning, which, in turn, advances the mission of WAU. Each unit establishes and articulates specific

departmental and program goals, which are addressed in the report, along with improvement plans to advance student learning. The chair of the Academic Assessment Subcommittee reviews the reports and provides feedback to the respective units. Results are analyzed and reviewed with faculty and administration.

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

Appendix I provides the detailed Course Equivalency Crosswalk for LCC (specifically for Howard Community and Prince George's Community Colleges) and WAU. The minimum number of credits for WAU's B.S. in General Studies with concentrations in Communication and Health Care Administration is 120. This appendix outlines all program requirements for this degree and each concentration. Appendix II provides a list of Course Descriptions.

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

Thirty-eight credits are required from WAU's general education courses as outlined in the Course Equivalency Crosswalk (Appendix I) and Course Descriptions (Appendix II). In most cases, students accepted into WAU's bachelor's program in General Studies will have fulfilled those requirements through the completion of an associate's degree from HCC or PGCC. Any outstanding general education requirement will be completed through additional courses taken at LCC (from HCC or PGCC) in connection with the B.S. in General Studies degree.

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

Not applicable

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.

WAU and SGPS remain committed to ensuring that students have the necessary information, tools, and support to complete their program successfully and in a timely manner. All new students attend an orientation training. Each student is assigned to a program coordinator who is responsible for ensuring that he/she obtains the necessary support throughout the educational degree completion. Program coordinators review the curriculum, degree requirements, overall tuition costs, and provide academic advising to students. Students are given a master schedule of classes intended to enhance timely program progression. SGPS' business manager reviews detailed costs and fees. Professors provide students with a description of the course content through the course syllabus. The syllabus details the course requirements and addresses the

nature of faculty and student interaction and expected classroom decorum. Students who have technical deficiencies or lack the necessary technical equipment are assisted in addressing these needs through SGPS staff, faculty, specific courses, tutoring, and the Betty Howard Student Success Center. Program coordinators also ensure that students are informed about the availability of all relevant student support services. To access these services, registered students receive a unique WAU identification number. This allows access to WAU's student facilities, educational and learning resources (including the learning management platform: Desire2Learn), social and cultural events, library resources, and all support services. SGPS staff will regularly be onsite at LCC to assist students with academic advising, registration, program cost information, financial accounts, payment policies, and financial aid resources.

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

As stipulated in the MOU between WAU and LCC (see Appendix III), the university will provide consistent public relations outreach, marketing resources, recruitment efforts, and develop admissions materials necessary to promote the proposed program at LCC. In addition, LCC, HCC, and PGCC agree to promote WAU's degree offering with regular marketing materials and campaigns. Prior to publication of any web and printed materials, the dean of the SGPS reviews to ensure that the material accurately represent the program. WAU's website, managed by the school's Department of Integrated Marketing and Communication, regularly reviews and updates essential information to ensure that SGPS information related to all offerings are clear and understandable.

H. Adequacy of Articulation

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

The completed MOU between WAU and LCC and signed by the presidents of Washington Adventist University, Howard Community College, Prince George's Community College, and the program director of Laurel College Center, is included in this application (Appendix III).

I. Adequacy of Faculty Resources

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

WAU's faculty members in the General Studies program with concentrations in Health Care Administration and Communication are highly accomplished with significant professional and instructional experience in their fields of study. The faculty teaching each course may change from session to session. The courses will be taught by both full-time and part-time faculty and are provided in Appendix IV.

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*

WAU provides all instructors with a new-faculty orientation that includes best practices in teaching and learning, as well as WAU policies, procedures, and practices. Training is provided on an ongoing basis, including best teaching practices and strategies for enhancing student learning. Each full-time faculty has professional development funds which they are encouraged to use on topics related to their disciplines to enrich classroom instruction.

b) *The learning management system*

All faculty members are provided with face-to-face, virtual group training, and/or individual training in the use of the institution's learning management system, Desire2Learn (D2L). WAU's ITS department oversees D2L university technical assistance. Additionally, SGPS has a D2L Help Desk for both faculty and students to assist with utilizing all of the D2L tools.

c) *Evidenced-based best practices for distance education, if distance education is offered.*

WAU will offer face-to-face or hybrid instruction at LCC. There are no foreseeable plans to offer this program at LCC through distance learning unless approved as an exception to a catastrophic event, e.g., a pandemic.

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.*

Students enrolled in courses offered by WAU at LCC will have access to the colleges' library and library services at LCC, including internet access through the open computer laboratories. In addition, WAU students will also have access to all WAU library sources.

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.*

LCC is housed in a ten-story building located at 312 Marshall Avenue, Laurel, Maryland. It occupies five of the ten floors, totaling nearly 49,000 square feet. No new physical space is needed for this Bachelor of General Studies program. There are 28 standard classrooms, ten instructional computer labs (including 1 A+ lab), and two science laboratories, including a biology lab and a microbiology lab. The facility houses an open computer lab, virtual library, two student lounges, and two faculty workrooms. There is a Tutoring/Writing Center available to

students. Subject to the availability of office space, LCC will provide WAU faculty and staff with space to conduct admissions, advising, registration, instruction, and tutoring. LCC has the sole responsibility for the safety and security of WAU students attending classes at LCC. In addition, LCC has the sole responsibility for all housekeeping, to include classrooms, laboratories, and other instructional, and/or office space.

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

WAU provides all faculty, staff, and students with a university email account that serves as the official means of communications. Upon enrollment, students are provided with a university email account, along with access to the learning management system, Desire2Learn (D2L). This will also be the electronic mailing system and learning management platform that will be used for the proposed program on the campus of LCC. Students and faculty may access technology support in person, by phone, or online through WAU's Information Technology System support, SGPS D2L Help Desk, as well as SGPS staff.

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 provides an estimate of revenue sources for the General Studies degree over the first five academic years. The projected number of students in Year 1 is based on an approximate 3% (totaling ten students) of the 313 students who were enrolled in general studies, health-related, or communication studies at LCC in the fall of 2019. Years 2 through 5 are based on a 20% student increase each year. See the student enrollment narrative below.

Tuition revenue and annual credit hour projections are based on the following assumptions. Years 1 and 2: all students will be part-time and take six credits during both fall and spring semesters (equaling 12 credits), plus 3 credits during the summer semester, totaling 15 undergraduate credit hours/year. During Years 3 through 5, it is assumed that all students will be part-time and take a total of 18 credits each academic year, as follows: 6 credits during each of the three semesters (fall, spring, and summer). Note: during the 2019-2020 academic year, SGPS undergraduate students on the campus of WAU took, on average, 23 credit hours.

The tuition credit hour rate has been calculated based on a discounted rate of \$325 per credit hour (which reflects a 30% discount reduction of the standard rate per credit hour of \$465).

Beginning in Year 3, a three percent tuition increase has been assumed, and continues through Year 5.

Student enrollment: Year 1: 10, Year 2: 12, Year 3: 15, Year 4: 18, and Year 5: 22. This is based on an assumption of an approximate enrollment increase of 20% each academic year.

Other revenue funding is derived from two items: a) \$275 one-time registration fee for new, degree-seeking students (assume 75% retention), and b) \$85 graduate fee for graduating students beginning in Year 3 (assume 75% graduation rate).

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g)	48,750	58,500	90,450	111,780	140,580
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (axb)	0	0	0	0	0
d. Number of P/T Students	10	12	15	18	22
e. Credit Hour Rate	325	325	335	345	355
f. Annual Credit Hours	15	15	18	18	18
g. Total P/T Revenue (d*e*f)	48,750	58,500	90,450	111,780	140,580
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources (a+b)	2,750	1,100	2,330	2,690	3,135
a. Graduation Fee	0	0	680	765	935
b. Registration Fee	2,750	1,100	1,650	1,925	2,200
TOTAL (Add 1-4)	51,500	59,600	92,780	114,470	143,715

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

Table 2 provides an estimate of expenses for the General Studies degree for the first five academic years.

Faculty (full-time and adjunct): Existing full- and part-time faculty will teach all of the classes offered at LCC. Additional instructors will be hired as needed. SGPS pays full-time university faculty on a class-by-class basis at a rate of \$2,100 per three-credit undergraduate hour course. The number of classes that will be taught each year is based on the following assumptions: Year 1 – one concentration will be offered. One class for each session (2 sessions each semester) x 3

semesters = 6 classes. Years 2 and 3: two concentrations will be offered. One class for each session (2 sessions each semester) x 3 semesters x 2 concentrations = 12 classes. Years 4 and 5: two concentrations will be offered. Two classes for each session (2 sessions each semester) x 3 semesters x 2 concentrations = 24 classes. Each class is assumed to be a three-credit-hour undergraduate class = \$2,100/class.

Administrative and support responsibilities: existing SGPS administrative and support staff will assume these duties without any additional expense to this program.

Technical support, equipment and library costs: Technical support will be handled by current WAU ITS staff at no additional cost to this program. Two additional computers/laptops will be required for the program coordinator/advisor and support staff in Year 1 at an estimated cost of \$1,000 each. No additional library costs are anticipated.

Classroom rental fees will be waived by LCC for Year 1. Beginning in Year 2, WAU will pay for classroom space at a current rate of \$400/credit hour/course (evening class rate), totaling \$1,200/class. See “Faculty (full-time and adjunct)” for assumptions for the number of classes each year.

Other expenses will include marketing/advertising/materials at \$3,000 per year and increasing \$500 each year thereafter. Mileage assumptions include two trips by administrative/professional staff to LCC each week for 50 weeks, totaling 3,000 miles per year at a rate of 44 cents per mile, totaling \$1,320. Office supplies are estimated at \$25 per month for annual cost of \$300. An additional \$1,000 for other expenses has been budgeted for Year 1 and \$500 for Year 2 for any other items that may need to be purchased/established.

Table 3 shows the gross margin (dollar amount and percentage of gross revenue) for Years 1 through 5. The budgeted revenue and expenses results in a nearly 47% percent gross margin in Year 1. In Year 2, additional expenses (additional classes and classroom rental at LCC) reduces this margin to about 24%. Years 3 through 5 reflects additional revenue from the growth of students attending each year and students matriculating, plus an increased average of credit hours taken. Years 4 through 5 expenses assumes additional classes being offering for each concentration, which, in turn, increases revenue and classroom rental expenses. The budgeted gross margin at the end of Year 5 is approximately 40%.

TABLE 2: PROGRAM EXPENDITURES					
Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b +c)	12,600	25,200	25,200	50,400	50,400
a. Number of FTE	1	2	2	4	4
b. Total Salary	12,600	25,200	25,200	50,400	50,400
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	2,000	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	7,200	14,400	14,400	28,800	28,800
7. Other Expenses	5,620	5,620	5,620	6,120	6,620
TOTAL (Add 1-7)	27,420	45,220	45,220	85,320	85,820

TABLE 3: GROSS MARGIN					
Revenue/Expenses/Gross Margin	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue Resources	51,500	59,600	92,780	114,470	143,715
Expenditures	27,420	45,220	45,220	85,320	85,820
Gross Margin \$	24,080	14,380	47,560	29,150	57,895
Gross Margin %	46.76%	24.13%	51.26%	25.47%	40.28%

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.*

Each academic program has defined student learning outcomes that identify what students should know, understand, and be able to accomplish at the end of their matriculation. Course and program level assessments are completed by faculty (for each unit and program) utilizing defined rubrics to measure actuals against student learning outcomes. Assessment data is collected, tracked, and analyzed, both disaggregated (by individual student) and aggregated (by program and unit). Results are reviewed by program faculty and administration to determine each program's effectiveness, analyzing strengths, weaknesses, and needed improvements and changes. Annual assessments of all of the university's academic programs are conducted, analyzed, and the results are presented to faculty and administration.

WAU uses student enrollment, transfer, graduation rate, and other data to measure the strengths and weaknesses of its academic programs and overall planning. The university regularly reviews program results within the context of the mission, margin, and market. Trends are examined for learning assessments, support, and viability along with key findings and recommendations for future planning. Student satisfaction is measured through anonymous course evaluations conducted at the end of each class. Furthermore, graduate surveys are conducted each year. These tools assist the university in developing retention initiatives and improve the learning experiences. One of WAU's standing committees is the Retention and Progression Committee that focuses on the university goal of providing excellent student support that will, in turn, increase retention and matriculation of students. Cost-effectiveness of each program is measured by a review of the revenue and expenses, including faculty instruction and outlay of other resources, as well as tracking the number of students who successfully complete the each program.

There is an annual review process for faculty members, which includes identifying specific outcomes in the beginning of the academic year and measuring the results against the goals. Employee satisfaction surveys are regularly conducted by the university. All stakeholders are consistently invited to complete customer satisfaction surveys for all employees (faculty, staff, and support). Additionally, administration and faculty meet regularly to discuss academic issues, professional growth opportunities, and other areas of concern and planning.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR13B.02.03.05).

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

The Maryland Institute for Minority Achievement and Urban Education goals can be summarized as: 1) "the improvement of minority achievement," 2) "the elimination of the achievement gap," and 3) "the improvement and reform of urban education."^{xxv} The objectives of offering the proposed program at LCC are consistent with these stated goals. The collaboration between LCC and WAU addresses the needs of minority and educationally disadvantaged students as stipulated in the Maryland Higher Education Commission's goal: "Access and choice for Maryland citizens to higher education shall focus on the needs of citizens for higher education programs, services, and research, including . . . the expansion of educational opportunities and choices for minority and educationally disadvantaged students at institutions of

higher education” (COMAR13B.02.03.05). Approximately 86% of the students currently attending LCC are minorities, including African American and Hispanics, and more than 80% of its student body is made up of immigrants (according to LCC’s fall 2019 enrollment data). As such, this proposed degree will contribute to addressing the needs of students who attend LCC.

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.

Not applicable

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.

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

WAU will offer face-to-face or hybrid instruction at LCC. There are no foreseeable plans to offer this program at LCC through distance learning, unless approved as an exception to a catastrophic event, e.g., a pandemic.

APPENDIX 1: Laurel College Center and Washington Adventist University Course Equivalency Crosswalk

The minimum number of credits for the WAU B.S degree in General Studies with concentrations in Communication or Health Care Administration is 120. Of this number, 38 credits are from WAU General Education courses as outlined below. A maximum of 70 credits will be transferred from Howard Community College (HCC) and Prince Georges Community College (PGCC) toward the bachelor degree requirements. Transfer credits must be a minimum of a "C" grade. Of the 120 credits, a minimum of 36 credits must be upper division credits. These are fulfilled through the 48 credits of either concentration. HCC/PGCC lower division courses that match WAU's upper division courses will be accepted as lower division WAU elective credit.

WAU Course Equivalency General Education	HCC	PGCC	WAU Communication Concentration	HCC	PGCC	WAU Health Care Administration Concentration	HCC	PGCC
ENGL 101 – First Year Composition (3 credits)	ENGL 121	EGL 1010	Junior	Focus 1 Public Relations	Focus 1 Public Relations	Junior	Focus 1 Health Care Administration	Focus 1 Health Care Administration
ENGL 102 Research & Literature (3 credits)		EGL 1020		INTD315 Ethics in Modern Society (3)	INTD315 Ethics in Modern Society (3)		INTD315 Ethics in Modern Society (3)	INTD315 Ethics in Modern Society (3)
COMM 105 – Intro to Human Communication (3 credits)	SPCH 101 OR SPCH 105	COM 1010 OR COM 1110		COMM320 Persuasion & Propaganda (3)	COMM320 Persuasion & Propaganda (3)		HCAD300 Health Care Organization Theory & Management Practice	HCAD300 Health Care Organization Theory & Management Practice
CPTR 105 – Introduction to Computers (3 credits)	CMSY 110	INT 1010		COMM325 Communication Law (3)	COMM325 Communication Law (3)		HCAD310 Management Skills Assessment (3)	HCAD310 Management Skills Assessment (3)
Literature (3 credits)	Any Literature course except ENGL 200	Any Literature course except EGL 2230		COMM330 Effective Presentations (2)	COMM330 Effective Presentations (2)		LTHC320 Quality of Care in Long-Term Health Care Facilities (3)	LTHC320 Quality of Care in Long-Term Health Care Facilities (3)
Humanities elective credit (3 credits) - (Literature, Humanities, Philosophy)	Humanities elective (Literature, Humanities, Philosophy) - Theory courses are accepted but not practical. This means another Humanities course is required	Humanities elective (Literature, Humanities, Philosophy) - Theory courses are accepted but not practical. This means another Humanities course is required		COMM370 Advertising (3)	COMM370 Advertising (3)		HCAD400 Planning in Health Care (3)	HCAD400 Planning in Health Care (3)
Math Elective (4 credits)	Any MATH (no remedial coursework are accepted)	Any MATH (no remedial coursework are accepted)		COMM405 Media Ethics (3)	COMM405 Media Ethics (3)		HCAD430 Legal Issues & Public Policy in Health Care (3)	HCAD430 Legal Issues & Public Policy in Health Care (3)
Biology, Chemistry, Physics general elective credit (4 credits)	Any Biology, Chemistry, or Physics course	Any Biology, Chemistry, or Physics course		COMM465 Perspectives in Communication (1)	COMM465 Perspectives in Communication (1)		COMM315 Small Group Communication (3)	COMM315 Small Group Communication (3)
PSYC 105 – Introduction to Psychology (3 credits) or SOCI 105 General Sociology (3 credits)	PSYC 101 or SOCI 101	PSY 1010 or SOC 1010		COMM294/494 Topics in Communication (3) (A different topic than COMM494)	COMM294/494 Topics in Communication (3) (A different topic than COMM494)		LTHC440 Regulation of Long-Term Health Care (3)	LTHC440 Regulation of Long-Term Health Care (3)
HIST – History elective (3 credits)	Any HIST	Any HST	Senior	COMM494 Topics in Communication (3)	COMM494 Topics in Communication (3)	Senior		
PEAC - Physical Education Elective (1 credit)	Any LFIT	Any PED numbered 1000-1810						
HLSC – Health Science (2 credits)	Any HEED	Any HLE		Focus 2 Intercultural Communication	Focus 2 Intercultural Communication		Focus 2 Health Care Management	Focus 2 Health Care Management
Social Science elective credits (3 credits)	Choose three credits from any of the following social science subjects that have not been used to satisfy the PSYC/SOCI and History requirements: Any AMST, ANTH, ECON, GEOG, HIST, PLST, PSYC, and SOCI	Choose three credits from any of the following social science subjects that have not been used to satisfy the PSYC/SOCI and History requirements: Any AMST, ANTH, ECON, GEOG, HIST, PLST, PSYC, and SOCI		INTD327 Issues in Religion & Culture (3)	INTD327 Issues in Religion & Culture (3)		INTD327 Issues in Religion & Culture (3)	INTD327 Issues in Religion & Culture (3)
INTD 105 – First Year Experience waiver (1 credits)	Completion of a minimum of 30 transferred credits	Completion of a minimum of 30 transferred credits		COMM150 Survey of Mass Media (3)	COMM150 Survey of Mass Media (3)		LTHC340 Financial Management in Long-Term Health Care (3)	LTHC340 Financial Management in Long-Term Health Care (3)
Religion (6 credits) waiver	Completion of a minimum of 60 transferred credits	Completion of a minimum of 60 transferred credits		COMM220 Intro to Intercultural Communication (3)	COMM220 Intro to Intercultural Communication (3)		HLSC340 Health Program Planning, Design & Management (3)	HLSC340 Health Program Planning, Design & Management (3)
				COMM270 Communication Theory & Research (3)	COMM270 Communication Theory & Research (3)		HCAD340 Personnel Management (3)	HCAD340 Personnel Management (3)
				COMM315 Small Group Communication (3)	COMM315 Small Group Communication (3)		HCAD350 Health Care Information Systems Management	HCAD350 Health Care Information Systems Management
				COMM395 The Intercultural Communication Experience (3)	COMM395 The Intercultural Communication Experience (3)		HCAD380 Business Data Analysis (3)	HCAD380 Business Data Analysis (3)
				COMM397 Cultural Conceptions of Gender, Race & Class (3)	COMM397 Cultural Conceptions of Gender, Race, & Class (3)		HCAD410 Managerial Economics (3)	HCAD410 Managerial Economics (3)
				COMM460 Problems & Issues in Intercultural Communication (3)	COMM460 Problems & Issues in Intercultural Communication (3)		HCAD420 Health Care Finance (3)	HCAD420 Health Care Finance (3)
				48 credits in the Communication Concentration	48 credits in the Communication Concentration		48 credits in the Health Care Administration	48 credits in the Health Care Administration

Summary	
HCC/PGCC Associate Degrees	60 - 70 credits
WAU B.S. in General Studies Communication Concentration	48 credits
	0 - 12 credits
Total	120 - 130 credits

Summary	
HCC/PGCC Associate Degrees	60 - 70 credits
WAU B.S. in General Studies Health Care Administration Concentration	48 credits
	0 - 12 credits
Total	120 - 130 credits

APPENDIX II: Course Descriptions

BIOL 130 Humans and Their Environment, 4

Biological and ecological issues and choices facing society. Topics include basic environmental principles, human population dynamics, land and soil use, world food supplies and distribution, energy utilization, deforestation, solid and nuclear waste disposal, air and water pollution and endangered species. Applies to the General Education science requirement and recommended for approved teacher education certification programs. Three lectures, one laboratory session per week.

BIOL 140 The Human Body in Health and Disease, 4

The structure and function of the human body as it relates to health maintenance and health problems encountered in everyday living. The Adventist philosophy of health, especially as expressed by Ellen White, is an integral part of the course. Does not apply toward a biology major or minor. Three lectures and one laboratory period per week. Cross-listed as HLSC 140.

COMM 105 Introduction to Human Communication, 3

A study of the human communication process, verbal and nonverbal, through theory and practice focusing on intrapersonal, interpersonal, small group and public communication contexts.

COMM 150 Survey of Mass Media, 3

A survey of broadcast, film, print media, public relations, advertising, communication law and ethics, with emphasis on the historical perspectives, roles, criticisms, industries, careers and professions.

COMM 220 Introduction to Intercultural Communication, 3

Prerequisite: ENGL 102 level course. A course designed to introduce the student to the current theories and principles of intercultural communication, to the observation and appreciation of cultures and co-cultures, to develop critical thinking and practical skills for communication and to explore one's own personal and spiritual growth through experiences with other cultures.

COMM 270 Communication Theory and Research, 3

A course designed to introduce the student to the various communication theories, to clarify the purposes of communication in human society and to develop critical thinking and research.

COMM 294 Topics in Communication, 1-3

Based on student needs and faculty consent, topics may be chosen in the area of radio, television, public relations, advertising, communication theory or media studies at the upper-division level.

COMM 315 Small Group Communication, 3

Theory and practice of conflict resolution, group dynamics and effective leadership and participation.

COMM 320 Persuasion and Propaganda, 3

Prerequisite: COMM 105 or equivalent; PSYC 105 or SOCI 105 recommended. Theory and practice of logical and psychological forms of persuasion in various arenas of life, including

business, politics, media, religion, interpersonal relations and mass media. Students develop an ethic of persuasion, and learn to identify and unmask messages and techniques of propaganda.

COMM 325 Communication, 3

A study of the legal framework shaping the print and electronic mass media with special attention paid to the origins and implications of the First Amendment. Students gain experience in reading landmark court decisions and conducting basic legal research.

COMM 330 Effective Presentations, 2

Prerequisite: COMM 105. A course designed to develop the communication skills of listening, critical thinking, appreciation and understanding of diversity, public speaking, writing and technological competence. The student produces a variety of effective public presentations using selected techniques and media.

COMM 370 Advertising, 3

An overview of the history of advertising and its contemporary role in communication and business. An examination of advertising's influence on the culture. Practical applications in planning, copy preparation and media selection. *Note: A lab fee of \$45 will be required.*

COMM 395 The Intercultural Communication Experience, 3

Prerequisites: COMM 220, COMM 235. Practical experience (minimum of four weeks) living in a culture new to the student. The student uses the theories, tools and techniques of intercultural communication to interact, observe, analyze and report on the personal experiences encountered. Required of all Intercultural Communication majors in consultation with the program coordinator. May be fulfilled through an international internship or service opportunity, student missionary service or college study abroad.

COMM 397 Cultural Conceptions of Gender, Race and Class, 3

Prerequisite: COMM 150 recommended. The course examines how media and popular culture helps to shape an individual's racial, class and gender identities and how those images and messages are constructed, transformed and disseminated to the culture through the media.

COMM 405 Media Ethics, 3

A course designed to identify ethical situations in all media, to understand and apply moral reasoning to selected case studies and to develop one's own moral and ethical principles in dialogue with community, media and society.

COMM 460 Problems and Issues in Intercultural Communication, 3

Prerequisites: COMM 105, COMM 220. A course that examines recent and contemporary problems and issues in intercultural communication at the personal, public and social levels. The student engages in discussion and research in a variety of settings to produce a major project.

COMM 465 Perspectives in Communication, 1

A course intended to give the senior student the opportunity to reflect on his or her professional goals and training in order to synthesize the various theories and practices encountered as a

student. A graduate portfolio is produced, a major component of which is a research paper presented publicly to the departmental faculty and interested peers.

COMM 494 Topics in Communication, 1-3

Based on student needs and faculty consent, topics may be chosen in the areas of radio, television, public relations, advertising, communication theory or media studies at the upper-division level.

CPTR 105 Introduction to Computers, 3

Prerequisite: MATH 051, placement in MATH 052, or 15th percentile on ACT/SAT Math.

Development and practical application of hardware and software use skills and an overview of the field of computing. Use of word processors, electronic spreadsheets, database software, presentation software, email and web browsers, accomplishing common tasks are covered at basic through intermediate levels. Knowledge of common computer-related terminology and concepts, adaptability in new computing environments and awareness of the social and ethical impact of computing are emphasized, to aid success in college and the workplace. Credit for this course does not apply toward a major, minor or emphasis in Computer Science or Information Systems but it does apply toward the General Education Core Competencies requirement. Two 1-hour lectures and a 2.5-hour closed laboratory session each week. Cross listed as INSY110

ECON 265 Principles of Economics I — Macro, 3

ECON 265N Principles of Economics I — Macro, 3

Prerequisites: Placement in at least ENGL 101 and placement in MATH 120. Introductory course which explores topics such as economic growth, inflation, unemployment, fiscal and monetary policies, money supply, banking and the central banking system within the context of major economic theories. *Cross listed as PLST 265.*

ECON 266 Principles of Economics II — Micro, 3

Prerequisites: Placement in at least ENGL 101 and placement in MATH 120. A study of scarcity and consumer choice, supply and demand, pricing of the factors of production for the individual firm and the types of competition. International economics and alternative economic systems will be included.

ENGL 101 Composition, 3

Prerequisite: English placement exam or higher than the 50th percentile on ACT/ SAT. This course is designed to advance writing skills for college and professional purposes. Starting with the importance of considering audience and purpose, the course emphasizes the need for organization, development, coherency and stylistic consistency in writing. Additionally, students will analyze variety of texts and develop critical thinking skills.

ENGL 102 Research and Literature, 3

Prerequisite: ENGL 101 with a minimum grade of "C." A study of poetry, short stories, drama and the process of writing a research paper. ENGL 101 and 102 are prerequisites to all other courses in the department.

HCAD 300 Health Care Organization Theory and Management Practice, 3

An introduction to the field of health care administration, examining the background, philosophy, institutions and mode of operation of the health care system.

HCAD 310 Management Skills Assessment, 3

An assessment of one's personal and professional life with an emphasis on career goals. In addition, this course considers future trends in health care in relation to changing careers and lifestyles. Techniques of management writing and portfolio preparation as well as an overview of the style recommended for research papers is included.

HCAD 340 Personnel Management, 3

A study of human resource management functions for managers of health care programs. Course topics include personnel planning, staffing, development and training.

HCAD 350 Health Care Information Systems Management, 3

Automated information systems operations and design are examined, together with an operational understanding of subsystems for pathology, nursing, clinical laboratory, radiology, physiology, preventive medicine, medical education, administration and financial management. Setting up an automated information system for a medical database and networking principles for a medical subsystem are also examined.

HCAD 380 Business Data Analysis, 3

Prerequisite: ACCT 211 with a minimum grade of "C." Accounting principles and practices applicable to health care organizations with emphasis on hospitals and ambulatory care services, including cost-finding methodologies, third-party payor negotiations, internal controls and internal and external financial reporting.

HCAD 400 Planning in Health Care, 3

How to apply planning theory and techniques at the institutional, community and area-wide levels in relation to governmental, political, economic and social constraints with analysis and interpretations of health status and health care resources data.

HCAD 410 Managerial Economics, 3

Analysis and evaluation of the economic environment, health care consumers, providers and institutions. Analysis and evaluation of fiscal and monetary policies on the delivery of health care in government and private health care institutions.

HCAD 420 Health Care Finance, 3

Prerequisite: ACCT 211 with a minimum grade of "C." An evaluation of the financial subsystems of health care organizations and the application of analytical tools toward improving the managerial usefulness of financial information. Topics include financial markets and investments, financial statement analysis, management of working capital, capital budgeting, financially based performance evaluation and pricing policies.

HCAD 430 Legal Issues and Public Policy in Health Care, 3

An orientation to the American legal system, its principles and processes and to such issues as public health laws, institutional and professional liability, informed consent, physician-patient relationships, forensic medicine, legislative activities and controversial medico-legal and ethical issues.

HIST 125 History of World Civilizations I, 3

An introduction to the historical development of human civilizations from antiquity to the mid-17th century, with focus on the themes of political and social organization, worldview and cultural achievements.

HIST 126 History of World Civilizations II, 3

An introduction to the historical development of human civilizations from approximately the mid-17th century to the present. Emphases include the interaction between Western and non-Western cultures and the impact of key social and political ideas and movements.

HLSC 110 Healthier Living, 2

A course designed to give students the practical means of assessing and managing their personal health behaviors so that they can live their lives to the fullest. Recognizing that health information changes quickly and there is so much to know, this course emphasizes the basic facts and encourages students to translate them into a meaningful plan of action that is personally relevant. The SDA philosophy of health expressed in the writings of Ellen G. White is emphasized as an important reliable health information resource.

HLSC 340 Health Program Planning, Design and Management, 3

This course is designed to provide the students with elements of program design and management. Each student will learn and/or experience the process of developing, planning and implementing programs in health education and health promotion.

INTD 315 Ethics in Modern Society, 3

Examines ethical issues in business and economics, leadership and administration, science and medicine, religion, government and education, paying particular attention to how new ethical approaches have developed in today's technological society.

INTD 327 Issues in Religion and Culture, 3

An introduction to selected world religions and contemporary expressions of faith focusing on the role religion plays in various cultures as seen from both current and historical perspectives.

LITR 225 American Literature I, 3

Prerequisite: ENGL 102 with minimum grade of "C." A survey of American literature from the 16th to 19th centuries. Covers the contribution of major American authors, including Native American, African-American and women authors.

LITR 226 American Literature II, 3

Prerequisite: ENGL 102 with minimum grade of "C." A survey of American literature in the 19th and 20th centuries, including contributions of major American, Native American, African-American and Hispanic authors.

LTHC 320 Quality of Care in Long-term Health Care Facilities, 3

Prerequisite: MGMT 202 with a grade of "C" or higher. A study of the risk factors unique to long-term care facilities. The course includes assessment of these risk factors and strategies for addressing them through the design of the physical environment, management practices, patient care practices and insurance coverage. This course will also address how the long-term health care administrator can assess, plan for and implement a high-quality level of patient care. The design, implementation and evaluation of the following resident services: nursing, social, food, medical, activity, medical records, pharmaceutical and rehabilitation will be specifically addressed. A case study approach will be used.

LTHC 340 Financial Management in Long-term Health Care, 3

Prerequisite: FNCE 290 with a grade of "C" or higher. Students will learn how to apply basic financial management techniques and interpret financial information in the long-term health care environment. Special emphasis will be given to Medicare, case mix and payment structures.

LTHC 440 Regulation of Long-term Health Care, 3

Prerequisite: BUAD 375 and BUAD 376 with grades of "C" or higher. An in-depth study of the regulations and laws that affect the governance and operations of long-term health care facilities. Some historical perspective will be provided, but the primary focus will be current regulations and laws and their enforcement agencies.

MATH 110 Probability and Statistics, 4

Prerequisite: MATH 052, placement test or SAT/ACT above 34th percentile. Descriptive statistics, elementary probability, Venn diagrams, discrete random variables, binomial and normal distributions. Inferential statistics, sampling tests of hypotheses, regression, correlations, analysis of variance and chi-square analysis.

MATH 120 College Algebra and Trigonometry, 4

Prerequisite: MATH 052, placement test or SAT/ACT above 34th percentile. Linear equations and their graphs, inequalities, systems of equations, polynomial functions, fractional equations, powers and roots, quadratic functions and their graphs, exponential, logarithmic, trigonometric and inverse trigonometric functions; and introduction to trigonometric identities. Credit for this course does not apply toward a major or minor in mathematics but does apply toward the General Education math/science requirements.

PEAC 160 Physical Fitness for Life, 1

This course attempts to improve cardiorespiratory fitness, muscular strength and endurance, flexibility and body composition. Overall wellness and lifestyle enhancement across the lifespan will be an integral part of the course. Students will develop their own individualized fitness programs utilizing the knowledge and skills learned in the course.

PSYC 105 Introduction to Psychology, 3

The basic principles and concepts in psychology, including the principles of motivation, learning and perception. Designed to introduce university students to history, development and present scope of psychology with additional emphasis on non-Western psychological approaches. A prerequisite for all other courses in psychology.

SOCI 105 General Sociology, 3

A general introduction to the basic forms of human association and interaction dealing with the social processes, institutions, culture and personality development. This course is a prerequisite to some Upper-division courses in sociology.

APPENDIX III

MEMORANDUM OF AGREEMENT BETWEEN WASHINGTON ADVENTIST UNIVERSITY and LAUREL COLLEGE CENTER

PREAMBLE

Washington Adventist University, an agency and instrumentality of the state of Maryland, located at 7600 Flower Avenue, Takoma Park, Maryland, 20912 hereinafter referred to as "WAU" and the Laurel College Center, which has as its principal mailing address, 312 Marshall Avenue, Suite 205, Laurel, Maryland, 20707, and hereinafter referred to as the "Center" have identified mutually beneficial objectives in cooperating in the delivery of instructional services.

The Center is a Maryland Regional Higher Education Center that provides quality learning experiences for students that lead to associate degrees, workforce development, and/or personal enrichment. WAU is a private university in Maryland that provides quality learning experiences for students that lead to associate, bachelor, and master degrees. WAU and the Center recognize the need and importance of facilitating the transfer to WAU of students earning associate degrees at Prince George's Community College and Howard Community College and/or students enrolled in courses at the Center in order that the students are able to earn bachelor degrees.

The primary purpose of this Memorandum of Agreement (AGREEMENT) between WAU and the Center is to provide opportunities for students who are matriculating at Prince George's Community College and Howard Community College and who are completing associate degrees to earn bachelor degrees in select majors from WAU by enrolling in classes, including but not limited to those leading to a (A) Bachelor of Science degree in General Studies (with a concentration in Health Care Administration or Communication) and (B) Bachelor of Science in Nursing (R.N. to B.S.N.), while continuing to attend classes at the Center.

WHEREAS, the Center's founding partners are Prince George's Community College and Howard Community College and is staffed by persons employed by Prince George's Community College and Howard Community College;

WHEREAS, a majority, but not all, of the students pursuing associate degrees by attending classes at the Center are matriculating at either Prince George's Community College or Howard Community College;

WHEREAS, the Maryland Higher Education Commission (MHEC) has led a statewide effort on removing barriers to a seamless educational experience for Maryland's citizens and to facilitate a smooth transition from public schools and private career schools to undergraduate collegiate study to graduate schools by establishing the Student Transfer Advisory Committee, developing a Policy for Articulation and Transfer of Credits between Degree-granting Institutions and Maryland Secondary Schools and Non-Degree-granting Institutions, publishing the Student Guide to Transfer Among Maryland Colleges and Universities, and by supporting ARTSYS, an electronic data information system which allows students and advisors to determine the transferability of courses;

WHEREAS, WAU and the Center have a mutual interest in collaborating on initiatives to facilitate baccalaureate degree completion for students who are pursuing courses and/or associate degrees at Prince George's Community College, Howard Community College, or at other colleges but who are attending classes at the Center;

NOW, THEREFORE, in support of the educational programming goals and priorities of this collaboration, WAU and the Center do hereby agree to enter into this AGREEMENT according to the terms and conditions set forth in the following articles.

ARTICLE 1 WAU'S RESPONSIBILITIES

- 1.1 Select Baccalaureate Degrees Offered by WAU
- A. WAU agrees to collaborate with the Center to permit courses leading to select baccalaureate degrees offered by WAU to be taught at the Center by WAU faculty members.
 - B. WAU agrees to offer courses at the Center that will be staffed by WAU's faculty and advisors and that leads to degrees, including but not limited to a Bachelor of Science degree in General Studies and Bachelor of Science degree in Nursing (R.N. to B.S.N.).
 - C. Subject to institutional capacity, resources, and student demand, WAU may agree to offer additional credit programming at the Center that leads to baccalaureate degrees in other majors.
 - D. For the Bachelor of Science degree in General Studies and Bachelor of Science degree in Nursing (R.N. to B.S.N.), and any other bachelor degrees that WAU and the Center agree will be offered at the Center, WAU agrees to provide the complete plan of study for the courses and/or credits required to earn the bachelor's degree from WAU in that major. This includes both lower (if required lower division courses are not offered at the Center by Howard Community or Prince George's Community College) and upper division courses needed for degree completion at WAU.

1.2 Transfer Articulation

- A. In accordance with Washington Adventist University's Transfer Policy, WAU agrees to apply all articulated credits from Howard Community College and Prince George's Community College to the major and general education requirements such that a student who completes the remaining degree requirements with a satisfactory grade and/or appropriate grade point average may complete a bachelor's degree at WAU within two years (four semesters).
- B. WAU will confirm the acceptance of up to 70 associate degree credits from Prince George's Community College and Howard Community College towards the Bachelor of Science degree in General Studies and Bachelor of Science degree in Nursing (R.N. to B.S.N.), and for any other bachelor's degree that WAU and the Center agree will be offered at the Center, including all general education courses as designated in crosswalks between Prince George's Community College and Howard Community College and WAU.
- C. All articulated credits shall be reflected in the course crosswalk developed between Prince George's Community College, Howard Community College, and WAU and are expressly incorporated by reference in this AGREEMENT.
- D. Students who are eligible to participate in programs covered by this AGREEMENT, prior to enrolling in courses offered by WAU in a four-year General Studies degree with a concentration in Health Care Administration or a concentration in Communication, a Bachelor of Science degree in Nursing (R.N. to B.S.N.), or any other WAU baccalaureate program offered at the Center, must complete an Associate Degree from the community college in which they are currently matriculating.
- E. WAU agrees that any and all baccalaureate degree programs, including but not necessarily limited to a four-year degree in General Studies with a concentration in Health Care Administration or Communication, or a Bachelor of Science degree in Nursing (R.N. to B.S.N.) shall have met all appropriate provisions as outlined in WAU's Board of Trustees' Policies, particularly, WAU's Transfer Policy, and all applicable statutes, regulations, and guidelines as prescribed by MHEC.

1.3 Application Processes, Tuition and Fees

- A. Students who are pursuing associate degrees at Prince George's Community College, Howard Community College, or attending classes at the Center and are interested in earning the Bachelor of Science degree in General Studies and Bachelor of Science degree in Nursing (R.N. to B.S.N.), or any other bachelor's degree that may be offered by WAU at the Center shall apply directly to WAU for admission to WAU and the selected degree program(s).
- B. Once admitted to WAU, students shall register for courses in General Studies with a concentration in Health Care Administration or Communication, the R.N. to B.S. N. program, or other bachelor degree programs that may be offered by

WAU at the Center in accordance with the policies, procedures, and schedule of classes established by Office of Records and Registration at WAU. Students may be also required to satisfy certain lower division requirements as defined by the crosswalk.

- C. WAU's onsite Program Coordinator will register students for WAU's courses at the Center in accordance with the policies, procedures, and schedule of classes established by Office of Records and Registration at WAU. Students at the Center may also register for WAU courses online.
- D. Once admitted to WAU, students are responsible for paying all tuition and fees directly to WAU subject to the Tuition and Fees Schedule published for the semester that the student is enrolled in classes offered by WAU in accordance with the policies, procedures, and schedule of payments established by the School of Graduate and Professional Studies (SGPS) at WAU.
- E. Nothing in this AGREEMENT is meant to be construed as prohibiting students pursuing bachelor's degrees from WAU at the Center from being eligible for scholarships, grants, loans, nor any other form of financial aid to which all other WAU students might qualify; however, students must complete any and all necessary applications, forms, or documents that all other WAU students must complete for any scholarships, grants, loans, or other form of financial aid.
- F. Nothing in this AGREEMENT is meant to be construed as prohibiting the establishment of special scholarships, grants, loans, or other forms of financial aid designed to the goals of this AGREEMENT.

1.4 WAU Student Support Services

- A. Once admitted to WAU and upon securing a WAU student identification card, students pursuing WAU baccalaureate degrees by enrolling in courses at the Center will have all of the privileges afforded to all other WAU School of Graduate and Professional students including appropriate use of WAU's facilities, educational and learning resources, social and cultural events, and all available student support services.
- B. WAU will provide access to the SGPS online bookstore for students enrolled in courses offered by WAU at the Center. Students may purchase their textbooks through this online bookstore.
- C. WAU will be responsible for hiring the faculty to teach WAU's courses offered at the Center, and those individuals shall at all times be employees of WAU.
- D. WAU will provide appropriate professional staff from WAU to conduct on-site registration, academic advising, and business office services according to a published schedule of such services for students who are pursuing baccalaureate degrees at WAU by enrolling in courses at the Center.
- E. WAU shall provide a master schedule of classes that is accessible by all WAU students, faculty, and staff for the upcoming academic semesters for the purposes of scheduling and marketing the courses offered at the Center.

- F. WAU, at its sole discretion and as financially feasible, will provide public relations outreach, marketing resources, and recruitment efforts necessary to promote the purpose and goals of this AGREEMENT.
- G. WAU shall retain at all times the ultimate authority over all admission and subsequent academic decisions **respective** to its institution.

ARTICLE 2 CENTER'S RESPONSIBILITIES

- 2.1 Howard Community College and Prince George's Community College will be the sole providers of lower division courses at the Center.
- 2.2 The Center agrees to collaborate with WAU to permit courses leading to select baccalaureate degrees offered by WAU to be taught at the Center by WAU faculty members.
- 2.3 The Center will not enter into an agreement with another post-secondary institution to offer a Bachelor's of Science in General Studies with a concentration in Health Care Administration or in Communication, a Bachelor's of Science in Nursing (R.N. to B.S.N.) or other bachelor degree programs that duplicate those offered by WAU at the Center without providing an opportunity for WAU to discuss and resolve any programming and/ or scheduling issues with appropriate administrative personnel at the Center.
- 2.4 The Center will provide access to students enrolled in courses offered by WAU at the Center to the colleges' library and library services, including internet access through the open computer laboratories.
- 2.5 The Center will provide advising services for its **respective** students through Prince George's Community College's and Howard Community College's Student Services Division about: the availability of degree programs at the Center; how students can gain maximum transferability of credits for the General Studies degree with a concentration in Health Care Administration, the General Studies degree with a concentration in Communication, the R.N. to B.S.N. degree, and other bachelor degree programs that may be offered by WAU at the Center; and how to contact WAU for admissions and/or course registration.
- 2.6 The Center will promote WAU's Bachelor of Science degree in General Studies and Bachelor of Science degree in Nursing (R.N. to B.S.N.), and any other bachelor degree programs that may be offered by WAU to students through the Center with regular marketing conducted by the Center, Prince George's Community College, and Howard Community College as is financially feasible.
- 2.7 The Center shall have sole responsibility for the safety and security of the students enrolled in WAU's courses at the Center; and the Center shall

WAU – Laurel College Center Agreement
Page 5 of 11

have sole responsibility for housekeeping for classrooms, laboratories, and other instructional and/or office space located at 312 Marshall Avenue, Suite 205 Laurel, Maryland, 20707.

ARTICLE 3 WAU and the CENTER'S MUTUAL COOPERATION

- 3.1 The Center agrees to waive the classroom rental fees for WAU for the first year (twelve consecutive months). Starting with the second year, WAU shall pay rent to the Center each session/semester of the academic year that WAU is offering courses at the Center for the use of classrooms and computer laboratory spaces that are required by WAU faculty for instructional purposes. The rent is subject to annual adjustments. The current fiscal year 2020 rental rates are:
- Daytime lecture classroom = \$200/credit hour/course
 - Evening lecture classroom = \$400/credit hour/course
 - Daytime computer lab: \$250/credit hour/course
 - Evening computer lab = \$500/credit hour/course
- 3.2 Subject to the availability of office space, the Center shall provide free of charge appropriate space for WAU's faculty and/or staff at the Center to conduct admissions, advising, registration, instruction or tutoring.
- 3.3 WAU and the Center agree to provide appropriate training for their respective professional staff to facilitate the accurate and timely admission, advising, and enrollment of students pursuing courses at the Center leading to a bachelor's degree from WAU.
- 3.4 The Center and WAU shall each designate a liaison to facilitate the purpose and goals of this AGREEMENT and to facilitate communication to appropriate personnel in their respective institutions to ensure that they are aware of this AGREEMENT. These include, but are not limited to the admission and advising staff, transfer coordinators, and appropriate faculty and deans.
- 3.5 WAU's and the Center's liaisons shall meet as necessary but no less than a minimum of twice in the fall and twice in the spring semesters in order to:
- review and evaluate the progress of the collaboration;
 - review data and develop reports on the progress of the collaboration as may be required by Center's Policy and Coordinating Council or other state and institutional assemblies;
 - address student needs and challenges; and,
 - address disputes that may arise between and/ or among students and faculty or that may arise between or among the institutions regarding aspects of this AGREEMENT.
- 3.6 The liaisons responsible for obligations pursuant to §§ 3.2, 3.3, and 3.4 of this AGREEMENT are:

For WAU:

Brenda Chase

Dean of School of Graduate and Professional Studies
Washington Adventist University
Wilkinson Hall, Room 345
7600 Flower Avenue, Takoma Park, MD 20912
Ph: (301) 891-4092
bchase@wau.edu

For the CENTER:

Nancy Grinberg

Director
The Laurel College Center
312 Marshall Avenue, Suite 205
Laurel, MD 20707
Ph: (443) 518-4500
grinbenl@pgcc.edu

- 3.7 As WAU students, students enrolled in WAU's courses at the Center are subject to WAU's student conduct, academic policies and procedures published in WAU's current undergraduate catalog and for matters specifically related to its degree programs as published by its respective departments.
- 3.8 WAU, Howard Community College and Prince George's Community College each retain at all times the ultimate authority over all admission and subsequent academic decisions respective to its institution.

ARTICLE 4 PRINCE GEORGE'S COMMUNITY COLLEGE'S RESPONSIBILITIES

Prince George's Community College, along with Howard Community College, will be the sole providers of lower division courses at the Center.

- 4.1 Prince George's Community College will provide access to students enrolled in courses offered by WAU at the Center to the colleges' library and library services, including internet access through the open computer laboratories.
- 4.2 Prince George's Community College will provide advising services for its respective students through Prince George's Community College's Student Services Division about the availability of degree programs at

WAU – Laurel College Center Agreement
Page 7 of 11

the Center; how students can gain maximum transferability of credits for a degree in General Studies with a concentration in Health Care Administration or in Communication, a four-year Nursing degree (R.N. to B.S.N.), or other bachelor degree programs that may be offered by WAU at the Center; and how to contact WAU for admissions and/or course registration.

- 4.3 Prince George's Community College will promote WAU's Bachelor of Science degree in General Studies and Bachelor of Science degree in Nursing (R.N. to B.S.N.), and any other bachelor degree programs that may be offered by WAU to students through the Center with regular marketing conducted by the Center, Prince George's Community College, and Howard Community College as is financially feasible.

ARTICLE 5 HOWARD COMMUNITY COLLEGE'S RESPONSIBILITIES

- 5.1 Howard Community College, along with Prince George's Community College, will be the sole providers of lower division courses at the Center.
- 5.2 Howard Community College will provide access to students enrolled in courses offered by WAU at the Center to the colleges' library and library services, including internet access through the open computer laboratories.
- 5.3 Howard Community College will provide advising services for its respective students through Howard Community College's Student Services Division about: the availability of degree programs at the Center; how students can gain maximum transferability of credits for a degree in General Studies with a concentration in Health Care Administration or a concentration in Communication, Nursing degree (R.N. to B.S.N.), or other bachelor degree programs that may be offered by WAU at the Center; and how to contact WAU for admissions and/or course registration.
- 5.4 Howard Community College will promote WAU's Bachelor of Science degree in General Studies, Bachelor of Science degree in Nursing (R.N. to B.S.N.), and any other bachelor degree programs that may be offered by WAU to students through the Center with regular marketing conducted by the Center, Prince George's Community College, and Howard Community College as is financially feasible.

ARTICLE 6 CONTEXT AND GENERAL TENETS

- 6.1 WAU represents and warrants that it is an agency and instrumentality of the State of Maryland, acting in its higher education capacity, and has the legal

WAU – Laurel College Center Agreement

Page 8 of 11

- capacity to enter into this AGREEMENT. Nothing in the terms of this AGREEMENT shall abrogate the responsibilities assigned to WAU under applicable state and federal laws and regulations, or the policies of WAU's Board of Trustees for the development of curricula, the assessment of student learning, or the award of academic degrees.
- 6.2 The Center represents and warrants that it is established by the State of Maryland through the Annotated Code of Maryland, Education Article, Sections 10-212 and 16-202, and has the legal capacity to enter into this AGREEMENT.
- 6.3 Howard Community College represents and warrants that it is an agency and instrumentality of the State of Maryland, acting in its higher education capacity, and has the legal capacity to enter into this AGREEMENT.
- 6.4 Prince George's Community College represents and warrants that it is an agency and instrumentality of the State of Maryland, acting in its higher education capacity, and has the legal capacity to enter into this AGREEMENT.
- 6.5 Notwithstanding any other provision of this AGREEMENT, all information relating to student educational records shall be treated in accordance with Maryland law and the Federal Educational Rights and Privacy Act (FERPA).
- 6.6 Nothing in the terms of this AGREEMENT shall abrogate the responsibilities assigned to the Center by its founding partners, Prince George's Community College and Howard Community College, nor abrogate the Center's responsibilities as a Maryland Regional Higher Education Center.
- 6.7 Nothing in this AGREEMENT shall be deemed or implied to create a joint venture or partnership of any kind among WAU, Prince George's Community College, Howard Community College, or the Center. Neither WAU, Prince George's Community College, Howard Community College, nor the Center shall have the right to contract on behalf of or bind the other party or make any commitment, representation or warranty for or on behalf of the other party.
- 6.8 This AGREEMENT shall be effective upon its mutual signing and remain in effect for a period of five (5) years, and may be amended or extended upon written agreement by the parties after WAU has obtained permission to create a satellite campus by its accreditation bodies (Maryland Higher Education Commission and Middle States Commission of Higher Education).
- 6.9 Either WAU or the Center may initiate the termination of this AGREEMENT by providing sixty (60) days written notice to the other party. If this AGREEMENT is terminated, all students identified on or before the effective date of termination will be able to complete their studies in accordance with the terms of this AGREEMENT that are relevant to their specific circumstances.
- 6.10 The AGREEMENT will be governed by the laws of the State of Maryland.

- 6.11 Neither WAU, the Center, Prince George's Community College, nor Howard Community College shall use any identifying marks of the other without the express written permission of the other party.
- 6.12 WAU, the Center, Prince George's Community College, and Howard Community College subscribe to a policy of equal opportunity and shall not discriminate on the basis of age, race, gender, religion, national origin, marital status, sexual orientation, veteran status, or physical disability.
- 6.13 If any section or provision of this AGREEMENT is held illegal, unenforceable or in conflict with any law by a court of competent jurisdiction, such section or provision shall be deemed severed and the validity of the remainder of this AGREEMENT shall not be affected thereby.
- 6.14 This AGREEMENT contains the entire agreement between the parties and shall not be modified, amended, or supplemented, or any rights herein waived, unless such amendment or modification to this AGREEMENT (i) is in writing; (ii) refers to this AGREEMENT; and (iii) is executed by an authorized representative of each party. This AGREEMENT supersedes any and all previous agreements, whether written or oral between the parties.
- 6.15 In the event that the parties collaborate in the development of intellectual property, including but not limited to, licenses, patents, and inventions, the ownership rights to the intellectual property shall be defined in writing by a separate agreement to be executed by the appropriate administrative officials at WAU, the Center, Prince George's Community College, and Howard Community College.
- 6.16 All notices under this Agreement must be in writing and sent by mail and electronic mail as follows:

Washington Adventist University
Provost
7600 Flower Avenue
Takoma Park, MD 20912

Prince George's Community College
Vice President for Academic Affairs
Room 125 Kent Hall
301 Largo Road
Largo MD 20774

Howard Community College
Vice President for Academic Affairs
10901 Little Patuxent Parkway
Columbia, MD 21044

Laurel College Center
Program Director
312 Marshall Avenue, Suite 205
Laurel, MD 20707

WAU – Laurel College Center Agreement
Page 10 of 11

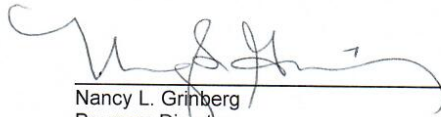
NOW, THEREFORE this AGREEMENT is approved and shall be effective upon the date of the signatures of the Washington Adventist University, Laurel College Center, Prince George's Community College, and Howard Community College.



Weymouth Spence
President
Washington Adventist University

1-15-2020

Date



Nancy L. Grinberg
Program Director
Laurel College Center

1/15/20

Date



Kathleen Hetherington
President
Howard Community College

3/11/2020

Date



Charlene M. Dukes
President
Prince George's Community College

1/21/2020

Date

APPENDIX IV: Faculty Resources

B.S. General Studies - Communication Concentration

Course	Faculty	Status/Rank	Degree
COMM 150	C. Odongo	Adjunct Faculty	PhD, Public Policy and Administration
COMM 220	C. Odongo	Adjunct Faculty	PhD, Public Policy and Administration
COMM 270	J. Conner	Full-time Faculty	PhD, Mass Media Communications
COMM 294	J. Conner	Full-time Faculty	PhD, Mass Media Communications
COMM 315	C. Odongo	Adjunct Faculty	PhD, Public Policy and Administration
COMM 320	J. Conner	Full-time Faculty	PhD, Mass Media Communications
COMM 325	C. Sandy	Adjunct Faculty	Juris Doctor
COMM 330	J. Conner	Full-time Faculty	PhD, Mass Media Communications
COMM 370	J. Conner	Full-time Faculty	PhD, Mass Media Communications
COMM 395	J. Conner	Full-time Faculty	PhD, Mass Media Communications
COMM 397	J. Conner	Full-time Faculty	PhD, Mass Media Communications
COMM 405	J. Conner	Full-time Faculty	PhD, Mass Media Communications
COMM 460	C. Odongo	Adjunct Faculty	PhD, Public Policy and Administration
COMM 465	J. Conner	Full-time Faculty	PhD, Mass Media Communications
COMM 494	J. Conner	Full-time Faculty	PhD, Mass Media Communications
INTD 315	K. Kulakov	Full-time Faculty	PhD, Theology
INTD 327	G. Lopez	Adjunct Faculty	B.A., Biblical Pastoral Theology, Master's in Children & Family Ministries – in progress

APPENDIX IV: Faculty Resources

B.S. General Studies – Health Care Administration Concentration

Course	Faculty	Status/Rank	Degree
COMM 315	C. Odongo	Adjunct Faculty	PhD, Public Policy & Administration
HCAD 300	L. Griffin	Adjunct Faculty	Masters in Health Administration
HCAD 310	O. Cartwright	Adjunct Faculty	PhD, Information Technology and Management
HCAD 340	O. Cartwright	Adjunct Faculty	PhD, Information Technology and Management
HCAD 350	O. Cartwright	Adjunct Faculty	PhD, Information Technology and Management
HCAD 380	L. Browne	Adjunct Faculty	Master of Business Administration
HCAD 400	O. Cartwright	Adjunct Faculty	Ph.D, Information Technology and Management
HCAD 410	C. Anguelov	Adjunct Faculty	MA, Economics, specialization in comparative economic systems
HCAD 420	O. Cartwright	Adjunct Faculty	PhD, Information Technology and Management
	J. Edwards	Full-time	DBA, Management
HCAD 430	M. Hardy	Adjunct Faculty	Juris Doctor
HLSC 340	D. Hines	Full-time Faculty	Doctor of Public Health
	T. Rice	Adjunct Faculty	Masters, Health Science in Mental Health
INTD 315	M. Kulakov	Full-time Faculty	PhD, Theology
INTD 327	G. Lopez	Adjunct Faculty	B.A., Biblical Pastoral Theology Master's in Children & Family Ministries – in progress
LTHC 320	L. Griffin	Adjunct Faculty	Masters in Health Administration
LTHC 340	E. Julien	Adjunct Faculty	Master of Science in Taxation
LTHC 440	M. Hardy	Adjunct Faculty	Juris Doctor

-
- ⁱ Washington Adventist University, 2020-2021 Academic Bulletin, p. 13
- ⁱⁱ Washington Adventist University, 2020-2021 Academic Bulletin, p. 261
- ⁱⁱⁱ Washington Adventist University, 2020-2021 Academic Bulletin, p. 13
- ^{iv} Washington Adventist University, *Vision 2020 Building a Thriving University*
- ^v Washington Adventist University, *Vision 2020 Growing with Excellence*, pp. 12-18
- ^{vi} Liu, J. (2020, March 3). *The 3 most important skills workers need to learn in 2020, according to business leaders*. Retrieved March 25, 2020, from <https://www.cnn.com/2020/03/03/linkedin-report-3-most-important-skills-workers-need-to-learn-in-2020.html>
- ^{vii} Strada Education Network. (2018, November 13). *Human + Technical*. Retrieved January 3, 2020, from <https://www.economicmodeling.com/robot-ready-reports/>
- ^{viii} Maryland Higher Education Commission. (n.d.) *Regional Higher Education Centers*. Retrieved January 3, 2020, from https://mhec.state.md.us/institutions_training/Pages/regionalhigheredcenters.aspx
- ^{ix} Data USA. (n.d.). *Laurel, MD*. Retrieved January 2, 2020, from <https://datausa.io/profile/geo/laurel-md#demographics>
- ^x Maryland Higher Education Commission (2017). *2017-2021 Maryland State Plan for Postsecondary Education*, pp. 26-27. Retrieved January 3, 2020, from <file:///C:/Users/Director%20of%20SGPS/Documents/PARTNERSHIPS/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>
- ^{xi} *2017-2021 Maryland State Plan for Postsecondary Education*, p. 20.
- ^{xii} Maryland Higher Education Commission. (2015, December). *Mission Statement Review: Laurel College Center*, p. 339. Retrieved January 10, 2020, from https://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf
- ^{xiii} U.S. Bureau of Labor Statistics. (Updated 2020, September 1). *Occupational Outlook Handbook: Medical and Health Services Managers*. Retrieved September 20, 2020, from <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-6>
- ^{xiv} U.S. Bureau of Labor Statistics. (Updated 2020, September 1). *Occupational Outlook Handbook: Media and Communication Occupations*. Retrieved September 20, 2020, from <https://www.bls.gov/ooh/media-and-communication/home.htm>
- ^{xv} Commins, J. (2019, January 4). Healthcare job growth outpaced nearly every other sector in 2018. *Health Leaders*. Retrieved March 25, 2020 from <https://www.healthleadersmedia.com/strategy/healthcare-job-growth-outpaced-nearly-every-other-sector-2018>
- ^{xvi} U.S. Bureau of Labor Statistics. (Updated 2020, September 1). *Occupational Outlook Handbook: Healthcare Occupations*. Retrieved March 25, from <https://www.bls.gov/ooh/healthcare/home.htm>
- ^{xvii} U.S. Bureau of Labor Statistics. (Updated 2020, September 1). *Occupational Outlook Handbook: Medical and Health Services Managers*. Retrieved September 20, 2020, from <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-6>
- ^{xviii} (1) iHireHealthCareAdministration. (2020). *Health Care Administration Jobs in Maryland*. Retrieved October 29, 2020, from <https://www.ihirehealthcareadministration.com/t-health-care-administration-s-maryland-jobs.html>. (2) ZipRecruiter. (2020). *Entry Level Healthcare Administration Jobs in Washington, DC*. Retrieved October 29, 2020, from <https://www.ziprecruiter.com/Jobs/Entry-Level-Healthcare-Administration/-in-Washington,DC>
- ^{xix} U.S. Bureau of Labor Statistics. (Updated 2020, September 1). *Occupational Outlook Handbook: Media and Communication Occupations*. Retrieved September 20, 2020, from <https://www.bls.gov/ooh/media-and-communication/home.htm>
- ^{xx} U.S. Bureau of Labor Statistics. (Updated 2020, September 1). *Occupational Outlook Handbook: Public Relations Specialists*. Retrieved September 20, 2020, from <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-6>
- ^{xxi} U.S. Bureau of Labor Statistics. (2020, September 1). *Employment Projections: 2019-2029 Summary*. Retrieved October 29, 2020, from <https://www.bls.gov/news.release/ecopro.nr0.htm>
- ^{xxii} U.S. Bureau of Labor Statistics. (Updated 2020, July 6). *Occupational Employment and Wages May 2019: Medical and Health Services Managers*. Retrieved October 29, 2020, from <https://www.bls.gov/oes/current/oes119111.htm#st>

^{xxiii} U.S. Bureau of Labor Statistics. (Updated 2020, September 1). *Occupational Outlook Handbook: How to Become a Medical or Health Services Manager*. Retrieved October 29, 2020, from <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-4>

^{xxiv} Bureau of Labor Statistics (Updated 2020, September 1). *Occupational Outlook Handbook: Public Relations Specialists*. Retrieved October 29, 2020, from <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-4>

^{xxv} University of Maryland, College of Education (2020). *Maryland Institute for Minority Achievement and Urban Education*. Retrieved January 2, 2020, from <https://education.umd.edu/research/centers/mimaue>