

MARYLAND HIGHER EDUCATION COMMISSION ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- x NEW INSTRUCTIONAL PROGRAM
SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
COOPERATIVE DEGREE PROGRAM
x WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Prince George's Community College

Institution Submitting Proposal

Fall 2018

Projected Implementation Date

A.A.

Award to be Offered

General Studies with Area of Concentration in Social Sciences

Title of Proposed Program

495001

Suggested HEGIS Code

240199

Suggested CIP Code

Humanities, English & Social Sciences

Department of Proposed Program

Beverly Reed, Interim Dean

Name of Department Head

Beverly Reed

Contact Name

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Contact E-Mail Address

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Contact Phone Number

President/Chief Executive Approval

Signature and Date

Date

Date Endorsed/Approved by Governing Board

Academic Program Proposals From Degree-Granting Institutions Authorized to Operate in the State of Maryland

NEW PROGRAM GUIDELINES

An institution submits a proposal using guidelines in accordance with State regulations. See [COMAR Title 13B.02.03](#) (PDF) for the full set of regulations. Proposals for new programs should be submitted electronically to acadprop@mhec.state.md.us.

New Academic Programs, Degrees and Stand-Alone Certificate Programs

A complete proposal shall include a cover letter from the chief academic officer addressed to the Secretary of Higher Education requesting approval of the new program, a [Proposal Cover Sheet\(pdf\)](#) with all required signatures, and should address all of the following areas:

A. Centrality to institutional mission statement 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.

Prince George's Community College proposes a separate concentration under the General Studies (A.A.) degree. This specific concentration is in Social Sciences.

The General Studies program is for students interested in transferring to a four-year institution. The program introduces a broad range of the liberal arts and sciences while providing a thorough preparation in verbal, mathematical, and critical-thinking skills. General studies include courses in humanities, social sciences, English, science, and math, which enable students to sample various subject matters and methodologies so they can make informed education and career choices. It is designed to articulate with four-year programs in the State of Maryland.

The General Studies Area of Concentration in Social Sciences is designed to prepare graduates for transfer to liberal arts and related programs at the bachelor's degree level. The program is built on and reinforces fundamental skills, including writing, oral communications, and quantitative skills obtained through general education coursework. Students will be exposed to concepts and experiences necessary for success in the workplace, further education, and life-long learning. Throughout the curriculum, students will be presented with a wide range of instructional methods and experiences that provide exposure to a solid foundation of the diverse nature of liberal arts careers.

The Prince George's Community College's mission is to "transform students' lives. The college exists to educate, train and serve our diverse populations through accessible, affordable, and rigorous learning experiences". The college's vision is to "be the community's first choice for innovative, high-quality learning experiences". These four concentrations provide another option for students as their pursue transfer opportunities to various colleges and universities.

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

The Development of the General Studies Area of Concentration in Social Sciences program aligns with Envision Success Goal #1, "Enhancing pathways that guide students to achieve their

academic, career, and personal goals”. It also aligns with Strategic Goal #2, “Develop and implement new credit programs and offerings”.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

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

Immediately below is the suggested course sequence with title and semester credit hours. (General education courses are indicated with a GE). Next are course descriptions followed by a description of program requirements. There are no new courses associated with this program.

Below is a list of course descriptions required for the program.

Semester	Course Title	Alternate Course(s)	Credits
1	EGL 1010 Composition I: Expository Writing (GE)		3
1	PAS 1000 First Year Experience*		1
1	COM 1090 Interpersonal Communication (GE)	COM 1010 Foundations of Communication	3
1	MAT 1140 Introduction to Statistics	MAT 1130 Mathematical Ideas	3
1	PSY 1010 General Psychology (GE)		3
1	SOC 1010 Introduction to Sociology (GE)		3
2	EGL 1100 Composition II: Writing about Issues and Ideas (GE)		3
2	GEO 1010 Physical Geography (GE)	NTR 1010 Introductory Nutrition	3
2	HST 1530 History of African Americans II	HST 1510 History of African Americans to 1877 or ANT 1030 Introduction to Cultural Anthropology	3
2	INT 1010 Introduction to Information Technology*		3
2	PHL 1010 Introduction to Philosophy: The Art of Questioning	PHL 1090 Introduction to Logic	3
3	BIO 1010 General Biology	BIO 1080 Reproductive Biology	4
3	HUS 1010 Introduction to Human Services		3
3	POS 1010 American National Government		3
3	PSY 2070 Human Growth and Development		3

3	SOC 2010 Social Problems	PSY 2200 Introduction to Sport and Exercise Psychology	3
4	BMT 1500 Developing a Professional Image		1
4	HUS 2040 Introduction to Social Work	HUS 2010 Counseling, Assessment, and Behavior Modification Techniques	3
4	PSY 2110 Psychology and African Americans	SOC 2400 Introduction to Public Health and Health Care	3
4	PSY 2190 Social Psychology	PSY 2080 Abnormal Psychology	3
4	SOC 2020 Marriage and Family	SOC 2090 The Sociology of Minorities	3
Total Credits			60

*Note: PAS 1000 and INT 1010 are not designated as General Education (GE) courses, but are institutional requirements.

EGL 1010 - Composition I: Expository Writing (3 credits)

University-parallel freshman English. Fundamentals of effective prose writing, including required essays and a research paper. English general education class. Prerequisite: Reading proficiency and writing proficiency or C grade or higher in EGL-0100 or ESL-0202. (Honors version available.) Students must enroll in EGL-1010 within the first 18 credits of their credit-bearing load.

PAS 1000 – First Year Experience (1 credit)

Assists incoming students in making a successful transition to college. Students will focus on those behaviors and attitudes that are needed to achieve academic success. Students are expected to take themselves and their academic pursuits seriously, engage in self-enhancing behaviors, accept responsibility for their own decisions and actions, and conduct themselves professionally. Strategies for time management, test taking, note taking, memory, retention, communication, and diversity will also be covered. It is recommended that students take PAS-1000 in their first semester if they are eligible. Prerequisite(s): DVR-0051 or equivalent placement test score.

COM 1090 – Interpersonal Communication (3 credits)

Development of oral communication skills to enhance human interaction, including nonverbal and verbal language usage, listening, conflict management and multicultural communication. Humanities general education class. Honors: (Honors version available.) Prerequisite(s): Reading and oral proficiencies or ESL-0106 (formerly ESL-1060) with a grade of C or higher. (Formerly SPH-1090. Students may not receive credit for both SPH-1090 and COM-1090.)

COM 1010- Foundations of Communication (3 credits)

Communication theory and practice focusing on interpersonal, small group, and public speaking skills. Humanities general education class.

Prerequisite(s): Reading and oral proficiencies or [ESL-0106](#) (formerly ESL-1060) with a grade of C or higher.

(Formerly SPH-1010. Students may not receive credit for both SPH-1010 and COM-1010.)

MAT 1140 – Introduction to Statistics (3 credits)

Basic statistical concepts and their applications in a variety of fields. (Credit may not be received for both MAT-1140 and MAT-1160.) Math general education class.

Prerequisite(s): Appropriate math placement score or a grade of C or higher in MAT-0104 (formerly MAT-1040) or MAT-0092.

Note: All mathematics courses require extensive use of a computer and/or a graphing calculator. In addition, all math courses have a prerequisite of reading proficiency.

MAT 1130 Mathematical Ideas (3 credits)

Survey of modern mathematics and applications, historical perspective, and calculator/computer applications with emphasis on the liberal arts. Topics include sets, probability and statistics, systems of numeration, modern algebraic structures, and modern geometries. Math general education class.

Prerequisite(s): Math placement score or MAT-0104 (formerly MAT-1040) or MAT-0092 with grade of C or higher.

Note: All mathematics courses require extensive use of a computer and/or a graphing calculator. In addition, all math courses have a prerequisite of reading proficiency.

PSY 1010 – General Psychology (3 credits)

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

Honors: (Honors version available.) Prerequisite(s): Reading proficiency level.

SOC 1010 – Introduction to Sociology (3 credits)

Survey of sociological concepts and their application to socialization, social organizations, and social change. Social sciences general education class. Honors: (Honors version available.) Prerequisite(s): Reading proficiency.

EGL 1100- Composition II: Writing about Issues and Ideas (3 credits)

Second semester composition. Reading, analyzing, and writing about contemporary issues, demonstrating clear reasoning, and persuasive writing skills. EGL-1020, EGL-1320, or EGL-1340 also will fulfill the Composition II requirement. English general education class.

Honors: (Honors version available.)

Prerequisite(s): EGL-1010 with a grade of C or higher.

GEO 1010- Physical Geography (3 credits)

Study of nature's environment including the basic systems of the atmosphere, hydrosphere and lithosphere and how they interact. Social sciences general education class, Science general education class.

Prerequisite(s): Reading proficiency.

NTR 1010 Introductory Nutrition (3 credits)

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. Science general education class.

Honors: (Honors version available.)

Prerequisite(s): Reading proficiency.

(Formerly BIO-115. Students cannot receive credit for both BIO-115 and NTR-1010.)

HST 1530- History of African Americans since 1877 (3 credits)

Surveys African American history from the end of Reconstruction through the present. Particular emphasis is placed on describing and analyzing black Americans' efforts to counteract the inequalities their communities experienced as a result of Jim Crow laws and racial disenfranchisement. It examines the Great Migration, the Harlem and Chicago Renaissances, Post-World War II integrationist and black Nationalists movements, and black political activism. Social sciences general education class.

Prerequisite(s): Placement into EGL-0090 or reading proficiency met.

HST 1510 History of African Americans to 1877 (3 credits)

Surveys African American history from the beginnings of the Trans-Atlantic slave trade in the colonial era through the end of Reconstruction in 1877. It examines the social, political, cultural, military, economic, and scientific triumphs and tribulations that African Americans experienced. Particular emphasis is placed on describing and analyzing black Americans' resistance to inequality, the development of their institutions, the expansion of slavery, and the Civil War and Reconstruction. Social sciences general education class.

Prerequisite(s): Reading proficiency.

ANT 1030 Introduction to Cultural Anthropology (3 credits)

Anthropological approaches to culture, language and social organization, including religious belief, gender role, family form and economic life. Social sciences general education class.

Honors: (Honors version available.)

Prerequisite(s): Reading proficiency.

INT 1010 – Introduction to Information Technology (3 credits)

(CYBERWATCH COMMON COURSE EQUIVALENT: CW 120) A survey course in evolving computer technology and its relevance to individuals and society. The societal issues stressed include privacy, security, ergonomics, accessibility, intellectual property, pervasive computing, as well as other timely topics such as new laws impacting computer use. Becoming fluent in necessary technology applications is integrated into the course and may include such topics as word processing, use of e-mail and Web browsers, spreadsheets, course management systems, and others. 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. Computer Literacy general education class.

Honors: (Honors version available.) Students must enroll in INT-1010 within the first 18 credits of college-level courses unless their program of study is exempted from the INT requirement.

Prerequisite(s): Reading proficiency. (Formerly offered as CIS-1010. Students may not receive credit for both CIS-1010 and INT-1010.) 3 class hours with open lab. Notes: Workforce Development and Continuing Education offers a review course for the IC3 exams (DPR-910) as well as free pre-registration for either MOS or IC3 exams (DPR-911) at the college. Students with little or no computer experience should consider taking INT-1000 Using a Personal Computer, to get the necessary prerequisite skills. All students take a screening test during their first class in INT-1010. Results are used to advise students regarding which course to take.

PHL 1010- Introduction to Philosophy: The Art of Questioning (3 credits)

Asking and answering the basic and meaningful questions of life and clarifying one's thinking in relation to self, others, laws, nature, and God. Humanities general education class.

Honors: (Honors version available.)

Prerequisite(s): Reading proficiency

PHL courses require a satisfactory reading score on the placement test or satisfactory completion of appropriate DVR coursework.

PHL 1090 Introduction to Logic (3 credits)

The elements of logic; how to translate ordinary language into logical form and craft valid arguments. Humanities general education class.

Prerequisite(s): Reading proficiency.

PHL courses require a satisfactory reading score on the placement test or satisfactory completion of appropriate DVR coursework.

BIO 1010- General Biology (4 credits)

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. Credit may not be earned for both BIO-1010 and BIO-1130 or BIO-1140 toward the same degree. Science general education class.

Honors: (Honors version available.)

Prerequisite(s): Reading proficiency.

3 class/3 lab hours.

BIO 1080 Reproductive Biology (4 credits)

An examination of biological principles and contemporary issues in reproductive biology. Demonstration of critical thinking, reasoning, and writing skills is expected. Science general education class.

Prerequisite(s): Reading proficiency.

3 class/3 lab hours.

HUS 1010- Introduction to Human Services (3 credits)

Provides an introduction to the field of human services as preparation for advanced study or employment in the human services profession. Beginning with historical developments, the course will present issues encountered in the field as well as techniques and resources for intervention. An overview of human services ethics, research, model programs, and policies will be covered. In addition, various specializations including youth care, rehabilitation, criminal justice, and elder care services will be discussed. Students will develop fundamental active listening and response skills.

POS 1010 American National Government (3 credits)

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. Social sciences general education class.

Honors: (Honors version available.)

Prerequisite(s): Reading proficiency.

PSY- 2070 Human Growth and Development (3 credits)

Life-span psychology covers the physical, cognitive, social, emotional, and moral development of the individual from conception until death. Social sciences general education class.

Honors: (Honors version available.)

Prerequisite(s): PSY-1010.

SOC 2010 Social Problems (3 credits)

Review of problems facing American society and their sociological implications, including theories of social deviance and social disorganization. Social sciences general education class.

Honors: (Honors version available.)

Prerequisite(s): SOC-1010, PSY-1010, or POS-1010.

PSY 2200 Introduction to Sport and Exercise Psychology (3 credits)

Introduces the principles of psychology as they apply to sport and exercise, including ethics and problems in research methodology, motivation, learning, social behavior, performance enhancement, youth sports, gender issues, leadership, and exercise issues. Multicultural and international views of the field are also considered.

Prerequisite(s): PSY-1010.

BMT 1500 Developing a Professional Image (1 credit)

Techniques for developing a professional image. Attire, nuances of nonverbal communication, and office etiquette.

Formerly offered as MGT-1500. Students may not receive credit for both MGT-1500 and BMT-1500.

HUS 2040 Introduction to Social Work (3 credits)

Presentation of the ethics, value, knowledge and policy base, principles and purposes of the profession, including an examination of methods of practice. Traditional and innovative social work settings are discussed. Socio-historical development of social work and its influence on contemporary practice are reviewed.

Prerequisite(s): SOC-1010 or PSY-1010 or POS-1010 or ANT-1010 with grade of C or higher.

HUS 2010 Counseling, Assessment, and Behavior Modification Techniques (3 credits)

Provides an integrated approach to basic counseling with application to the field of human services. Students will have the opportunity to develop basic counseling skills, utilize theories and/or practice, as well as explore and take action on case application in both professional and paraprofessional settings. Specific behavioral modification principles and techniques will be discussed.

Prerequisite(s): HUS-1010.

PSY 2110 Psychology and African- Americans (3 credits)

Examines the psychology of African-Americans from Afrocentric, historical, behavioral, developmental, and humanistic perspectives.

Prerequisite(s): PSY-1010.

SOC 2400 Introduction to Public Health and Health Care (3 credits)

An interdisciplinary course taught by leaders in the field focusing on the many areas contributing to public health and health policy. The intent is to heighten awareness of learners as both citizens and voters in understanding the importance of public health and health care policy development in the United States. Site visits to local and state health departments and government agencies will be included.

Prerequisite(s): Reading proficiency and EGL-1010.

PSY 2190 Social Psychology (3 credits)

Covers predominant theories and research strategies, focusing on social cognition, including beliefs, judgments, behaviors and attitudes; social influence, including conformity, persuasion and group influence; and social relations, including the theories and research on aggression, prejudice, attraction and intimacy, altruism, conflict, and peacemaking. Social sciences general education class.

Prerequisite(s): PSY-1010.

PSY 2080 Abnormal Psychology (3 credits)

Focus on human behaviors and mental experiences that are unusual, unreasonable, and distinct from cultural norms. Appropriate psychotherapeutic interventions as well as changing views of mental disorders are considered. Social sciences general education class.

Honors: (Honors version available.)

Prerequisite(s): PSY-1010.

SOC 2020 Marriage and Family (3 credits)

Survey of modern marriage and family issues and related sociological trends in America.

Prerequisite(s): SOC-1010, PSY-1010, or ANT-1030.

(Formerly SOC-1020. Students may not receive credit for both SOC-1020 and SOC-2020.)

SOC 2090 The Sociology of Minorities (3 credits)

Outlines the establishment, maintenance, and breakdown of dominant processes between ethnic, racial, and religious groups with emphasis on cross-cultural and cross-national patterns.

Prerequisite(s): ANT-1030 or POS-1010 or SOC-1010 or PSY-1010.

Below is a catalog description for the General Studies Area of Concentration in Social Sciences Program.

The General Studies Area of Concentration in Social Sciences is designed to prepare graduates for transfer to social sciences and related programs at the bachelor's degree level. The program is built on and reinforces fundamental skills, including writing, oral communications, and quantitative skills obtained through general education coursework. Students will be exposed to concepts and experiences necessary for success in the workplace, further education, and life-long learning. Throughout the curriculum, students will be presented with a wide range of instructional methods and experiences that provide exposure to a solid foundation of the diverse nature of liberal arts careers.

2. Describe the educational objectives and intended student learning outcomes.

Below, outcomes for the General Studies Area of Concentration in Social Sciences are listed. After each program outcome, the courses that address those program outcomes are listed.

Upon program completion, the graduate will:

- 1) Synthesize information and content across the Social Science disciplines- PSY 1010, SOC 1010, PSY 2070, PSY 2080, HUS1010, HUS 2010, GEO 1010, GEO 1020, HST1530, POS 1010
- 2) Apply student core competencies in the development of a culminating project/assignment-PSY 2070, PSY 2080, HUS 2010, SOC 2010, SOC 2030, 2040

- 3) Analyze perspectives on key issues within Social Sciences- PSY 1010, PHL 1010, SOC 1010, PSY 2070, PSY 2080, HUS1010, HUS 2010, GEO 1010, GEO 1020, HST1530, POS 1010

In addition to program specific outcomes, there are also a set of “core competencies” which PGCC has established as a necessary foundation of skills for every graduate. PGCC has identified six core competencies (communication, scientific and quantitative reasoning, critical reasoning, information literacy, culture, and ethics) which every graduate of all two-year programs will possess. These student core competencies are specifically addressed in the General Education courses in the program and are measured by 17 measurable outcomes (MOs), which are PGCC’s Institutional Learning Outcomes.

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

The Associate in Arts (A.A.) degree parallels the first two years of a bachelor’s degree and transfers to four-year colleges and universities. All degree recipients will complete the requirements for their program of study that includes transferable general education courses that are specified for the Associate in Arts (A.A.) degree with a concentration in Social Sciences.

The general education requirements will be met by the following courses in the program curriculum, as prescribed in COMAR, Title 13B:

English (6 credits required of A.A. degrees)	
English Comp I	3
EGL 1010 English Composition I	
English Comp II	3
EGL 1020, EGL 1320, EGL 1340 or EGL 1100	
Humanities (6 credits required of A.A. degrees)	
Humanities	6
SPH 1010, SPH 1050, SPH 1090 or SPH 1110	
Any General Education Humanities course	
Mathematics (3 credits required of A.A. degrees)	
Mathematics	3
MAT 2410 Calculus I or higher	
Science (7 credits required of A.A. degrees)	
Science	8
BIO 1140 Principles of Biology: Cellular and Molecular Biology	
CHM 1010 General Chemistry I	
Social Science (6 credits required of A.A. degrees)	
Social Sciences	6
Any 2 General Education Social Sciences course	
Computer Literacy (3 credits required of A.A. degrees)	
Computer Literacy	3
INT 1010 Introduction to Information Technology	

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

N/A

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

N/A

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

Prince George’s County is the second most populous jurisdiction in the State of Maryland. The U.S. Census Bureau (2017) data states there are 912,756 citizens reflecting an increase of 5.7% since 2010¹. Additionally, the strategic location and proximity to the District of Columbia and the nation’s capital fosters a steady employer base for county residents. According to the U. S. Census Bureau (2016) the population of Prince George’s County is 65.0% African American; 17.8% Hispanic/Latino; 13.1% Caucasian; 4.6% Asian American; 1.1% Native American or Alaskan native; 0.2% Native Hawaiian or other Pacific Islander; and 2.7% Multiracial². This highly diverse population translates to a highly diverse workforce. The student population at Prince George’s Community College closely mirrors that of the County: 70.9% African American; 11.3% Hispanic/Latino; 4.4% Caucasian; 4.2% Asian American; 0.4% Native American or Alaskan native; 0.0% Native Hawaiian or other Pacific Islander; 3.1% Multiracial; 2.7 % Foreign/Non Resident Alien; and 2.7% Unknown. (*PGCC 2017 Accountability Report*). The College expects the General Studies Area of Concentration in the Social Sciences program demographics to mirror that of the county.

The program outcomes foster the well-being and health of the community, while placing a strong emphasis on cultural diversity and effective citizenry. Throughout the program, there is a sustained emphasis on professional writing skills, verbal skills, and communication techniques for socio-economic and ethnically diverse populations. The program’s conceptual framework embodies a sound pedagogical approach of applying cognitive knowledge to skill performance, thus deepening critical-thinking and the fostering of metacognition. As a result, the program will not only increase the diversity of the pool of those pursuing careers in liberal arts fields in the region. It will also create transfer opportunities to high quality and unique educational programs serving the diverse demographic of the region.

- 2. Provide evidence that the perceived need is consistent with the [2017-2021 Maryland State Plan for Postsecondary Education](#):**

The proposed General Studies Area of Concentration in Social Sciences program aligns with Goal #2, “SUCCESS: Promote and implement practices and policies that will ensure student success”, Strategy #6 “Improve the student experience by providing better options and services

¹ <https://www.census.gov/quickfacts/fact/table/princegeorgescountymaryland,US#viewtop>

² <http://www.census.gov/quickfacts/table/PST045215/24033>

that are designed to facilitate prompt completion of degree requirements”, point #2 “Consider utilizing focused pathways to improve college completion and student success”, set forth in the 2017 – 2021 Maryland State Plan for Postsecondary Education. Prince George’s Community College has implemented Academic and Career Pathways, based on the national Pathways model, for all credit and continuing education students. This concentration aligns with one of the nine established Academic and Career Pathways, and leads to transfer programs in a wide variety of social sciences fields. Given the demographic growth and diverse population of the county, the addition of the General Studies Area of Concentration in Social Sciences at Prince George’s Community College (PGCC) will ensure the intellectual enhancement of students and therefore, the health and economic well-being of the county and surrounding areas.

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

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

N/A – this is intended to serve as a general studies concentration for transfer.

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.

Data showing the current and projected supply of prospective graduates.

N/A – this is intended to serve as a general studies concentration for transfer.

Projected Enrollment – General Studies Area of Concentration in Social Sciences AA

	2018	2019	2020	2021	2022
Full-time	61	89*	111*	128*	142*
Part-time	40	72*	98*	118*	134*

*Assumes 80% from previous year enroll and complete that year, with 40 new enrollees beginning that year.

Students in the General Studies Area of Concentration in Social Sciences A.A. may be full-time or part-time students. Prince George’s Community College offers a number of scholarships to support students in maintaining full-time status and complete academic program on target.

Projected Graduates – General Studies A.A. concentration in General Studies Area of Concentration in Social Sciences

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time*	0	49	71	89	102
Part-time*	0	0	10	15	20

*The College expects a minimum of 80% of the students to graduate from the A.A. program.

E. 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.**

According to the Maryland Higher Education Commission's (MHEC) Academic Program Inventory listed on the website, most community colleges in the state of Maryland offer General Studies Transfer degrees. However, the only community colleges offering a concentration in Social Sciences are Community College of Baltimore County and Frederick Community College. All other colleges offer this concentration at the Bachelors and Master's level.

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

The program is being developed to provide an additional pathway for students who wish to pursue advanced degrees in the liberal arts field.

F. Relevance to Historically Black Institutions (HBIs)

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

This program would not impact current high-demand programs at HBIs, given that no such program is offered at HBIs in the state.

2. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

N/A

G. If proposing a distance education program, please provide evidence of the [Principles of Good Practice](#) (as outlined in COMAR 13B.02.03.22C).

N/A

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

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, and adjunct) and the course(s) each faculty member will teach.

No additional new faculty are needed, as all courses in this program already exist. 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.

The College adheres to the following COMAR requirements:

- The minimum educational attainment of the faculty shall be the appropriate degree commensurate with the degree level of the proposed program.

- The doctorate is the appropriate terminal degree for bachelor’s and graduate programs, however, the Master of Fine Arts (M.F.A.) or another professional degree may be adequate and appropriate for the proposed program.
- If specialized accreditation or State licensure is an expectation, the number of terminal degree holders shall meet the minimum requirements of the appropriate accrediting association or licensing agency.
- Programs shall involve credentialed full-time faculty in teaching, program development, and student academic support.
- Adjunct and part-time faculty are an important and necessary component of some programs. Except in circumstances to be determined by the Secretary, at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty.
- Adjunct and part-time faculty shall:
 - Possess the same or equivalent qualifications as the full-time faculty of the institution; and
 - Be approved by the academic unit through which the credit is offered.

There are 243 full-time faculty and 605 adjunct faculty teaching credit courses at the college, according to the College’s 2015 Workforce Profile

(https://my.pgcc.edu/committees/humanresources/New%20Employee%20Onboarding%20Documents/PGCC%20Workforce%20Profile%20%20FY15_Final.pdf) In compliance with COMAR, all instructors have either the terminal degree or a Master’s degree in their respective fields.

A list of faculty is as follows:

Name	Terminal Degree/Field	Rank	Courses Taught
William Knight	M.A./Economics	Professor	ECON 1030
Judy Mulusa	P.h.D./Economics	Professor	ECON 1030
Michelle Bachman	M.A./Geography	Professor	GEO 1010
Melinda Frederick	P.h.D./Political Science	Professor	POS 1000
Anika Hunter	M.Ed./Psychology	Associate Professor	PSY 1010
Marc Lee	P.h.D./Psychology	Professor	PSY 1010, PSY 2070
Diedre Thompson	M.S. Psychology	Professor	PSY 1010
Tonya Fridy	P.h.D./Psychology	Professor	PSY 1010
Sonia Bell	M.S./Psychology	Associate Professor	PSY 1010, PSY 2030
Shannon Williams	P.h.D/Psychology	Associate Professor	PSY 1010, PSY 2070, PSY 2080
Lillian Holloman	P.h.D./Sociology	Professor	SOC 1010
Diane Finley	P.h.D./Psychology	Professor	PSY 2010,PSY 2070,PSY 2080
Alan Kahn	M.A./ Human Services	Professor	PSY 1010,SOC 1010
Dawn Lewis	P.h.D./Psychology	Professor	PSY 2030
Fatina Lamar Taylor	M.A./ Psychology	Associate Professor	PSY 2030
Robin Hailstorks	P.h.D./Psychology	Professor	PSY 2040

Wanda Parham Payne	P.h.D./Sociology	Associate Professor	SOC
Dennis Sullivan	M.A./Sociology	Professor	SOC 1010
Bridgette Robinson	P.h.D./History	Assistant Professor	WMS 1010

I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

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

The PGCC library has been consulted regarding provisions and resources for the General Studies Area of Concentration in Social Sciences students. The PGCC library is highly committed to procuring literature and technical information specific to the learning and employment expectations for students and graduates. The library maintains online accessible and extensive databases, journals, and E-texts. Students may request holdings and inter-library loans either by E-mail or in person. Additionally, the library will provide journals and publications specifically related to the various Public Health professions.

The PGCC library has extensive online resources available to students:

Psychology

Academic Video Online Psychology
 PSYCARTICLES
 Psychology Collection
 Psychology Database
 Psychotherapy.net Database

Social Sciences Databases

Social Explorer
 Social Sciences Database
 State of black America

History

Academic Video Online: History
 African American History
 American History
 Biography in Context
 U.S. History Collection
 World History Collection

E-books

EBook Central
 EBSCO Host Academic E-book Collection
 Gale Virtual Reference Library
 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.
- d. If faculty requests the librarians to review Books-In-Print for materials to enhance students' academic understanding of the discipline, the College library will use its budget to acquire those books them. The librarians will provide a subject strength analysis of the proposed titles to assure compatibility with course content.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

The campus has sufficient classroom and office space to accommodate the program. No additional space is needed.

Number of buildings on main campus: 18 permanent & 3 temporary

- Total square footage of the buildings: on the main campus: 858,855
- Classroom space: 77,455 square feet
- Number of classrooms and seating capacity: 182 classrooms with an average seating capacity of 25
- Number of offices for faculty and staff: 621
- Number of computer labs, and any specialized equipment (projectors, smartboards, or white boards, etc.): 122

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

1. Complete [Table 1: Resources \(pdf\)](#) and [Table 2: Expenditure \(pdf\)](#). [Finance data \(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.
2. Provide a narrative rational for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

The proposed program is expected to generate revenue in excess of expenses from the second year. Contracted services and supplies have been included in the proposed fiscal year 2018 budget.

Table 1

TABLE 1: RESOURCES for General Studies Area of Concentration in Social Sciences AA Program					
<u>Resource Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds #	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue(c + g)	\$167,400	\$374,320	\$577,530	\$721,680	\$835,140
a. Number of F/T Students	20	56	85	108	126
b. Annual Tuition/Fee Rate	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650
c. Total F/T Revenue (a x b)	\$93,000	\$240,000	\$395,250	\$502,200	\$585,900
d. Number of P/T Students	40	72	98	118	134
e. Credit Hr. Rate	\$155	\$155	\$155	\$155	\$155
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$74,400	\$133,920	\$182,280	\$219,480	\$249,240
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (1 – 4)	\$167,400	\$374,320	\$577,530	\$721,680	\$835,140

1. Reallocated Funds

Since the College already offers the General Studies A. A. degree, no funds need to be reallocated to this General Studies Concentration in Social Sciences. The courses in the program already exist, and current faculty will teach these courses.

2. Tuition and Fee Revenue

Tuition and fees are assumed to be constant over the next five years. The in-county tuition rate of \$107 per credit and a fee of \$48 per credit for a total of \$155 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.

3. Grants and Contracts

Program development and implementation is not dependent on grants, contracts or external funding.

4. Other Sources

No additional sources of funding are expected.

Total Year:

The proposed program is expected to generate revenue in excess of expenses from the second year as indicated in **Table 1**.

Table 2

TABLE 2: EXPENDITURES for General Studies Concentration in Social Sciences A.A.					
<u>Expenditure Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits 3%	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # 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. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. 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	\$0	\$0	\$0

Narrative for Expenditures

1. Faculty (# FTE, Salary, and Benefits)

No new full-time or adjunct faculty are needed for the program at this time based on enrollment projections. Information below is based on current faculty.

There are 243 full-time faculty and 605 adjunct faculty teaching credit courses at the college, according to the College's 2015 Workforce Profile.

Full-time faculty are contractually obligated to teach the equivalent of 15 ECH each semester or 30 annually. Part-time faculty may not exceed 28 ECH annually.

For salary and benefits, see the following Appendices:

- A. 10-Month Full-time Faculty Benefits
- B. 12-Month Full-time Faculty Benefits
- C. Full-time Faculty Salary Scale
- D. Adjunct Faculty 2017 -2018 Pay Scale

2. Administrative Staff (# FTE, Salary, and Benefits)

No new full-time administrative staff is required for the program. The program will become part of the Health, Business and Public Service Division. The Dean of Health, Business and Public Service will assume administrative responsibility for the program. FTE does not apply to administrative staff. Administrative staff salaries vary and are based on annual contracts.

There are 58 administrators according to the College's 2015 Workforce Profile.

For salary and benefits, see the following Appendices:

E. Administrative Staff Benefits

F. Professional Staff Benefits

3. Support Staff (# FTE, Salary, and Benefits)

No new support staff are required for the program. The program will become part of the Humanities, English and Social Sciences Division. FTE does not apply to support staff.

There are 493 full-time staff according to the College's 2015 Workforce Profile.

For salary and benefits, see the following Appendices:

G. Technical and Support Staff Benefits

H. Staff Salary Schedule

4. Equipment

Specialized equipment and supplies are not required for this program.

5. Library

The library currently has adequate holdings and access to current databases to support the program. The library's acquisition budgets will cover requests for additional materials as needed.

6. New and/or Renovated Space

No new or renovated space will be required. Existing classroom space is sufficient to support the program.

7. Other Expenses:

Funding has been allotted for faculty development, as well as registration fees for faculty and students attending large locally-held conferences and events.

8. Total Year:

Years 1-5: \$0/year

L. 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.

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 collected and analyzed to improve courses and to ensure program learning outcomes are met.

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

is 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.

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 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.

Prince George's Community College (PGCC) has developed a comprehensive system to assess student learning that is organized, well documented, and has continued to improve since spring 2012. The system is founded on the existence of clear statements defining the skills, knowledge, and values that students are expected to acquire in their educational experiences at the College. These statements or learning outcomes, which are publicized in the College Catalog and in master course syllabi, establish well-defined, shared expectations for faculty, students, and the community. In doing so, the learning outcomes ensure consistency across the diversity of educational experiences offered at the College. They also provide the basis for measuring the quality of program and course offerings, as well as for developing targeted interventions for continuous improvement. Prince George's Community College has identified three sets of learning outcomes for its students: course, program, and 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 institutional learning outcomes encapsulate the foundational skills, knowledge, and values that every graduate of an associate's degree is expected to achieve. The College has identified six institutional learning outcomes, called the Student Core Competencies: 1. Communication, 2. Scientific and Quantitative Reasoning, 3. Critical Reasoning, 4. Information Literacy, 5. Culture, and 6. Ethics. The Student Core Competencies are specifically addressed in the General Education coursework and also appear throughout the curriculum at PGCC.

Evidence of student learning is collected through embedded assessments that students have to complete as part of their regular coursework. These assessments, which are used in the calculation of student grades, are designed to provide direct demonstrations of students' skills, knowledge, and values. Frequently used assessments include multiple-choice exams, written assignments, artistic artifacts or performances, and clinical demonstrations. With the exception of multiple choice exams, assessments are evaluated and scored with the aid of rubrics. All sections of the same course are required to use either the same assessment or variations of the same assessment. Data collected in the classroom are aggregated across sections and used to simultaneously measure student achievement of course outcomes, program outcomes, and the Student Core Competencies. These data are stored in an assessment management system, called Tk20, which provides multiple data reports easily accessible to faculty and administrators.

Program Assessment

Prince George's Community College has a five-year cycle for completing the assessment of every program outcome and every Student Core Competency. Prior to the beginning of each cycle, faculty design an assessment plan for every program of study offered by their department. The assessment plan indicates which program outcome(s) will be assessed each semester along with the list of courses where

those outcomes are addressed (see example of assessment plan - Appendix D). Whenever a department offers General Education courses such as English 1010, a second assessment plan is developed. This assessment plan lists one or more Student Core Competencies and the General Education courses where those Student Core Competencies are addressed. Thus, for example, the English Department has an assessment plan for addressing the English program outcomes and another one for addressing foundational skills such as communication and information literacy. Departments are expected to assess all courses in their assessment plan(s) during the five-year cycle. For each course included in an assessment plan, faculty adhere to the following sequence: 1. Prior to assessing a course, faculty create assessment materials to measure student achievement of course outcomes and submit these materials for review to the Assessment Coaches and the AAAC; 2. The Assessment Coaches and the AAAC examine the materials to ensure that they are appropriately rigorous and reflect best practices for assessment; 3. Once the assessments are approved, faculty implement the assessment in the following semester. Data are then collected and entered into Tk20, allowing the College to store, track, analyze, and disseminate data to all stakeholders; 4. The semester following data collection, OPAIR analyzes the data and releases a 188 report of its findings; 5. Faculty discuss the findings and use preset performance criteria or benchmarks to determine whether an Action Plan needs to be developed to address any areas of concern; 6. When an Action Plan is needed, changes are implemented in the following semesters and the course is later reassessed (see Assessment Cycle - Appendix E). The assessment data 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. Assessment data are discussed within each department for course and program improvement, leading to changes in individual courses and in the content and structure of the curriculum. Furthermore, the data are also discussed by a General Education Taskforce, with representatives from the AAAC, charged with improving teaching and assessment of the Student Core Competencies. The College relies on a plethora of training guides, regular face-to-face training sessions, and a series of online assessment modules to ensure that all faculty are equipped with the knowledge and skills they need to engage in the discussion and use of assessment findings.

Course Assessment and Evaluation

Each semester, the Office of Planning Assessment and Institutional Research reports the results of every Action Plan implemented to improve student learning the previous semester. Results are published in a document called the Action Plan Success Report, which allows faculty to see if the changes introduced in their courses following the initial assessment produced the desired impact. The report is available to the entire PGCC community on the College's intranet. See Table 1 below, which summarizes other examples of assessed courses, course outcomes needing improvements, corresponding action plans, and reassessment results.

Although these Action Plans are focused on improving performance in the classroom, the clear alignment of course outcomes to program outcomes and to the Student Core Competencies mean that changes implemented at the course level can have a significantly broader impact. Beyond measuring student achievement every semester, the assessment system is aimed at capturing students' skill development over time and building a better understanding of how small changes in each course can lead to larger aggregate changes in learning at the program and institutional levels.

All information taken from:

<http://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2016StudentLearningOutcomesAssessmentReportVol2.pdf>

M. Consistency with the State’s minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

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

Prince George's Community College's mission is already compatible with the State's minority achievement goals. Not only does the College provide accessible and affordable education, but it also is committed to diversity. With a majority African American student body (70.9%), 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 the racial makeup of the region's workforce.

Prince George's Community College will continue to recruit a diverse student base. 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 Web site and catalogue); and
- clear communication about the integrated nature of the academic work with practical experience and professional networking opportunities.

N. Relationship to low productivity programs identified by the Commission:

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

The college has no low productivity programs directly related to this program.