



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

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

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

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: <i>Jalecia Williams</i> Date:
Date of Approval/Endorsement by Governing Board:	



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

January 5, 2023
In response to 22692 originally submitted December 15, 2022

Dear Dr. Fielder,

Prince George's Community College is requesting the addition of a new program, Sociology, A.A. degree program. This degree is currently the General Studies, A.A. with Area of Concentration in Sociology (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: 45.1101.

Proposed Program Description
The Sociology, A.A. program is designed to prepare graduates to transfer to sociology and social sciences-related programs at the bachelor's degree level. In this program, students describe the major concepts, historical origins, empirical findings, and foundational theoretical perspectives of sociology, including Conflict Theory, Interactionism, Structural Functionalism, and Feminist Theory. Additionally, students analyze sociological phenomena such as changes in the economy, demographics, stratification, and mobility through the scientific method. Furthermore, throughout the curriculum, students evaluate ethical issues in sociological research, while becoming more accustomed with collaborating effectively with individuals from varying socioeconomic and/or racial/ethnic backgrounds.
Proposed Program Outcomes
Graduates of the Sociology, A.A. degree program will be able to:
<ol style="list-style-type: none"> 1. Describe the major concepts, historical origins, empirical findings, and foundational theoretical perspectives of sociology, including Conflict Theory, Interactionism, Structural Functionalism, and Feminist Theory. 2. Analyze sociological phenomena such as changes in the economy, demographics, stratification, and mobility through the scientific method. 3. Explain sociological terminology appropriately in oral and written communication. 4. Collaborate effectively with individuals from varying subpopulations, including those from diverse socioeconomic and/or racial/ethnic backgrounds. 5. Evaluate ethical issues in sociological research.
Proposed Courses
PAS-1000 First Year Experience Credits: 1 (Institutional Requirement) EGL-1010 Composition I: Expository Writing Credits: 3 (English General Education Requirement)



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SOC-1010 Introduction to Sociology Credits: 3 (Program Requirement)
PSY-1010 General Psychology Credits: 3 (Social Science General Education Program Requirement)
COM-1090 Interpersonal Communication Credits: 3 (Arts/Humanities General Education Elective) or
COM-1010 Foundations of Communication Credits: 3 (Arts/Humanities General Education Elective)
MAT-1140 Introduction to Statistics Credits: 3 (Mathematics General Education Requirement)
EGL-1100 Composition II: Writing About Issues and Ideas Credits: 3 (English General Education Requirement)
SOC-2010 Social Problems Credits: 3 (Program Requirement; Critical Course)
INT-1010 Introduction to Information Technology Credits: 3 (Institutional Requirement)
SOC-2020 Marriage and Family Credits: 3 (Program Requirement)
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)
HST-1530 History of African Americans since 1877 Credits: 3 (Social Science General Education Elective) or
HST-1510 History of African Americans to 1877 Credits: 3 (Social Science General Education Elective)
SOC-2090 Sociology of Minorities Credits: 3 (Program Requirement)
SOC-2030 Criminology Credits: 3 (Program Requirement)
PHL-1010 Introduction to Philosophy: The Art of Questioning Credits: 3 (Arts/Humanities General Education Requirement)
HUS-1010 Introduction to Human Services Credits: 3 (Program Requirement)
HUS-2040 Introduction to Social Work Credits: 3 (Program Requirement)
SOC-2400 Introduction to Public Health and Health Care Policy Credits: 3 (Program Requirement)
NTR-1010 Introductory Nutrition Credits: 3 (Science No Lab General Education Elective) or
GEO-1010 Physical Geography (Science No Lab General Education Elective)
POS-1010 American National Government Credits: 3 (Social Science General Education Elective) or
ANT-1030 Introduction to Cultural Anthropology Credits: 3 (Social Science 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 dollars (\$850) has been forwarded to cover the new program fee. Feel free to contact me with any questions.

Respectfully,

Dr. Clayton Railey



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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: Sociology, 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 Sociology to a standalone degree, Associate of Arts in Sociology. The mission of Prince George's Community College (PGCC) is to provide affordable educational opportunities to residents of Prince George's County. In doing so, the college offers a broad range of degree programs, career and training programs, and continuing education courses. Moreover, in addition to promoting the engagement among the surrounding community, the college seeks to offer first rate academic and professional training to facilitate personal and professional development in its student population.

In keeping with the mission of the college, the Sociology, A.A program at PGCC seeks to prepare graduates seeking a Bachelor's degree in sociology with the foundational academic preparation needed to succeed in discipline specific upper-level course training. The Sociology, A.A program is designed to prepare graduates to transfer to sociology and social sciences-related programs at the bachelor's degree level. In this program, students describe the major concepts, historical origins, empirical findings, and foundational theoretical perspectives of sociology, including Conflict Theory, Interactionism, Structural Functionalism, and Feminist Theory. Additionally, students analyze sociological phenomena such as changes in the economy, demographics, stratification, and mobility through the scientific method. Furthermore, throughout the curriculum, students evaluate ethical issues in sociological research, while becoming more accustomed with collaborating effectively with individuals from varying socioeconomic and/or racial/ethnic backgrounds.

To complete the A.A. degree in Sociology, students must complete 60 credits inclusive of both general education and discipline specific courses; requiring a full-time student two years to complete the A.A. degree in its entirety. All coursework completed by students contributes to their overall critical skills while increasing their understanding of the reciprocating historical, political, economic, and social events and theories that facilitate a nuanced understanding of the sociology discipline.

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](#)

“Optimizing pathways to graduation, transfer, or entering the workforce” is one of the strategic goals specified within Prince George’s Community College’s FY2022-2025 Vision, Mission, and Strategic Goals. Accordingly, developing a sociology program to facilitate students’ transfer to a four-year institution to pursue a bachelor’s degree in sociology coincides with the college’s strategic goals. Many of PGCC’s sociology students transfer to surrounding institutions within the state in order to pursue baccalaureate degrees in sociology. The current Pathways model employed by the college seeks to promote students’ timely completion of the associate’s degree for subsequent pursuit of the bachelor’s degree. The proposed program would further enable students to complete the associate’s degree in sociology with a clear path to transfer to a four-year institution for completion of the bachelor’s degree in sociology.

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 AA in Sociology 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.*

Prince George's County is one of the two largest counties in the State of Maryland. Over 900,000 people reside in the county, with the majority of the population being between the ages of 18 and 65. According to the U.S. Census Bureau, 64 percent of the county's residents are African-American/Black, 27 percent of the residents are white, 20 percent of the county's residents identify as Hispanic/Latino, and approximately four percent of the county's residents are Asian.¹ Hence, demographically, Prince George's County is quite diverse in terms of race and ethnicity. The county's diverse demographic composition places it in a unique position to serve as a vital source of human capital in a labor force that increasingly seeks to meet the demands of a demographically evolving workforce with accordingly changing needs. More specifically, within Prince George's County are two state universities, Bowie State University and University of Maryland, College Park; institutions that conduct research examining the social, economic, and political trends consistently emerging on the local and national levels. Likewise, Prince George's County borders Washington, DC – a geographic area that is replete with world renowned colleges and universities, think tanks, public policy centers, and federal government institutions. Each of these entities utilize the skills and knowledge of social scientists, including sociologists, to research and track social, economic, and political trends and issues that impact residents locally, nationally, and globally.

¹ Prince George's County Maryland as of July 2021.
<https://www.census.gov/quickfacts/princegeorgescountymaryland>

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 sociology field. Given the demographic growth and diverse population of the county, the addition of the A.A. degree in Sociology 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.

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.

In general, sociologists in the Washington, DC-Maryland-Virginia metropolitan area earn among the highest average salaries in the nation at approximately \$96,000 annually.² More specifically, students interested in earning an A.A. degree in Sociology, and subsequently a bachelor's degree at a four-year university, can pursue a career as a social science research assistant. Social science research assistants provide technical and analytical assistance to senior level researchers, often with graduate training, in research focusing on a multitude of issues pertaining to the economy, crime, education, health, labor, etc. Because of the pertinent nature of the issues studied by social scientists, research assistants are in relatively high demand. According to the Bureau of Labor Statistics, the Washington, DC-Maryland-Virginia metropolitan area ranks number one among all metropolitan areas in terms of employment levels of social science research assistants. Likewise, the Washington-Maryland-Virginia metropolitan area ranks as one of the top metropolitan areas offering the highest average salaries for social science research assistants.³ In addition to serving as social science research assistants, sociologists with additional academic training may pursue careers as college professors or public policy analysts.

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

Nationally, it is expected that general sociologists will constitute a little less than 3,000 jobs nationwide. (Bureau of Labor Statistics, 2021)

Employment	Employment RSE	Mean hourly wage	Mean annual wage	Wage RSE
2,640	11.9 %	\$ 46.28	\$ 96,260	1.6 %

Sociologists possess a broad range of skills. While the field of sociology is focused on looking at individual and group behavior within the context of institutions, the sociology discipline is one that relies on both qualitative and quantitative analytical skills. In doing so, sociologists complete training in data collection and analysis. As such, sociologists often find employment in varying sectors including the government, academic, non-profit, and private sectors. Sociologists conduct research and policy analysis on issues including, but not limited to, labor, health care, criminal justice, education, and economics. For this reason, sociologists who pursue careers as social science research assistants will find a larger number of job vacancies. Specifically, over 26,000 jobs are those social science research assistants.

Employment	Employment RSE	Mean hourly wage	Mean annual wage
28,690	1.9 %	\$ 27.13	\$ 56,430

² Bureau of Labor Statistics. Occupational and Employment Wages, May 2021. <https://www.bls.gov/oes/current/oes193041.htm>

³ Bureau of Labor Statistics. Occupational and Employment Wages, May 2021. <https://www.bls.gov/oes/current/oes194061.htm>

Looking at the table below, it is apparent that the Washington, DC area, of which Prince George's County is a part, is one of the top regional areas with job vacancies for social science research assistants. (Bureau of Labor Statistics, 2021)

State	Employment	Employment per thousand jobs	Hourly mean wage	Annual mean wage
<u>California</u>	5,740	0.35	\$ 28.43	\$ 59,140
<u>New York</u>	2,860	0.33	\$ 27.08	\$ 56,330
<u>North Carolina</u>	2,630	0.60	\$ 25.66	\$ 53,360
<u>District of Columbia</u>	2,290	3.46	\$ 32.08	\$ 66,720
<u>Massachusetts</u>	1,550	0.46	\$ 32.60	\$ 67,810

Likewise, the Washington, DC area is also one of the top regional areas with job vacancies for college professors. Again, upon transfer to a four-year institution and completion of a graduate degree, sociology graduates can pursue careers in post-secondary education.

Metropolitan area	Employment	Employment per thousand jobs	Annual mean wage
<u>New York-Newark-Jersey City, NY-NJ-PA</u>	1,300	0.15	\$ 119,830
<u>Chicago-Naperville-Elgin, IL-IN-WI</u>	430	0.10	\$ 88,060
<u>Boston-Cambridge-Nashua, MA-NH</u>	360	0.14	\$ 107,820
<u>Philadelphia-Camden-Wilmington, PA-NJ-DE-MD</u>	340	0.13	\$ 91,160
<u>Los Angeles-Long Beach-Anaheim, CA</u>	300	0.05	\$ 143,100
<u>Houston-The Woodlands-Sugar Land, TX</u>	260	0.09	\$ 75,900

<u>Washington-Arlington-Alexandria, DC-VA-MD-WV</u>	230	0.08	\$ 90,820
<u>Minneapolis-St. Paul-Bloomington, MN-WI</u>	200	0.11	\$ 86,930
<u>Seattle-Tacoma-Bellevue, WA</u>	170	0.09	\$ 84,720
<u>Austin-Round Rock, TX</u>	160	0.15	\$ 88,580

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 O*NET OnLine, 9% of the jobs in the occupation code for social science research assistants (19-4061.00) will require some college but no degree, 53% will require a Bachelor’s degree, and 37% will require a Master’s degree (<https://www.onetonline.org/link/summary/19-4061.00>). Considerable preparation is needed for this occupation. Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training. Students can receive this training after completing PGCC’s program and transferring to one of Maryland’s four-year public institutions that offer sociology programs.

According to the Bureau of Labor Statistics, national employment in 2021 across the occupation of social science research assistants (code 19-4061.00) measured in number of employees was 35,200. By 2031, this is projected to grow by 11% (much faster than average), to 39,200, with 5,000 job openings (<https://www.onetonline.org/link/summary/19-4061.00>). In Maryland, 2020 employment was 760, and is projected to grow by 9% by 2030, to 830 employees, with 100 job openings (<https://www.onetonline.org/link/localtrends/19-4061.00?st=MD>).

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

Graduates from this associate’s program will be qualified to transfer to a bachelor’s program in Sociology. Ultimately, people who desire careers in Sociology typically garner at least a master’s degree. According to the Bureau of Labor Statistics, the employment of sociologists “is projected to grow 5 percent from 2021 to 2031, about as fast as the average for all occupations.” There are projected to be nearly 300 job openings annually for sociologists over the next decade. The median pay for sociologist is \$92,910 annually/\$44.67 per hour. (<https://www.bls.gov/ooh/life-physical-and-social-science/sociologists.htm>)

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, there are no other community colleges in Maryland offering an associate's degree in sociology. There are no related lower division certificate programs.

Several other colleges in Maryland offer similar degrees in sociology 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.

Currently, the college has a General Studies A.A. with an Area of Concentration in Sociology degree. The proposed stand-alone Sociology A.A. will help graduates demonstrate that they specifically fulfilled the associate-level course requirements for Sociology-specifically, and thus aid them in effectively transferring to 4-year Sociology programs.

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. Furthermore, although Prince George's Community College is a minority serving institution, it is not designated as a Historically Black Institution. However, many of the students at Prince George's Community College transfer to the surrounding Historically Black Institutions including Bowie State and Howard Universities.

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 sociology program at PGCC is crafted to provide students with an appreciative understanding of the diverse nature of societies and thus allowing them to view critical issues through a nuanced and informed lens. Therefore, those students who transfer to Historically Black Institutions, such as those who transfer to Bowie State University, are prepared to engage.

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:

Dr. Korey Brown, Department Chair for Social Sciences, and Dr. Wanda Parham-Payne, Academic Coordinator for Sociology.

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

Graduates of the Sociology, A.A program will be able to:

1. Describe the major concepts, historical origins, empirical findings, and foundational theoretical perspectives of sociology, including Conflict Theory, Interactionism, Structural Functionalism, and Feminist Theory.
2. Analyze sociological phenomena such as changes in the economy, demographics, stratification, and mobility through the scientific method.
3. Explain sociological terminology appropriately in oral and written communication.
4. Collaborate effectively with individuals from varying subpopulations, including those from diverse socioeconomic and/or racial/ethnic backgrounds.
5. Evaluate ethical issues in sociological research.

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.

SOC-1010: Introduction to Sociology (Program Requirement)

Credits: 3

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

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.

SOC-2010: Social Problems (Program Requirement)

Credits: 3

Review of problems facing American Society and their sociological implications, including theories of social deviance and social disorganization. Social problems are examined through the lenses of macro- and micro-level theories. Historical events germane to existing social problems are also identified to provide students with a comprehensive understanding of various social issues. Topics covered include poverty, crime, economic inequality, and racism. Students also apply ethical principles in addressing social problems in professional, personal, and social settings.

SOC-2020: Marriage and Family (Program Requirement)

Credits: 3

Survey of modern marriage and family issues and related sociological trends in America. Applying macro- and micro-level sociological theories, marriage and intimate relationships are discussed from a historical perspective. The impact of sociological trends and contemporary phenomena on marriage are examined. Additionally, students are tasked with conducting research on issues and topics related to marriage in the context of the sociology discipline.

SOC-2030: Criminology (Program Requirement)

Credits: 3

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

SOC-2090: Sociology of Minorities (Program Requirement)**Credits: 3**

The experiences of racial and ethnic minorities are examined through a sociological lens. The course 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. Historical trends specific to racial and ethnic minorities are identified to gain a more nuanced understanding of the social, economic, and political conditions of racial and ethnic minorities.

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

HUS-1010: Introduction to Human Services (Program Requirement)**Credits: 3**

This course provides an introduction to the field of human services as preparation for advanced study or employment in the human services profession. Beginning with historical developments, the course presents issues encountered in the field as well as techniques and resources for intervention. After learning how the field has emerged, evolved, and is regulated, students explore what draws individuals to the field of human services, study skills needed to be successful and explore the typical challenges and rewards of the profession. Student examine various career specializations including youth care, rehabilitation, criminal justice, and elder care services. Next, students examine the stresses and ethical dilemmas that human services professionals commonly confront. Techniques and resources for intervention focus on the cultural competency skills human service professionals need for working with clients effectively. Lastly, an overview of record keeping processes is provided.

HUS-2040: Introduction to Social Work (Program Requirement)**Credits: 3**

This course introduces the ethics and common day-to-day duties associated with social work professionals. The course discusses the human rights and social justice advocacy that social work professionals advance as they serve as consultants, resource managers, and educators for their clients. Students will discuss methods practices that are commonly maintained by social workers as they seek to empower their clients.

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.

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 Requirement)**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.

*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-1010: Introduction to Philosophy: The Art of Questioning (Arts/Humanities General Education Requirement)**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.

*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-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.

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:

HST-1530: History of African Americans since 1877 (Social Sciences 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.

HIST-1510: History of African Americans to 1877 (Social Sciences General Education Elective)

Credits: 3

Survey of 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. Particular emphasis is placed on describing and analyzing black Americans' resistance to inequality, the development of their institutions, the expansion of slavery, and the Civil War and Reconstruction.

POS-1010: American National Government (Social Sciences 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.

ANT-1030: Introduction to Cultural Anthropology (Social Science General Education Elective)

Credits: 3

Anthropological approaches to culture, language and social organization, including religious belief, gender role, family form and economic life.

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 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 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
Ashley Albritton	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology
Deanna Cooper	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology

M. Crabbe	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology
JaQuon Epps	Tenure-Track	M.A. Sociology	Assistant Professor	Full-Time	SOC-1010: Introduction to Sociology; SOC-2010: Social Problems; SOC-2030: Criminology; SOC-2400: Introduction to Public Health and Health Care Policy
Richard Fraser	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology
Lillian Holloman	Contract	Ph.D., Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology; SOC-2020: Marriage and Family
Daryl Howard	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology
Paula Ilochi	Contract	Ph.D. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology; SOC-2400: Introduction to Public Health and Health Care Policy
Nelson Kofie	Contract	Ph.D., Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology; SOC-2030: Criminology
Lynda Lee	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology
Charles Levy	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology
Belinda Lindsay	Tenure-Track	M.S.W.	Associate Professor	Full-Time	HUS-2040: Introduction to Social Work;

					SOC-1010: Introduction to Sociology; SOC-2010: Social Problems
Wanda Parham- Payne	Tenured	Ph.D., Sociology	Professor	Full-Time	SOC-1010: Introduction to Sociology; SOC-2010: Social Problems; SOC-2030: Criminology; SOC-2400: Introduction to Public Health and Health Care Policy; SOC-2090: Sociology of Minorities
Alexandra Rodriguez	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology; SOC-2090: Sociology of Minorities
Leslie Salley	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology
Kenneth Smith	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology
LaLinda Street	Tenured	Ph.D., Criminal Justice	Associate Professor	Tenured	SOC-1010: Introduction to Sociology; SOC-2030: Criminology
Renee Taylor	Contract	Ph.D., Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology
Tanya Upthegrove- Coleman	Contract	M.S. Sociology	Instructor	Adjunct	SOC-1010: Introduction to Sociology
Judy Dubose	Contract	Ph. D. Psychology	Instructor	Adjunct	HUS-1010: Introduction to Human Services
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.

The PGCC library has extensive online resources available to students, including:

The library maintains extensive, online-accessible databases, journals, and e-texts. Students may request holdings and inter-library loans either by email or in person. Additionally, the library will provide journals and publications specifically related to the various professions in the field.

The PGCC library has extensive online resources available to students, including:

- Credo Reference
- EBook Central
- EBSCO Host Academic E-book Collection Gale Virtual Reference Library
- Information Science (Gale OneFile)
- ProQuest General Database
- PubMed Database
- Streaming Video Films on Demand VAST Academic Video Collection

Moreover, the library has ready access to:

- a) Interlibrary loan services compliant to and in support of the Library of Congress and its Bibliographic Utilities.
- b) The holdings of the Prince George's County Memorial Library System.
- c) The holdings of the University of Maryland System.

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

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

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

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

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

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

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

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

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

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

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

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Tuition/Fee Revenue (c + g below)	\$776,664	\$820,134	\$863,604	\$907,074	\$950,544
a. Number of F/T Students	100	105	110	115	120
b. Annual Tuition/Fee Rate	\$4,830	\$4,830	\$4,830	\$4,830	\$4,830
c. Total F/T Revenue (a x b)	\$483,000	\$507,150	\$531,300	\$555,450	\$579,600
d. Number of P/T Students	152	162	172	182	192
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)	\$293,664	\$312,984	\$332,304	\$351,624	\$370,944
3. Grants, Contracts & Other External Sources	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Other Sources	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
TOTAL (Add 1 – 4)	\$776,664	\$820,134	\$863,604	\$907,074	\$950,544

<p><i>Reallocated Funds:</i> There are no reallocated funds for this program</p>
<p><i>Tuition/Fee Revenue:</i> 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.</p>
<p><i>Grants, Contracts, & Other External Sources:</i> This program does not use grants, contracts or external sources for funding.</p>
<p><i>Other Sources:</i> There are no other sources used for funding.</p>

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

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

4. Technical Support and Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Library	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. New or Renovated Space	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Other Expenses	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
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 Sociology for years 3-5.

Admin Staff:

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

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

PAS-1000: First Year Experience

POS-1010: American National Government

EGL-1010: Composition I: Expository Writing

HST-1510: History of African-Americans to 1877

HST-1530: History of African-Americans since 1877

COM-1090: Interpersonal Communication

BIO-1010: General Biology

ANT-1030: Introduction to Cultural Anthropology

INT-1010: Introduction to Information Technology

NTR-1010: Introductory Nutrition

PSY-1010: General Psychology

SOC-2030: Criminology

SOC-2400: Introduction to Public Health and Health Care Policy

SOC-1010: Introduction to Sociology

SOC-2020: Marriage and Families

SOC-2090: Sociology of Minorities

SOC-2010: Social Problems

BMT-1500: Developing a Professional Image