



**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	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:



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

December 15, 2024

Dear Dr. Rai,

Prince George's Community College is requesting the addition of a new degree program, **Financial Management, A.A.S.** The new proposed codes are as follows: HEGIS: 5001.02; CIP: 52.0202.

Proposed Program Description
The Financial Management, A.A.S. provides graduates with an understanding of financial theories, financial markets and institutions, and economic policies. Students also analyze how these concepts and theories impact decision-making in the global economy, with an emphasis on ethics in financial practices. Additionally, students learn about various financial institutions, investment options, and technological innovations in the field. Students develop and refine data analysis skills as well as skills to effectively communicate financial data, market trends, and viable proposals. This degree prepares students for junior-level jobs in financial planning, financial analysis, commercial banking, real estate, insurance, and investment banking.
Proposed Program Outcomes
Graduates of the Financial Management, A.A.S. degree program will be able to:
<ol style="list-style-type: none"> 1. Effectively communicate financial information to stakeholders. 2. Apply the concept and mechanics of the time value of money. 3. Apply financial management theories and practices in the allocation of financial resources. 4. Explain the functions of financial markets and institutions and their roles in businesses. 5. Explain how ethical decision-making and the globalization process affect organizations' financial decisions. 6. Make financial decisions based on market trend analysis.
Proposed Courses in Recommended Sequential Order **denotes new course
PAS 1000 - First Year Experience Credits: 1 (Institutional Requirement) ECN 1030 – Principles of Macroeconomics Credits: 3 (Program Requirement) ACC 1001 – Principles of Accounting I Credits: 3 (Program Requirement) FMT 1100 – Personal Finance Credits: 3 (Program Requirement)** EGL 1010 - Composition I: Expository Writing Credits: 3 (English General Education Requirement) MAT 1250 - Applied College Algebra Credits: 3 (Mathematics General Education Requirement)



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ECN 1050 - Principles of Microeconomics Credits: 3 (Program Requirement)
ACC 1002 - Principles of Accounting II Credits: 3 (Program Requirement)
FMT 1200 - Foundations of Fintech Credits: 3 (Program Requirement)**
INT 1010 - Introduction to Information Technology Credits: 3 (Computer Literacy Institutional Requirement)
PSY 1010 - General Psychology Credits: 3 (Social Science General Education Elective) **OR**
SOC 1010 - Introduction to Sociology Credits: 3 (Social Science General Education Elective) **OR**
POS 1020 - State and Local Government Credits: 3 (Social Science General Education Elective)
ACC 2250 - Business Finance Credits: 3 (Program Requirement)
ECN 2010 - Statistics for Business and Economics Credits: 3 (Program Requirement)
EGL 1320 - English Composition II: Writing for Business Credits: 3 (English General Education Requirement)
PHL 1330 - Ethics Credits: 3 (Arts/Humanities General Education Elective) **OR**
PHL 1090 - Introduction to Logic Credits: 3 (Arts/Humanities General Education Elective) **OR**
COM 1010 - Fundamentals of Communication Credits: 3 (Arts/Humanities General Education Elective)
ECN 2020 - Money, Banking, and Finance Credits: 3 (Program Requirement)
FMT 2100 - Introduction to Investments Credits: 3 (Program Requirement)**
FMT 2200 - International Finance Credits: 3 (Program Requirement)**
FMT 2300 - Financial Modeling Credits: 3 (Program Requirement)**
PSC 1010 - Introduction to Astronomy Credits: 3 (Science without Lab General Education Elective) **OR**
NTR 1010 - Introductory Nutrition Credits: 3 (Science without Lab General Education Elective) **OR**
BIO 1110 Environmental Biology Credits: 3 (Science without Lab General Education Elective)
FMT 2920 - Financial Management Internship II Credits: 2 (Program Elective)** **OR**
ACC 1070 - QuickBooks I Credits: 1 (Program Elective) **AND**
ACC 1090 - QuickBooks II 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 MHEC proposal follows this letter. A payment of eight hundred fifty dollars (\$850) has been forwarded to cover the new program fee. Please feel free to contact me with any questions.

Respectfully,

Dr. Clayton Railey
EVP and Provost of Teaching, Learning, and Student Success



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**NEW ACADEMIC DEGREE PROGRAMS, NEW STANDALONE CERTIFICATE PROGRAMS, AND
SUBSTANTIAL MODIFICATIONS TEMPLATE**

1. **Name of Proposed Degree Program:** Financial Management, A.A.S.
2. **Type of Proposal:** New 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](#).

Prince George's Community College is proposing a new 60-credit A.A.S. degree program in Financial Management. This new program will reside in the Business and Entrepreneurship Department, and the Professional Studies and Community Education (PSCE) Division, and will be an addition to our Business & Entrepreneurship Guided Pathway.

The A.A.S. degree in Financial Management prepares students for careers in the field by providing graduates with an understanding of financial theories, financial markets and institutions, and economic policies. Students also analyze how these concepts and theories impact decision-making in the global economy, with an emphasis on ethics in financial practices. Additionally, students learn about various financial institutions, investment options, and technological innovations in the field. Students develop and refine data analysis skills as well as skills to effectively communicate financial data, market trends, and viable proposals. This degree prepares students for junior-level jobs in financial planning, financial analysis, commercial banking, real estate, insurance, and investment banking.

The program supports PGCC's mission, which is to provide high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to personal development, professional advancement, and economic prosperity. The Financial Management, AAS program is committed to quality through curriculum and workforce alignment, program assessment, faculty evaluations, and student feedback through evaluations. It has the power to be transformative by leading to lucrative jobs for our graduates; and by creating a highly skilled, credentialed workforce for the community.

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 Strategic Plan](#) and [Vision 2030 Strategic Imperatives](#)

PGCC's vision statement states that the College seeks to be the region's premier center for dynamic teaching and learning, strategic partnerships, and community engagement that advances knowledge, economic equity, and lifelong personal development. The vision is supported through the implementation of academic programs that provide affordable, high-quality learning experiences that

lead to well-paying jobs for our graduates as well as a trained workforce for the financial industry in the region. Student success is the underlying foundation of all planning at Prince George's Community College.

The 2022-2025 PGCC Strategic Plan linked above includes strategic goals that shape the future of the College with objectives and outcomes to measure success, and the thoughtful strategies outlined to achieve those goals.

The Financial Management, AAS program aligns closely with the following College strategic goals, as evidence that it aligns with institutional priorities:

Goal 2: Optimize Pathways to Graduation, Transfer, or Entering the Workforce.

Strategy: Align degrees, certificates, credentials, and curriculum development to career pathways and industry sectors congruent with high-wage, high-demand occupations.

As part of the Business and Entrepreneurship Guided Pathway, graduates of the Financial Management, A.A.S. career degree program are prepared for entry-level positions in a variety of financial and related fields and professional opportunities, including positions as Bookkeeping, Accounting, and Auditing Clerks; Customer Service Representatives; Insurance Claims and Policy Processing Clerks; Loan Interviewers and Clerks; and Credit Authorizers, Checks, and Clerks for a variety of public and private companies. This program also aligns with the Vision 2030 Strategic Imperative of enabling 50,000 workers to earn a workforce credential aligned to high-skill, high-wage jobs.

Goal 4: Reimagine Workforce Innovations and Strategic Partnerships

Strategy: Create and embed opportunities for students to complete marketable workforce experiences and earn reputable credentials synchronously with the completion of a certificate or degree

The program courses in the Financial Management, AAS program prepare students for in-demand industry credentials related to finance.

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 this newly proposed program will be funded through the annual operating budget for Teaching, Learning, and Student Success. This new program will not require any additional expenditures outside those that are offset by increased tuition revenue from projected enrollment in the program (details are provided in Part L – Table 1). New courses have already been developed by faculty who currently support the department. There are no new costs for equipment, instructional supplies, facilities, or staff. The program as is proposed can be fully staffed with both current full-time and adjunct faculty and staff to support its operations. Initially, no additional expense will be incurred; however, additional faculty would be hired as necessitated by growth in enrollment in years 3-5 (details are provided in Part L – Table 2.)

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

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

The proposed new A.A.S. degree in Financial Management 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. While all courses in the program can be taught by existing faculty, the department intends to hire additional faculty positions by year three to help implement the program (see Part L – Table 2 for further details), which serves as evidence of PGCC's commitment to ensuring the success of this new certificate program.

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 can 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 can 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.*

There is both demand and need for the Financial Management, A.A.S. program in terms of meeting present and future needs of the region and the State in general based upon the following, as related to the State Plan:

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. According to the U.S. Census Bureau, as of 2022, about 64% of Prince George's County residents identify as Black and approximately 21% as Hispanic. The Financial Management, AAS program will allow the College to expand the opportunities available to its service population by offering a program of study that provides students with skills that translate to lucrative and in-demand jobs.

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

Prince George's Community College is a Predominantly Black Institution (PBI), and has received federal grant funds from the U.S. Department of Education to expand opportunities for Black students. The purpose of the federal PBI grants awarded to PGCC is to enable the College to plan, develop, undertake, and implement programs to enhance our capacity to serve more low- and middle-income Black American students; expand higher education opportunities for eligible students by encouraging college preparation and student persistence in secondary school and postsecondary education; and strengthen the financial ability of the institution to serve the academic needs of their students. The Financial Management, A.A.S. program will complement the College's expanding list of high quality and unique educational programs that meet the needs of our county and region.

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

This newly proposed program is well-aligned with the 2022 Maryland State Plan for Higher Education, which 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 aligns most closely with the **Student Success** goals, and specifically with **Priority 5:** Maintain the commitment to high-quality postsecondary education in Maryland.

The Financial Management, A.A.S. program was created to prepare credentialed graduates for immediate employment with local and regional financial companies and providers. This high-quality program aligns in particular with the Action item to “identify innovative fields of study,” and will increase graduates’ workforce readiness.

This new program also aligns with **Priority 6:** Improve systems that prevent timely completion of an academic program.

The Financial Management, A.A.S. program provides a clear pathway to graduation with specific course requirements in sequential order.

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.

According to data and information retrieved on December 3, 2024, from O*Net OnLine, graduates of the Financial Management, A.A.S. are well positioned to work in the financial industry in entry-level positions such as Bookkeeping, Accounting, and Auditing Clerks; Customer Service Representatives; Insurance Claims and Policy Processing Clerks; Loan Interviewers and Clerks; and Credit Authorizers, Checks, and Clerks for a variety of public and private companies.

Bookkeeping, Accounting, and Auditing Clerks (<https://www.onetonline.org/link/summary/43-3031.00>) compute, classify, and record numerical data to keep financial records complete. They perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records, and they also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Most

positions in this occupation require training in vocational schools, related on-the-job experience, or an associate's degree, and apprenticeships are available.

Customer Service Representatives (<https://www.onetonline.org/link/summary/43-4051.00>) interact with customers to provide basic or scripted information in response to routine inquiries about products and services and may handle and resolve general complaints. 14% of these positions require an associate's degree.

Insurance Claims and Policy Processing Clerks (<https://www.onetonline.org/link/summary/43-9041.00>) process new insurance policies, modifications to existing policies, and claims forms; obtain information from policyholders to verify the accuracy and completeness of information on claims forms, applications and related documents, and company records; and update existing policies and company records to reflect changes requested by policyholders and insurance company representatives. 21% of these positions require an associate's degree.

Loan Interviewers and Clerks (<https://www.onetonline.org/link/summary/43-4131.00>) interview loan applicants to elicit information; investigate applicants' backgrounds and verify references; prepare loan request papers; and forward findings, reports, and documents to appraisal departments. They review loan papers to ensure completeness, and complete transactions between loan establishment, borrowers, and sellers upon the approval of a loan. Most positions in this occupation require training in vocational schools, related on-the-job experience, or an associate's degree.

Credit Authorizers, Checkers, and Clerks (<https://www.onetonline.org/link/summary/43-4041.00>) authorize credit charges against customers' accounts and investigate the history and credit standing of individuals or business establishments applying for credit. They may interview applicants to obtain personal and financial data, determine creditworthiness, process applications, and notify customers of acceptance or rejection of credit. Most positions in this occupation require some preparation and training.

*Note: O*Net OnLine pulls data from the US Bureau of Labor Statistics for US data, and Projections Central for Maryland for Maryland data.*

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

According to data and information retrieved on December 3, 2024, from O*Net Online for the following occupations:

<https://www.onetonline.org/link/summary/43-3031.00>

<https://www.onetonline.org/link/summary/43-4051.00>

<https://www.onetonline.org/link/summary/43-9041.00>

<https://www.onetonline.org/link/summary/43-4131.00>

<https://www.onetonline.org/link/summary/43-4041.00>

Occupation (Code)	MD Projected Annual Openings (2020-2030)	MD Projected Growth (2020-2030)	US Projected Annual Openings (2023-2033)	US Projected Growth (2023-2033)	MD Average Salary	US Average Salary
Bookkeeping, Accounting, and Auditing Clerks (43-3031)	2,880	1%	174,900	-5%	\$50,840	\$47,440
Customer Service Representatives (43-4051)	6,690	3%	365,300	-5%	\$39,570	\$39,680
Insurance Claims and Policy Processing Clerks (43-9041)	370	5%	22,300	-4%	\$48,640	\$46,980
Loan Interviewers and Clerks (43-4131)	350	6%	16,300	-2%	\$49,140	\$47,380
Credit Authorizers, Checkers, and Clerks (43-4041)	50	6%	1,100	-5%	\$41,600	\$48,000

According to the above data, although the occupational outlook growth for these entry-level positions is decreasing overall in the US, there is projected growth in Maryland between 1-6%. The graduates of the Financial Management, A.A.S. program would help supply the needs of the workforce.

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.

According to data and information retrieved on December 3, 2024, from O*Net Online for the following occupations:

<https://www.onetonline.org/link/summary/43-3031.00>

<https://www.onetonline.org/link/summary/43-4051.00>

<https://www.onetonline.org/link/summary/43-9041.00>

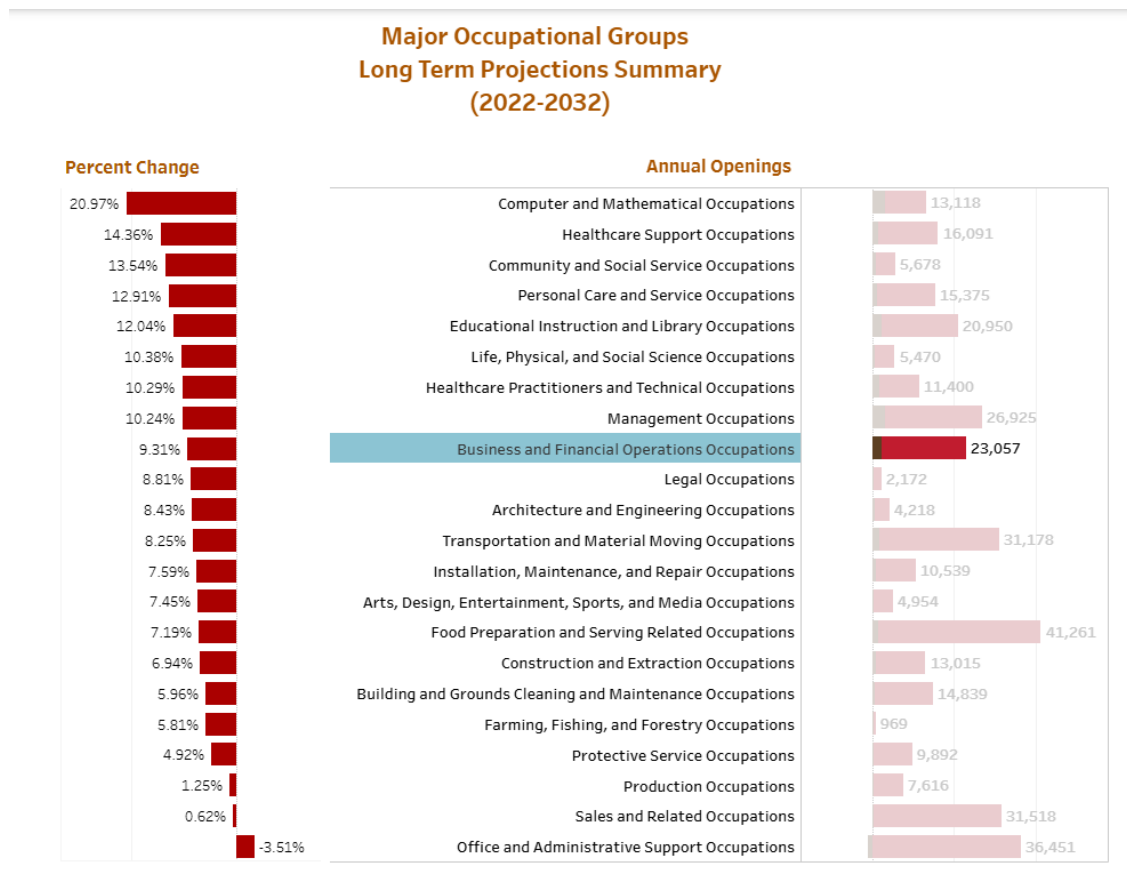
<https://www.onetonline.org/link/summary/43-4131.00>

<https://www.onetonline.org/link/summary/43-4041.00>

Occupation (Code)	MD Projected Annual Openings (2020-2030)	MD Projected Growth (2020-2030)	US Projected Annual Openings (2023-2033)	US Projected Growth (2023-2033)	MD Average Salary	US Average Salary
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Credit Authorizers, Checkers, and Clerks (43-4041)	50	6%	1,100	-5%	\$41,600	\$48,000

According to the above data, nearly 580,000 openings are projected for the five positions targeted here annually across the US over the next decade. In Maryland, over 10,000 vacancies are projected. Many of those openings are expected to result from the need for growth and to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Additionally, Maryland Occupational Projections - 2022-2032 – Workforce Information and Performance (<https://www.dlr.state.md.us/lmi/iandoproj/maryland.shtml>) shows the following for major occupational groups:



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

According to the MHEC Institution Program Inventory, no other community colleges in Maryland offer a program of a similar title and CIP code. Therefore, there are plenty of projected national and state of Maryland job annual openings for the positions shown in Part C-3 above for PGCC's proposed Financial Management, AAS program graduates.

Source: [MHEC Trends in Degrees and Certificates by Program 2014-2021](#), published March 2022

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: [Academic Program Inventory](#) and [Degree Trend Data](#)

According to the Maryland Higher Education Commission's Academic Program Inventory database, there are no other Financial Management, A.A.S. programs offered at any of the other Maryland community colleges.

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

The Financial Management, A.A.S. degree program will provide the required foundation and preparation for financial-related fields in Prince George's County and the nearby region.

Given that Prince George's County is such a diverse and highly populated county, the program serves a significant portion of the population in the state of Maryland and the DMV region.

This degree program would meet the needs of the county's large population as the only college offering such a program in the county. Advantages for students in this program include low tuition costs, faculty subject matter experts teaching courses in the program, and the availability of well-paying jobs upon program completion.

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**.

This is not a transfer program. PGCC does not anticipate that this program will have any impact on the implementation or maintenance of high-demand programs at 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.

This is not a transfer program. Therefore, the proposed program will not impact the uniqueness and institutional identities and missions of HBIs.

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 curriculum development and revision process 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 academic coordinator, department chair, and division dean, it moves through several steps in the approval process including the Assessment Committee, Curriculum Committee, General Education Committee, Transfer Office (as applicable), and Executive Vice President & Provost. The final step for new programs or a substantial modification is approval from the President and the College's Board of Trustees, before submission to MHEC for approval.

Faculty who will oversee the program:

Dr. Reginald King, Interim Department Chair, Business and Entrepreneurship department

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

The educational objective of the Financial Management, A.A.S. program is to provide graduates with an understanding of financial theories, financial markets and institutions, and economic policies. Students also analyze how these concepts and theories impact decision-making in the global economy, with an emphasis on ethics in financial practices. Additionally, students learn about various financial institutions, investment options, and technological innovations in the field. Students develop and refine data analysis skills as well as skills to effectively communicate financial data, market trends, and viable proposals. This degree prepares students for junior-level jobs in financial planning, financial analysis, commercial banking, real estate, insurance, and investment banking.

Graduates of the Financial Management, A.A.S will be able to:

1. Effectively communicate financial information to stakeholders.
2. Apply the concept and mechanics of the time value of money.
3. Apply financial management theories and practices in the allocation of financial resources.
4. Explain the functions of financial markets and institutions and their roles in businesses.
5. Explain how ethical decision-making and the globalization process affect organizations' financial decisions.
6. Make financial decisions based on market trend analysis.

Many of the concepts, skills, and technologies in this program are best learned in an in-person, collaborative environment with a hands-on approach. For this reason, some of the program courses

will be primarily face-to-face. However, many of the general education courses are also offered in an online modality for maximum flexibility.

3. Explain how the institution will:

- a) *provide for assessment of student achievement of learning outcomes in the program*
- b) *document student achievement of learning outcomes in the program*

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 is analyzed to generate a Student Learning Outcome Assessment Report (SLOAR) and a 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.

ECN 1030 – Principles of Macroeconomics (Program Requirement)

Credits: 3

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.

ACC 1001 – Principles of Accounting I (Program Requirement)

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.

FMT 1100 – Personal Finance (Program Requirement – **New Course)**

Credits: 3

This course focuses on the effective management of current and future financial resources, analysis of short- and long-term financial goals and the roles of financial institutions. Students describe fundamental financial concepts including assets, liabilities, time value of money, equity and net worth. Students explore different financing, saving, and investment options and identify effective long

term investment strategies. Students also learn how to create a personal budget and identify tax saving strategies. Students examine the importance of credit, debt and risk management in protecting personal finances and they identify the strategies for managing debt and maintaining good credit. Furthermore, students discuss the importance of retirement planning and explore different retirement savings options.

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.

ACC 1002 - Principles of Accounting II (Program Requirement)

Credits: 3

This course is the second course in a university-parallel introductory accounting sequence. This course emphasizes accounting theories, principles and applications with a focus on financial and managerial accounting. Topics include corporate reporting, equities, investments, cash flows, financial statement analysis, costing methods, cost volume profit analysis and budgeting.

FMT 1200 - Foundations of Fintech (Program Requirement – New Course)

Credits: 3

This course is an introduction to financial technology, commonly referred to as “fintech.” Students examine principles and concepts of fintech and how cutting-edge technologies and applications are different from traditional financial systems. Students discover how fintech is transforming many areas of finance, including banking, payment systems, lending, investment, and insurance. Additionally, students explain the ethical and regulatory challenges that fintech presents on a global scale, including the impact on cybersecurity, global trade, and development. Finally, students explore how payment processing, cryptocurrency exchanges, personal financial management, and digital banking are facilitated through various fintech applications.

ACC 2250 – Business Finance (Program Requirement)

Credits: 3

This course provides an overview of capital markets and the banking system. Students study the domestic and international financial markets, and use financial analysis techniques to evaluate investments and business decisions. The net present value concept is emphasized as an underlying concept in corporate finance.

ECN 2010 – Statistics for Business and Economics (Program Requirement)

Credits: 3

The course introduces students to basic statistical methods with an 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.

FMT 2100 – Introduction to Investments (Program Requirement – New Course)**Credits: 3**

This course examines the fundamental principles and practices of investing in financial markets and the tools necessary to make informed investment decisions. Students analyze the different types of financial instruments including equity, debt, and derivatives. Next, students determine the valuation of these instruments, their potential risks and rewards, and the situations in which they are best utilized. Emphasis is placed on calculating the risk-return trade off, the strategies for building a diversified investment portfolio, and the impact of economic and market conditions, including global events on investment performance. Finally, students consider the role of ethics in investment practices.

FMT 2200 – International Finance Credits: 3 (Program Requirement – New Course)**Credits: 3**

This course introduces students to international finance. Students learn about international financial systems, markets, and regulations. Students examine how international financial transactions and investments are conducted and governed. Students also learn about international finance theories and how international financial markets as well as foreign exchange markets operate. Additionally, they discuss which systemic risks and regulatory failures have led to global financial crises and how these can be mitigated in the future. Lastly, students examine how the global financial landscape is influenced by ethical, cultural, environmental, and political dynamics.

FMT 2300 – Financial Modeling (Program Requirement – New Course)**Credits: 3**

In this course, students examine and manipulate financial data for effective financial projections. Students learn what financial modeling is and how machine learning can be used to create a model of a company or organization's financial situation. Students also examine which software is currently used in the industry for financial modeling. Additionally, students perform basic linear regressions for financial data using software. They learn how financial models are built by determining the functional form of the models, identifying the explanatory variables, selecting the appropriate data types, and cleaning and preparing the data for analysis. Using statistical software, students estimate models, interpret coefficients, evaluate the model using statistical metrics, and perform sensitivity analyses to assess model robustness. Students examine how financial modeling assists with revenue forecasting, portfolio optimization, and risk management. Lastly, students examine ethical and regulatory considerations in data analysis.

FMT 2920 – Financial Management Internship II (Program Elective – New Course)**Credits: 2**

In this course, students complete an intermediate practical experience at an entry-level position in a financial management setting under supervision. Students establish several performance and learning goals and apply course content in a practical setting to achieve these goals. Additionally, students

reflect on their experience and select artifacts that illustrate their internship and/or academic experience. Lastly, students enhance their professional skills in the workplace. Internships are either paid (with a minimum of 128 on-site hours) or non-paid (with a minimum of 64 on-site hours). Internship sites may be selected from placements offered by the College or proposed by the student. All placements must be approved by the department chair prior to course registration.

ACC 1070 – QuickBooks I (Program Elective)

Credits: 1

This is part one of a series of three courses. This one-credit course introduces students to QuickBooks® Online accounting software to process basic accounting data. This tutorial method course uses QuickBooks® Online to manage accounting information. Topics include setting up company files for a service business, entering transactions with vendors and customers, and managing banking and credit card transaction.

ACC 1090 – QuickBooks II (Program Elective)

Credits: 1

This is the second course in a three-part series. This one-credit course uses the skills developed in QuickBooks I. Students manage the accounting records for a service business and for a merchandising business using QuickBooks® Online accounting software. This tutorial method ---course uses QuickBooks® Online to perform in-depth management of accounting information. Additional topics include inventory management, error correction, asset management, recurring transactions, creating budgets, and customizing reports.

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

Composition:

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

In this university-parallel freshman English course, students learn the fundamentals of effective writing. Students develop thesis-driven essays with well-organized, coherent, and unified paragraphs. Students also develop an annotated bibliography of sources that summarizes and evaluates research on a given topic. Students then integrate these sources into an APA- or MLA-formatted research paper, focusing on synthesis and analysis. Throughout the course, students apply grammar and usage conventions to effectively communicate with an intended audience.

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

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-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 a student's own ethical deliberations and how such deliberations may be applied to the student's designated career interests.

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.

COM-1010 Foundations of Communication Credits 3 (Arts/Humanities General Education Elective)

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.

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:

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. This course fulfills a general education requirement for non-science majors.

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

Nutrition 1010 addresses basic information about nutrients and their functions in the body as well as known and hypothesized relationships between diet and chronic disease. The course explores the US Government's dietary guidance system and information appearing on food labels. Scientific evidence is used to evaluate the accuracy of nutrition statements made by the media. Students identify the anatomical structures of the gastrointestinal system and the natural processes of nutrient metabolism. Students examine their eating habits, lifestyle, and family medical history to determine personal risk factors for nutrition related illness. This course will teach students how to make healthy dietary choices and reduce their risk for chronic diseases.

BIO-1100 Environmental Biology Credits 3 (Science No Lab General Education Elective)

Survey of basic scientific principles needed to understand current environmental problems and evaluate alternatives for solving those problems.

Social Sciences:

PSY-1010 General Psychology Credits 3 (Social Science General Education Elective)

University-parallel introductory course which surveys the field of psychology, including the study of behavior, cognitive processes, the concepts of memory, perception and sensation, consciousness, personality development, psychological disorders, psychotherapy, and social behavior.

SOC-1010 Introduction to Sociology Credits 3 (Social Science General Education Elective)

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

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.

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](#). 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, and availability of academic support services are located in the course syllabus, college catalog or the Learning Management System. Financial aid resources, costs, and payment policies are located on the college website under "[Paying For College](#)".

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.

The PGCC Office of Marketing will create brochures, flyers, and electronic marketing (e-marketing) materials necessary to promote and advertise the program to potential students. The Office of Marketing department provides communications materials that create awareness and visibility to efforts to promote the program externally, while the Office of Communications promotes programs to the campus community. The internal process of creating recruitment and advertising materials follows the internal process used by the Office of Communications. 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](#)

This is an A.A.S. career and not intended to transfer. As such, this program does not have any articulation agreements with programs at partner institutions.

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.

<i>Faculty Name</i>	<i>Appointment Type</i>	<i>Terminal Degree Title and Field</i>	<i>Academic Title/Rank</i>	<i>Status (FT or Adjunct)</i>	<i>Course(s) Faculty Member will teach in this Program</i>
Adefila, Ayodele	Fixed-term	Masters of Accountancy	Professor	Full-time	ACC-1001 Principles of Accounting I; ACC-1002 Principles of Accounting II; ACC-2250 Business Finance
Mulusa, Judy	Tenured	Ph. D – Economics	Professor	Full-time	ECN-1030 Principles of Macroeconomics; ECN-1050 Principles of

					Microeconomics; ECN-2010 Statistics for Business and Economics; ECN-2020 Money, Banking, and Finance; FMT-2200 International Finance; FMT-2300 Financial Modeling; FMT-2920 Financial Management Internship II
Tellez, Antonio	Tenure-track	MS – Finance	Assistant Professor	Full-time	FMT-1100 Personal Finance; FMT-1200 Foundations of Fintech; FMT-2100 Introduction to Investments
Nevers, Frank	Contract	MBA	Instructor	Adjunct	ACC-1070 QuickBooks I; ACC-1090 QuickBooks II

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.*

a. The Teaching and Learning Center (TLC) at Prince George’s Community College (PGCC) is dedicated to supporting the needs of our faculty and students by providing quality resources and professional development opportunities to promote best practices in teaching and learning. The TLC hosts an internal Canvas site, that houses resources such as videos, articles, asynchronous training, and links to various educational sites for more support. Resources in this area include Open Educational Resources (OERs), strategies to engage students, ways to integrate technology, collaborative learning, inquiry-based learning, writing to learn, and more.

The TLC works with various organizations to provide pedagogical resources and training for all faculty members. The College has partnerships with MAGNA Publications, the National Institute for Staff and Organizational Development (NISOD), the Association of College and University Educators (ACUE),

University of Maryland, Baltimore County (UMBC), and the Online Learning Consortium (OLC). All of these organizations support institutions of higher education in addressing the needs of the faculty and students. The professional development includes presentations on active learning, Hy-Flex teaching, assessment, course design and delivery, higher-order thinking, and leadership, just to name a few.

Various workshops and cohort groups are held regularly in person and online to support faculty. The topics of the presentations vary but all support effective teaching and learning practices for higher education. Recent areas included:

- Game-based Learning
- Active-Learning
- Open Educational Resources
- Peer Mentoring

PGCC also provides professional development support for faculty through conferences, on and off campus. Faculty self-select attendance at professional, university, and college workshops. Annually the college hosts two full-day professional development conferences. The workshops focus on best practices in higher education, active learning strategies, and high-impact practices.

b. To support training with the Learning Management System (LMS), the TLC works with internal partners such as eLearning to host Canvas presentations (Canvas is PGCC's LMS). Internal and external support is provided to train faculty on various aspects of the LMS and how it can be used to support student success. Workshops include creating accessible assignments, engaging students, adding rubrics, using polls, and more. The college consistently provides professional development to increase the knowledge and use of other technologies linked to our LMS, such as Voice Thread, and Panopto.

c. PGCC has various tools in place to support our students and faculty as they learn and teach at a distance. The College offers Structured Remote Training and Online Express Prep to support the faculty in the course design and delivery of online courses. Beyond this, PGCC works with Quality Matters to provide professional development for faculty that teach asynchronously to make sure best practices are used in online teaching. Another form of professional development that supports best practices for distance education is the course from the Association of College and University Educators (ACUE). These courses support evidence-based teaching practices that include, creating an inclusive and supportive learning environment, promoting active learning online, and designing learner-centered courses just to name a few. PGCC also partners with the Online Learning Consortium (OLC) which is known for promoting best practices for distance learning. At PGCC, we offer faculty professional development for teaching in a Hy-Flex format. This training teaches ways to include and engage all students while promoting best practices in online instruction.

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 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 all 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 can see who is enrolled in the course, create a grade book, 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.

TABLE 1: RESOURCES					
Resources 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 below)	\$79,680	\$159,360	\$239,040	\$318,720	\$398,400
a. Number of F/T Students	10	20	30	40	50
b. Annual Tuition/Fee Rate	\$4,980	\$4,980	\$4,980	\$4,980	\$4,980
c. Annual F/T Revenue (a x b)	\$49,800	\$99,600	\$149,400	\$199,200	\$249,000
d. Number of P/T Students	15	30	45	60	75
e. Credit Hour Rate	\$166	\$166	\$166	\$166	\$166
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$29,880	\$59,760	\$89,640	\$119,520	\$149,400
3. Grants, Contracts & Other External Sources	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Other Sources	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL (Add 1 – 4)	\$79,680	\$159,360	\$239,040	\$318,720	\$398,400

Reallocated Funds:

There are no reallocated funds needed to support 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 table displays the overall financials for the program. The in-county tuition rate of \$119 per credit hour and an instructional service fee of \$47 per credit hour, for a total of \$166 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 students.

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.

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: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 0	\$ 0	\$74,063	\$74,063	\$74,063
a. Number of FTE	0	0	1	1	1
b. Total Salary	\$ 0	\$ 0	\$55,000	\$55,000	\$55,000
c. Total Benefits	\$ 0	\$ 0	\$19,063	\$19,063	\$19,063
2. Admin. Staff (b + c below)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
c. Total Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Support Staff (b + c below)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
c. Total Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Technical Support and Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Library	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. New or Renovated Space	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Other Expenses	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. TOTAL (Add 1 – 7)	\$ 0	\$ 0	\$74,063	\$74,063	\$74,063

<p><i>Faculty:</i></p> <p>The college currently employs a number of qualified full-time and adjunct faculty to teach General Education and required program courses in specific disciplines. Funds to hire an assistant professor are reflected in the table for years 3-5.</p>
<p><i>Admin Staff:</i></p> <p>This program will be housed in the Business and Entrepreneurship department, as part of the Professional Studies and Community Education Division, which already has a dean, associate dean, department chair, and coordinator in place who will support the program. No additional administrative staff is necessary.</p>
<p><i>Support Staff:</i></p> <p>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.</p>
<p><i>Technical Support and Equipment:</i></p> <p>There is no additional or new technical support or equipment needed for this program. Current technical support and equipment are sufficient for the needs of the students and faculty.</p>
<p><i>Library:</i></p> <p>Current library materials are sufficient for the needs of the students and faculty.</p>
<p><i>New or Renovated Space:</i></p> <p>There is no new or renovated space needed for this program. Current classroom space is sufficient for the needs of the students and faculty.</p>
<p><i>Other Expenses:</i></p> <p>There are no other expenses required or needed for this program.</p>

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.**

<p>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 Program Learning Outcomes Assessment Report (PLOAR) and Student Core Competencies are published every year and analyzed to improve courses and to ensure program learning outcomes are met.</p> <p>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</p>

evaluations, faculty members must demonstrate effective teaching above all, but professional development in the discipline and participation in departmental, divisional, and college-wide activities is also assessed. The same criteria for evaluation are carried out for tenured members of the faculty, but once every three 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 five 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 to assist in the construction and analysis of program review data. The college has a five-year program review cycle which entails the 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 by the following link: <https://nc-sara.org/directory>.

The program offers the following courses in a distance learning format:

PAS-1000: First Year Experience
ECN-1030: Principles of Macroeconomics
ACC-1001: Principles of Accounting I
EGL-1010: Composition I: Expository Writing
MAT-1250: Applied College Algebra
ECN-1050: Principles of Microeconomics
ACC-1002: Principles of Accounting II
INT-1010: Introduction to Information Technology
PSY-1010: General Psychology

SOC-1010: Introduction to Sociology
POS-1020: State and Local Government
ACC-2250: Business Finance
EGL-1320: English Composition II: Writing for Business
PHL-1330: Ethics
PHL-1090: Introduction to Logic
NTR-1010: Introductory Nutrition
BIO-1100: Environmental Biology