



**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.

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|-----------------------------|---|
| 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:



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

January 10, 2023
In response to 22684 originally submitted December 15, 2022

Dear Dr. Fielder,

Prince George’s Community College is requesting the addition of a new program, **Criminal Justice, A.A.** degree program. This degree is currently the General Studies, A.A. with Area of Concentration in Criminal Justice (HEGIS 4950.01; CIP 24.0199). Given the content of the curriculum, the degree type of Associate of Arts is a better fit than an Area of Concentration. No curricular changes have been made.

The new proposed codes are as follows: HEGIS: 4930.01; CIP: 43.0100.

Proposed Program Description
The field of criminal justice encompasses law enforcement, investigations, court and administrative services, corrections, private security, and juvenile justice. Each area requires individuals who can speak and write well, and who can work well with colleagues and the community. The individuals need to be skilled in management, investigative techniques, analysis of data, and critical thinking. The Criminal Justice, A.A program readily transfers to four-year colleges and universities that offer a bachelor’s degree in criminal justice.
Proposed Program Outcomes
Graduates of the Criminal Justice, A.A. degree program will be able to:
<ol style="list-style-type: none"> 1. Analyze the history of the criminal justice, courts, and corrections systems in the United States. 2. Analyze the United States criminal justice system, criminal laws, and the rules of evidence. 3. Apply the concepts of community-oriented policing. 4. Apply the critical thinking skills needed for appropriate ethical decision-making in law enforcement-related fields.
Proposed Courses
PAS-1000 First Year Experience Credits: 1 (Institutional Requirement) CJT-1510 - Introduction to Criminal Justice Credits: 3 (Program Requirement; Critical Course) INT-1010 Introduction to Information Technology Credits: 3 (Computer Literacy Institutional Requirement; Critical Course) EGL-1010 Composition I: Expository Writing Credits: 3 (English General Education Requirement; Critical Course) SOC-1010 Introduction to Sociology Credits: 3 (Program Requirement; Critical Course) COM-1010 Foundations of Communication Credits: 3 (Arts/Humanities General Education Elective) or



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COM-1090 Interpersonal Communication Credits: 3 (Arts/Humanities General Education Elective)
MAT-1140 Introduction to Statistics Credits: 3 (Mathematics General Education Requirement)
CJT-1530 Community Policing Credits: 3 (Program Requirement)
EGL-1320 Composition II: Writing for Business Credits: 3 (English General Education Requirement)
CJT-2510 Criminal Law Credits: 3 (Program Requirement)
PHL-1010 Introduction to Philosophy: The Art of Questioning Credits: 3 (Arts/Humanities General Education Elective) or
SPN-1010 Spanish for Beginners Credits: 3 (Arts/Humanities General Education Elective)
CJT-2800 Professional Ethics in Criminal Justice Credits: 3 (Program Requirement)
PSY-1010 General Psychology Credits: 3 (Social Science General Education Requirement)
CJT-2530 Criminal Investigation Credits: 3 (Program Elective) or
CJT-2540 Criminal Evidence and Procedure Credits: 3 (Program Elective) or
CJT-2580 Juvenile Delinquency Credits: 3 (Program Elective)
NTR-1010 Introductory Nutrition Credits: 3 (General Education Requirement Science, No Lab)
SOC-2010 Social Problems Credits: 3 (Program Elective) or
PSY-2130 Forensic Psychology Credits: 3 (Program Elective)
HST-1410 History of the United States to 1877 Credits: 3 (Social Science General Education Elective) or
HST-1430 History of the United States since 1877 Credits: 3 (Social Science General Education Elective) or
HST-1510 History of African Americans to 1877 Credits: 3 (Social Science General Education Elective) or
HST-1530 History of African Americans since 1877 Credits: 3 (Social Science General Education Elective)
SOC-2030 Criminology Credits: 3 (Program Requirement)
BIO-1100 Forensic Biology Credits: 4 (Science w/ Lab General Education Requirement)
POS-1010 American National Government Credits: 3 (Program Elective) or
POS-1020 State and Local Government Credits: 3 (Program Elective)
BMT-1500 Developing a Professional Image Credits: 1 (Program Requirement)

Total Proposed Number of Credits: 60

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

Respectfully,

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



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Prince George's Community College

301 Largo Rd

Largo, MD 20774

301-546-0406

raileyrc@pgcc.edu

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

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

PART A: Centrality to Institutional and Planning Priorities

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

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

Prince George's Community College (PGCC) is requesting to change the current program of General Studies with an Area of Concentration in Criminal Justice Associate of Arts to the stand-alone program of Criminal Justice Associate of Arts.

The field of criminal justice encompasses law enforcement, investigations, court and administrative services, corrections, private security, and juvenile justice. Each area requires individuals who can speak and write well, and who can work well with colleagues and the community. The individuals need to be skilled in management, investigative techniques, analysis of data, and critical thinking. This degree program readily transfers to four-year colleges and universities that offer a bachelor's degree in criminal justice, and is designed to provide the basis for further study in the criminal justice field.

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

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

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

The Criminal Justice A.A. is the first step in the student's pursuit of a four-year degree in criminal justice. This program supports the college's strategic goals since it helps to establish a career path to prepare students for a wide variety of professional opportunities. Students who complete degrees in criminal justice are prepared to work in positions in federal, state, and local law enforcement, corrections, and private security.

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

All costs of the current Associate of Arts in General Studies with an area of Concentration in Criminal Justice program are funded through the annual operating budget for Teaching, Learning, and Student Success. That funding will be used for this newly proposed standalone program. This program will not require any additional expenditures outside those that are offset by increased tuition revenue from projected increased enrollment in the program (details are provided in Part L – Table 1). This new program can be implemented without the development of new courses, and therefore does not require dedicated financial support. There are no new costs for equipment, instructional supplies, facilities, or faculty and staff.

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

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

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

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

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

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

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

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

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

a. *The need for the advancement and evolution of knowledge.*

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

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

Prince George's Community college is a minority-serving institution. As of 2019, about 61% of Prince George's County residents identify as black and about 20% identify as Hispanic. The Criminal Justice A.A. program will allow the College to expand the opportunities available to its service population by providing a program that provides students with skills that are relevant to the fields of law enforcement, investigations, court and administrative services, corrections, private security, and juvenile justice.

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

With its greater emphasis on Criminal Investigation and cognate courses, the Criminal Justice A.A. program provides a high-quality education, acquiring the skills needed to succeed in the field of law enforcement and investigation. Students are prepared to enter law enforcement and judicial fields and take on investigative positions. With the requirement of fifteen credits in Criminal Justice, students are well-prepared to transfer to a four-year degree in Criminal Justice at several colleges and universities throughout Maryland, including University of Maryland Global Campus (UMGC), University of Maryland College Park, and Bowie State University. This program allows Prince George's Community College to expand its capacity as a majority black institution to offer high quality educational programs to all of its diverse students.

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

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

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

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

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

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

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

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

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

Part C: Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential **industry** or industries, **employment** opportunities, and expected **level of entry** (ex: mid-level management) for graduates of the proposed program.

The Criminal Justice A.A. is the first step in the student's pursuit of a four-year degree in criminal justice. Students who complete degrees in criminal justice are prepared to work in positions in federal, state, and local law enforcement, corrections, and private security.

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

This program introduces graduates to the skills necessary to conduct investigations, solve problems and think critically. These skills are required for entry-level jobs in the law enforcement arena, such as police and corrections officers, dispatchers, security officers, bailiffs, and detectives.

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

The job availability that was considered was entry-level police and sheriff's patrol officers. According to the Bureau of Labor Statistics in May 2021, there are 11,940 jobs available in Maryland as police and sheriff's patrol officers, who maintain order and protect life and property by enforcing local, tribal, state, or federal laws and ordinances. The national estimate for police and sheriff's patrol officers is 665,380 <https://www.bls.gov/Oes/current/oes333051.htm#st>

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable **data** on the **educational and training needs** and the anticipated number of **vacancies** expected over the next 5 years.

The job outlook that was considered was entry level police officer and detective. The education typically required to enter this occupation ranges from a high school diploma to a bachelor's degree. Some candidates with a bachelor's degree may qualify for positions in the federal government. According to Bureau of Labor Statistics in September 2022, employment of police officers and detectives from 2021-2031 is projected to grow 3%. Despite limited employment growth, about 68,500 openings for police and detectives are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. The District of Columbia has the highest concentration of jobs and location quotients for police officers. <https://www.bls.gov/ooh/protective-service/police-and-detectives.htm>

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

Occupational Code	Occupational Title	Employment			
		2021	2031	Change	%. Change
	Police and Detectives	808,200	828,800	20,600	3%
33-3051	Police and sheriff's patrol officers	684,900	706,400	21,500	3%
33-3052	Transit and railroad police	3,500	3,600	100	3%

<https://www.bls.gov/ooh/protective-service/police-and-detectives.htm#tab-6>

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, the following community colleges offer associate degrees in criminal justice that are intended for transfer to a four-year college or university:

- Allegany College of Maryland
- Anne Arundel Community College
- Cecil College
- Chesapeake College
- College of Southern Maryland
- Community College of Baltimore County
- Montgomery College
- Wor-Wic Community College

The Criminal Justice, A.A. program at PGCC and at the other Maryland community colleges have similar program outcomes, courses, and course outcomes, and all have a similar aim, i.e., ready students to graduate and obtain gainful employment in a field related to criminal justice or transfer to a four-year college or university to complete their studies in criminal justice. Each community college program serves their respective county and community populations.

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

This program fulfills the course requirements for transfer to the criminal justice program at various four-year institutions in the state of Maryland, such as the University of Maryland College Park, University of Maryland Global Campus, and Bowie State University. We have articulation agreements with each of these institutions which will be further enriched with this program of study at PGCC. In addition to facilitating transfer to four-year universities, the curriculum in this program also offers preparation for various career opportunities, and thus will help fill the need for knowledgeable and skilled graduates.

Part E: Relevance to High-demand Programs at Historically Black Institutions (HBIs)

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

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

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.

Three HBIs in Maryland offer a bachelor’s degree program in criminal justice: Bowie State University, Coppin State University, and the University of Maryland Eastern Shore. The A.A. program at PGCC will

allow students to complete their first 60 credits of study closer to their home and then transfer to an HBI.

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

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

Establishment of the Program:

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

Faculty who will oversee the program:

Percel Alston, Public Safety and Law Department Chair, and Brian Miller, Academic Coordinator

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

Graduates of the Associate of Arts in Criminal Justice program will be able to:

- Analyze the history of the criminal justice, courts, and corrections systems in the United States
- Analyze the United States criminal justice system, criminal laws, and the rules of evidence
- Apply the concepts of community-oriented policing
- Apply the critical thinking skills needed for appropriate ethical decision-making in law enforcement-related fields

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 analyzed to generate a Student Learning Outcome Assessment Report (SLOAR) and Program Learning Outcome Assessment Report (PLOAR). The SLOAR and PLOAR are used to develop an action plan including re-assessment and the results are reviewed.

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

PAS-1010: 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.

CJT-1510: Introduction to Criminal Justice (Program Requirement) Credits: 3

A survey of the history, philosophy and social development of police, courts and corrections in a democratic society. Identification and operations of local, state and federal agencies will be covered with criminal justice career orientation.

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

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

CJT-1530: Community Policing (Program Requirement) Credits: 3

A study of the relationship between police and the community with recommendations for ways of working together to reduce crime. Emphasis is placed on policing in a culturally diverse society.

CJT-2510: Criminal Law (Program Requirement) Credits: 3

A study of substantive criminal law, including elements of state and federal crimes. Constitutional limitations on the types of conduct that can be criminalized, affirmative defenses to criminal liability, appropriate criminal statutes and interpretive court decisions will be examined.

CJT-2800: Professional Ethics in Criminal Justice (Program Requirement) Credits: 3

Examines the decision-making process of those involved in the field of public safety, including law enforcement and corrections, as it relates to morals, values, integrity, discretion and authority. The course queries ethics as to the fair and equal treatment of those involved in the criminal justice process to include criminal justice personnel, victims and criminals. Topics relating to the history, definition, categories and theories of ethics; lying and deception as it relates to criminal justice; prejudice and discrimination in the field of criminal justice; and abuse of authority specific to the field of criminal justice will be examined.

CJT-2530: Criminal Investigation (Program Elective) Credits: 3

A study of the fundamental principles and procedures employed in the investigation of crime. Emphasis is placed on the investigation of specific crimes, the identification of sources of information and the procedures necessary for the proper handling of evidence. The course is designed to develop a working knowledge of the steps of investigation beginning with the initial security of the crime scene and concluding with presentation of evidence and proper testimony in court.

CJT-2540: Criminal Evidence and Procedure (Program Elective) Credits: 3

An examination of the principles and techniques of criminal procedure employed during trials to determine the admissibility of physical and testimonial evidence. An analysis of laws and court decisions relating to admissibility is emphasized.

CJT-2580: Juvenile Delinquency (Program Elective) Credits: 3

A study of the causes and trends of youth crime. The prediction, prevention, treatment and control of juvenile delinquency by social control agencies is examined relative to social policies needed to reduce its incidence. The organization and procedures of the juvenile justice system will be explored.

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

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

PSY-2130: Forensic Psychology (Program Elective) Credits: 3

This course introduces concepts that unite psychology and the law and reviews statutes governing competency, insanity, and involuntary commitment. Students will become acquainted with forensic assessment techniques, including the interview process, specialized training, and the collection of collateral information. Also considered are the assessments of competency to stand trial, criminal responsibility, and dangerousness. Pre-sentencing and child custody evaluations are discussed as well.

SOC-2030: Criminology (Program Requirement) Credits: 3

This course covers social and psychological concepts of criminal behavior and the chronic offender. Prominent criminological theories and schools of thought are explored to identify the social, economic, and psychological causes and explanations of criminal behavior. Methodologies, data, and research tools used by sociologists and criminologists to study criminal behavior are discussed and applied.

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

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

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

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

BMT-1500: Developing a Professional Image (Program Requirement) Credits: 3

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

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

Composition:

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

(Credits: 3)

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

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

(Credits: 3)

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

Humanities:

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

(Credits: 3)

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

COM-1090: Interpersonal Communication (Arts/Humanities General Education Elective)

(Credits: 3)

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

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

(Credits: 3)

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

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

(Credits: 3)

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

Mathematics:

MAT-1140: Introduction to Statistics (Mathematics General Education Requirement)

(Credits: 3)

This is an introductory course in statistics intended for students in a wide variety of areas of study. Topics discussed include displaying and describing data, probability, binomial and normal distributions, confidence intervals, hypothesis tests, and regression and correlation.

Science:

NTR-1010: Introductory Nutrition (Science No Lab General Education Requirement)

(Credits: 3)

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.

BIO-1100: Forensic Biology (Science with Lab General Education Requirement)

(Credits: 4)

An introduction to the principles and concepts of the biological aspects of forensic science. An examination of the role of the laboratory in criminal investigation and human identification using forensic pathology, serology, anthropology, molecular biology, and other specializations.

Social Sciences:

PSY-1010: General Psychology (Social Science General Education Elective)

(Credits: 3)

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.

HST-1410: History of the United States to 1877 (Social Science General Education Elective)

(Credits: 3)

American history from the colonial period through the Civil War.

HST-1430: History of the United States since 1877 (Social Science General Education Elective)

(Credits: 3)

This course is a survey of American History from Reconstruction through the 1970s. The course examines the nation's political development during that period. It also focuses on the social and economic impact on the nation of industrialization and urbanization. The course looks at the means by which various groups, who were excluded from the mainstream of American society, gained a foothold in the nation's decision-making process. It examines the major reform movements from the Progressive Era to the Civil Rights Movement of the 1950s and 1960s. The course also traces America's growth from a continental and regional power to super power status after World War II. It examines the impact of imperialism and American involvement in both World Wars on American foreign policy, and the development of the Cold War.

HST-1510: History of African Americans to 1877 (Social Science General Education Elective)

(Credits: 3)

This course surveys African-American history from the beginnings of the Trans-Atlantic slave trade in the colonial era through the end of Reconstruction in 1877. The course examines the social, political, cultural, military, economic, and scientific triumphs and tribulations that African-Americans

experienced throughout their early history in the land that has become the United States. Particular emphasis is placed on describing and analyzing black Americans' resistance to inequality, their development of institutions, the expansion of slavery, and the Civil War and Reconstruction.

**HST-1530: History of African Americans since 1877 (Social Science General Education Elective)
(Credits: 3)**

This course 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 largely as a result of racist Jim Crow laws and racial disenfranchisement. Moreover, it examines the Great Migration, the Harlem and Chicago Renaissances, the Post-World War II integrationist and Black Nationalist movements, and black political activism at the turn of the millennium. This course is designed to assist students in gaining an improved understanding of (and appreciation for) the myriad ways in which black Americans have impacted the cultural, political, social, and economic structures of the United States, and, in turn, how living within American society has impacted the evolution of African-American thought and action.

Computer Literacy:

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

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

PART H: Adequacy of Articulation

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

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

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

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

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

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

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

Faculty Name	Appointment Type	Terminal Degree Title and Field	Academic Title/Rank	Status (FT, PT, Adjunct)	Course(s) the Faculty Member Will Teach in this Program
Teresa Blier	Tenure-track	J.D.	Associate Professor	Full-time	CJT-1510: Introduction to Criminal Justice CJT-2510 Criminal Law CJT-2540 Criminal Evidence and Procedure
Henry White	Tenure-track	M.S in Management	Associate Professor	Full-time	CJT-1510: Introduction to Criminal Justice; CJT-2800: Professional Ethics in Criminal Justice; CJT-2510: Criminal Law; CJT-2580: Juvenile Delinquency
Alaina Gay	Contract	M.S. Criminal Justice Leadership	Instructor	Adjunct	CJT-1510: Introduction to Criminal Justice; CJT-2800: Professional Ethics in Criminal Justice

LaLinda McMillan Street	Tenured	Ph. D. Criminal Justice	Professor	Full-Time	CJT-1510: Introduction to Criminal Justice; CJT-2510: Criminal Law; SOC-2030: Criminology
Thomas W. Kemp	Contract	B.A. Criminology	Instructor	Adjunct	CJT-2510: Criminal Law; CJT-2530: Criminal Investigation
Peter A. White	Tenure-track	M.P.P. - Master's in Public Policy Public Sector Financial Management/Social Policy	Associate Professor	Full-Time	CJT-1510: Introduction to Criminal Justice; CJT-1530: Community Policing; CJT-2530: Criminal Investigation
Biss, Ivan	Contract	M.A.T. – Secondary Education	Instructor	Adjunct	CJT-1510: Introduction to Criminal Justice
Johnnie A. Jones	Tenured	J.D.	Professor	Full-Time	CJT-2540: Criminal Evidence and Procedure
Wanda Parham-Payne	Tenure-track	Ph.D in Sociology	Associate Professor	Full-time	SOC-1010: Introduction to Sociology
Kathy Yorkshire	Tenure-track	Ed.D. Community College Leadership	Professor	Full-time	BMT-1500: Developing a Professional Image

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

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

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

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

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

PART J: Adequacy of Library Resources (as outlined in COMAR [13B.02.03.12](#)).

1. Describe the **library resources** available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The library maintains online accessible and extensive 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:

Criminal Justice Databases

Criminal Justice (Gale OneFile)

Criminal Justice Database

Journal of Forensic Sciences

Slavery in America and the World: History, Culture & Law

General Databases

ProQuest

Academic OneFile

Credo Reference

E-books

Ebrary

EBSCOHost Academic E-book Collection

Gale Virtual Reference Library

Salem Health

Streaming Video:

Films on Demand

VAST Academic Video Collection

Nursing Video Collection (ProQuest)

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.

PART K: 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.

1. 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:

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

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate **access** to:

*a. An institutional **electronic mailing system***

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

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

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

After successfully enrolling in a course at Prince George’s Community College, each student is provided access to each course that he/she is enrolled for the given semester. Access to the course is granted four days prior to the official start of the course. Within the learning management system,

students can access all course content posted by the instructor, access graded assignments, and communicate with the instructor and other students.

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

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

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$265,650	\$299,460	\$333,270	\$367,080	\$400,890
a. Number of F/T Students	25	30	35	40	45
b. Annual Tuition/Fee Rate	\$4,830	\$4,830	\$4,830	\$4,830	\$4,830
c. Total F/T Revenue (a x b)	\$120,750	\$144,900	\$169,050	\$193,200	\$217,350
d. Number of P/T Students	75	80	85	90	95
e. Credit Hour Rate	\$161	\$161	\$161	\$161	\$161
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$144,900	\$154,560	\$164,220	\$173,880	\$183,540
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$265,650	\$299,460	\$333,270	\$367,080	\$400,890

Reallocated Funds:

There are no reallocated funds for this program.

Tuition/Fee Revenue:

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

Grants, Contracts, & Other External Sources:

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

Other Sources:

There are no other sources used for funding.

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	\$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
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
TOTAL (Add 1 – 7)	\$0	\$0	\$0	\$0	\$0

Faculty:

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

Admin Staff:

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

Support Staff:

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

Technical Support and Equipment:

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

Library:

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

New or Renovated Space:

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

Other Expenses:

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

Part M: Adequacy of Provisions for Evaluation of Program (as outlined in COMAR [13B.02.03.15](#)).

1. Discuss procedures for **evaluating courses, faculty and student learning outcomes**.

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

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

2. Explain how the institution **will evaluate the proposed program's educational effectiveness**, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Complete program assessment takes place every four years, with progress toward achievement of improvement plans being evaluated every two years. Data regarding enrollment, retention, and

graduation are collected and analyzed against program outcomes, courses offered, and other variables. Each program must have an advisory board consisting of professionals in the field assist in the construction and analysis of program review data. The college has a five-year program review cycle which entails program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

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

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

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

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

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

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

Part O: Relationship to Low Productivity Programs Identified by the Commission:

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

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

PART P: Adequacy of Distance Education Programs (as outlined in [COMAR 13B.02.03.22](#))

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide **Distance Education**.

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

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

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

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