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

Institution Submitting Proposal	

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

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

Payment Submitted:	Yes / No	Payment Type:	R*STARS # / Check #	Payment Amount:	Date Submitted:

Department Proposing Program	
Degree Level and Degree Type	
Title of Proposed Program	
Total Number of Credits	
Suggested Codes	HEGIS: CIP:
Program Modality	On-campus Distance Education (fully online) Both
Program Resources	Using Existing Resources Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	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: *Talecia DWilliams* Date:
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

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

January 5, 2023
In response to 22688 originally submitted December 15, 2022

Dear Dr. Fielder,

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

The new proposed codes are as follows: HEGIS: 4930.01; CIP: 09.0102.

Proposed Program Description
The Mass Communication **Associate of Arts degree** is recommended for students planning to pursue a bachelor's degree in a wide range of mass communications and media programs. Students learn the foundations, history, economics, and job opportunities of the mass media industries, and how media affects society and culture. Training is provided in writing for media, the terminology and techniques of television studio and field production, audio production for mass media, the basics of film analysis, and the theory and practice of interviewing. Additionally, students learn effective communication techniques in social media production and the theory and practice of broadcast news content and delivery.
Proposed Program Outcomes
Graduates of the **Mass Communication Associate of Arts (A.A.) degree** program will be able to:
1. Discuss the history, major theories and concepts of mass media and its influence on society.   2. Apply effective visual, written, spoken, and non-verbal communication methods in messages to different audiences.   3. Analyze how the various fields in mass communication are structured and function.   4. Create media products utilizing a variety of mass communication technologies.
Proposed Courses
PAS-1000 First Year Experience (Credits: 1) (Institutional Requirement)   EGL-1010 Composition I: Expository Writing (Credits: 3) (English General Education Requirement)   TRF-1310 Introduction to Mass Communication (Credits: 3) (Program Requirement; Critical Course)   COM-1010 Foundations of Communication (Credits: 3) (Arts/Humanities General Education Elective) OR   ART-1010 Introduction to Art (Credits: 3) (Arts/Humanities General Education Elective) OR

MUS-1010 Music Appreciation (Credits: 3) (Arts/Humanities General Education Elective) OR
PHL-1010 Introduction to Philosophy: The Art of Questioning (Credits: 3) (Arts/Humanities General Education Elective**) OR**
THE-1010 Introduction to Theatre (Credits: 3) (Arts/Humanities General Education Elective)
INT-1010 Introduction to Information Technology (Credits: 3) (Computer Literacy Institutional **Elective**) OR
ART-1570 Introduction to Computer Graphics (Credits: 3) **(Program Elective)**
BMT-1500 Developing a Professional Image (Credits: 1) (Program Requirement)
TRF-1330 Television Production I (Credits: 3) (Program Requirement; Critical Course)
EGL-1020 Composition II: Writing About Literature (Credits: 3) (English General Education Elective) OR
EGL-1100 Composition II: Writing About Issues and Ideas (Credits: 3) (English General Education Elective) OR
EGL-1320 Composition II: Writing for Business (Credits: 3) (English General Education Elective) OR
EGL-1340 Writing About Technical Topics (Credits: 3) (English General Education Elective)
MAT-1130 Mathematical Ideas (Credits: 3) (Mathematics General Education Elective) OR
MAT-1140 Introduction to Statistics (Credits: 3) (Mathematics General Education Elective) **OR**
MAT-1250 Applied College Algebra (Credits: 3) (Mathematics General Education Elective)
EGL-1040 Media Writing (Credits: 3) (Program Requirement)
NTR-1010 Introductory Nutrition (Credits: 3) (Science No Lab General Education Elective) OR
PSC-1010 Introduction to Astronomy (Credits: 3) (Science No Lab General Education Elective) OR
GEO-1010 Physical Geography (Credits: 3) (Science No Lab General Education Elective)
TRF-1410 Introduction to Audio Production (Credits: 3) (Program Elective) **OR**
TRF-1510 Introduction to Emerging Media (Credits: 3) (Program Elective)
SOC-1010 Introduction to Sociology (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) OR
PSY-1010 General Psychology (Credits: 3) (Social Science General Education Elective) OR
POS-1010 American National Government (Credits: 3) (Social Science General Education Elective) OR
ECN-1030 Principles of Macroeconomics (Credits: 3) (Social Science General Education Elective)
BIO-1010 General Biology (Credits: 4) (Science w/ Lab General Education Elective) OR
GEO-1010 Physical Geography (Credits: 3) (Science w/ Lab General Education Elective) AND
GEO-1020 Physical Geography Lab (Credits: 1) (Science w/ Lab General Education Elective) OR
PSC-1010 Introduction to Astronomy (Credits: 3) (Science w/ Lab General Education Elective) AND
PSC-1020 Introduction to Astronomy Laboratory (Credits: 1) (Science w/ Lab General Education Elective) OR
BIO-1080 Reproductive Biology (Credits: 4) (Science w/ Lab General Education Elective)
COM-1130 Interviewing (Credits: 3) (Program Requirement)

TRF-2330 Television Production II (Credits: 3) (Program Requirement; Critical Course)
THE-2070 Voice and Diction (Credits: 3) (Program Elective) **OR**
TRF-2040 Introduction to Broadcast News (Credits: 3) (Program Elective)
SOC-2010 Social Problems (Credits: 3) (Social Science General Education Requirement)
TRF-2310 Introduction to Film (Credits: 3) (Program Requirement)
COM-2230 Intercultural Communication (Credits: 3) (Program Requirement)
BMT-2750 Leadership Development (Credits: 3) (Arts/Humanities General Education Elective) OR
ART-2700 Art Survey I (Credits: 3) (Arts/Humanities General Education Elective) OR
ART-2720 African-American Art (Credits: 3) (Arts/Humanities General Education Elective) OR
ART-2730 Integrated Arts (Credits: 3) (Arts/Humanities General Education Elective)

Proposed Total Number of Credits: 60

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

Respectfully,

Dr. Clayton Railey
EVP and Provost of Teaching, Learning, and Student Success
Prince George's Community College
301 Largo Rd
Largo, MD 20774
301-546-0406
raileyrca@pgcc.edu

1. Name of Proposed Certificate/Degree Program: Mass Communication, 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) proposes replacing the Associate of Arts in General Studies with a Concentration in Mass Communication to a standalone degree, Associate of Arts in Mass Communication.

   The Mass Communication Associate of Arts degree is recommended for students planning to pursue a bachelor's degree in a wide range of mass communications and media programs. Students learn the foundations, history, economics, and job opportunities of the mass media industries, and how media affects society and culture. Training is provided in writing for media, the terminology and techniques of television studio and field production, audio production for mass media, the basics of film analysis, and the theory and practice of interviewing. Additionally, students learn effective communication techniques in social media production and the theory and practice of broadcast news content and delivery.

   Prince George's Community College's mission is to provide high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to personal development, professional advancement, and economic prosperity. The college's vision is to serve as the region's premier center for dynamic teaching and learning, strategic partnerships, and community engagement that advances knowledge, economic equity, and lifelong personal development.

   The **Mass Communication Associate of Arts** degree directly relates to the College's mission by contributing to the economic equity and cultural vibrancy of our community. The program includes academic offerings for students interested in transferring to four-year degree programs or for professional advancement in pursuing careers in the mass communication, media, and entertainment fields. The program is specifically designed to give students a solid core of required courses that closely match the foundation courses at most four-year degree programs. The inclusion of a Liberal Arts General Education core of courses provides thorough preparation in writing, verbal, mathematic, scientific, and critical-thinking skills, which enable students to sample various subject matters and methodologies to inform their education and career choices. The program is also designed for students to assemble a strong portfolio of work that can be used for transfer or job-seeking purposes, leading to economic prosperity.

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 proposed Mass Communication, A.A degree supports the institution's strategic goals by empowering students to succeed as they transfer to four-year schools and contribute to the creative economy. Specifically, the program aligns with the College's *Strategic Goal #1: Enhancing equitable access and value for enrolling at PGCC.* PGCC has defined this as maximizing county-wide access to and completion of the College's workforce and transfer programs and degrees. 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 our transfer partner four-year schools. Therefore, the courses we teach develop more value because they can be used with transfer schools.

The program also aligns with *Strategic Goal #4: Reimagining workforce innovations and partnerships.* This is defined as PGCC being recognized as a collaborative regional partner in advancing economic mobility for everyone through innovative workforce development initiatives, strategic alliances, and community partnerships which enrich student learning and skill development, respond to the emerging needs of businesses and industries, and contribute to the region's economic growth. We will meet this goal by utilizing our Mass Communication & Public Relations Advisory Board to connect the program with workforce and community partners. In addition, since 2016 the program has had an ongoing partnership with the Prince George's County Public Schools (PGCPS). Faculty of the Mass Communication program have collaborated with PGCC-TV in hosting the annual Prince George's County Public Schools (PGCPS) Student Media Day activities. During the event over 100 students from PGCPS middle schools and high schools participate in workshops taught by PGCC faculty and media professionals from the Washington DC area. The day culminates in a television studio production, in which PGCC Mass Communication students work with PGCPS students to produce a mock news program. This event has been extremely successful and well-received, and serves as a recruitment tool for the program.

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 Mass Communication 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 Mass Communications program has the necessary support at the department, division, and institutional level to operate successfully. The Humanities 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 the Center for Performing Arts (CPA) 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.*

   Prince George's County is the second largest county in Maryland, with a population of 967,201 according to the 2020 US Census data. The county population is highly diverse, with 64.1% of residents listed as African American; 20.4% Hispanic/Latino; 27.2% Caucasian; 4.4% Asian American; 1.3% Native American or Alaskan native; 0.2% Native Hawaiian or other Pacific Islander; and 2.8% Multiracial. While 87.2% of residents age 25 or older are high school graduates, 70.9% of the civilian labor force is 16 and older, and 67.4% are women. The strategic location and proximity of Prince George's County to the District of Columbia and the nation's capital fosters a steady employer base for county residents.

(Source:
https://www.census.gov/quickfacts/fact/table/princegeorgescountymaryland,MD/PST045221)

Trends in PGCC's student population reflect the demographic patterns of its primary service area, Prince George's County, with 66.4% of credit students enrolled identifying as Black/African American, 14.9% Hispanic or Latino, 4.19% Asian, 3.57% Caucasian, 3.55% two or more races, .28% American Indian or Alaska Native, and 0.13% Native Hawaiian or other Pacific Islanders.

Prince George's Community College is perfectly poised to serve this population by offering expanded educational opportunities and choices for minority and educationally disadvantaged students.

The Mass Communication, A.A. degree program outcomes promote a sense of cultural enrichment for students by using media and technology to facilitate inspiration and application of agency. Students will be able to use these avenues to survey, comprehend, and contribute to significant discourse by using their knowledge, skills, and self-expression. Throughout the program, there is an emphasis on professional writing skills, verbal skills, technical skills, and communication techniques for socio-economic and ethnologically diverse populations. The program's conceptual structure and the combination of classroom and laboratory activities aids in developing critical-thinking and metacognition skills. As a result, the program will increase the pool of students pursuing careers in the Mass Communication field, therefore increasing the diversity of workers in the field in this region. It will also create transfer opportunities to four-year institutions who serve a diverse demographic within the region. The chart below illustrates the current ethnicity and gender breakdown of *Broadcast Announcers and Radio Disc Jockeys* in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a report by EMSI Data (2022, https://drive.google.com/drive/folders/1ritF35Kl9_ZJDSngJkjbckkqBHSuD9Mt, p. 12). In the region, people employed in these occupations are 64% white and overwhelmingly male (73.9%).

Occupation Race/Ethnicity Breakdown
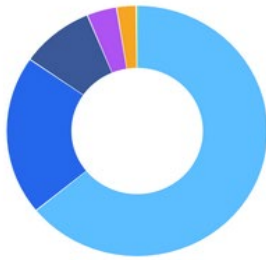
		% of Jobs	Jobs
●	White	64.0%	504
●	Black or African American	20.6%	162
●	Hispanic or Latino	9.1%	72
●	Asian	3.7%	29
●	Two or More Races	2.4%	19
●	American Indian or Alaska Native	0.2%	1
●	Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown

		% of Jobs	Jobs
●	Males	73.9%	582
●	Females	26.1%	205

Similarly, the chart below illustrates the current ethnicity and gender breakdown of *News Analysts, Reporters, and Journalists* in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a report by EMSI Data (2022, https://drive.google.com/drive/folders/1ritF35Kl9_ZJDSngJkjbckkqBHSuD9Mt, p. 12). In the region, people employed in these occupations are 70.5% white, with a near equal distribution of males (50.6%) and females (49.4%).

Occupation Race/Ethnicity Breakdown
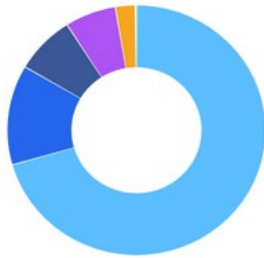
		% of Jobs	Jobs
●	White	70.5%	1,867
●	Black or African American	12.9%	342
●	Asian	7.5%	199
●	Hispanic or Latino	6.4%	170
●	Two or More Races	2.5%	66
●	American Indian or Alaska Native	0.1%	4
●	Native Hawaiian or Other Pacific Islander	0.1%	2

Occupation Gender Breakdown

		% of Jobs	Jobs
●	Males	50.6%	1,341
●	Females	49.4%	1,309

In addition, the chart below illustrates the current ethnicity and gender breakdown of *Media and Communication Workers* in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a report by EMSI Data (2022, https://drive.google.com/drive/folders/1ritF35Kl9_ZJDSngJkjbckkqBHSuD9Mt, p. 12). In the region, people employed in these occupations are 66.7% white, and mostly female (63.8%).

Occupation Race/Ethnicity Breakdown
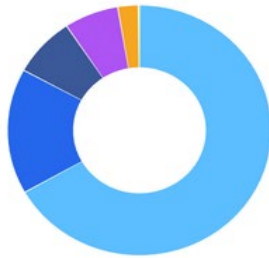
		% of Jobs	Jobs
●	White	66.7%	31,363
●	Black or African American	16.2%	7,621
●	Hispanic or Latino	7.7%	3,628
●	Asian	6.7%	3,129
●	Two or More Races	2.5%	1,188
●	American Indian or Alaska Native	0.1%	69
●	Native Hawaiian or Other Pacific Islander	0.1%	28

Occupation Gender Breakdown

		% of Jobs	Jobs
●	Males	36.2%	17,044
●	Females	63.8%	29,982

PGCC is one of two higher education institutions in the county that primarily serve minority students, the other being Bowie State University. As an area of concentration, the Mass Communication concentration has provided students with a solid educational foundation and operated as a feeder transfer degree primarily to Bowie State as well as to other area universities with Mass Communication-related degrees, including Towson University, Morgan State University, and Stevenson University in Maryland and Howard University and the University of the District of Columbia in Washington, DC. The Mass Communication Associate of Arts degree will continue in the same manner. When employed, graduates of the program will contribute to the regional diversity of employees in the field.

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.

Mass Communication is a growing field that offers many promising careers in the media, entertainment, and communication industries. Students obtaining the Mass Communication Associate of Arts degree will be well-equipped to pursue a career in the occupations of Broadcast Announcers, Radio Disc Jockeys, On-Air Talent, News Analysts, Reporters, and Journalists among other Media and Communication industries. The table below provides a list of top job titles and top companies hiring in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a 2022 report by EMSI Data for *Broadcast Announcers and Radio Disc Jockeys* (2022, https://drive.google.com/drive/folders/1ritF35Kl9_ZJDSngJkjbckkqBHSuD9Mt, p. 8):

Top Companies	Unique Postings		Top Job Titles	Unique Postings	
US Government	60		Broadcasters	85	
Ascena Retail Group	24		International Broadcasters	53	
iHeartMedia	23		On-Air Talents	36	
Ann Taylor	20		Network Analysts	24	
Entercom Communications	19		Network Leads	24	
Howard University	13		Community Liaisons	23	
Radio Free Asia	13		Announcers	20	
Audacy Corporation	9		IT Network Analysts	19	
George Washington University	8		On-Air Personalities	15	
Weta	6		Permitting Specialists	13	

The table below provides a list of top job titles and top companies hiring in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a 2022 report by EMSI Data for *News Analysts, Reporters, and Journalists* in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a report by EMSI Data (2022, https://drive.google.com/drive/folders/1ritF35Kl9_ZJDSngJkjbckkqBHSuD9Mt, p. 8):

Top Companies	Unique Postings		Top Job Titles	Unique Postings	
Sinclair Broadcast Group	218		Reporters	377	
Gannett	108		Staff Writers	187	
The Washington Post	71		Multimedia Journalists	115	
Bloomberg	67		News Reporters	104	
Dow Jones	66		Correspondents	82	
Fiscalnote	54		News Writers	71	
Atlantic Media	52		Politics Reporters	70	
S&P Global	50		General Assignment Reporters	59	
Spectrum	50		Investigative Reporters	57	
NBC	45		Journalists	56	

The table below provides a list of top job titles and top companies hiring in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a 2022 report by EMSI Data for *Media and Communication Workers* in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a report by EMSI Data (2022, https://drive.google.com/drive/folders/1ritF35Kl9_ZJDSngJkjbckkqBHSuD9Mt, p. 8):

Top Companies	Unique Postings		Top Job Titles	Unique Postings	
Leidos	1,390	▰▰▰	Technical Writers	8,236	▰▰▰▰
Booz Allen Hamilton	919	▰▰	Communications Specialists	3,167	▰▰
US Government	843	▰▰	Proposal Writers	2,257	▰
LanguageLine Solutions	830	▰▰	Public Affairs Specialists	1,493	▪
General Dynamics	637	▰	Linguists	1,121	▪
CACI International	571	▰	Communications Associates	951	▪
ICF International	514	▰	Technical Writers/Editors	879	▪
SOS International	444	▰	Technical Editors	808	▪
AECOM	426	▰	Copywriters	748	▪
SAIC	425	▰	Technical Proposal Writers	635	▪

Offering a standalone Mass Communication Associate of Arts degree could earn our students entry level positions in some of the jobs listed in the EMSI Data chart above. In addition, the standalone degree would give students the option to transfer to four-year institutions where they can earn a Bachelor's degree so that they can earn promotions to mid-level positions.

The tables below, extracted from the Bureau of Labor Statistics, show the Washington Metropolitan Area ranks third in top paying jobs and second in the highest employment level of jobs for *News Analysts, Reporters, and Journalists.* (https://www.bls.gov/oes/current/oes273023.htm)

Top paying metropolitan areas for News Analysts, Reporters, and Journalists:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	4,750	0.55	1.97	$ 48.49	$ 100,870
Hartford-West Hartford-East Hartford, CT	170	0.32	1.15	$ 48.32	$ 100,510
Washington-Arlington-Alexandria, DC-VA-MD-WV	2,130	0.73	2.62	$ 47.41	$ 98,600
Denver-Aurora-Lakewood, CO	370	0.25	0.92	$ 41.89	$ 87,120
Atlanta-Sandy Springs-Roswell, GA	1,630	0.63	2.27	$ 40.26	$ 83,740
San Jose-Sunnyvale-Santa Clara, CA	90	0.08	0.29	$ 37.56	$ 78,130
Las Vegas-Henderson-Paradise, NV	150	0.16	0.59	$ 37.17	$ 77,320
Orlando-Kissimmee-Sanford, FL	340	0.29	1.04	$ 36.82	$ 76,580
Salt Lake City, UT	250	0.34	1.22	$ 36.47	$ 75,860
Portland-Vancouver-Hillsboro, OR-WA	220	0.20	0.71	$ 35.63	$ 74,120

Metropolitan areas with the highest employment level in News Analysts, Reporters, and Journalists:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	4,750	0.55	1.97	$ 48.49	$ 100,870
Washington-Arlington-Alexandria, DC-VA-MD-WV	2,130	0.73	2.62	$ 47.41	$ 98,600
Los Angeles-Long Beach-Anaheim, CA	2,060	0.36	1.30	$ 29.34	$ 61,030
Atlanta-Sandy Springs-Roswell, GA	1,630	0.63	2.27	$ 40.26	$ 83,740
Miami-Fort Lauderdale-West Palm Beach, FL	840	0.34	1.23	$ 35.54	$ 73,920
Chicago-Naperville-Elgin, IL-IN-WI	710	0.17	0.61	$ 26.61	$ 55,340
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	600	0.23	0.81	$ 20.33	$ 42,290
Houston-The Woodlands-Sugar Land, TX	590	0.20	0.73	$ 31.32	$ 65,150
Dallas-Fort Worth-Arlington, TX	580	0.16	0.58	$ 31.17	$ 64,840
Phoenix-Mesa-Scottsdale, AZ	540	0.25	0.92	$ 28.71	$ 59,710

In addition, the tables below, show the Washington Metropolitan Area ranks fourth in top paying jobs and in the highest employment level of jobs for *Broadcast Announcers and Radio Disc Jockeys.* (https://www.bls.gov/oes/current/oes273011.htm)

Top paying metropolitan areas for Broadcast Announcers and Radio Disc Jockeys:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	1,380	0.16	0.91	$ 55.98	$ 116,440
Providence-Warwick, RI-MA	100	0.18	1.04	$ 47.10	$ 97,960
Salt Lake City, UT	120	0.16	0.94	$ 43.45	$ 90,370
Washington-Arlington-Alexandria, DC-VA-MD-WV	580	0.20	1.13	$ 40.84	$ 84,950
Boston-Cambridge-Nashua, MA-NH	360	0.14	0.79	$ 40.20	$ 83,610
Miami-Fort Lauderdale-West Palm Beach, FL	410	0.17	0.95	$ 38.11	$ 79,270
St. Louis, MO-IL	180	0.14	0.79	$ 37.75	$ 78,510
Sacramento--Roseville--Arden-Arcade, CA	240	0.24	1.38	$ 36.91	$ 76,770
Charlotte-Concord-Gastonia, NC-SC	250	0.21	1.18	$ 36.03	$ 74,940
San Francisco-Oakland-Hayward, CA	370	0.17	0.95	$ 35.65	$ 74,150

Metropolitan areas with the highest employment level in Broadcast Announcers and Radio Disc Jockeys:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Los Angeles-Long Beach-Anaheim, CA	1,850	0.32	1.85	$ 29.52	$ 61,410
New York-Newark-Jersey City, NY-NJ-PA	1,380	0.16	0.91	$ 55.98	$ 116,440
Chicago-Naperville-Elgin, IL-IN-WI	630	0.15	0.85	$ 29.51	$ 61,380
Washington-Arlington-Alexandria, DC-VA-MD-WV	580	0.20	1.13	$ 40.84	$ 84,950
Miami-Fort Lauderdale-West Palm Beach, FL	410	0.17	0.95	$ 38.11	$ 79,270
San Francisco-Oakland-Hayward, CA	370	0.17	0.95	$ 35.65	$ 74,150
Boston-Cambridge-Nashua, MA-NH	360	0.14	0.79	$ 40.20	$ 83,610
Dallas-Fort Worth-Arlington, TX	350	0.10	0.56	$ 25.98	$ 54,030
Nashville-Davidson--Murfreesboro--Franklin, TN	340	0.35	2.00	$ 23.87	$ 49,650
Atlanta-Sandy Springs-Roswell, GA	320	0.12	0.71	$ 34.15	$ 71,030

Hence, offering a standalone Mass Communication, Associate of Arts degree will increase the chances of our students of landing a position that will help them thrive in the communities in which they live.

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

There is high market demand for various positions in the Mass Communications field in the Washington DC Metropolitan area, as illustrated by the tables below, taken from reports provided by EMSI Data. The following table, for example, shows that regional employment for *News Analysts, Reporters, and Journalists* is higher than the national average.

Jobs

Regional Employment Is Higher Than the National Average

An average area of this size typically has 1,083* jobs, while there are 2,874 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.
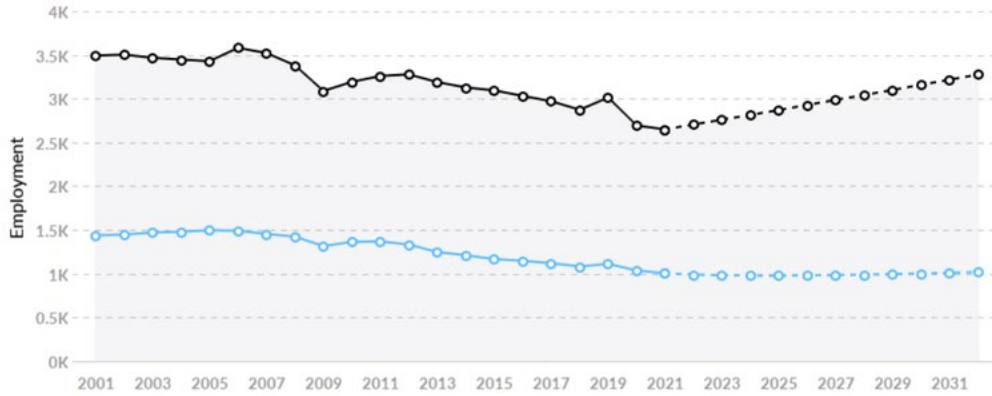
	Region	2018 Jobs	2028 Jobs	Change	% Change
●	Washington-Arlington-Alexandria, DC-VA-MD-WV	2,874	3,044	170	5.9%
●	National Average	1,083	990	-93	-8.6%

*National average values are derived by taking the national value for News Analysts, Reporters, and Journalists and scaling it down to account for the difference in overall workforce size between the nation and Washington-Arlington-Alexandria, DC-VA-MD-WV. In other words, the values represent the national average adjusted for region size.

A similar increase in regional employment trend is noted for the *Broadcast Announcers and Radio Disc Jockeys:*

Jobs

Regional Employment Is Higher Than the National Average

An average area of this size typically has 734* jobs, while there are 924 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.
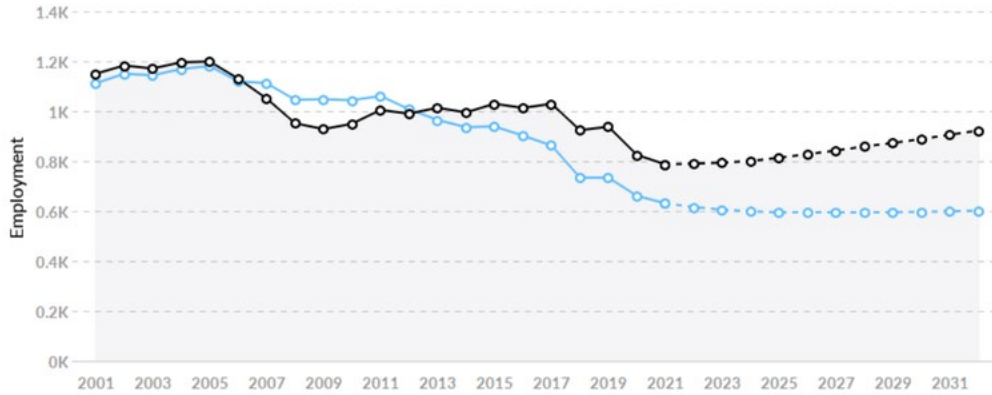
	Region	2018 Jobs	2028 Jobs	Change	% Change
●	Washington-Arlington-Alexandria, DC-VA-MD-WV	924	859	-66	-7.1%
●	National Average	734	595	-139	-18.9%

*National average values are derived by taking the national value for Broadcast Announcers and Radio Disc Jockeys and scaling it down to account for the difference in overall workforce size between the nation and Washington-Arlington-Alexandria, DC-VA-MD-WV. In other words, the values represent the national average adjusted for region size.

A similar increase in regional employment trend is noted for the *Media and Communication Workers.*

Jobs

Regional Employment Is Higher Than the National Average

An average area of this size typically has 17,937* jobs, while there are 47,957 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.

	Region	2018 Jobs	2028 Jobs	Change	% Change
●	Washington-Arlington-Alexandria, DC-VA-MD-WV	47,957	50,857	2,900	6.0%
●	National Average	17,937	18,302	365	2.0%

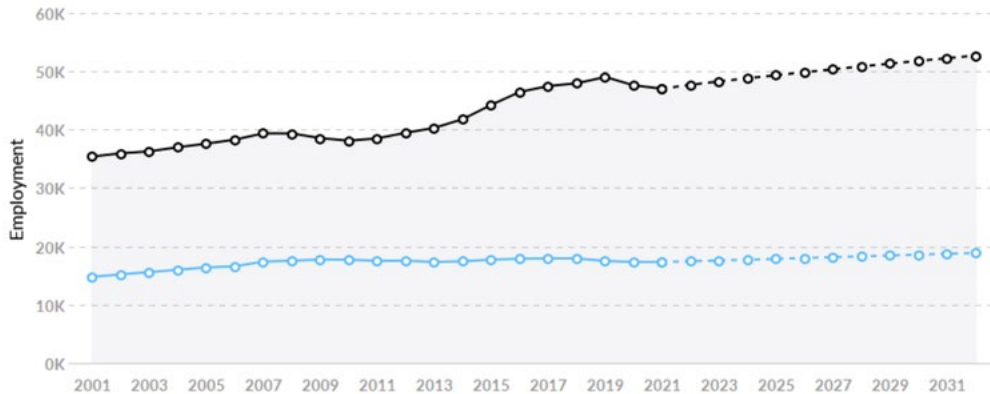*National average values are derived by taking the national value for Media and Communication Workers and scaling it down to account for the difference in overall workforce size between the nation and Washington-Arlington-Alexandria, DC-VA-MD-WV. In other words, the values represent the national average adjusted for region size.

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

According to the U.S. Bureau of Labor Statistics, overall employment in *Media and Communication* occupations is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. This increase is expected to result in about 68,600 new jobs nationally over the decade. About 115,800 openings each year, on average, are projected to come from growth and replacement needs (https://www.bls.gov/ooh/media-and-communication/home.htm). Likewise, in Maryland the projected job growth for Media and Communication workers is 6% between 2018 and 2028, with 90 projected annual job openings according to O*NET OnLine (https://www.onetonline.org/link/localtrends/27-3099.00?st=MD). The median annual wage for this group was $62,340 in May 2021, which was higher than the median annual wage for all occupations of $45,760.

The table below shows the significant increase in the number of *Media and Communications* jobs posted on Indeed.com in the last two years (from Feb. 2020 to July, 2022) (https://www.axios.com/2022/07/28/communications-media-jobs-employment-growth).

Percentage change in media and communications job postings on Indeed since Feb. 1, 2020

Change from Feb. 1, 2020, to the first of each month; February 2020 to July 2022
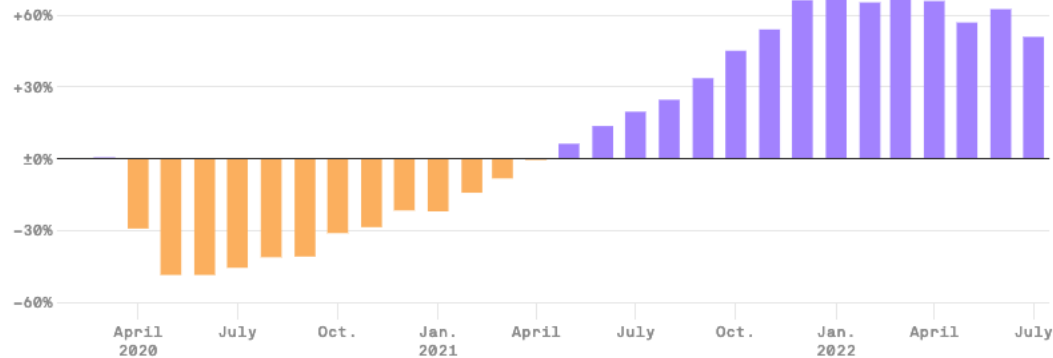
According to the U.S. Bureau of Labor Statistics, occupations such as news analysts, reporters, journalists, writers and authors all require a bachelor's degree for entry. Broadcast announcers and radio DJ's also generally require a bachelor's degree for entry, however, in some cases they may gain entry with a high school degree or equivalent. In all cases, an associate's degree in Mass Communication will give students an advantage when applying to four-year institutions by providing the necessary foundation in general studies and beginning training in communications courses to aid in their success.

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

According to DataUSA (https://datausa.io/profile/cip/mass-communication-media-studies), the total number of degrees awarded nationally in Mass Communication and Media Studies in 2020 was 10,951 (see screenshot below).
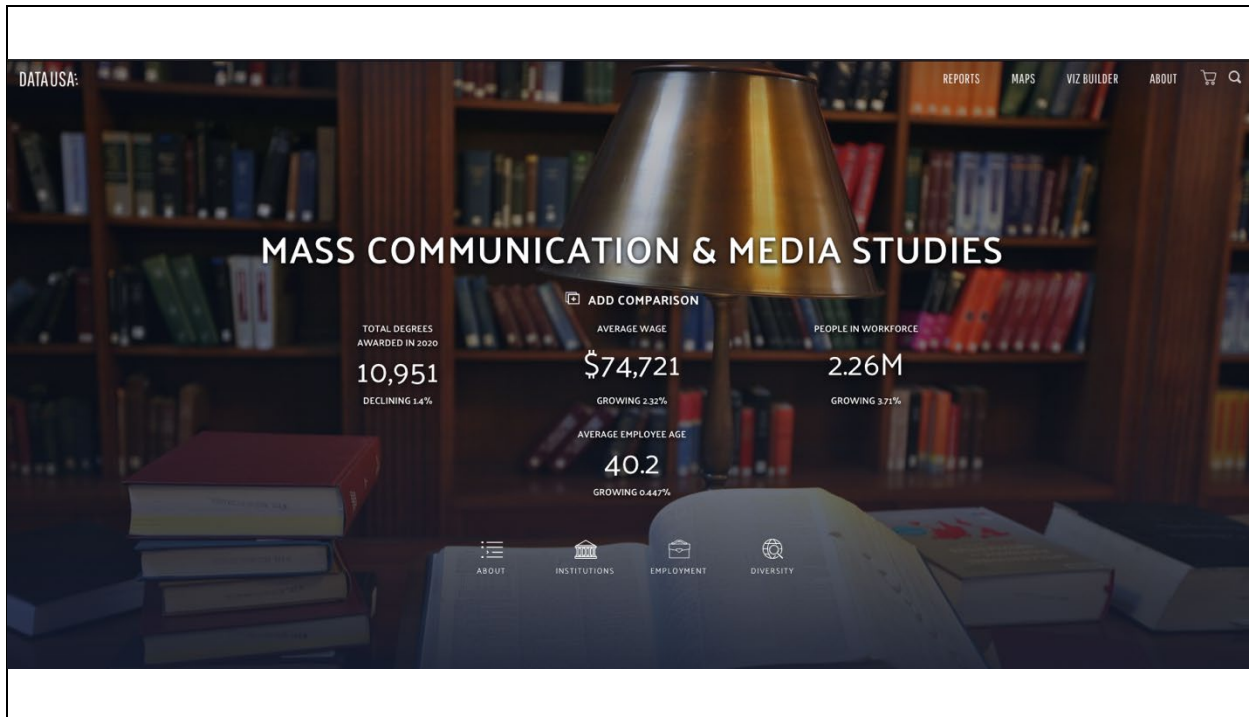
Part D: Reasonableness of Program Duplication:

1. Identify **similar programs** in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

For more information: Institution Program Inventory and Degree Trend Data

According to the Maryland Higher Education Commission's (MHEC) Academic Program Inventory list, and upon a survey of the community colleges in the state of Maryland, most colleges offer a type of **Arts and Humanities** or **Visual Arts** pathway that includes degrees in the line of Mass Communications or Media Production. The names of the degrees vary, but only two have a degree titled "Mass Communication" in some form:

- Frederick Community College offers a *Mass Communication Area of Concentration within Arts and Humanities A.A.* degree

- Harford Community College offers a *Production and Announcing in the Electronic Media, Area of Concentration in Mass Communication A.A.S.* degree and a *Journalism/New Media and Advertising, Mass Communications Certificate*

None of the aforementioned degrees are standalone degrees; the Frederick Community College degree is an A.A degree that is an area of concentration of their Arts and Humanities A.A degree, and the Harford Community College Mass Communication degree is an A.A.S degree. They also offer a Mass Communication certificate. The Frederick Community College curriculum includes an option for web and graphic design that is not included in our proposed degree. The curriculum for the Harford degree is similar to the list of courses for our proposed Mass Communication A.A degree, with general

education courses and the concentration classes including English, communications, and production courses.

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

Based on the number of required courses for the current Associate of Arts Degree in General Studies with a Concentration in Mass Communication, the faculty in the program and administration at PGCC have recommended it be replaced with a standalone degree. The Mass Communication Associate of Arts degree will provide the required foundation and preparation in Mass Communication.

Both Frederick and Harford Community Colleges are more than one hour's drive from Largo, MD and serve populations outside of Prince George's County. Many of the students in our student population would not have the ability or resources to travel that distance to access courses in the Mass Communication curriculum. Given that Prince George's County is such a diverse and highly populated county, the program serves a significant portion of the population in the state of Maryland and in the DMV region.

There have been no notable issues with competition between other associate degree programs in the area and the current General Studies concentration in Mass Communication degree. The Mass Communication, A.A. standalone degree would replace that degree and continue to meet the needs of the county's large population as the only college offering such a program in the county. Advantages for students in this program include tuition cost, transferability to a four-year institution, and the availability of state-of-the-art equipment, studios, and teaching/learning spaces in the new Center for Performing Arts.

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.

Prince George's Community College is considered a majority-minority institution, and the Mass Communication, A.A. degree is intended for transfer. Historically Black Institutions including Bowie State University, Morgan State University and the University of Maryland Eastern Shore in Maryland, as well as Howard University and the University of the District of Columbia in Washington, DC offer bachelor's degree programs in the mass communications and media fields. The Mass Communication, 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 or a substantial modification is from the College's Board of Trustees, before submission to MHEC for approval.

Faculty who will oversee the program:
Academic Coordinator for Mass Communication – Dr. Sherelle Williams
Humanities Department Chair – Ennis Allen

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

Graduates of the Mass Communication Associate of Arts (A.A.) will be able to:
1. Discuss the history, major theories and concepts of mass media and its influence on society.
2. Apply effective visual, written, spoken, and non-verbal communication methods in messages to different audiences.
3. Analyze how the various fields in mass communication are structured and function.
4. Create media products utilizing a variety of mass communication technologies.

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

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

TRF-1310: Introduction to Mass Communication (Program Requirement)
Credits: 3
In this course students learn the foundations of mass media industries, including print, audio, broadcast, video, film, and digital media. Students examine the history, economics, current landscape, future directions, and job opportunities of the mass media industries. Additionally, students explore contemporary issues in media as well as how media affects society, culture, and politics and vice versa.

BMT-1500: Developing a Professional Image (Program Requirement)
Credits: 1
This course examines techniques for developing a professional image. Students study various forms of professional communication: verbal, non-verbal and written are all explored. Additionally, students examine professional etiquette components, such as dining, use of pleasantries, and civility. Lastly, students practice job interviewing skills and writing a resume and cover letter.

TRF-1330: Television Production I (Program Requirement)
Credits: 3
This course is an introduction to video production, emphasizing the techniques of television studio production and basic field techniques with practice in student productions. Students learn basic production terminology, camera composition and movements, use of various microphones and audio control, lighting techniques, and graphics in a studio environment. Additionally, students conduct studio interviews and create demonstration productions.

EGL-1040: Media Writing (Program Requirement)
Credits: 3
History of mass media; study and writing of news articles, editorials, columns, reviews, and radio and TV scripts.

TRF-1410: Introduction to Audio Production (Program Elective)
Credits: 3
This course focuses on all aspects of audio for mass mediated communication. Subject areas include the origins and techniques of programming, scriptwriting, announcing, studio production, and station operation. Students gain experience in the latest techniques and tools for effective audio production. Students apply these techniques in the production of a variety of audio segments, such as a public service announcement, an aircheck and a show that contains talk and/or music, a newscast, music sweep, and a commercial cluster.

TRF-1510: Introduction to Emerging Media (Program Elective)
Credits: 3
This course explores newer media, such as interactive gaming, social media, convergence, and new technologies. Students survey delivery methods of messages from various sources, utilizing different technologies (the internet, electronic devices, mobile phones, etc.) as well as theories of mass media

messaging as they relate to the new delivery platforms. The effects of emerging media on society, culture and politics is considered, as well as legal implications of emerging media.

COM-1130: Interviewing (Program Requirement)
Credits: 3
This course explores the theory and practice of interviewing. Students examine the different types of interviews which can be conducted, including their contexts. Consideration is given to the interviewer and the interviewee's role and expectations, especially regarding their competency and communication skills. The ethical implications of conducting an interview are incorporated into the examination of interviewing. Additionally, students create a professional resume.

TRF-2330 Television Production II (Program Requirement)
Credits: 3
Television production emphasizing field production and editing. This hands-on course includes instruction on the use of field cameras, location lighting, and audio equipment to produce several projects, as well as best practices in producing and directing on location. Students learn the field production process from concept to completion, including idea creation, pre-production, maintaining production notebooks, script breakdowns, basic scripts/outlines, scheduling, basic budgets, production, and post-production techniques.

THE-2070 Voice and Diction (Program Elective)
Credits: 3
THE 2070 focuses on the improvement of vocal skills and articulation through the study of basic vocal anatomy, releasing tension, connecting to the breath, and opening the student's natural resonance. Students study how accents, dialects, and clear delivery impact a person's ability to speak clearly. Emphasis is on refining one's own voice and diction in a variety of professional settings. Additionally, students use the International Phonetic Alphabet to transcribe sounds of spoken communication.

TRF-2040 Introduction to Broadcast News (Program Elective)
Credits: 3
In this course students examine broadcast news for radio and television from a theoretical, philosophical and practical perspective. Students analyze and evaluate both the content and the delivery of news. In addition, students learn how to report news themselves from beginning to end. They study electronic news gathering and develop techniques for interviewing. Additionally, they write broadcast news, with a focus on story developing, reporting, and editing. Lastly, they examine ethical standards in journalism related to broadcast news.

TRF-2310 Introduction to Film (Program Requirement)
Credits: 3
This course examines the historical, artistic and sociological trends of the cinema, supplemented by film viewing and analysis. Students will learn about the business phases of film, film theory, film narrative, genres, and elements of film structure (including cinematography, editing, sound design, acting, and production design). Students will also discuss the differences between independent film and films produced in mainstream Hollywood.

COM-2230 Intercultural Communication (Program Requirement)
Credits: 3

This course examines the intricacies of intercultural and cross-cultural communication. Through an exploration regarding high and low context cultures, an examination of identity management and perception, investigating the common assumptions regarding intercultural and cross-cultural communication, and the potential barriers within this form of communication, students become aware of the nuances one needs to consider when communicating within this context.

ART-1570: Introduction to Computer Graphics (Program Elective)
Credits: 3
Designed to provide a survey of the role of the computer in visual communication design. Students will receive basic training on the primary types of software and peripherals with which designers must be familiar. This includes painting-type (raster) software as well as structured graphics (vector) applications. Students will be encouraged to develop creative approaches to projects coupled with increased technical proficiency.

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-1020: Composition II: Writing About Literature (English General Education Elective)
Credits: 3
Second semester composition using literature as the subject for discussion and writing. Study various kinds of literature (e.g., drama, poetry, short story).

EGL-1100: Composition II: Writing About Issues and Ideas (English General Education Elective)
Credits: 3
Reading analyzing, and writing about contemporary issues, demonstrating clear reasoning and persuasive writing skills. A continuation and extension of the rhetorical principles and composition skills addressed in EGL-1010. Students develop and sharpen critical thinking and writing skills, applying them to materials from various disciplines with an emphasis on evidence-based analysis, evaluation, interpretation, and persuasive presentation of conclusions.

EGL-1320: Composition II: Writing for Business (English General Education Elective)
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.

EGL-1340: Writing About Technical Topics (English General Education Elective)
Credits: 3

Preparation of various types of technical business, government, and scientific communications, including presentations. Creation of commonly used documents such as letters, memoranda, and résumés, as well as various types of reports such as progress reports, recommendation reports, and proposals. Development of clear, concise, and accurate style for communicating complex information, with emphasis on audience, purpose, and presentation choices. 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.

ART-1010: Introduction to Art (Arts/Humanities General Education Elective)
Credits: 3
Introduces students to the visual arts. Through lecture, demonstration, and hands-on activities, students develop an appreciation for art and an understanding of the elements of art and principles of design, artistic styles, specific art techniques, and major historical movements in art. Artistic ability or experience is not required.

MUS-1010: Music Appreciation (Arts/Humanities General Education Elective)
Credits: 3
Music appreciation is an introductory course to history of Western music from the Middle Ages to the 20th Century and beyond. Students will explore music's various functionalities in order to gain a deeper understanding and appreciation for all types of music by examining basic music literacy and core musical elements such as melody, rhythm, harmony, form, and texture.

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, laws, nature, and God.

THE-1010: Introduction to Theatre (Arts/Humanities General Education Elective)
Credits: 3
THE 1010 provides a comprehensive survey of theatre through the explorations of the art of acting, the art of directing, and the art of playwrighting. Further, students survey the history of theatre, explore the various areas of theatrical production and design, and examine the personnel, occupations, and duties required for the stage. Students also study the process of performing a theatre performance critique.

BMT-2750: Leadership Development (Arts/Humanities General Education Elective)
Credits: 3
In this course students explore what leadership means through integrating readings from humanities, experiential exercises, films and contemporary research. Students explore their own leadership potential through a variety of practice types, and develop confidence to accept leadership roles. Topics include developing a personal leadership philosophy, building a team, and guiding through conflict. Students also explore ethics in leadership and how to realize change within an organization.

ART-2700: Art Survey I (Arts/Humanities General Education Elective)
Credits: 3
A survey of art and architecture from prehistoric times through Gothic art. Works of painting, sculpture, and architecture are analyzed both in terms of their style, iconography, and technique and in terms of their significance within the historical, social, religious, and economic context in which they were produced.

ART-2720: African-American Art (Arts/Humanities General Education Elective)
Credits: 3
Beginning with the West and Central African cultures, this course traces the artistic exploration and achievements of African-American artists from the seventeenth-century artisans through the prolific period of the Harlem Renaissance to post modern and contemporary fine arts. The course examines the historical, economic, social, and cultural trends that have influenced African-American art. Students investigate the African-American artists' visual voice through the historical Black experience that propels it. The assignments within the course advance the development of college-level reading, writing, and critical thinking skills through the examination and interpretation of the crafts and fine arts presented throughout the course.

ART-2730: Integrated Arts (Arts/Humanities General Education Elective)
Credits 3
Introduces students to the areas of visual arts, dance, music, theater, and film through an exploration of representative works in these disciplines. The student will experience a variety of artistic performances and exhibitions that will enhance self-expression and develop a better understanding of the human experience. The assignments within the course advance the development of college-level reading, writing, and critical thinking skills through the integration, analysis, and appreciation of the arts. The course meets part of the Maryland State integrative arts requirement for the Associate of Arts in Teaching degree.

Mathematics:

MAT-1130: Mathematical Ideas (Mathematics General Education Elective)
Credits: 3
The course covers a broad range of topics in both historical and modern mathematics. An emphasis is placed on the applications of these topics with calculator/computer technology incorporated. The topics include: sets and logic, probability and statistics, base 10 and other bases, financial mathematics, and voting methods. The objective of the course is to provide an overview of mathematics and its applications in such a way that students gain an appreciation of its current value and past contributions. Math 1130 is a terminal course and is not intended to prepare students for calculus, science, engineering, technology, or business courses.

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

MAT-1250: Applied College Algebra (Mathematics General Education Elective)
Credits: 3
This course emphasizes real world applications of algebra and is intended primarily for students who are not majoring in a scientific or technical field. Students will solve equations and inequalities and model data with a variety of functions algebraically and with technological tools. Other topics include analyzing polynomial, rational, exponential, and logarithmic functions; solving systems of linear equations with matrices; matrix algebra; and linear programming.

Science:

NTR-1010: Introductory Nutrition (Science No Lab General Education Elective)
Credits: 3
Nutrition 1010 addresses basic information about nutrients and their functions in the body as well as known and hypothesized relationships between diet and chronic disease.
The course explores the US Government's dietary guidance system and information appearing on food labels. Scientific evidence is used to evaluate the accuracy of nutrition statements made by the media. Students identify the anatomical structures of the gastrointestinal system and the natural processes of nutrient metabolism. Students examine their eating habits, lifestyle, and family medical history to determine personal risk factors for nutrition related illness. This course will teach students how to make healthy dietary choices and reduce their risk for chronic diseases.

PSC-1010: Introduction to Astronomy (Science No Lab General Education Elective) or (Science w/ Lab General Education Elective)
Credits: 3
In this course, students explore the foundations of astronomy. Students examine how the solar system, galaxy, and universe have been perceived throughout history and explore the tools and methods astronomers use. Students investigate the origin, components, and evolution of the solar system (including the planets, moons, and the sun), stars, galaxies, and the universe as a whole. This course fulfills a general education requirement for non-science majors.

GEO-1010: Physical Geography (Science No Lab General Education Elective) or (Science w/ Lab General Education Elective)
Credits: 3
Study of nature's environment, including the basic systems of the atmosphere, hydrosphere, and lithosphere, and how they interact.

BIO-1010: General Biology (Science w/ Lab General Education Elective)
Credits: 4
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.

GEO-1020: Physical Geography Lab (Science w/ Lab General Education Elective)
Credits: 1
Laboratory work complementary to the theories and principles of GEO-1010 (Physical Geography). Climate, the biosphere, and the earth's landforms.

PSC-1020: Introduction to Astronomy Laboratory (Science w/ Lab General Education Elective)
Credits: 1
This course is a laboratory experience in astronomy for non-science majors. Labs include actual astronomical observations and techniques for studying spectra, planetary characteristics, stars, and galaxies.

BIO-1080: Reproductive Biology (Science w/ Lab General Education Elective)
Credits: 4
An examination of biological principles and contemporary issues in reproductive biology. Demonstration of critical thinking, reasoning, and writing skills is expected.

Social Sciences:
SOC-1010: Introduction to Sociology (Social Science General Education Elective)
Credits: 3
Survey of sociological concepts and their application to culture, socialization, social organizations, and social change.

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.

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.

POS-1010: American National Government (Social Science General Education 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.

ECN-1030: Principles of Macroeconomics (Social Science General Education Elective)
Credits: 3
This course explores the factors that impact the overall performance of an economy, by examining aspects of the economy from an aggregate perspective. It focuses on the policies that government pursues in order to achieve price stability, economic growth and full employment. Topics covered include supply and demand analysis, national income accounting, business cycles, aggregate expenditure and aggregate demand and supply models, and fiscal and monetary policy.

SOC-2010: Social Problems (Social Science General Education Requirement)
Credits: 3
Review of problems facing American society and their sociological implications, including theories of social deviance and social disorganization.

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 department provides communications materials that create awareness and visibility to efforts to promote the program both internally and externally. The internal process of creating recruitment and advertising materials follows the internal process used by the Office of Communications and Marketing. The information regarding prior learning can be found on the College website: Transfer Credit Policies and Procedures.

PART H: Adequacy of Articulation

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

For more information: Transfer Agreements and Articulation Agreements

> This program does not have any articulation agreements with programs at partner institutions.

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

1. Provide a brief narrative demonstrating the **quality of program faculty**. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty 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	Academic Title/Rank	Status	Course(s) Faculty Member will teach in this Program
N. Louis Holder	Tenure-track	M.Ed., Sport & Recreation Administration	Assistant Professor	Full-time	TRF-1310: Introduction to Mass Communication; TRF-2040: Introduction to Broadcast News
Louis Del Rhoden	Tenure-track	M.S., Organizational Communication	Associate Professor	Full-time	TRF-1310: Introduction to Mass Communication; TRF-1410: Introduction to Audio Production; TRF-1510: Introduction to Emerging Media;

					COM-1130: Interviewing
Sherelle Williams	Tenured	Ph. D., Mass Communication and Media Studies	Associate Professor	Full-time	TRF-1330: Television Production I, TRF-2330: Television Production II; TRF-2310 Introduction to Film
Kathy Yorkshire	Tenure-track	Ed. D. Community College Leadership	Professor	Full-time	BMT-1500: Developing a Professional Image
Clifford Starkey	Tenured	M.A. English	Associate Professor	Full-time	EGL-1040: Media Writing
Pamela Perkins	Contract	M.A. Speech and Theatre	Instructor	Adjunct	COM-2230: Intercultural Communication
John Stephan	Tenured	M.F.A., Three-Dimensional Animation	Professor	Full-time	ART-1570: Introduction to Computer Graphics
Peggy Yates	Tenure-track	M.F.A. Acting	Professor	Full-time	THE-2070: Voice and Diction

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

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

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

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

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

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

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

The library maintains 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:

- **Streaming Video Collections**– Streaming Video collections add thousands of video titles to the library's existing collection. It gives access to the library's collection online, using whatever mobile media available to the user, without limits on material availability or operating hours of the library (https://pgcc.libguides.com/videos)

- **Communications and Mass Media (Gale OneFile)** – Meets the needs of researchers with journal articles on all aspects of the communications field, including advertising, public relations, linguistics, and literature. (https://go-gale-com.ezproxy.pgcc.edu/ps/start.do?p=PPCM&u=pgcc_main)

- **Films on Demand** – A digital video delivery service that allows you to view streaming videos from Films Media Group anytime, anywhere, 24/7. (https://fod-infobase-com.ezproxy.pgcc.edu/nd_Home.aspx)

- **Swank Digital Campus This** – Digital Campus, provided by Swank Motion Pictures, Inc.® was created for professors and administrators to enhance curriculum by providing students with access to course-related films. Through Digital Campus, students can conveniently view assigned films - freeing up valuable class time and eliminating the time constraints of sharing copies. (https://pgcc.libguides.com/videos/swankdigitalcampus)

PART K: Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13).

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

This program will mainly be housed in the Center for Performing Arts. 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 it 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

	Year 1	Year 2	Year 3	Year 4	Year 5
2. Tuition/Fee Revenue (c + g below)	$237,636	$249,228	$262,752	$276,276	$289,800
a. Number of F/T Students	24	26	28	30	32
b. Annual Tuition/Fee Rate	$4,830	$4,830	$4,830	$4,830	$4,830
c. Total F/T Revenue (a x b)	$115,920	$125,580	$135,240	$144,900	$154,560
d. Number of P/T Students	63	64	66	68	70
e. Credit Hour Rate	$161	$161	$161	$161	$161
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	$121,716	$123,648	$127,512	$131,376	$135,240
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 – 4)	$237,636	$249,228	$262,752	$276,276	$289,800

Reallocated Funds: There are no reallocated funds needed to support this program.
Tuition/Fee Revenue: Assuming modest growth in both full-time and part-time enrollments and tuition and fees are assumed constant over the next five years, the 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 Humanities Department, which already has a dean, associate dean, department chair, and coordinator in place who will support the program.
Support Staff: This program will be housed in the Humanities 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 Program Learning Outcomes Assessment Report (PLOAR) and Student Core Competencies are published every year and analyzed to improve courses and to ensure program learning outcomes are met.
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.

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.

The program offers the following courses in a distance learning format:
TRF-1310: Introduction to Mass Communication
BMT-1500: Developing a Professional Image
PAS-1000: First Year Experience
ART-1010: Introduction to Arts
THE-1010: Introduction to Theatre
EGL-1010: Composition I: Expository Writing
EGL-1020: Composition II: Writing about Literature
EGL-1100: Composition II: Writing About Issues and Ideas
EGL-1320: Composition II: Writing for Business
EGL-1340: Writing About Technical Topics

MUS-1010: Music Appreciation
PHL-1010: Introduction to Philosophy: The Art of Questioning
INT-1010: Introduction to Information Technology
HST-1510: History of African Americans to 1877
PSY-1010: General Psychology
SOC-1010: Introduction to Sociology
SOC-2010: Social Problems
POS-1010: American National Government
ECN-1030: Principles of Macroeconomics
PSC-1010: Introduction to Astronomy
NTR-1010: Introductory Nutrition
GEO-1010: Physical Geography
GEO-1020: Physical Geography Lab
BIO-1010: General Biology
BIO-1080: Reproductive Biology
MAT-1130: Mathematical Ideas
MAT-1140: Introduction to Statistics
BMT-2750: Leadership Development