



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

Institution Submitting Proposal	Prince George's Community College
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Each action below requires a separate proposal and cover sheet.

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|---|---|
| <input type="radio"/> New Academic Program | <input checked="" type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS # 0347475	Payment	\$250.00	Date	12/15/22
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 0347475	Amount:		Submitted:	

Department Proposing Program	Business and Entrepreneurship	
Degree Level and Degree Type	Associate of Applied Science	
Title of Proposed Program	Business Management	
Total Number of Credits	60	
Suggested Codes	HEGIS: 5001.01	CIP: 52.0201
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input checked="" type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023	
Provide Link to Most Recent Academic Catalog	URL: https://catalog.pgcc.edu/	

Preferred Contact for this Proposal	Name:	Dr. Clayton Railey
	Title:	EVP and Provost of Teaching Learning, and Student Success
	Phone:	(301) 546-0406
	Email:	raileyca@pgcc.edu

President/Chief Executive	Type Name:	Dr. Falecia Williams
	Signature:	<i>Falecia Williams</i> Date: 12/15/2022
	Date of Approval/Endorsement by Governing Board:	12/08/2022



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

January 20, 2023

In response to 22703 submitted December 15, 2022 (Original Submission 22437 from May 2022)

Dear Dr. Fielder,

Prince George's Community College incorporated substantial modifications to the Business Management, A.A.S degree program (HEGIS 5001.01; CIP 52.0201). The following changes were made to better prepare students for the workplace:

- BMK-2510 Introduction to Marketing (Credits: 3) was added as a program elective;
- BMT-2580 Compensation and Benefits Management (Credits: 3) was added as a program elective;
- MAT-2210 Statistics (Credits: 3) was removed as a required program course;
- ECN-2010 Statistics for Business and Economics (Credits: 3) was added as a required program course;
- BMT-2630 International Management (Credits: 3) changed from a program requirement to a program elective;
- BMT-2720 Managing Workplace Diversity (Credits: 3) was added as a program elective;
- ECN-2020 Money, Banking, and Finance (Credits: 3) was added as a program elective;
- BMT-2590 Employee Training and Development (Credits: 3) was added as a program elective

Additionally, BUS-2220 Business Law I (Credits: 3) changed its course designator to BMT-2220 Business Law I. The BUS designator will only be used for continuing education courses going forward. This course will now fit under the Business Management (BMT) designator.

OLD Program Requirements and Electives	Credits	Removed, Changed, or Added	NEW Program Requirements and Electives	Credits
BMT-1010 Introduction to Business (Program Requirement)	3		BMT-1010 Introduction to Business (Program Requirement)	3



ACC-1001 Principles of Accounting I (Program Requirement)	3		ACC-1001 Principles of Accounting I (Program Requirement)	3
BMT-1600 Principles of Management (Program Requirement)	3		BMT-1600 Principles of Management (Program Requirement)	3
BMT-1570 Small Business Management (Program Requirement)	3		BMT-1570 Small Business Management (Program Requirement)	3
BMT-1620 Financial Planning and Investments (Program Requirement)	3		BMT-1620 Financial Planning and Investments (Program Requirement)	3
BUS-2220 Business Law I (Program Requirement)	3	Changed designator	BMT-2220 Business Law I (Program Requirement)	3
BMT-1550 Elements of Supervision (Program Elective) or	3		BMT-1550 Elements of Supervision (Program Elective) or	3
BMT-1650 Customer Service (Program Elective)	3		BMT-1650 Customer Service (Program Elective) or	3
		Added elective course	BMK-2510 Introduction to Marketing (Program Elective) or	3
		Added elective course	BMT-2580 Compensation and Benefits Management (Program Elective)	3
MAT-2210 Statistics (Program Requirement)	3	Removed required course		
		Added required course	ECN-2010 Statistics for Business and Economics (Program Requirement)	3
BMT-2400 Strategic Management (Program Requirement)	3		BMT-2400 Strategic Management (Program Requirement)	3



BMT-2610 Human Resource Management (Program Requirement)	3		BMT-2610 Human Resource Management (Program Requirement)	3
BMT-2630 International Management (Program Requirement)	3	Changed from requirement to elective	BMT-2630 International Management (Program Elective) or	3
		Added elective course	BMT-2720 Managing Workplace Diversity (Program Elective) or	3
		Added elective course	ECN-2020 Money, Banking, and Finance (Program Elective)	3
BMT-2660 Conflict Management (Program Elective) or	3		BMT-2660 Conflict Management (Program Elective) or	3
BMT-2700 Stress Management in the Workplace (Program Elective) or	3		BMT-2700 Stress Management in the Workplace (Program Elective) or	3
BMT-1300 Ethics, Social Responsibility, and Social Justice in Business (Program Elective)	3		BMT-1300 Ethics, Social Responsibility, and Social Justice in Business (Program Elective) or	3
		Added elective course	BMT-2590 Employee Training and Development (Program Elective)	3
BMT-2920 Business Management Internship II (Program Elective) or	2		BMT-2920 Business Management Internship II (Program Elective) or	2
ACC-1070 QuickBooks I (Program Elective) and	1		ACC-1070 QuickBooks I (Program Elective) and	1
ACC-1090 QuickBooks II (Program Elective)	1		ACC-1090 QuickBooks II (Program Elective)	1



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COMMUNITY COLLEGE

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Total OLD Program Requirements	38	27	Total NEW Program Requirements	38
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Prince George's Community College's Curriculum Committee approved all revisions. The additional MHEC paperwork is also included. A payment of two hundred fifty dollars (\$250) has been forwarded to cover the substantial modifications to a program fee. Feel free to contact me with any questions.

Respectfully,

Dr. Clayton Railey
EVP and Provost of Teaching, Learning, and Student Success
Prince George's Community College
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Largo, MD 20774
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NEW ACADEMIC DEGREE PROGRAMS, NEW STANDALONE CERTIFICATE PROGRAMS, AND SUBSTANTIAL MODIFICATIONS TEMPLATE

1. Name of Proposed Certificate/Degree Program: Business Management, A.A.S.
2. Type of Proposal: Substantial Modification

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](#).

The Business Management A.A.S. degree curriculum provides the skills and knowledge necessary for a successful career in business and management. Students learn essential business, economic, and business-related legal concepts. Additionally, students apply management and human resource functions to a variety of business organizations, and learn to analyze financial accounting information and competitive business strategies. Students who complete the Business Management A.A.S. degree are prepared for careers in for-profit and not-for-profit organizations, and the public sector.

This program directly aligns with PGCC's mission to "high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to personal development, professional advancement, and economic prosperity." The Business Management A.A. S. program supports the College's mission and goals by providing students the opportunity to obtain the skills and knowledge to earn the degree and prepare for gainful employment.

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 Business Management A.A.S. program supports PGCC's strategic goal for "Optimizing pathways to graduation, transfer, or entering the workforce". As part of the Business and Entrepreneurship Guided Pathway, graduates of the Business Management A.A.S. career degree program are prepared for entry-level positions in a variety of business and management fields and professional opportunities, including positions as managers in business, marketing, advertising, sales, and financial sectors. This also aligns with the Vision 2030 Strategic Imperative of enabling 50,000 workers to earn a workforce credential aligned to high-skill, high-wage jobs.

The coursework, learning opportunities, and interaction with experienced and highly-skilled faculty that are available to students in this program also support PGCC's institutional goal of "Ensuring learning and achievement through high-impact educational practices."

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.)

This program does not require any additional expense to the college. There is no additional cost to students or the college for this program.

4. Provide a description of the **institution's commitment** to:
 - a. *ongoing administrative, financial, and technical support of the proposed program*

Administrative, financial, and technical support already in place will also support this program.

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

Students may elect to continue with the program as described in the college catalog issued for the academic year in which study in that curriculum began or they may elect to graduate under the active catalog.

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

1. Demonstrate **demand and need** for the program in terms of meeting **present and future** needs of the region and the State in general based on one or more of the following:
 - a. *The need for the advancement and evolution of **knowledge***
 - b. ***Societal needs**, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education*
 - c. *The need to strengthen and expand the capacity of **historically black institutions** to provide high quality and unique educational programs.*

a) The need for the advancement of knowledge:

The Business Management A.A.S. program is designed to develop students in fundamental management knowledge, skills, and best practices that build strong managerial acumen and market-based competitive decision making and negotiating mindsets. The Bureau of Labor Statistics (BLS) expects employment in management occupations to grow five percent between now and 2029, faster than the average for all occupations. Students may complete their program and enter the workforce – ready to manage a myriad of resources ranging from people, money, space, information, equipment, supplies, and materials of various sorts. Properly guided students may also strategically align their program in a manner to compete for transfer to other four-year institutions in Maryland that support articulation agreements with Prince George's Community College.

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

Prince George's Community College is a minority-serving institution. As of 2019, about 61% of Prince George's County residents identify as Black and about 20% identify as Hispanic. The Business

Management A.A.S. program will allow the college to expand the opportunities available to the population it serves by providing a program through which students can obtain skills that are relevant to work in a multitude of managerial, business and financial operations occupations. Maryland expects a significant demand for management-oriented occupations (https://www.bls.gov/Oes/current/oes_md.htm#11-0000).

c) The need to strengthen and expand the capacity of historically Black institutions to provide high-quality and unique educational programs:

The Business Management, A.A.S. program provides a high-quality education through theoretically strong constructs in the major components of business management (operations, finance, marketing and sales, and research and development) and the fundamental functions of management (planning, organizing, leading and controlling). Through the skills obtained in these courses, students are well-prepared to enter into the work force or align their program in such a manner to a four-year institution with an active articulation agreement with such as the University of Maryland College Park and the University of Maryland Global Campus. This program intentionally prepares students to help employers and organizations gain competitive advantage in the market place, as well as to help facilitate team-oriented work cultures where appropriate. This program allows Prince George's Community College to expand its capacity as an historically Black institution to offer high-quality educational programs to its diverse student population.

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 5:** Maintain the commitment to high-quality postsecondary education in Maryland.

As is stated on Page 45 of the Plan, in a fast-changing economy, campuses are constantly working to update academic programs to meet industry needs and ensure a quality workforce, support faculty development, consider innovative credentialing models, and provide low-risk high-reward experiential learning opportunities for self-exploration and career development. The proposed substantial modifications to this program encompass each one of these areas. The College aims to update this program in order to meet the changing industry needs in the field of business management, as well as to support the development of the department's faculty. The internship elective course in this program also provides experiential learning opportunities that will allow students to conduct exploration on the various types of career pathways in this field.

Additionally, the curriculum for the program is designed with a multiplicity of educational tools and resources to support the diverse learners at the College. Some courses offered are accessible in both in-person and online formats, which allows ease of access and flexibility to students enrolled in the program. In addition to the online format, some program courses are also offered in a structured

remote format (synchronous) to allow greater flexibility to both students and program faculty. Remote tutoring and advising resources are also available for students as an ongoing effort to support and promote program success and timely completion by all students.

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

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

The Business Management A.A.S. degree curriculum provides the skills and knowledge necessary for a successful entry into a career in business and management. Students learn essential business, economic, and business-related legal concepts. Additionally, students apply management and human resource functions to a variety of business organizations, and learn to analyze financial accounting information and competitive business strategies. Students who complete the Business Management A.A.S. degree are prepared for entry-level positions in for-profit and not-for-profit organizations, and the public sector. Graduates of the Business Management A.A.S. may compete for first level supervisor positions such as for retail sales manager, tech support specialist, project assistant, marketing assistant, human resources assistant and office manager (<https://www.allbusinessschools.com/business-administration/associate-degree/>). Business managers oversee the daily operations of a business and ensure that all financial, logistical, customer service, staffing, and production goals are met. They also respond to any problems that come up during the workday (allbusinessschools.com).

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

According to the Maryland Department of Labor (retrieved October 14, 2022 from <https://www.dllr.state.md.us/lmi/iandoprojshort/>), there are 7,693 management positions projected for 2023. The U.S. Department of Labor categorizes more than 50 distinct occupational titles for management occupations (<https://www.bls.gov/Oes/current/oes110000.htm>).

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.

As a workforce ready degree, the job outlook that was considered was mid-level entry level manager with an Associate's degree. Maryland's Department of Labor suggests that employment growth for management occupations is projected to experience a 4.0% change for the years 2021-2023 (<https://www.dllr.state.md.us/lmi/iandoprojshort/>). The projections are greater for long-term (2020-2030) management positions. An 11.95% growth rate is expected for management positions in the state of Maryland (<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>). Prince George's County projects an average 4% growth rate for management related positions (<https://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>).

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

The Maryland Department of Labor projects an increase from 2020-2030 in the number of openings for these types of positions in Maryland and an increase from 2020-2030 in the number of these types of positions in Prince George’s County.

Occupation	2020-2030 Percent Change in openings in Maryland ¹	2020-2030 Percent Change in openings in Prince George’s County ²
General and Operations Managers	10.6%	8.3%
Advertising and Promotions Managers	12.3%	3.1%
Marketing Managers	13.2%	9.0%
Sales Managers	12.5%	5.7%
Administrative Services and Facilities Manager	12.3%	11.0%
Financial Manager	22.4%	13.8%
Human Resources Manager	14.5%	6.7%
Training and Development Managers	14.5%	7.4%
Construction Managers	14.4%	10.2%
Purchasing Managers	8.6%	3.8%
Food Service Managers	14.9%	9.9%
Medical and Health Services Managers	27.3%	18.5%
Social and Community Service Managers	21.9%	13.4%
Managers, All Other	7.8%	4.4%

Part D: Reasonableness of Program Duplication:

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

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

The Academic Program Inventory lists the following programs at other Maryland community colleges with similar programs with the title of Business Management AAS:

Allegany Community College
Anne Arundel Community College

¹ <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

² <https://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>

Carroll Community College
College of Southern Maryland
The Community College of Baltimore County
Frederick Community College
Harford Community College
Howard Community College
Wor-Wic Community College

Other community colleges in Maryland (Baltimore City, Cecil, Chesapeake, Hagerstown, and Montgomery) have similar AAS programs titled either Business, Management, or Business Management Technology.

The Business Management A.A.S. program at PGCC and at the other Maryland community colleges have similar program outcomes, courses, and course outcomes, and all have a similar aim, i.e., ready students to graduate and obtain gainful employment in a field related to business and management. Each community college program serves their respective county and community populations.

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

The Business Management A.A.S. program is one of the top-enrolled programs at the College. This substantial modification proposal has been submitted to update the program to align with embedded certificate programs, and to better prepare students with the necessary skills and knowledge for employment in the field. According to the U.S. Department of Labor and the Maryland Department of Labor, management related job projections suggest that demands for trained managers will exceed the people supply. Prince George's County projections alone indicate that growth in managers in the medical and health care fields will exceed 18% by 2030. Managers needed for financial services and social and community services in Prince George's County will grow at a rate of 13.8% and 13.4% respectively. This program actively works to help meet the employment demands of the market place. While this program is not a transfer program, we do have an articulation agreement with the University of Maryland Global Campus (UMGC). Through this scholarship program, eligible Prince George's County public school students can earn dual credit at PGCC and then earn a bachelor's degree from UMGC for \$10,000 or less.

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**.

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

PART F: Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

This is not a transfer program. Therefore, the proposed program will not impact the uniqueness and institutional identities and missions of HBIs.

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. Charles L. Perry, Academic Coordinator and Dr. Darren Gibson, Department Chair for Business and Entrepreneurship

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

Graduates of the Business Management A.A.S. program will be able to:

- Apply the functions of management to a variety of business organizations.
- Utilize essential business and economic concepts.
- Analyze financial accounting information.
- Examine basic legal concepts and their impacts on business operations.
- Differentiate the major functions of human resource management.
- Compare and contrast alternative competitive strategies used in both small and large business organizations.

3. Explain how the institution will:

a) *provide for **assessment of student achievement of learning outcomes** in the program*

b) ***document student achievement of learning outcomes** in the program*

The College’s Research, Assessment and Effectiveness (RAE) office manages the assessment cycle and determines when programs are assessed. Course-level assessment is a part of program-level assessment to determine how students are meeting program outcomes. The College uses an all-in-one approach to assessment and assessment instruments are aligned to the course outcomes and peer

reviewed by the Teaching, Learning and Assessment Committee (TLAC). The assessment instruments are administered and the data analyzed to generate a Student Learning Outcome Assessment Report (SLOAR) and Program Learning Outcome Assessment Report (PLOAR). The SLOAR and PLOAR are used to develop an action plan including re-assessment and the results are reviewed.

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

PAS-1000: First Year Experience (Institutional Requirement)

Credits: 1

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

BMT-1010: Introduction to Business (Program Requirement)

Credits: 3

This course is a gateway course into the basics of business enterprise, its organization and its role in a free society. Emphasis is placed on business environments, marketing, and the use of technology in business. Students explore economic systems and conditions, the global environment, and components of business, such as corporate and social responsibility. Students are introduced to various components of human resources management such as structure, leadership, motivation, and teaming. Students learn about financial management in terms of assets, liabilities, and equity.

ACC-1001: Principles of Accounting I (Program Requirement)

Credits: 3

This course is the first course in a university-parallel introductory accounting sequence. This course emphasizes generally accepted accounting principles, theories and their application in understanding inventory costing methods, internal control, accounts receivable, depreciation, liabilities, and stockholders' equity.

BMT-1600: Principles of Management (Program Requirement)

Credits: 3

This course is a study of the role of the business manager and the decision-making process. Included are the identification of planning, organizing, leading and controlling functions of management. The development of management and organization theory is discussed. Subtopics include the role of the manager in today's dynamic and diverse environments; tactical, strategic and contingency planning; elements of leadership; communications; and workforce diversity. Lastly, students examine the control process necessary to measure productivity.

BMT-1570: Small Business Management (Program Requirement)

Credits: 3

This course is designed to acquaint students with the many diverse areas of entrepreneurship, including but not limited to: identifying a viable product or service, target markets, financial analysis, and ethics. Emphasis is placed on how aspiring entrepreneurs can develop their entrepreneurial

mindset and opportunity recognition capabilities to develop winning entrepreneurial plans for future ventures.

BMT-1620: Financial Planning and Investments (Program Requirement)

Credits: 3

In this course students plan to increase their net worth by building a personal finance portfolio. Emphasis is on liquid asset management and investments such as stocks, bonds, personal property, etc. Additionally, students explore how financial planning impacts tax liability. Furthermore, students examine different types of insurance policies related to life, health, and home. Lastly, students study retirement planning and the components of estate planning.

BMT-2220: Business Law I (Program Requirement)

Credits: 3

This course is a survey of the principles and theory of American law, as applied in the business environment. Students apply business law to business concepts, principles and practices, and learn skills including case analysis and conflict resolution. Students explore topics including the sources of law, courts and alternative dispute resolution systems, tort law, business crimes and business ethics, contract law, and other related topics.

BMT-1550: Elements of Supervision (Program Elective)

Credits: 3

This course provides students with a basic understanding of the role and responsibility of supervisors. It is intended for practicing or newly appointed managers and supervisors as well as those aspiring to these positions. The course examines the problems and challenges that supervisors face. Special emphasis is placed on developing solutions, including the potential results of each. Students explore management theories coupled with a “hands-on” approach to problem solving.

BMT-1650: Customer Service (Program Elective)

Credits: 3

This course examines the dynamics of exceptional customer service. Emphasis is placed on the role of customer service, customers in today’s business environment, dealing with customers effectively, the role of management, developing techniques to improve communication skills to achieve customer satisfaction, and the exploration of customer service trends.

BMK-2510: Introduction to Marketing (Program Elective)

Credits: 3

This course covers the basic marketing principles found in the American business system. The student explores the concepts of market research, market segmentation, target marketing, consumer and industrial buying behavior, product development, channel strategy, promotional strategies, pricing issues, international marketing, and related topics.

BMT-2580: Compensation and Benefits Management (Program Elective)

Credits: 3

In this course students examine the current theories and practices of compensation. Emphasis is on examining various pay structures and benefit options. Students examine both internal alignment and external competitiveness of pay structures. Next, they explore how to align offered benefits with personal needs. Additionally, students learn about different forms of performance appraisal systems.

Students also determine the compensation needs of special groups, such as interns and seasonal workers. Finally, students discuss the role of unions in compensation practices.

ECN-2010: Statistics for Business and Economics (Program Requirement)

Credits: 3

The course introduces students to basic statistical methods with an emphasis on application. It focuses on the statistical tools used to examine economic behavior and business outcomes including: descriptive statistics, probability, sampling, estimation, hypothesis testing and simple linear regression analysis. In addition, students are introduced to statistical and econometrics software to solve problems using economics and business data.

BMT-2400: Strategic Management (Program Requirement)

Credits: 3

This course introduces students to the strategic management process. Students learn how use information to select and modify strategies to compete effectively. Emphasis is on organizational structure and controls, strategic leadership and entrepreneurship, as well as the legal and ethical components and implications of corporate governance.

Note: CAPSTONE COURSE for the Business Management, AAS: In addition to the prerequisite course, students must complete a minimum of 45 credits prior to enrolling in this course. A minimum cumulative GPA of 2.00 or better is also required.

BMT-2610: Human Resource Management (Program Requirement)

Credits: 3

This course examines principles and practices of human resource management in the business organization. Emphasis is placed on trends in management; safety in the workplace; job analysis; employee training, development and performance; compensation and benefits; as well as HR goals and global developments.

BMT-2630: International Management (Program Elective)

Credits: 3

This course provides future managers with the basic skills and knowledge necessary to transition into the international business arena. Emphasis is placed on opportunities associated with globalization, such as strategies for increasing revenue and company expansion. Students also examine challenges of international management, such as intellectual property rights infringement and technological deficiencies. Additionally, students explore government regulations and management functions in various cultures. Lastly, students study international trade factors, such as tariffs and dumping.

BMT-2720: Managing Workplace Diversity (Program Elective)

Credits: 3

This course examines distinct differences within the workplace. Emphasis is placed on diversity, diversity consciousness, individual success, social barriers, communication, teamwork, leadership and the resulting challenges to corporate culture in developing an understanding of diversity within the workplace.

ECN-2020: Money, Banking, and Finance (Program Elective)

Credits: 3

The course provides an overview of the financial markets and the financial institutions in the U.S. economy. It examines the history and functions of money, creation of money in the banking system,

central banking and the conduct of monetary policy. The course emphasizes the changing role of financial institutions, the new financial instruments and the interrelationships between domestic and international financial sectors.

BMT-2660: Conflict Management (Program Elective)

Credits: 3

This course provides powerful techniques for dealing effectively and confidently with difficult situations in the workplace. The course further examines strategies to strengthen organizational efficiency and productivity by developing, building and strengthening more cooperative and productive working relationships. Subtopics include defining the causes and types of conflict and its impact on productivity, costs and profits. Students are taught the elements of emotional intelligence and its role in workplace conflict management.

BMT-2700: Stress Management in the Workplace (Program Elective)

Credits: 3

This course provides students with an understanding of what stress is, what causes stress, how to recognize stress within themselves and in others, and strategies for managing stress in one's personal life and within the workplace. Emphasis will be placed on stress within the workplace including developing skills, tools and techniques for stress management.

BMT-1300: Ethics, Social Responsibility, and Social Justice in Business (Program Elective)

Credits: 3

This course is designed to examine ethical issues and dilemmas facing contemporary businesses. The course covers management's ethical and social responsibilities and the need for awareness of social justice in management practices and business activities. Orientation to an ethical decision-making framework is explored.

BMT-2590: Employee Training and Development (Program Elective)

Credits: 3

In this course students are introduced to effective organizational training and development in the workplace. Students begin by examining the different theories of development training. This serves as the basis for a needs assessment using a SWOT analysis. Students examine the cost effectiveness of a training, as well as the benefits and challenges associated with the use of technology in organizational training. Additionally, students examine how to determine the appropriate training methods and evaluate the effectiveness of trainings.

BMT-2920: Business Management Internship II (Program Elective)

Credits: 2

In this course, students complete an intermediate practical experience at an entry-level position in a Business Management setting under supervision. Students establish several performance and learning goals and apply course content in a practical setting to achieve these goals. Additionally, students reflect on their experience and select artifacts that illustrate their internship and/or academic experience. Lastly, students enhance their professional skills in the workplace. Internships can be paid (with a minimum of 128 on-site hours) or nonpaid (with a minimum of 64 on-site hours). Internship sites may be selected from placements offered by the College or proposed by the student. All placements must be approved by the department chair prior to course registration.

Students must have completed a minimum of 15 credits, 6 of which must be in their respective discipline and meet the program's requirement for internship eligibility. Students must also meet the department's requirement for GPA.

ACC-1070: QuickBooks I (Program Elective)

Credits: 1

This is part one of a series of three courses. This one-credit course introduces students to QuickBooks® Online accounting software to process basic accounting data. This tutorial method course uses QuickBooks® Online to manage accounting information. Topics include setting up company files for a service business, entering transactions with vendors and customers, and managing banking and credit card transaction.

ACC-1090: QuickBooks II (Program Elective)

Credits: 1

This is the second course in a three-part series. This one-credit course uses the skills developed in QuickBooks I. Students manage the accounting records for a service business and for a merchandising business using QuickBooks® Online accounting software. This tutorial method ---course uses QuickBooks® Online to perform in-depth management of accounting information. Additional topics include inventory management, error correction, asset management, recurring transactions, creating budgets, and customizing reports.

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

Composition:

EGL-1010 Composition I: Expository Writing (Credits: 3) (Gen. Ed. Requirement)

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

EGL-1320: Composition II: Writing for Business (Credits: 3) (Gen. Ed. Requirement)

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

Humanities:

PHL-1090: Introduction to Logic (Credits: 3) (Gen. Ed. Requirement)

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

COM-1010: Foundations of Communication (Credits: 3) (Gen. Ed. Elective)

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-1330: Ethics (Credits: 3) (Gen. Ed. Elective)

Ethics involves personal decisions each student makes daily. The course will identify the various ethical/moral theories that affect those decisions. The course will involve current issues and concerns to strengthen one's own ethical deliberations and how such deliberations may be applied to the student's designated career interests.

Mathematics:

MAT-1250: Applied College Algebra (Credits: 3) (Gen. Ed. Requirement)

This course emphasizes real world applications of algebra and is intended primarily for students who are not majoring in a scientific or technical field. Students will solve equations and inequalities and model data with a variety of functions algebraically and with technological tools. Other topics include analyzing polynomial, rational, exponential, and logarithmic functions; solving systems of linear equations with matrices; matrix algebra; and linear programming.

Science:

PSC-1010: Introduction to Astronomy (Credits: 3) (Gen. Ed. Elective)

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.

NTR-1010: Introductory Nutrition (Credits: 3) (Gen. Ed. Elective)

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.

BIO-1110: Environmental Biology (Credits: 3) (Gen. Ed. Elective)

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

Social Sciences:

ECN-1030: Principles of Macroeconomics (Credits: 3) (Gen. Ed. Requirement)

This course explores the factors that impact the overall performance of an economy, by examining aspects of the economy from an aggregate perspective. It focuses on the policies that government pursues in order to achieve price stability, economic growth and full employment. Topics covered include supply and demand analysis, national income accounting, business cycles, aggregate expenditure and aggregate demand and supply models, and fiscal and monetary policy.

Computer Literacy:

INT-1010: Introduction to Information Literacy (Credits: 3) (Gen. Ed. Requirement)

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 programs 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](#)

This is an AAS career program and not intended to transfer. However, the College does maintain an active articulation agreement with the University of Maryland Global Campus (UMGC) for this program, enabling students to transfer all credits into the Business Administration Bachelor of Science program at UMGC. Copies of transfer agreements are located at <https://www.pgcc.edu/programs-courses/transfer-programs/transfer-agreements/>.

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

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.

Notes:

1. Under Appointment Type, all adjuncts are Contract.
2. Under Terminal Degree, list title and field but NOT institution name.
3. In the last column, do not list any courses outside of this program. Only program courses have to be included (required and elective). Institutional requirements and general education courses are not to be included.

Faculty Name	Appointment Type	Terminal Degree and Field	Academic Title/Rank	Status	Course(s) Faculty Member will teach in this Program
Addison-Thompson, Tammie	Contract	M.B.A. Accounting	Instructor	Adjunct	ACC-1001: Principles of Accounting I; ACC-1070: QuickBooks I; ACC-1090: QuickBooks II
Adefila, Ayodele	Tenure-track	M.P. Accounting	Associate Professor	Full-time	ACC-1001: Principles of Accounting I

Allen, James	Contract	M.B.A.	Instructor	Adjunct	BMT-1010: Introduction to Business
Baqai, Haroon	Contract	Ph.D., Management	Instructor	Adjunct	BMT-1010: Introduction to Business; BMT- 2720: Managing Workplace Diversity
Benbow, Daphne	Contract	M.B.A. Marketing	Instructor	Adjunct	BMT-1650: Customer Service
Bowen, Felicia	Contract	M.B.A.	Instructor	Adjunct	BMT-1010: Introduction to Business; BMT- 2610: Human Resource Management
Brown, Lora	Contract	M.B.A.	Instructor	Adjunct	BMT-1010: Introduction to Business; BMT- 2220: Business Law I
Butler, Robin	Contract	Ph.D.	Instructor	Adjunct	BMT-1010: Introduction to Business; BMT- 2580: Compensation and Benefits Management
Charles- Haynes, Dwayne	Contract	D.B.A., Social Impact Management	Instructor	Adjunct	BMT-1010: Introduction to Business; BMT- 1550: Elements of Supervision
Cooks, Elijah	Tenured	M.S.A., Business Management	Professor	Full-time	BMT-1010: Introduction to Business; BMT- 1620: Financial Planning and Investments
Coomber, William	Contract	M.A., Economics	Instructor	Adjunct	ECN-1030: Principles of Macroeconomics

Falkey, Mary	Tenured	D. A. Higher Education	Professor	Full-time	ACC-1001: Principles of Accounting I
Francis, Simon	Contract	M.A., Economics	Instructor	Adjunct	ECN-1030: Principles of Macroeconomics
Gibson, Darren	Tenure-track	Ed. D., Organizational Leadership and Management	Professor	Full-time	BMT-2400: Strategic Management; BMT-2920: Business Management Internship II
Gibson-Bailey, Denise	Resident	M.B.A., Marketing Management	Associate Professor	Full-time	BMT-1010: Introduction to Business; BMK-2510: Introduction to Marketing
Grant, Stephen	Contract	D.B.A., Accounting	Instructor	Adjunct	ACC-1001: Principles of Accounting I
Habershon, Betty	Tenured	M.D.E.	Professor	Full-time	ACC-1001: Principles of Accounting I
Knight, William	Tenured	M.A., Economics	Professor	Full-time	ECN-1030: Principles of Macroeconomics; ECN-2020: Money, Banking, and Finance
Lo, El Hadji M.	Contract	M.S. Accounting and Finance	Instructor	Adjunct	ACC-1001: Principles of Accounting I
Mulusa, Judy	Tenure-track	Ph.D. Economics	Professor	Full-time	ECN-1030: Principles of Macroeconomics; ECN-2010: Statistics for Business and Economics
Nightengale, Gina	Contract	M.P.A.	Instructor	Adjunct	BMT-2660: Conflict Management; BMT-2700: Stress

					Management in the Workplace
Outlaw, Deloris	Tenure-track	M.B.A. Management	Associate Professor	Full-time	ACC-1001: Principles of Accounting I
Perry, Charles	Tenure-track	D. A. Management	Professor	Full-time	BMT-1010: Introduction to Business; BMT-1300: Ethics, Social Responsibility, and Social Justice in Business; BMT-1570: Small Business Management; BMT-2630: International Management
Roberts, Augustus	Contract	Ph.D. Management	Instructor	Adjunct	BMT-1010: Introduction to Business
Robinson, Denean	Contract	Ed D., Higher Education Leadership	Instructor	Adjunct	BMT-2590: Employee Training and Development
Yorkshire, Kathy	Tenure-track	Ed.D. Community College Leadership	Professor	Full-time	BMT-1010: Introduction to Business; BMT-1600: Principles of Management

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 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. If the funding is \$0.00 or N/A, the narrative should say that this funding is not needed because of x (for example, no reallocation of funds are needed because existing funding is adequate to cover these costs, grant and external funds are not used for this program, etc.). Do not leave any narrative box empty or with \$0.00 or N/A. A rationale must be provided for all categories.

TABLE 1: RESOURCES					
<u>Resource Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds #	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g)	\$792,120	\$825,930	\$859,740	\$893,550	\$927,360
a. Number of F/T Students	80	85	90	95	100
b. Annual Tuition/Fee Rate	\$4,830	\$4,830	\$4,830	\$4,830	\$4,830

c. Total F/T Revenue (a x b)	\$386,400	\$410,550	\$434,700	\$458,850	\$483,000
d. Number of P/T Students	210	215	220	225	230
e. Credit Hr. 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)	\$405,720	\$415,380	\$425,040	\$434,700	\$444,360
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (1 – 4)	\$792,120	\$825,930	\$859,740	\$893,550	\$927,360

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.

- 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. If the funding is \$0.00 or N/A, the narrative should say that this funding is not needed because of x (for example, no new faculty are needed, technical support is already in place and additional support are not needed for this program, etc.). Do not leave any narrative box empty or with \$0.00 or N/A. A rationale must be provided for all categories.

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0

c. Total Benefits 3%	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
8. TOTAL (Add 1 – 7)	\$0	\$0	\$0	\$0	\$0

Faculty:

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

Admin Staff:

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

Support Staff:

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

Technical Support and Equipment:

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

Library:

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

New or Renovated Space:

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

Other Expenses:

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

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

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

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

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

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

Complete program assessment takes place every four years, with progress toward achievement of improvement plans being evaluated every two years. Data regarding enrollment, retention, and graduation are collected and analyzed against program outcomes, courses offered, and other variables. Each program must have an advisory board consisting of professionals in the field assist in the construction and analysis of program review data. The college has a five-year program review cycle which entails program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

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

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

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

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

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

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

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

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

This program is not considered a low-productivity program.

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.