



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

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

- |                             |   |
|-----------------------------|---|
| New Academic Program        | Substantial Change to a Degree Program            |
| New Area of Concentration   | Substantial Change to an Area of Concentration    |
| New Degree Level Approval   | Substantial Change to a Certificate Program       |
| New Stand-Alone Certificate | Cooperative Degree Program                        |
| Off Campus Program          | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: <i>Jalecia Williams</i> Date:
	Date of Approval/Endorsement by Governing Board:



PRINCE GEORGE'S  
COMMUNITY COLLEGE

pgcc.edu

James Fielder, Ph.D., Secretary  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

January 10, 2023

*In response to 22686 originally submitted December 15, 2022*

Dear Dr. Fielder,

Prince George's Community College is requesting the addition of a new program, **Economics, A.A.** degree program. This degree is currently the General Studies, A.A. with Area of Concentration in Economics (HEGIS 4950.01; CIP 24.0199). Given the content of the curriculum, the degree type of Associate of Arts is a better fit than an Area of Concentration. Several curricular changes have also been made (listed in blue font below).

The new proposed codes are as follows: HEGIS: 4930.01; CIP: 45.0601.

<b>Proposed Program Description</b>
<b>The Economics, A.A. program juxtaposes social science, business and social policy and provides a useful background for students interested in careers in public policy, business or finance. Students study the collective behavior of individuals, businesses, and governments, as they strive to allocate scarce resources optimally. Students develop analytical and critical thinking skills that allow the analysis of economic problems and relationships. This is a transfer degree that provides a foundation for students to pursue a bachelor's degree in economics.</b>
<b>Proposed Program Outcomes</b>
Graduates of the <b>Economics, A.A degree</b> program will be able to: <b>1. Describe the terms and concepts commonly used in economic analysis including supply, demand, marginal analysis and opportunity cost.</b> <b>2. Identify the conditions necessary for an optimal allocation of society's scarce resources.</b> <b>3. Display the necessary quantitative skills needed to analyze relationships between economic variables.</b> <b>4. Solve economics problems using theoretical tools (e.g. graphs, schedules and equations).</b> <b>5. Analyze the efficacy of economic policy and attempts to change the outcome of free market forces.</b>
<b>Proposed Courses</b>
PAS-1000 First Year Experience Credits: 1 (Institutional Requirement) BMT-1010 Introduction to Business Credits: 3 (Program Requirement; Critical Course) EGL-1010 Composition I: Expository Writing Credits: 3 (English General Education Requirement) <b>ACC-1001 Principles of Accounting I Credits: 3 (Program Elective) or</b> <b>SOC-1010 Introduction to Sociology Credits: 3 (Program Elective) or</b>



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**ANT-1030 Introduction to Cultural Anthropology Credits: 3 (Program Elective)**

INT-1010 Introduction to Information Technology Credits: 3 (Computer Literacy Institutional Requirement)

MAT-1250 Applied College Algebra Credits: 3 (Mathematics General Education Requirement; Critical Course)

EGL-1320 Composition II: Writing for Business Credits: 3 (English General Education Requirement)

ECN-1030 Principles of Macroeconomics Credits: 3 (**Social Science** General Education Requirement; Critical Course)

PHL-1090 Introduction to Logic Credits: 3 (Arts/Humanities General Education **Elective**) or

PHL-1010 Introduction to Philosophy: The Art of Questioning Credits: 3 (Arts/Humanities General Education **Elective**) or

PHL-1330 Ethics Credits: 3 (Arts/Humanities General Education **Elective**)

NTR-1010 Introductory Nutrition Credits: 3 (Science General Education Elective, No Lab) or

PSC-1010 Introduction to Astronomy Credits: 3 (Science General Education Elective, No Lab) or

GEO-1010 Physical Geography Credits: 3 (Science General Education Elective, No Lab)

MAT-2160 Applied Calculus I Credits: 3 (**Program Requirement**)

POS-1010 American National Government Credits: 3 (Social Science General Education Elective) or

POS-1020 State and Local Government Credits: 3 (Social Science General Education Elective) or

POS-1000 Introduction to Politics Credits: 3 (Social Science General Education Elective)

BIO-1010 General Biology Credits: 4 (Science General Education Elective W/Lab) or

GEO-1010 Physical Geography 3 Credits (Science General Education Elective W/Lab) and

GEO-1020 Physical Geography Lab Credits: 1 (Science General Education Elective W/Lab)

HST-1410 History of the United States to 1877 Credits: 3 (**Program** Elective) or

HST-1510 History of African Americans to 1877 Credits: 3 (**Program** Elective)

ECN-1050 Principles of Microeconomics Credits: 3 (Program Requirement)

**ECN-2010 Introduction to Statistics for Business and Economics Credits: 3 (Program Requirement)**

**ECN-2020 Money, Banking, and Finance Credits: 3 (Program Requirement)**

INT-2150 Problem Solving with Databases Credits: 3 (Program Elective) or

**WMS-1010 Introduction to Women's Studies Credits: 3 (Program Elective) or**

**HST-1370 The World in the Twentieth Century Credits: 3 (Program Elective) or**

**SOC-2010 Social Problems Credits: 3 (Program Elective)**

SPN-1010 Spanish for Beginners Credits: 3 (Arts/Humanities General Education Elective) or

FRN-1010 French for Beginners Credits: 3 (Arts/Humanities General Education Elective) or

**BMT-2750 Leadership Development Credits: 3 (Arts/Humanities General Education Elective)**  
or

**PHL-1010 Introduction to Philosophy: The Art of Questioning Credits: 3 (Arts/Humanities General Education Elective) or**

**PHL-1090 Introduction to Logic Credits: 3 (Arts/Humanities General Education Elective)**

COM-1010 Foundations of Communication Credits: 3 (Program Elective) or

COM-1090 Interpersonal Communication Credits: 3 (Program Elective) or



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COM-1110 Public Speaking Credits: 3 (Program Elective)  
BMT-1500 Developing a Professional Image Credits: 1 (Program Elective) or  
ECN-2910 Economics Internship I Credits: 1 (Program Elective)

**Total Proposed Number of Credits: 60**

Prince George's Community College's Curriculum Committee and Board of Trustees have approved this new program. The additional MHEC paperwork is also included. A payment of eight hundred fifty dollars (\$850) has been forwarded to cover the new program fee. Feel free to contact me with any questions.

Respectfully,

Dr. Clayton Railey  
EVP and Provost of Teaching, Learning, and Student Success  
Prince George's Community College  
301 Largo Rd  
Largo, MD 20774  
301-546-0406  
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**NEW ACADEMIC DEGREE PROGRAMS, NEW STANDALONE CERTIFICATE PROGRAMS, AND  
SUBSTANTIAL MODIFICATIONS TEMPLATE**

1. Name of Proposed Certificate/Degree Program: Economics, A.A.
2. Type of Proposal: New Certificate/Degree Program

### PART A: Centrality to Institutional and Planning Priorities

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

For more information: [PGCC Mission Statement](#).

A degree in economics juxtaposes social science, business and social policy and provides a useful background for students interested in careers in public policy, business or finance. Students study the collective behavior of individuals, businesses, and governments, as they strive to allocate scarce resources optimally. Through this program, students develop analytical and critical thinking skills that allow the analysis of economic problems and relationships. This is a transfer degree that provides a foundation for students to pursue a bachelor's degree in economics.

This program directly aligns with PGCC’s mission to “provide affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community” and PGCC’s Strategic Goal for Student Success, “creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals”.

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

For more information: [FY2022-2025 Vision, Mission, and Strategic Goals](#) and [Vision 2030 Strategic Imperatives](#)

The Economics A.A. is the first step in the student’s pursuit of a four-year degree in economics. This program supports the college’s strategic goals since it helps to establish a career path to prepare students for a wide variety of professional opportunities. Students who complete degrees in economics are prepared to work in positions such as actuaries, brokerage clerks, budget and credit analysts, economists, various positions in the financial sector, and postsecondary teachers of economics.

3. Provide a brief narrative of how the proposed program will be adequately **funded** for at least the first five years of program implementation. (Additional related information is required in section L.)

All costs of the current Associate of Arts in General Studies with an area of Concentration in Economics program are funded through the annual operating budget for Teaching, Learning, and

Student Success. That funding will be used for this newly proposed standalone program. This program will not require any additional expenditures outside those that are offset by increased tuition revenue from projected increased enrollment in the program (details are provided in Part L – Table 1). This new program can be implemented without the development of new courses, and therefore does not require dedicated financial support. There are no new costs for equipment, instructional supplies, facilities, or faculty and staff.

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

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

The proposed AA in Economics program has the necessary support at the department, division, and institutional level to operate successfully. The Business and Entrepreneurship department that will house the degree is well-established at PGCC, with an existing cadre of full-time tenured/tenure-track faculty, as well as qualified adjunct faculty, available to teach the program courses (see the table in Part I for a full listing of faculty), and administrative support personnel. All courses in the program can be taught by existing faculty.

As outlined in Parts K and L, PGCC is confident that the existing administrative and technical supports and physical facilities available to the department and college as a whole are sufficient to ensure the program's viability – the department is not seeking any capital investments or specialized facilities, since current classroom/office space in Bladen Hall will suffice, nor is it seeking any additional administrative positions or technology supports to successfully deliver the program. At the college level, E-Learning Services and our Technology Help Desk are able to provide comprehensive technical assistance to faculty and students.

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

The program implementation is long-term, with a tenured/tenure-track faculty dedicated to the ongoing course offerings to ensure students are able to complete the degree within a reasonable time frame. The college is committed to student success and will provide all enrolled students with the necessary courses and resources (such as advisors to guide students through the program) so they can graduate on schedule.

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

1. Demonstrate **demand and need** for the program in terms of meeting **present and future** needs of the region and the State in general based on one or more of the following:

- a. *The need for the advancement and evolution of **knowledge***
- b. ***Societal needs**, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education*
- c. *The need to strengthen and expand the capacity of **historically black institutions** to provide high quality and unique educational programs.*

a) The need for the advancement of knowledge

As shown in Section C below, Maryland expects to see a large increase in the number of economics-related positions over the next ten years. The Economics, A.A. program is designed to allow students from Prince George's County to complete their associate degree program at PGCC and then transfer to a 4-year institution to complete a degree in economics or a closely related field. This pathway allows for a more seamless transition and makes it easier for students to complete their degree without roadblocks, supporting Goal 2 (Success) of the Maryland State Plan for Education.

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

Prince George's Community College is a minority-serving institution. As of 2019, about 61% of Prince George's County residents identify as Black and about 20% identify as Hispanic. The Economics A. A. program will allow the college to expand the opportunities available to the population it serves by providing a program through which students can obtain skills that are relevant to work in economic and financial fields.

c) The need to strengthen and expand the capacity of historically Black institutions to provide high-quality and unique educational programs.

The Economics A. A. program provides a high-quality education through the economics and cognate courses within the program. Through the skills obtained in these courses, students are well-prepared to transfer to economics programs in four-year colleges and universities such as the University of Maryland College Park and University of Maryland Global Campus. This program is unique in that it is the only associate degree in economics offered by any community college in the state of Maryland. This program allows Prince George's Community College to expand its capacity as an majority Black institution to offer high-quality educational programs to its diverse student population.

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

The 2022 Maryland State Plan for Higher Education outlines three primary goals for the postsecondary community in Maryland:

**Student Access:** Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

**Student Success:** Promote and implement practices and policies that will ensure student success.

**Innovation:** Foster innovation in all aspects of Maryland higher education to improve access and student success.

This new program proposal aligns most closely with the **Student Success** goals, and specifically with **Priority 6:** Improve systems that prevent timely completion of an academic program.

As is stated on Page 54 of the Plan, transfer continues to be a challenge in Maryland. PGCC intends to change this program from a general studies area of concentration to a standalone AA degree for the specific reason of enhancing successful transfer and eliminating challenges for students. The proposed standalone program is an affordable transfer degree option for students, providing required courses that match the transfer needs of students and align with the freshman and sophomore years of Maryland's public four-year institutions.

After the successful completion of all application steps, each student in this program is given an individual academic degree plan and assigned a college advisor who is specifically trained in the transfer process. This advisor, along with program faculty and staff, will help students navigate through the program and through the transfer process.

Additionally, the curriculum for the program is designed with a multiplicity of educational tools and resources to support the diverse learners at the College. Some courses offered are accessible in both in-person and online formats, which allows ease of access and flexibility to students enrolled in the program. In addition to the online format, some program courses are also offered in a structured remote format (synchronous) to allow greater flexibility to both students and program faculty. Remote tutoring and advising resources are also available for students as an ongoing effort to support and promote program success and timely completion by all students.

## Part 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 Associate of Arts degree in Economics is a transfer degree option that provides graduates with the prerequisite skills to transfer to four-year colleges and universities. This program introduces graduates to the skills necessary to solve problems and think critically. Students who complete degrees in economics are prepared to work in entry-level positions that lead to careers such as



actuaries, brokerage clerks, budget and credit analysts, economists, various positions in the financial sector, and postsecondary teachers of economics.

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

Since this is a transfer degree option, the job availability that was considered was entry-level economists with a bachelor’s degree. According to the Bureau of Labor Statistics in May 2021, there are 1,030 jobs available in Maryland as economists, who conduct research, prepare reports, or formulate plans to address economic problems. Maryland is ranked 2<sup>nd</sup> for states with the highest concentration of jobs and location quotients in this occupation. The national estimate for economists is 15,640. (<https://www.bls.gov/oes/current/oes193011.htm#st>)

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.

Since this is a transfer degree option, the job outlook that was considered was entry level economist with a bachelor’s degree. Some candidates with a bachelor’s degree may qualify for entry-level positions, including jobs with the federal government. According to Bureau of Labor Statistics in September 2022, employment of economists from 2021-2031 is projected to grow 6%, which is similar in pace to that of the average of all occupations. The number of annual job openings for this occupation is estimated to be about 1,400. (<https://www.bls.gov/ooh/life-physical-and-social-science/economists.htm#tab-6>)

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

The Maryland Department of Labor projects an increase from 2018-2028 in the number of openings for these types of positions in Maryland and an increase from 2018-2028 in the number of these types of positions in Prince George’s County.

Field	2018-2028 Percent Change in openings in Maryland <sup>1</sup>	2018-2028 Percent Change in openings in Prince George’s County <sup>2</sup>
Actuaries	13.37%	
Brokerage clerks	4.91%	
Budget analysts	8.26%	
Business and financial operations occupations	10.06%	
Cost estimators	5.89%	
Credit analysts	4.46%	
Economics teacher, postsecondary	18.14%	

<sup>1</sup> <http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml>

<sup>2</sup> <https://www.dllr.state.md.us/lmi/iandoproj/wiasindustry.shtml>

Economists	7.29%	
Financial analysts	9.20%	
Finance and insurance		.17%
Financial managers	16.23%	
Financial specialists	7.96%	
Personal financial advisors	10.13%	
Securities, Commodity Contracts, and Other Financial Investments and Related Activities		.33%

## Part 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.

For more information: [Institution Program Inventory](#) and [Degree Trend Data](#)

According to the Maryland Higher Education Commission's Academic Program Inventory database, there are no other stand-alone Economics A.A. programs offered at any of the other Maryland community colleges.

2. Provide **justification** for the proposed program.

According to the Maryland Higher Education Commission's Academic Program Inventory database, there are no other stand-alone Economics A.A. programs offered at any of the other community colleges. This program fulfills the course requirements for transfer to the economics program at various four-year institutions in the state of Maryland, such as the University of Maryland College Park, University of Maryland Global Campus, and Morgan State University. The College has articulation agreements with each of these institutions which will be further enriched with a more robust program of study at PGCC. In addition to facilitating transfer to four-year universities, the curriculum in this program also offers preparation for various career opportunities, and thus will help fill the need for knowledgeable and skilled graduates.

## Part 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 HBI's**.

PGCC does not anticipate that this program will have any impact on the implementation or maintenance of high-demand programs at HBIs and plans to establish articulation agreements with area HBIs.

## PART 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.

Morgan State University is the only HBI in Maryland to offer a bachelor's degree program in economics. The A.A. program at PGCC will allow students to complete their first 60 credits of study closer to their home and then transfer to this HBI.

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

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

### *Establishment of the Program:*

PGCC has an established process for curriculum development and revision which is driven by the faculty and overseen by the Office of the Executive Vice-President & Provost for Teaching, Learning & Student Success. Program proposals originate with faculty at the department level. After a proposal is approved by the department chair and division dean, it moves through several steps in the approval process including Assessment Committee, Curriculum Committee, General Education Committee (as applicable) and Executive Vice President & Provost. The final step in the approval process for new programs or a substantial modification is from the College's Board of Trustees, before submission to MHEC for approval.

### *Faculty who will oversee the program:*

Dr. Judy Mulusa, Economics Academic Program Coordinator, and Dr. Darren Gibson, Department Chair for Business and Entrepreneurship

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

### **Graduates of the Associate of Arts in Economics program will be able to:**

- Describe the terms and concepts commonly used in economic analysis including supply, demand, marginal analysis and opportunity cost
- Identify the conditions necessary for an optimal allocation of society's scarce resources
- Display the necessary quantitative skills needed to analyze relationships between economic variables

- Solve economics problems using theoretical tools (e.g. graphs, schedules and equations)
- Analyze the efficacy of economic policy and attempts to change the outcome of free market forces

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*

The College's Research, Assessment and Effectiveness (RAE) office manages the assessment cycle and determines when programs are assessed. Course-level assessment is a part of program-level assessment to determine how students are meeting program outcomes. The College uses an all-in-one approach to assessment and assessment instruments are aligned to the course outcomes and peer reviewed by the Teaching, Learning and Assessment Committee (TLAC). The assessment instruments are administered and the data analyzed to generate a Student Learning Outcome Assessment Report (SLOAR) and Program Learning Outcome Assessment Report (PLOAR). The SLOAR and PLOAR are used to develop an action plan including re-assessment and the results are reviewed.

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

**PAS-1000: First Year Experience (Institutional Requirement) Credits: 1**

This course assists incoming students in making a successful transition to college. Students focus on those behaviors and attitudes that are needed to achieve academic success. Students learn specific academic success skills/strategies and discover resources that are necessary to succeed in their college courses. Students engage in an exploration of the programs of study offered and design goals for learning that lead to an educational and career/professional plan.

**BMT-1010: Introduction to Business (Program Requirement) Credits: 3**

This course is a gateway course into the basics of business enterprise, its organization and its role in a free society. Emphasis is placed on business environments, marketing, and the use of technology in business. Students explore economic systems and conditions, the global environment, and components of business, such as corporate and social responsibility. Students are introduced to various components of human resources management such as structure, leadership, motivation, and teaming. Students learn about financial management in terms of assets, liabilities, and equity.

**ACC-1001: Principles of Accounting I (Program Elective) Credits: 3**

This course is the first course in a university-parallel introductory accounting sequence. This course emphasizes generally accepted accounting principles, theories and their application in understanding inventory costing methods, internal control, accounts receivable, depreciation, liabilities, and stockholders' equity.

**SOC-1010: Introduction to Sociology (Program Elective) Credits: 3**

Survey of sociological concepts and their application to culture, socialization, social organizations, and social change.

**ANT-1030: Introduction to Cultural Anthropology (Program Elective) Credits: 3**

Anthropological approaches to culture, language and social organization, including religious belief, gender role, family form and economic life.

**MAT-2160: Applied Calculus (Program Requirement) Credits: 3**

This is a general calculus course primarily for business and social and life sciences majors. Topics include limits, differentiation, integration, functions of several variables including partial derivatives, and applications.

**POS-1010: American National Government (Program Elective) Credits: 3**

A study of the Constitution and the American political system, including how power and authority are acquired and applied. Emphasis will be placed on the Congress, the Presidency, and the Supreme Court, as well as on voting dynamics, political parties, interest groups, public opinion, and the media.

**POS-1020: State and Local Government (Program Elective) Credits: 3**

This is a survey course in state and local government and one of the courses meeting the General Education requirements at Prince George's Community College. The course focuses on the relationship between the national, state, and local levels of government; the three branches within each level of government; political parties and elections; interest groups; and selected policy issues facing state and local governments, including economic development, education, crime and corrections, health and social welfare, and the environment.

**POS-1000: Introduction to Politics (Program Elective) Credits: 3**

This is an introduction to the study of political science. It introduces vocabulary and key terms and concepts used in political dialogue and analysis. A variety of ideas, approaches, and concepts about the study of politics and the field of political science are introduced, including classical Greek and later European contributions. Democratic, authoritarian, and totalitarian forms of government are introduced. Politics by peaceful and violent means are studied as well as the role of political socialization, civic culture, and participation. Finally, the course surveys the fields of political science including American, comparative, international, political theory and methodology.

**ECN-1050: Principles of Microeconomics (Program Requirement) Credits: 3**

This course teaches the fundamentals of microeconomics and introduces students to the economic way of thinking. It involves an analysis of the economic principles underlying the behavior of individual consumers and business firms. Topics include economic systems, supply and demand analysis, elasticity, externalities, public goods, market structure and antitrust legislation. Students will learn how to use simple mathematical and graphical techniques to analyze choices made by individual economic entities.

**ECN-2010: Statistics for Business and Economics (Program Requirement) Credits: 3**

The course introduces students to basic statistical methods with emphasis on application. It focuses on the statistical tools used to examine economic behavior and business outcomes including: descriptive statistics, probability, sampling, estimation, hypothesis testing and simple linear regression analysis. In addition, students are introduced to statistical and econometrics software to solve problems using economics and business data.

**ECN-2020: Money, Banking, and Finance (Program Requirement) Credits: 3**

The course provides an overview of the financial markets and the financial institutions in the U.S. economy. It examines the history and functions of money, creation of money in the banking system,

central banking and the conduct of monetary policy. The course emphasizes the changing role of financial institutions, the new financial instruments and the interrelationships between domestic and international financial sectors.

**INT-2150: Problem Solving with Databases (Program Elective) Credits: 3**

Using the Microsoft Access application, students learn to create, manage, and modify databases using tables, queries, forms, and reports. Advanced features include the use of sub-forms, PivotTables, and macros. Using Microsoft Access, students construct a variety of tables, relationships, queries, forms, and reports to solve financial, statistical and logical problems. This course helps prepare students for Microsoft Office Specialist certification exam.

**WMS-1010: Introduction to Women's Studies (Program Elective) Credits: 3**

Introduction to Women's Studies is an interdisciplinary course clearly reflecting and acquainting students with recent scholarship on women, gender, and feminist theory. It critically examines cultural assumptions about gender. The readings and assignments reflect women's experiences with race, class, and gender, and provide information about women's psychology, biology, roles, experiences, contributions, and history.

**HST-1370: The World in the Twentieth Century (Program Elective) Credits: 3**

A comparative survey of the major developments in Europe, Asia, Africa, and the Americas during the past century that have led to the formation of the modern world.

**SOC-2010: Social Problems (Program Elective) Credits: 3**

Review of problems facing American society and their sociological implications, including theories of social deviance and social disorganization.

**COM-1010: Foundations of Communication (Program Elective) Credits: 3**

This survey course provides a foundation for the study of communication competency and skills. In this course, students explore basic communication skills across a variety of contexts, and with diverse audiences. Emphasis is placed upon the foundation and characteristics of communication and public speaking. Students learn how to use basic intrapersonal and interpersonal communication, along with listening skills to identify self-concept, perception, and identity management. Students will increase their communication competence by enhancing their listening skills and the uses of verbal and nonverbal communication. Students will discover how one's culture impacts communication. Students learn the public speaking process, from topic creation, outline and message development, to delivery of an effective informative and persuasive presentation.

**COM-1090: Interpersonal Communication (Program Elective) Credits: 3**

Development of oral communication skills to enhance human interaction, including nonverbal and verbal language usage, listening, conflict management, and multicultural communication

**COM-1110: Public Speaking (Program Elective) Credits: 3**

This course focuses on the public speaking process, examining the methods of creating a speech through the selection of a topic, engaging in the requisite speech building skills regarding multimodal speech types, and culminating in delivering a cultivated speech. Students learn critical public speaking techniques related to their application in multimodal speech types. Additionally, students utilize their knowledge to critique the public speaking techniques of others.

**BMT-1500: Developing a Professional Image (Program Elective) Credits: 1**

This course examines techniques for developing a professional image. Students study various forms of professional communication: verbal, non-verbal and written are all explored. Additionally, students examine professional etiquette components, such as dining, use of pleasantries, and civility. Lastly, students practice job interviewing skills and writing a resume and cover letter.

**ECN-2910: Economics Internship I (Program Elective) Credits: 1**

In this course, students complete an introductory practical experience in an entry-level position within an economics setting under supervision. Students establish essential performance and learning goals and apply course content in a practical setting to achieve internship course goals. Additionally, students reflect on their experience and enhance their professional skills in the workplace. Internships are either paid (with a minimum of 64 on-site hours) or non-paid (with a minimum of 32 on-site hours), per employer agreement. Internship sites are either selected from placements offered by the College or proposed by the student. NOTE: All placements must be approved by the department chair prior to course registration.

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

*Composition:*

**EGL-1010 Composition I: Expository Writing (English General Education Requirement) (Credits: 3)**

University-parallel freshman English. Fundamentals of effective prose writing, including research-based informative, analytical, and argumentative essays.

**EGL-1320: Composition II: Writing for Business (English General Education Requirement) (Credits: 3)**

Preparation of business documents, including letters, memoranda, email, short reports, research reports, graphics, and job search portfolio. Focus on audience analysis to choose appropriate voice, style, content, and structure for effective written, oral, and visual communication in business and professions. A continuation and extension of the rhetorical principles and composition skills addressed in EGL-1010.

*Humanities:*

**PHL-1090: Introduction to Logic (Credits: 3) (Arts/Humanities General Education Elective)**

The elements of logic: how to translate ordinary language into logical form and craft valid arguments.

**PHL-1010: Introduction to Philosophy: The Art of Questioning (Credits: 3) (Arts/Humanities General Education Elective)**

Asking and answering the basic and meaningful questions of life and clarifying one's thinking in relation to self, others, law, and God.

**PHL-1330: Ethics (Credits: 3) (Arts/Humanities General Education Elective)**

Ethics involves personal decisions each student makes daily. The course will identify the various ethical/moral theories that affect those decisions. The course will involve current issues and concerns to strengthen one's own ethical deliberations and how such deliberations may be applied to the student's designated career interests.

**SPN-1010: Spanish for Beginners (Credits: 3) (Arts/Humanities General Education Elective)**

SPN 1010 is a first-semester Spanish class that focuses on skills development in listening, speaking, reading, and writing Spanish, along with cultural elements from the Spanish-speaking world. Students learn vocabulary about a variety of topics, such as greetings, numbers, family, food, drink, and weather. Students communicate in simple sentences, using present tense. Additionally, students apply their grammar and vocabulary knowledge to write a basic paragraph in Spanish. Lastly, students examine various examples of culture and civilization in the Spanish-speaking world and reflect on the similarities and differences to their own culture.

**FRN-1010: French for Beginners (Credits: 3) (Arts/Humanities General Education Elective)**

FRN-1010 is a first-semester French class that focuses on skills development in listening, speaking, reading, and writing French, along with cultural elements from the francophone world. Students learn vocabulary about a variety of topics, such as greetings, family, home and buildings, telling time, etc. Students communicate in simple sentences, using present tense. Additionally, students apply their grammar and vocabulary knowledge to write a basic paragraph in French. Lastly, students examine various examples of culture and civilization in the francophone world and reflect on the similarities and differences to their own culture.

**BMT-2750: Leadership Development (Credits: 3) (Arts/Humanities General Education Elective)**

In this course students explore what leadership means through integrating readings from humanities, experiential exercises, films and contemporary research. Students explore their own leadership potential through a variety of practice types, and develop confidence to accept leadership roles. Topics include developing a personal leadership philosophy, building a team, and guiding through conflict. Students also explore ethics in leadership and how to realize change within an organization.

*Mathematics:*

**MAT-1250: Applied College Algebra (Credits: 3) (Mathematics General Education Requirement)**

This course emphasizes real world applications of algebra and is intended primarily for students who are not majoring in a scientific or technical field. Students will solve equations and inequalities and model data with a variety of functions algebraically and with technological tools. Other topics include analyzing polynomial, rational, exponential, and logarithmic functions; solving systems of linear equations with matrices; matrix algebra; and linear programming.

*Science:*

**NTR-1010: Introductory Nutrition (Credits: 3) (Science No Lab General Education Elective)**

Addresses basic information about essential nutrients and their functions in the body as well as known and hypothesized relationships between long-term diets and development of chronic diseases. The course addresses current issues in nutrition and food safety research. Course content includes current issues in weight management, interactions between nutritional status and physical fitness, and food safety.

**PSC-1010: Introduction to Astronomy (Credits: 3) (Science No Lab General Education Elective)**

In this course, students explore the foundations of astronomy. Students examine how the solar system, galaxy, and universe have been perceived throughout history and explore the tools and methods astronomers use. Students investigate the origin, components, and evolution of the solar system (including the planets, moons, and the sun), stars, galaxies, and the universe as a whole.

**GEO-1010: Physical Geography (Credits: 3) (Science with Lab General Education Elective)**

Study of nature's environment, including the basic systems of the atmosphere, hydrosphere, and lithosphere, and how they interact.



**GEO-1020: Physical Geography Lab (Credits: 1) (Science with Lab General Education Elective)**

Laboratory work complementary to the theories and principles of GEO-1010 (Physical Geography). Climate, the biosphere, and the earth's landforms.

**BIO-1010: General Biology (Credits: 4) (Science with Lab General Education Elective)**

An introduction to biology for non-science majors with both lecture and laboratory components. Surveys ecology, chemistry of life, cell physiology, human organ systems, genetics, and molecular genetics. The ability to think critically and to draw conclusions based on evidence will be emphasized.

*Social Sciences:*

**ECN-1030: Principles of Macroeconomics (Credits: 3) (Social Science General Education Elective)**

This course explores the factors that impact the overall performance of an economy, by examining aspects of the economy from an aggregate perspective. It focuses on the policies that government pursues in order to achieve price stability, economic growth and full employment. Topics covered include supply and demand analysis, national income accounting, business cycles, aggregate expenditure and aggregate demand and supply models, and fiscal and monetary policy.

**POS-1010: American National Government (Credits: 3) (Social Science General Education Elective)**

A study of the Constitution and the American political system, including how power and authority are acquired and applied. Emphasis will be placed on the Congress, the Presidency, and the Supreme Court, as well as on voting dynamics, political parties, interest groups, public opinion, and the media.

**POS-1020: State and Local Government (Credits: 3) (Social Science General Education Elective)**

This is a survey course in state and local government and one of the courses meeting the General Education requirements at Prince George's Community College. The course focuses on the relationship between the national, state, and local levels of government; the three branches within each level of government; political parties and elections; interest groups; and selected policy issues facing state and local governments, including economic development, education, crime and corrections, health and social welfare, and the environment.

**POS-1000: Introduction to Politics (Credits: 3) (Social Science General Education Elective)**

This is an introduction to the study of political science. It introduces vocabulary and key terms and concepts used in political dialogue and analysis. A variety of ideas, approaches, and concepts about the study of politics and the field of political science are introduced, including classical Greek and later European contributions. Democratic, authoritarian, and totalitarian forms of government are introduced. Politics by peaceful and violent means are studied as well as the role of political socialization, civic culture, and participation. Finally, the course surveys the fields of political science including American, comparative, international, political theory and methodology.

*Computer Literacy:*

**INT-1010 Introduction to Information Technology (Credits: 3) Computer Literacy Institutional Requirement**

Introduction to Information Technology is a survey course in evolving information technology and its relevance to individuals and society. Students examine the categories of computing devices and different types of computer applications, software and their uses. Emphasis in this course is on enhancing students' skills in data analysis and programming. Additionally, students evaluate ethical principles related to privacy, security, intellectual property and how these apply to their academic and professional life. They also explore strategies to manage

risks related to systems security threats. Lastly, students learn about the basic principles of connectivity and data communications.

Students possessing skills and knowledge in this area may receive credit for INT 1010 by passing the department's challenge exam (currently the three Internet and Computing Core Certification tests, known as IC3). Students who are already IC3 certified may receive credit for INT 1010 by presenting their three certificates to the transfer evaluator in the Office of Records and Registration.

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

There are no specialized accreditation or graduate certification programs associated with this program.

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

There is no contract with any other institution or non-collegiate organization associated with this program.

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.

Clear, complete, and timely information on the curriculum, course and degree requirements will be posted in the [college catalog](#) after MHEC approval. Each program has a dedicated page in the college catalog where the program description will be located. The nature of faculty and student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services are located in the course syllabus, college catalog and/or the Learning Management System. Financial aid resources, costs and payment policies are located on the college website under "[Paying For College.](#)"

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

The PGCC Office of Communications and Marketing will create brochures, flyers and electronic marketing (e-marketing) materials necessary to promote and advertise the program to potential students. The Office of Communications and Marketing department provides communications materials that create awareness and visibility to efforts to promote the program both internally and externally. The internal process of creating recruitment and advertising materials follows the internal process used by the Office of Communications and Marketing. The information regarding prior learning can be found on the College website: [Transfer Credit Policies and Procedures](#)

## PART H: Adequacy of Articulation

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

For more information: [Transfer Agreements](#) and [Articulation Agreements](#)

PGCC has a number of transfer agreements with 4-year institutions including: American University, Bowie State University, Capitol Technical University, Catholic University of America, Chamberlain University, Notre Dame University of Maryland, Excelsior College, Frostburg University, George Washington University, Georgetown University, Hood College, Howard University, Johns Hopkins University, Kaplan University, Morgan State University, Salisbury University, Southern New Hampshire University, St Mary's College, Stevenson University, Towson University, Trinity Washington University, University of Baltimore, University of Maryland, Washington College, and York College of Pennsylvania. Copies of transfer agreements are located at <https://www.pgcc.edu/programs-courses/transfer-programs/transfer-agreements/>.

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

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

Only program courses have to be included (required and elective). Institutional requirements and general education courses do not need to be included.

In the last column, do not list any courses outside of this program.

<b>Faculty Name</b>	<b>Appointment Type</b>	<b>Terminal Degree and Field</b>	<b>Academic Title/Rank</b>	<b>Status</b>	<b>Course(s) Faculty Member will teach in this Program</b>
Addison-Thompson, Tammie	Contract	M.B.A. Accounting	Instructor	Adjunct	ACC-1001: Principles of Accounting I
Adefila, Ayodele	Tenure-track	M.P. Accounting	Associate Professor	Full-time	ACC-1001: Principles of Accounting I
Allen, James	Contract	M.B.A.	Instructor	Adjunct	BMT-1010: Introduction to Business
Baqai, Haroon	Contract	Ph.D., Management	Instructor	Adjunct	BMT-1010: Introduction to Business; BMT-1500: Developing a Professional Image

Bowen, Felicia	Contract	M.B.A.	Instructor	Adjunct	BMT-1010: Introduction to Business
Brown, Lora	Contract	M.B.A.	Instructor	Adjunct	BMT-1010: Introduction to Business
Butler, Robin	Contract	Ph.D., Management	Instructor	Adjunct	BMT-1010: Introduction to Business
Charles-Haynes, Dwayne	Contract	D.B.A., Social Impact Management	Instructor	Adjunct	BMT-1010: Introduction to Business; BMT- 1500: Developing a Professional Image
Cooks, Elijah	Tenured	M.S.A., Business Management	Professor	Full-time	BMT-1010: Introduction to Business
Coomber, William	Contract	M.A., Economics	Instructor	Adjunct	ECN-1030: Principles of Macroeconomics; ECN-1050: Principles of Microeconomics
Dean, Korey	Contract	M.B. A.	Instructor	Adjunct	BMT-1500: Developing a Professional Image
Falkey, Mary	Tenured	D. A. Higher Education	Professor	Full-time	ACC-1001: Principles of Accounting I
Francis, Simon	Contract	M.A., Economics	Instructor	Adjunct	ECN-1030: Principles of Macroeconomics; ECN-1050: Principles of Microeconomics
Gibson-Bailey, Denise	Resident	M.B.A., Marketing Management	Associate Professor	Full-time	BMT-1010: Introduction to Business
Grant, Stephen	Contract	D.B.A., Accounting	Instructor	Adjunct	ACC-1001: Principles of Accounting I

Habershon, Betty	Tenured	M.D.E.	Professor	Full-time	ACC-1001: Principles of Accounting I
Karlsson, Carl	Contract	M.P.A.	Instructor	Adjunct	BMT-2750: Leadership Development
Knight, William	Tenured	M.A., Economics	Professor	Full-time	ECN-1030: Principles of Macroeconomics; ECN-1050: Principles of Microeconomics; ECN-2020: Money, Banking, and Finance; ECN-2910: Economics Internship I
Lo, El Hadji M.	Contract	M.S. Accounting and Finance	Instructor	Adjunct	ACC-1001: Principles of Accounting I
Mulusa, Judy	Tenure-track	Ph.D. Economics	Professor	Full-time	ECN-1030: Principles of Macroeconomics; ECN-1050: Principles of Microeconomics; ECN-2010: Statistics for Business and Economics; ECN-2910: Economics Internship I
Outlaw, Deloris	Tenure-track	M.B.A. Management	Associate Professor	Full-time	ACC-1001: Principles of Accounting I
Perry, Charles	Tenure-track	D.A. Management	Professor	Full-time	BMT-1010: Introduction to Business
Roberts, Augustus	Contract	Ph.D. Management	Instructor	Adjunct	BMT-1010: Introduction to Business
Yorkshire, Kathy	Tenure-track	Ed.D. Community	Professor	Full-time	BMT-1010: Introduction to Business; BMT-

		College Leadership			1500: Developing a Professional Image; BMT-2750: Leadership Development
Thoundayil, Maria J.	Tenured	M.S. Mathematics	Associate Professor	Full- Time	MAT-2160: Applied Calculus I
Wanda Parham-Payne	Tenure-track	Ph.D., Sociology	Professor	Full-Time	SOC-1010: Introduction to Sociology
Tsirha Adefris	Adjunct	Ph.D., Anthropology	Adjunct Professor	Adjunct Professor	ANT-1030: Introduction to Cultural Anthropology
Sharita Thompson	Tenure-track	Ph.D., History	Associate Professor	Full-Time	HST-1410: History of the United States to 1877
Iyelli Ichile	Tenure-track	Ph.D., History	Associate Professor	Full-Time	HST-1510: History of African Americans to 1877
Bartlebaugh Bridget	Tenured	M.Ed, Business Education	Associate Professor	Full-Time	INT-2150: Problem Solving with Databases
Bridgette Robinson	Tenure-track	Ph.D., History	Associate Professor	Full-Time	WMS-1010: Introduction to Women's Studies
Ben Hurwitz	Tenure-track	Ph.D., History	Associate Professor	Full-Time	HST-1370: The World in the Twentieth Century
JaQuon Epps	Tenure-track	M.A. Sociology	Assistant Professor	Full-Time	SOC-2010: Social Problems
Annette Savoy	Tenure-track	M.A. Communication	Associate Professor	Full-Time	COM-1010: Foundations of Communication
Clover Baker-Brown	Tenure-track	Ed.D. Educational Leadership	Full Professor	Full-Time	COM-1090: Interpersonal Communication
Laura Miller	Tenure Track	M.A. Communication	Assistant, Professor	Full-Time	COM-1110: Public Speaking

2. Demonstrate how the institution will provide **ongoing pedagogy training** for faculty in evidenced-based best practices, including training in:

- a. *Pedagogy that meets the needs of the students*
- b. *The learning management system*
- c. *Evidenced-based best practices for distance education, if distance education is offered.*

The College provides opportunities for continuous teaching improvement through ongoing training for full- and part-time faculty year-round on a variety of evidence-based best practices related to:

- pedagogy to meet the needs of a diverse student population, using a variety of modalities
- pedagogy specific to distance education
- the learning management system (Canvas)

Concentrated training is offered during professional development periods in August, October, and January.

## PART 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.

The library maintains extensive, online-accessible databases, journals, and e-texts. Students may request holdings and inter-library loans either by email or in person. Additionally, the library will provide journals and publications specifically related to the various professions in the economics field. The PGCC library has extensive online resources available to students, including:

- Credo Reference
- Ebook Central
- EBSCO Host Academic E-book Collection Gale Virtual Reference Library
- Information Science (Gale OneFile)
- ProQuest General Database
- PubMed Database
- Streaming Video Films on Demand VAST Academic Video Collection

Moreover, the library has ready access to:

- a) Interlibrary loan services compliant to and in support of the Library of Congress and its Bibliographic Utilities.
- b) The holdings of the Prince George's County Memorial Library System.
- c) The holdings of the University of Maryland System.

## PART 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.

This program will mainly be housed in Bladen Hall. Current buildings, classroom and office spaces, and teaching and learning equipment are sufficient to support this program. All facilities and equipment are subject to routine cleaning, inspection, and maintenance.

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***

Prince George’s Community College provides access to its electronic mailing system (Microsoft 365 Outlook) to its full-time and part-time faculty members. Each faculty member’s school email address uses the domain @pgcc.edu. Faculty receive emails from both students and colleagues via the Outlook system. Students enrolled in credit programs are issued a school email address upon enrollment. Each Prince George’s Community College student email address uses the domain @students.pgcc.edu.

b. *A **learning management system** that provides the necessary technological support for distance education*

Each course offered at the College is created in a Canvas shell that allows remote access during a given semester. Each faculty member, full-time or part-time, is given access to each class that he/she is assigned to teach via the Canvas Learning Management System (LMS). Within the learning management system, faculty are able to see who is enrolled in the course, create a gradebook, create discussion boards, upload various content formats, and communicate with individual or groups of students. Zoom is integrated into each Canvas course through an LTI (learning tools integration). Panopto is integrated into each Canvas section through as LTI to ensure student privacy as well as provide streaming technology in accordance with the best practices for video.

After successfully enrolling in a course at Prince George’s Community College, each student is provided access to each course that he/she is enrolled for the given semester. Access to the course is granted four days prior to the official start of the course. Within the learning management system, students can access all course content posted by the instructor, access graded assignments, and communicate with the instructor and other students.

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

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

<b>TABLE 1: RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Reallocated Funds #</b>	\$0	\$0	\$0	\$0	\$0
<b>2. Tuition/Fee Revenue (c + g)</b>	\$86,940	\$111,090	\$135,240	\$159,390	\$183,540



<b>a. Number of F/T Students</b>	10	13	16	19	22
<b>b. Annual Tuition/Fee Rate</b>	\$4,830	\$4,830	\$4,830	\$4,830	\$4,830
<b>c. Total F/T Revenue (a x b)</b>	\$48,300	\$62,790	\$77,280	\$91,770	\$106,260
<b>d. Number of P/T Students</b>	20	25	30	35	40
<b>e. Credit Hr. Rate</b>	\$161	\$161	\$161	\$161	\$161
<b>f. Annual Credit Hours</b>	12	12	12	12	12
<b>g. Total P/T Revenue (d x e x f)</b>	\$38,640	\$48,300	\$57,960	\$67,620	\$77,280
<b>3. Grants, Contracts &amp; Other External Sources</b>	\$0	\$0	\$0	\$0	\$0
<b>4. Other Sources</b>	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (1 – 4)</b>	\$86,940	\$111,090	\$135,240	\$159,390	\$183,540

*Reallocated Funds:*

There are no reallocated funds for this program.

*Tuition/Fee Revenue:*

Assuming modest growth in both full-time and part-time enrollments and tuition and fees are assumed constant over the next five years, the chart displays the overall financials for the program. The in-county tuition rate of \$114 per credit and a fee of \$47 per credit for a total of \$161 per credit have been used to calculate revenue; with 30 credits per year for full-time students, and an average of 12 credits per year for part-time.

*Grants, Contracts, & Other External Sources:*

This program does not use grants, contracts or external sources for funding.

*Other Sources:*

There are no other sources used for funding.

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

<b>TABLE 2: EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Faculty (b + c below)</b>	\$ 0	\$0	\$0	\$0	\$0
<b>a. # FTE</b>	0	0	0	0	0
<b>b. Total Salary</b>	\$0	\$0	\$0	\$0	\$0
<b>c. Total Benefits 3%</b>	\$0	\$0	\$0	\$0	\$0
<b>2. Admin. Staff</b>	\$0	\$0	\$0	\$0	\$0

<b>(b + c below)</b>					
<b>a. # FTE</b>	\$0	\$0	\$0	\$0	\$0
<b>b. Total Salary</b>	\$0	\$0	\$0	\$0	\$0
<b>c. Total Benefits</b>	\$0	\$0	\$0	\$0	\$0
<b>3. Support Staff (b + c below)</b>	\$0	\$0	\$0	\$0	\$0
<b>a. # FTE</b>	\$0	\$0	\$0	\$0	\$0
<b>b. Total Salary</b>	\$0	\$0	\$0	\$0	\$0
<b>c. Total Benefits</b>	\$0	\$0	\$0	\$0	\$0
<b>4. Equipment</b>	\$0	\$0	\$0	\$0	\$0
<b>5. Library</b>	\$0	\$0	\$0	\$0	\$0
<b>6. New or Renovated Space</b>	\$0	\$0	\$0	\$0	\$0
<b>7. Other Expenses</b>	\$0	\$0	\$0	\$0	\$0
<b>8. TOTAL (Add 1 – 7)</b>	\$0	\$0	\$0	\$0	\$0

*Faculty:*

No new faculty are needed for this program. There are a number of qualified full-time and adjunct faculty currently employed by the College to teach General Education and required program courses in the specific disciplines.

*Admin Staff:*

This program will be housed in the Business and Entrepreneurship Department, as part of the Division of Professional Studies and Community Education, which already has a dean, associate dean, department chair, and coordinator in place who currently support the program. No additional administrative staff is necessary.

*Support Staff:*

This program will be housed in the Business and Entrepreneurship department. Office associates support the department as a whole, and not individual programs, so it is not expected that any new support staff will be needed.

*Technical Support and Equipment:*

There is no additional or new technical support or equipment needed for this program. Current technical support and equipment is sufficient for the needs of the students and faculty.

*Library:*

Current library materials are sufficient for the needs of the students and faculty.

*New or Renovated Space:*

There is no new or renovated space needed for this program. Current classroom space is sufficient for the needs of the students and faculty.

*Other Expenses:*

There are no other expenses required or needed for this program.

Part 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.**

Prince George's Community College has identified three sets of learning outcomes for its students: course, program, and the College's Core Competencies (institutional learning outcomes). Course outcomes define the skills, knowledge, and values that students are expected to acquire upon completion of a course. Program outcomes specify the skills, knowledge, and values that students are expected to acquire upon completion of a program of study. The College has a rigorous course and program assessment process. Course assessment takes place by using embedded tests and assignments that address specific course outcomes. Data from these course-embedded assessments are publicly distributed every semester in the Student Learning Outcomes Assessment Report (SLOAR). An additional report showing student achievement of the Student Core Competencies is published every year and analyzed to improve courses and to ensure program learning outcomes are met. This is the Program Learning Outcomes Assessment Report (PLOAR.)

Non-tenured faculty members are evaluated yearly by students and administrators. Each year, non-tenured faculty members have their course material and student evaluations assessed by their department chairs and deans, with final verification of the assessment conducted by the Executive Vice President and Provost for Teaching, Learning and Student Success. In order to receive high evaluations, faculty members must demonstrate effective teaching above all, but professional development in the discipline and participation in departmental, divisional, and college-wide activities are also assessed. The same criteria for evaluation are carried out for tenured members of the faculty, but once every four years. The above assessment process also provides administrators the opportunity to set out action plans for faculty improvement in teaching, professional development, and/or college service in order for each or any of those facets of the faculty member's career to be enhanced.

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.

Complete program assessment takes place every four years, with progress toward achievement of improvement plans being evaluated every two years. Data regarding enrollment, retention, and graduation are collected and analyzed against program outcomes, courses offered, and other variables. Each program must have an advisory board consisting of professionals in the field assist in the construction and analysis of program review data. The college has a five-year program review cycle which entails program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

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

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

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations, contributing to the economic equity and cultural vibrancy of our community. The mission of Prince George's

Community College is compatible with the State's minority achievement goals. The College provides accessible and affordable education, and it is committed to diversity. With a majority African American student body and a significant Hispanic/Latino student population, Prince George's Community College is well positioned to provide opportunities for students traditionally underrepresented in higher education. Moreover, the graduates of this program will further align with the racial makeup of the region's workforce. The College will continue to recruit a diverse student base from both public and private schools and the local community. In addition to working with and relying on the college's student recruiting professionals, additional activities to recruit a diverse body of students will include:

- involvement with community-based organizations, high schools, and teen church programs;
- increased visibility of the new programs (e.g. college Website and catalog); and
- clear communication about the integrated nature of the academic work with practical experience and professional networking opportunities.

In sum, the College will continue to engage with community partners and stakeholders who represent the diversity of the region.

PGCC has a Diversity, Equity and Inclusion office and a number of programs geared to special populations, including Diverse Male Student Initiatives (DMSI), Women of Wisdom (W.O.W.), and Vocational Support Services. Additionally, interactive workshops and cultural diversity events are available on an ongoing basis at both the main campus and the extension centers. Furthermore, a Truth, Racial Healing, and Transformation (TRHT) Campus Center organizes Listening Sessions and Racial Healing Circles. Each of these initiatives focuses on improving the retention and success of minority students.

## Part 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.

This is a new program. Therefore, a low-productivity self-analysis is not applicable here

## PART 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**.

Prince George's Community College is eligible to provide Distance Education by the Maryland Higher Education Commission (MHEC). Please see File 22293.

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

Prince George's Community College provides assurance that programs that are offered in a distance format comply with current CRAC guidelines. Please find a copy of the institution's accreditation status for offering distance learning through MSCHE at the following link: <https://www.msche.org/institution/0175/>. The college also participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA) as evidenced on the following link: <https://nc-sara.org/directory>

This program is available in a face-to-face format as well as fully online.