



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

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

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

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Jalecia Williams</i>		Date:
			Date of Approval/Endorsement by Governing Board:		



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

January 5, 2023  
*In response to 22690 originally submitted December 15, 2022*

Dear Dr. Fielder,

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

The new proposed codes are as follows: HEGIS: 4930.01; CIP: 42.0101.

<b>Proposed Program Description</b>
<b>The Psychology, A.A. program is designed to prepare graduates to transfer to psychology and social sciences-related programs at the bachelor's degree level. The coursework within the program helps students describe the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Additionally, students analyze psychological phenomena through the lens of research design principles in psychology. Furthermore, throughout the curriculum, students apply psychological principles and practices to personal and career decision-making scenarios and apply ethical standards to scenarios related to psychological research and practice.</b>
<b>Proposed Program Outcomes</b>
Graduates of the <b>Psychology, A.A. degree</b> program will be able to:
<ol style="list-style-type: none"> <li>1. Describe the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</li> <li>2. Analyze psychological phenomena through the lens of research design principles in psychology.</li> <li>3. Apply ethical standards to scenarios related to psychological research and practice.</li> <li>4. Apply psychological principles and practices to personal and career decision-making scenarios.</li> <li>5. Collaborate effectively with individuals from varying subpopulations, including those from diverse socioeconomic and/or racial/ethnic backgrounds.</li> </ol>
<b>Proposed Courses</b>
PAS-1000 First Year Experience Credits: 1 (Institutional Requirement) EGL-1010 Composition I: Expository Writing Credits: 3 (English General Education Requirement) PSY-1010 General Psychology Credits: 3 (Program Requirement) SOC-1010 Introduction to Sociology Credits: 3 (Social Science General Education Requirement) COM-1090 Interpersonal Communication Credits: 3 (Arts/Humanities General Education Elective) or



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COM-1010 Foundations of Communication Credits: 3 (Arts/Humanities General Education Elective)  
MAT-1140 Introduction to Statistics Credits: 3 (Mathematics General Education Requirement)  
PSY-2070 Human Growth & Development Credits: 3 (Program Requirement; Critical Course)  
EGL-1100 Composition II: Writing About Issues and Ideas Credits: 3 (English General Education Elective) or  
EGL-1020 Composition II: Writing About Literature Credits: 3 (English General Education Elective)  
INT-1010 Introduction to Information Technology Credits: 3 (Computer Literacy Institutional Requirement)  
PSY-2010 Personality and Adjustment Credits: 3 (Program Elective) or  
PSY-2060 Educational Psychology Credits: 3 (Program Elective) or  
PSY-2100 Psychology of Women Credits: 3 (Program Elective)  
PSY-2030 Child Psychology Credits: 3 (Program Elective) or  
PSY-2040 Adolescent Psychology Credits: 3 (Program Elective)  
NTR-1010 Introductory Nutrition Credits: 3 (Science No Lab General Education Elective) or  
GEO-1010 Physical Geography 3 Credits (Science No Lab General Education Elective) or  
BIO-1110 Environmental Biology Credits: 3 (Science No Lab General Education Elective) or  
PSC-1010 Introduction to Astronomy Credits: 3 (Science No Lab General Education Elective)  
PSY-2080 Abnormal Psychology Credits: 3 (Program Requirement)  
BIO-1010 General Biology Credits: 4 (Science w/ Lab General Education Elective) or  
BIO-1080 Reproductive Biology Credits: 4 or (Science w/ Lab General Education Elective)  
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)  
PSY-2200 Introduction to Sport and Exercise Psychology Credits: 3 (Program Elective) or  
PSY-2130 Forensic Psychology Credits: 3 (Program Elective)  
HST-1530 History of African Americans since 1877 Credits: 3 (Social Science General Education Elective) or  
POS-1010 American National Government Credits: 3 (Social Science General Education Elective) or  
SOC-2090 Sociology of Minorities Credits: 3 (Social Science General Education Elective)  
PSY-2110 Psychology and African-Americans Credits: 3 (Program Requirement)  
PSY-2190 Social Psychology Credits: 3 (Program Requirement)  
PSY-2210 Introduction to Health Psychology Credits: 3 (Program Elective) or  
PSY-2020 Industrial/Organizational Psychology Credits: 3 (Program Elective) or  
SOC-2400 Introduction to Public Health and Health Care Policy Credits: 3 (Program Elective)  
PHL-1090 Introduction to Logic Credits: 3 (Arts/Humanities General Education Elective) or  
EGL-2140 African-American Literature 1920-Present Credits: 3 (Arts/Humanities General Education Elective) or  
ART-2700 Art Survey I Credits: 3 (Arts/Humanities General Education Elective)  
BMT-1500 Developing a Professional Image Credits: 1 (Program Requirement)

**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



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dollars (\$850) has been forwarded to cover the new program fee. Feel free to contact me with any questions.

Respectfully,

*Clayton A. Railey, EdD*

Dr. Clayton Railey  
EVP and Provost of Teaching, Learning, and Student Success  
Prince George's Community College  
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**NEW ACADEMIC DEGREE PROGRAMS, NEW STANDALONE CERTIFICATE PROGRAMS, AND  
SUBSTANTIAL MODIFICATIONS TEMPLATE**

1. Name of Proposed Certificate/Degree Program: Psychology, 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 Psychology to a standalone degree, Associate of Arts in Psychology. The program will be housed in the Department of Social Sciences. The Psychology, A.A. program is designed to prepare graduates to transfer to psychology and social sciences-related programs at the bachelor's degree level. The coursework within the program helps students describe the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Additionally, students analyze psychological phenomena through the lens of research design principles in psychology. Furthermore, throughout the curriculum, students apply psychological principles and practices to personal and career decision-making scenarios and apply ethical standards to scenarios related to psychological research and practice. To build an understanding of the social and cultural contexts that propel the scientific study of the human mind and behavior, the program also will include history and sociology courses. A degree in psychology will align with the mission of Prince George's Community College by providing students the first credential for professional advancement and 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 Psychology, A.A will align with the strategic goals of Prince George's Community College by optimizing the path to transfer to four-year institutions. It will also enable the program to incorporate more high impact practices such as undergraduate research, internships, seminars and other experiences. Additionally, this program will enhance equitable access to the field of psychology by providing the first credential along this path. According to the US Department of Education (2022), PGCC is 67% Black, 16% Hispanic, 4% Asian, 4% White, and 4% Two or more races. Thus, the program will contribute to the diversity of students entering undergraduate institutions and the workforce. <https://collegescorecard.ed.gov/school/?163657-Prince-George-s-Community-College>

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

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

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

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

The proposed A.A. in Psychology program has the necessary support at the department, division, and institutional level to operate successfully. The Social Sciences 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 office space in Kent Hall, and classroom space in various campus buildings will suffice while Marlboro Hall remains under construction, 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.*

The standalone Psychology, A.A. will prepare students for transfer into a program which can ultimately lead to increasing the number of mental health professionals. As a large minority serving institution, Prince George's Community College enjoys the unique opportunity to prepare students for psychology careers in the DC, Maryland and Virginia region, where the compensation and job availability is higher than the national average (EMSI, 2022). For example, the national average compensation for psychologists is \$84,899.00; in the DMV region compensation is \$93,758.00.

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.

Prince George's Community College has implemented Academic and Career Pathways, based on the national Pathways model, for all credit and continuing education students. This program aligns with the Behavioral and Social Sciences Academic and Career Pathway and leads to transfer programs in the psychology field. Given the demographic growth and diverse population of the county, the addition of the A.A. degree in Psychology at Prince George's Community College (PGCC) will ensure the intellectual enhancement of students and therefore, the health and economic well-being of the county and surrounding areas.

There are also several unique opportunities for students to be successful at gaining scientific, critical thinking and communication skills at the associate's level in the psychology area. This includes a psychology faculty-led research training program (Psychology Research Enrichment Program/PREP) where students learn to conduct scientific research and present their findings at local and national conferences. Psychology students also receive assistance with applying for internships and summer research programs (i.e., National Institutes of Health Community College Summer Enrichment Program, etc.). There is also a Bridges to the Baccalaureate program via National Institutes of Health that recruits underrepresented populations to complete their associate's degree at PGCC and support their transfer to Morgan State University in biomedical disciplines. Eligible Psychology, A.A. students will participate in research training activities including coursework at PGCC that prepares them to transfer into Morgan State University's Department of Psychology.

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

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

The US Bureau of Labor Statistics (2021) reports that psychologists in the Washington, DC, Maryland, and Virginia area are in high demand. The region employs 4,604 psychologists, higher than the national average of 3,944. Psychologists in the region also earn \$93,758, higher than the national median salary in the field (EMSI, 2022). Moreover, students earning an A.A degree in Psychology and a Bachelor's degree in Psychology can obtain employment in careers such as a social science research assistant. Social science research assistants provide support to social scientists in conducting laboratory and survey research, data management, data analysis and preparation for publication. This career is also in high demand in the Washington, DC, Maryland and Virginia area. District of Columbia currently has the highest concentration of jobs for social science research assistants in the country. DC also ranks 3<sup>rd</sup> in earnings with an average salary of \$66,720.  
<https://www.bls.gov/oes/current/oes194061.htm>



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

Industries with the highest concentration of employment in Social Science Research Assistants:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Scientific Research and Development Services</a>	8,130	1.02	\$ 28.70	\$ 59,700
<a href="#">Colleges, Universities, and Professional Schools</a>	15,250	0.51	\$ 26.58	\$ 55,280
<a href="#">Monetary Authorities-Central Bank</a>	70	0.33	\$ 28.89	\$ 60,100
<a href="#">Social Advocacy Organizations</a>	600	0.27	\$ 26.17	\$ 54,430
<a href="#">Grantmaking and Giving Services</a>	180	0.13	\$ 25.07	\$ 52,150

- 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 O\*NET OnLine, 22% of the jobs in the occupation code for clinical and counseling psychologists (19-3033.00) will require a Master’s degree, 43% will require a Doctoral degree, and 34% will require post-doctoral training (<https://www.onetonline.org/link/summary/19-3033.00> ). Extensive preparation is needed for this occupation. Employees in this occupation may need some on-the-job training, but most of these positions assume that the person will already have the required skills, knowledge, work-related experience, and/or training. Students can receive this training after completing PGCC’s program and transferring to one of Maryland’s four-year public institutions that offer psychology programs.

According to the Bureau of Labor Statistics, national employment in 2021 across the occupation of clinical and counseling psychologists (code 19-3033.00) measured in number of employees was 65,400. By 2031, this is projected to grow by 10% (faster than average), to 71,900, with 5,100 job openings (<https://www.onetonline.org/link/summary/19-3033.00>). In Maryland, 2020 employment was 2,470, and is projected to grow by 9% by 2030, to 2,690 employees, with 190 job openings (<https://www.onetonline.org/link/localtrends/19-3033.00?st=MD>).

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

Top paying industries for Social Science Research Assistants:

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Management of Companies and Enterprises</a>	<a href="#">(8)</a>	<a href="#">(8)</a>	\$ 42.00	\$ 87,360
<a href="#">Business, Professional, Labor, Political, and Similar Organizations</a>	270	0.07	\$ 31.81	\$ 66,160
<a href="#">Monetary Authorities-Central Bank</a>	70	0.33	\$ 28.89	\$ 60,100
<a href="#">Scientific Research and Development Services</a>	8,130	1.02	\$ 28.70	\$ 59,700
<a href="#">Employment Services</a>	200	0.01	\$ 28.42	\$ 59,110

#### Part D: Reasonableness of Program Duplication:

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

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

According to the Maryland Higher Education Commission's (MHEC) Academic Program Inventory, only one other community college in Maryland offers an associates degree in psychology. There are no related lower division certificate programs.

Cecil College offers a 60-credit A.A. in Psychology. This program provides the first two years of college for students preparing for a career in psychology, counseling or a related field. Some program requirements offered are similar to PGCC's proposed program, including introduction to psychology (general psychology at PGCC), human growth and development, and abnormal psychology. PGCC also requires psychology and African-Americans and social psychology, which are not required in Cecil's program. Both colleges offer similar electives, including educational psychology and organizational psychology. PGCC offers several electives that Cecil does not, including personality and adjustment, psychology of women, adolescent psychology, introduction to sport and exercise psychology, forensic psychology, introduction to health psychology, and introduction to public health and health care policy.

Several other colleges in Maryland offer similar degrees in psychology at the Bachelor's, Master's, and Doctoral levels. PGCC's program will serve the students in Prince George's County and provide students the opportunity to transfer into these programs at our four-year public partner institutions.

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

A stand-alone Psychology, A.A. program will provide students with the foundational coursework to transfer into 4-year Bachelor's degree programs and will carry more academic weight than a General Studies Area of Concentration A.A. Moreover, Psychology A.A. graduates may be able to gain entry level positions as assistants and technicians in psychology as well as fields such as education and others.

## 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**.

Prince George's Community College is a minority serving institution whose enrollment is 67% Black (USDoE College Scorecard, 2022). As such, the Psychology, A.A. will prepare diverse graduates to enter HBIs in the high demand field of psychology.

<https://collegescorecard.ed.gov/school/?163657-Prince-George-s-Community-College>

## 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.

The Psychology, A.A will prepare diverse graduates to enter psychology programs at HBIs thus contributing to the pool of scholars necessary to contribute to scholarship about and solve problems for underrepresented populations.

## 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:*

Department Chair, Dr. Corey Brown, and Academic Coordinator Prof. Sonia R Bell

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

**Graduates of the Psychology A.A. will be able to:**

1. Describe the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Analyze psychological phenomena through the lens of research design principles in psychology.
3. Apply ethical standards to scenarios related to psychological research and practice.
4. Apply psychological principles and practices to personal and career decision-making scenarios.
5. Collaborate effectively with individuals from varying subpopulations, including those from diverse socioeconomic and/or racial/ethnic backgrounds.

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 Research, Assessment, and Effectiveness (RAE) office manages the assessment cycle and determines when courses are assessed. 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). The SLOAR is used to develop an action plan including re-assessment, and the results are reviewed. Course-level assessment is a part of program-level assessment to determine how students are meeting program outcomes.

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.

**PSY-1010: General Psychology (Program Requirement)**

**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.

**PSY-2070: Human Growth & Development (Program Requirement)**

**Credits: 3**

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

**PSY-2080: Abnormal Psychology (Program Requirement)**

**Credits: 3**

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

**PSY-2110: Psychology and African-Americans (Program Requirement)**

**Credits: 3**

This course provides an overview of theory and research related to the study of the psychology of African-Americans from the pioneer to the contemporary scholars. The psychology of African-Americans is examined from Afrocentric, historical, behavioral, developmental, and humanistic perspectives. Additionally, students explore different research methods used in the psychology of African-Americans. Students use critical thinking skills to examine belief systems and world views and how they can be used to explain psychological behavior of African-Americans and their families. Lastly, students research and evaluate sources in the field to write an APA style paper on a self-selected topic related to the psychology of African-Americans.

**PSY-2190: Social Psychology (Program Requirement)**

**Credits: 3**

This course provides an overview of theory and research related to social psychology. Emphasis is on conformity and obedience, group influence, prejudice, and aggression. Additionally, students learn about social beliefs and judgments in terms of social psychology research and how to apply ethical principles to social psychological situations. Students also examine key experiments which help us understand deception and the importance of debriefing when using human subjects in psychological studies. Furthermore, students analyze how social behaviors differ over time, between genders, and across cultures. Lastly, students research and evaluate sources in the field to write an APA style paper on a self-selected topic related to social psychology.

**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.

**PSY-2010: Personality and Adjustment (Program Elective)**

**Credits: 3**

This course examines theories and development of personality, mental hygiene, growth and the choices we make as we adjust to our world. This course introduces psychological principles that contribute to a well-adjusted personality, and considers the effects of stress and coping with the problems of everyday life.

**PSY-2060: Educational Psychology (Program Elective)**

**Credits: 3**

Focus on the processes and theories of learning, individual differences, measurement, motivation, emotions and problem solving, as well as thinking and communication in educational settings.

**PSY-2100: Psychology of Women (Program Elective)**

**Credits: 3**

This course provides an overview of theory and research on the biological, developmental, ecological, psychological and gender issues relevant to women. Topics include gender stereotypes, the development of gender roles, gender comparisons, women and work, women's physical and mental health, violence against women, and women in later adulthood. Emphasis is placed on the role of a multicultural, global approach of studying women. Additionally, students explore different research methods used in the psychology of women. Lastly, students research and evaluate sources in the field to write an APA style paper on a self-selected topic related to the psychology of women.

**PSY-2030: Child Psychology (Program Elective)**

**Credits: 3**

Physical, cognitive, social, emotional, and moral development of the child from conception until adolescence.

**PSY-2040: Adolescent Psychology (Program Elective)**

**Credits: 3**

Physical, cognitive, social, emotional, and moral development of the adolescent, including discussion of different phases of adolescence.

**PSY-2200: Introduction to Sport and Exercise Psychology (Program Elective)**

**Credits: 3**

This course introduces the principles of psychology as they apply to sport and exercise. Students will describe the research methodology used in sport psychology, including specific ethical issues related to the field. Students will also evaluate how common principals of psychology can be implemented in performance enhancement strategies.

**PSY-2130: Forensic Psychology (Program Elective)**

**Credits: 3**

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

**PSY-2210: Introduction to Health Psychology (Program Elective)**

**Credits: 3**

Examines the research, theory and practice of health psychology. It focuses on the role of lifestyle, diet, activity level and behavior in the maintenance of health and in the etiology, treatment and prevention of disease. In particular, cultural issues related to health will be examined.

**PSY-2020: Industrial/Organization Psychology (Program Elective)**

**Credits: 3**

Provides an overview of Industrial/Organizational Psychology. Sometimes called the "psychology of work," it is an applied science that uses psychological theories, applications, and concepts to identify

issues relevant to individual, group, and organizational issues. Those issues include, but are not limited to: job decisions, work motivation, work attitudes, leadership, and occupational health. The ultimate objective of this discipline is to maximize both employee well-being and organizational effectiveness.

**SOC-2400: Introduction to Public Health and Health Care Policy (Program Elective)**

**Credits: 3**

An interdisciplinary course taught by leaders in the field focusing on the many areas contributing to public health and health care policy. The intent is to heighten awareness of learners as both citizens and voters in understanding the importance of public health and health care development in the United States.

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-1100: Composition II: Writing Issues/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-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).

*Humanities:*

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

**Credits: 3**

This foundational study of human communication takes place in a survey course designed to explore everyday relationships in various settings. This course provides foundational awareness of interpersonal communication and engages in skill-building practices to enhance students' capabilities. Students learn the basics of interpersonal communication skills and how they affect one's

communication style. Emphasis is placed on communication dynamics and climate and conflict management strategies.

**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.

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

**Credits: 3**

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

**EGL-2140: African-American Literature, 1920-Present (Arts/Humanities General Education Elective)**

**Credits: 3**

A survey of African-American literature from the early 1900s to the present.

**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.

*Mathematics:*

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

**Credits: 3**

An introductory course in statistics including classification of data, probability, frequency and probability distribution, confidence intervals, test of significance, and simple regression and correlation.

*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.



**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-1110: Environmental Biology (Science No Lab General Education Elective)**

**Credits: 3**

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

**PSC-1010: Introduction to Astronomy (Science No 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.

**BIO-1010: General Biology (Science W/Lab General Education Elective)**

**Credits: 4**

Introduction to biology for non-science majors with both lecture and laboratory components. This course 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.

**BIO-1080: Reproductive Biology (Science No 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.

**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.

*Social Sciences:*

**SOC-1010: Introduction to Sociology (Social Science General Education Requirement)**

**Credits: 3**

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

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

**Credits: 3**

Surveys African American history from the end of Reconstruction through the present. Particular emphasis is placed on describing and analyzing black Americans' efforts to counteract the inequalities

their communities experienced as a result of Jim Crow laws and racial disenfranchisement. It examines the Great Migration, the Harlem and Chicago Renaissances, Post-World War II integrationist and black Nationalists movements, and black political activism.

**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.

**SOC-2090: Sociology of Minorities (Social Science General Education Elective)**

**Credits: 3**

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

*Computer Literacy:*

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

**Credits: 3**

Introduction to Information Technology is a survey course in evolving information technology and its relevance to individuals and society. Students examine the categories of computing devices and different types of computer applications, software and their uses. Emphasis in this course is on enhancing students' skills in data analysis and programming. Additionally, students evaluate ethical principles related to privacy, security, intellectual property and how these apply to their academic and professional life. They also explore strategies to manage risks related to systems security threats. Lastly, students learn about the basic principles of connectivity and data communications. Students possessing skills and knowledge in this area may receive credit for INT 1010 by passing the department's challenge exam (currently the three Internet and Computing Core Certification tests, known as IC3). Students who are already IC3 certified may receive credit for INT 1010 by presenting their three certificates to the transfer evaluator in the Office of Records and Registration.

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

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

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

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

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely **information** on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

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

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](#)

The Psychology, A.A. program is designed to meet the standards set by our national organization, the American Psychological Association. Those standards include guidance on the core courses that should be taken in almost any psychology program.

Psychology currently has articulation agreements with partner institutions as follows:

Bowie State University  
Kaplan University  
Morgan State University  
Southern New Hampshire University  
University of Baltimore  
University of Maryland Global Campus

<https://www.pgcc.edu/programs-courses/transfer-programs/transfer-agreements/>  
<https://www.laurelcollegecenter.org/why-lcc/>

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

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

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

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

Faculty Name	Appointment Type	Terminal Degree and Field	Academic Title/Rank	Status	Course(s) Faculty Member will teach in this Program
Sonia Bell	Tenure-Track	M.S. Psychology	Associate Professor	Full-Time	PSY-1010: General Psychology; PSY-2030: Child Psychology; PSY-2070: Human Growth & Development
Tsa Boone	Contract	M.A. Psychology	Instructor	Adjunct	PSY-1010: General Psychology
Rose Marie Bunag	Contract	Ph.D. Psychology	Instructor	Adjunct	PSY-1010: General Psychology
Torea Chancellor	Contract	Ph.D. Psychology	Instructor	Adjunct	PSY-1010: General Psychology; PSY-2070: Human Growth & Development
Judy Dubose	Contract	Ph. D. Psychology	Instructor	Adjunct	PSY-1010: General Psychology
Diane Finley	Tenured	Ph. D. Psychology	Professor	Full-Time	PSY-2070: Human Growth & Development; PSY-2080: Abnormal Psychology PSY-2100: Psychology of Women; PSY-2210: Introduction to Health Psychology; PSY-2200: Introduction to Sport and Exercise Psychology

Edwinta Ginyard	Contract	M.S. Psychology	Instructor	Adjunct	PSY-1010: General Psychology; PSY-2070: Human Growth & Development
Robin Hailstorks	Tenured	Ph. D. Psychology	Professor	Full-Time	PSY-2040: Adolescent Psychology; PSY-2060: Educational Psychology
Caprina Harris	Contract	M.S. Psychology	Instructor	Adjunct	PSY-1010: General Psychology
Anika Hunter	Tenure-Track	Ph. D. Psychology	Associate Professor	Full-Time	PSY-1010: General Psychology; PSY-2030: Child Psychology; PSY-2070: Human Growth & Development
Fatina K. Lamar-Taylor	Tenured	M.S. Clinical and Community Counseling	Associate Professor	Full-Time	PSY-1010: General Psychology; PSY-2030: Child Psychology; PSY-2070: Human Growth & Development
Marc Lee	Tenure-Track	Ph. D. Psychology	Professor	Full-Time	PSY-1010: General Psychology; PSY-2010: Personality and Adjustment PSY-2070: Human Growth & Development
Dawn Lewis	Tenured	Ph.D. Psychology	Professor	Full-Time	PSY-2030: Child Psychology; PSY-2110: Psychology and African-Americans; PSY-2190: Social Psychology
Jo-Anne Manswell-Butty	Contract	Ph.D. Psychology	Instructor	Adjunct	PSY-2060: Educational Psychology
Sophia A. Ogunlana	Contract	Ph.D. Psychology	Instructor	Adjunct	PSY-2010: Personality and Adjustment; PSY-2070: Human Growth & Development; PSY-2080: Abnormal Psychology
Ilene Payne	Contract	Ph.D. Psychology	Instructor	Adjunct	PSY-2020: Industrial/Organizational Psychology

Sokoyama K. Songu-Mbriwa	Contract	Ph.D. Psychology	Instructor	Adjunct	PSY-2130: Forensic Psychology
Angela Taylor	Contract	M.S. Psychology	Instructor	Adjunct	PSY-1010: General Psychology
Victoria Taylor	Tenure-Track	Ed.D.	Associate Professor	Full-Time	PSY-1010: General Psychology; PSY-2030: Child Psychology; PSY-2070: Human Growth & Development
Deirdre Thompson	Tenure-Track	M.S., Psychology	Professor	Full-Time	PSY-1010: General Psychology; PSY-2070: Human Growth & Development
Shannon Williams	Tenure-Track	Ph.D., Psychology	Associate Professor	Full-Time	PSY-1010: General Psychology; PSY-2070: Human Growth & Development PSY 2080: Abnormal Psychology
Leon Wilson	Contract	M.S. Psychology	Instructor	Adjunct	PSY-1010: General Psychology; PSY-2070: Human Growth & Development
Wanda Parham-Payne	Tenured	Ph. D. Sociology	Professor	Full-time	SOC-2400: Introduction to Public Health and Health Care Policy
Kathy Yorkshire	Tenure-track	Ed.D. Community College Leadership	Professor	Full-time	BMT-1500: Developing a Professional Image

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.

Psychology databases accessible through the PGCC Library are the following:

- Academic Video Online: Psychology: Part of the Alexander Street video archive.
- PsycARTICLES: Full-text articles for journals published by the American Psychological Association, the APA Educational Publishing Foundation, the Canadian Psychological Association and Hogrefe & Huber.
- Psychology (Gale OneFile): Includes dedicated Topic Finder and Subject Guide search functions.
- Psychology Database: Abstracts and indexing for key Psychology titles, many available in full text.

All of these can be found on the PGCC Library website by selecting either 'A-Z Database List' and navigating to the databases individually or by selecting "Databases by Subject" and further selecting "Psychology."

## 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 is currently housed in Kent Hall while Marlboro Hall is under construction. Current buildings, classroom and office spaces, and teaching and learning equipment are sufficient to support this program. All facilities and equipment are subject to routine cleaning, inspection, and maintenance.

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

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

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

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

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

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

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

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

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Tuition/Fee Revenue (c + g below)	\$2,125,200	\$2,168,670	\$2,212,140	\$2,255,610	\$2,299,080
a. Number of F/T Students	300	305	310	315	320
b. Annual Tuition/Fee Rate	\$4,830	\$4,830	\$4,830	\$4,830	\$4,830
c. Total F/T Revenue (a x b)	\$1,449,000	\$1,473,150	\$1,497,300	\$1,521,450	\$1,545,600
d. Number of P/T Students	350	360	370	380	390
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)	\$676,200	\$695,520	\$714,840	\$734,160	\$753,480
3. Grants, Contracts & Other External Sources	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Other Sources	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL (Add 1 – 4)	\$2,125,200	\$2,168,670	\$2,212,140	\$2,255,610	\$2,299,080

*Reallocated Funds:*

There are no reallocated funds for this program.

*Tuition/Fee Revenue:*

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

*Grants, Contracts, & Other External Sources:*

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

*Other Sources:*

There are no other sources used for funding.

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

<b>TABLE 2: PROGRAM EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c) below	\$ 0	\$ 0	\$74,063	\$74,063	\$74,063
a. Number of FTE	0	0	1	1	1
b. Total Salary	\$ 0	\$ 0	\$55,000	\$55,000	\$55,000
c. Total Benefits	\$ 0	\$ 0	\$19,063	\$19,063	\$19,063
2. Admin Staff (b + c below)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
a. Number of FTE	0	0	0	0	0

b. Total Salary	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
c. Total Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Support Staff (b + c below)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
c. Total Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Technical Support and Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Library	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. New or Renovated Space	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Other Expenses	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL (Add 1 – 7)	\$ 0	\$ 0	\$74,063	\$74,063	\$74,063

*Faculty:*

The current program is currently fully staffed with both full-time and adjunct faculty and staff to support the operations of the new program of study. Initially no additional expense will be incurred; however, additional faculty would be hired as enrollment necessitates. The funds listed in Table are the anticipated average salary and benefits for a new assistant professor of Psychology for years 3-5.

*Admin Staff:*

This program will be housed in the Social Sciences department, as part of the Division of Humanities, English, and Social Sciences, 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 Social Sciences 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>.

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