



**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:



PRINCE GEORGE'S
COMMUNITY COLLEGE
pgcc.edu

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

January 5, 2023
In response to 22691 originally submitted December 15, 2022

Dear Dr. Fielder,

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

The new proposed codes are as follows: HEGIS: 4930.01; CIP: 09.9999.

Proposed Program Description
Students in the Public Relations and Journalism Associate of Arts (A.A.) degree learn and apply standard journalism techniques and public relations strategies. Students explore the importance of public relations to individuals and organizations. Students also learn skills such as interpersonal communication and public speaking that give them a competitive edge to gain employment and be successful in the area of public relations and/or journalism. The Public Relations and Journalism Associate of Arts (A.A.) degree is recommended for students planning to pursue a bachelor's degree in public relations or journalism.
Proposed Program Outcomes
Graduates of the Public Relations and Journalism A.A. degree program will be able to: 1. Apply effective public relations strategies that align with the goals of an individual or an organization. 2. Demonstrate various communication skills and journalism techniques that are used by practitioners in the field. 3. Utilize industry-standard media technology in the production of news reports. 4. Explain how public relations supports organizations and individuals.
Proposed Courses
PAS-1000 First Year Experience (Credits: 1) (Institutional Requirement) EGL-1010 Composition I: Expository Writing (Credits: 3) (English General Education Requirement) INT-1010 Introduction to Information Technology (Credits: 3) (Computer Literacy Institutional Requirement) SOC-1010 Introduction to Sociology (Credits: 3) (Social Science General Education Elective) OR PSY-1010 General Psychology (Credits: 3) (Social Science General Education Elective) OR



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POS-1010 American National Government (Credits: 3) (Social Science General Education Elective)
PHL-1010 Introduction to Philosophy: The Art of Questioning (Credits: 3) (Arts/Humanities General Education Elective) OR
PHL-1090 Introduction to Logic (Credits: 3) (Arts/Humanities General Education Elective) OR
SPN-1010 Spanish for Beginners (Credits: 3) (Arts/Humanities General Education Elective) OR
FRN-1010 French for Beginners (Credits: 3) (Arts/Humanities General Education Elective)
MAT-1130 Mathematical Ideas (Credits: 3) (Mathematics General Education Elective) OR
MAT-1140 Introduction to Statistics (Credits: 3) (Mathematics General Education Elective)
EGL-1020 Composition II: Writing About Literature (Credits: 3) (English General Education Elective) OR
EGL-1100 Composition II: Writing About Issues and Ideas (Credits: 3) (English General Education Elective) OR
EGL-1320 Composition II: Writing for Business Credits: 3 (English General Education Elective) OR
EGL-1340 Writing About Technical Topics (Credits: 3) (English General Education Elective)
TRF-1310 Introduction to Mass Communication (Credits: 3) (Program Requirement; Critical Course)
COM-1010 Foundations of Communication (Credits: 3) (Arts/Humanities General Education Elective) OR
COM-1090 Interpersonal Communication (Credits: 3) (Arts/Humanities General Education Elective)
PRJ-1210 Public Relations Techniques (Credits: 3) (Program Requirement; Critical Course)
GEO-1010 Physical Geography (Credits: 3) (General Education Elective Science, No Lab) OR
NTR-1010 Introductory Nutrition (Credits: 3) (General Education Elective Science, No Lab)
COM-2230 Intercultural Communication (Credits: 3) (Program Requirement)
HST-1510 History of African Americans to 1877 (Credits: 3) (Social Science General Education Elective) or
HST-1530 History of African Americans since 1877 (Credits: 3) (Social Science General Education Elective) or
HST-1410 History of the United States to 1877 (Credits: 3) (Social Science General Education Elective) OR
HST-1430 History of the United States since 1877 (Credits: 3) (Social Science General Education Elective)
PRJ-2210 Communication Theory (Credits: 3) (Program Requirement; Critical Course)
PSC-1010 Introduction to Astronomy (Credits: 3) (Science w/ Lab General Education Elective Requirement) **AND**
PSC-1020 Introduction to Astronomy Laboratory (Credits: 1) (~~Program Requirement~~) **(Science w/ Lab General Education Requirement)**
COM-1130 Interviewing (Credits: 3) (Program Requirement; Critical Course)
EGL-2270 Applied Grammar (Credits: 3) (Program Requirement)
PRJ-2000 News Writing for Public Relations (Credits: 3) (Program Requirement)
BMT-1500 Developing a Professional Image (Credits: 1) (Program Requirement)
SOC-2010 Social Problems (Credits: 3) (~~Social Science General Education Elective~~ **Program Requirement**) **OR**
TRF-2040 Introduction to Broadcast News (Credits: 3) (Program Requirement)



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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,

Clayton A. Railey, EdD

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

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

1. Name of Proposed Certificate/Degree Program: Public Relations and Journalism 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 Communication, Public Relations and Journalism to a standalone degree, Associate of Arts in Public Relations and Journalism. This specific program will reside in the Humanities, English and Social Sciences Division within the Liberal and Creative Arts Academic and Career Pathway.

Students in the Public Relations and Journalism Associate of Arts (A.A.) degree learn and apply standard journalism techniques and public relations strategies. Students explore the importance of public relations to individuals and organizations. Students also learn skills such as interpersonal communication and public speaking that give them a competitive edge to gain employment and be successful in the area of public relations and/or journalism. The Public Relations and Journalism Associate of Arts (A.A.) degree is recommended for students planning to pursue a bachelor's degree in public relations or journalism.

Prince George's Community College's mission is to provide high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to personal development, professional advancement, and economic prosperity.

The college's vision is to serve as the region's premier center for dynamic teaching and learning, strategic partnerships, and community engagement that advances knowledge, economic equity, and lifelong personal development.

The **Public Relations and Journalism Associate of Arts (A.A)** directly relates to the College's mission by contributing to the economic equity and cultural vibrancy of the communities we serve. This program offers students the skills necessary to prosper and be competitive in the job market in the said areas of study. The program will include both academic offerings for students interested in pursuing careers in the public relations and journalism fields. The program is specifically designed for students interested in developing their communication, public relations and journalism skills. The program is specifically designed to give students a solid core of required courses that closely match the foundation courses at most four-year degree programs. The inclusion of a Liberal Arts General Education core of courses provides thorough preparation in writing, verbal, mathematic, scientific, and critical-thinking skills, which enable students to sample various subject matters and methodologies to inform their education and career choices. The

program is also designed for students to assemble a strong portfolio of work that can be used for transfer or job-seeking purposes.

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 program also aligns with the College's Strategic Goal #3: Ensuring learning and achievement through high-impact educational practices. This is defined as to continuously design, implement, and scale optimal conditions and environments for student learning success in all modalities so as to ensure programs and courses encourage academic rigor, integrate relevant supports, build academic capacity, and improve learning. The opening of the new Center for Performing Arts offers students the opportunity to obtain hands-on experience using state of the art equipment in industry standard broadcast studios labs and media labs coupled with a rigorous, dynamic curriculum.

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

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

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

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

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

As outlined in Parts K and L, PGCC is confident that the existing administrative and technical supports and physical facilities available to the department and college as a whole are sufficient to ensure the program's viability – the department is not seeking any capital investments or specialized facilities, since current classroom/office space in the Center for Performing Arts (CPA) will suffice, nor is it seeking any additional administrative positions or technology supports to successfully deliver the

program. At the college level, E-Learning Services and our Technology Help Desk are able to provide comprehensive technical assistance to faculty and students.

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

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

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

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

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

(Source:

<https://www.census.gov/quickfacts/fact/table/princegeorgescountymaryland,MD/PST045221>)

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

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

The students of PGCC are predominately people of color. Therefore, it is important that we recognize these statistics and recruit more students of color to pursue a degree in our Public Relations and Journalism. A.A. program. We are working diligently and strategically to create innovative

opportunities to make this happen. Creating a standalone for this program would be beneficial for our students.

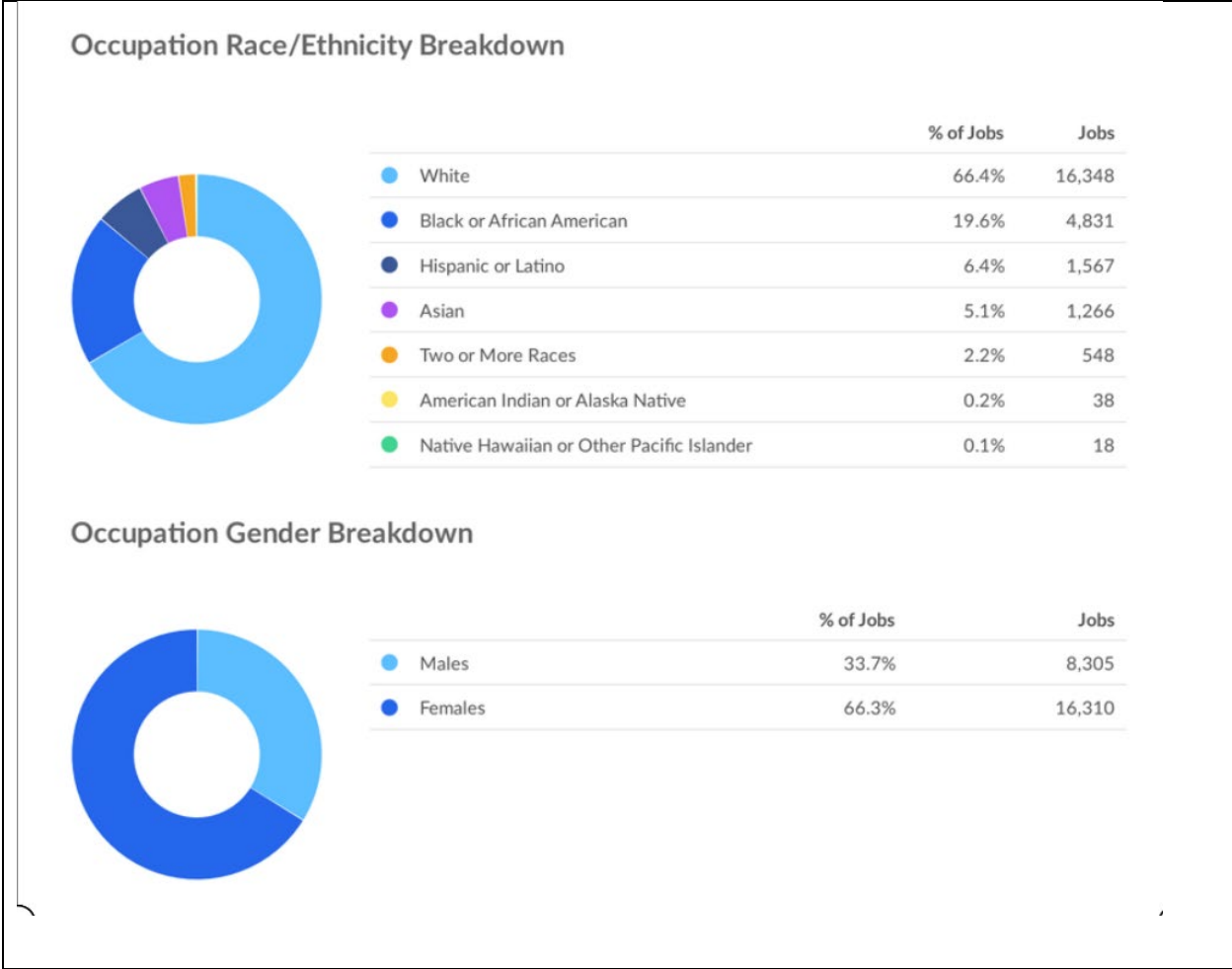
The Public Relations Society of America published an article that highlights the need for more Blacks/African Americans in Public Relations fields. Click on this link to get a snapshot of more information and statistics.

<https://prsay.prsa.org/2022/02/15/the-communications-profession-needs-to-be-more-diverse-and-inclusive-period/>

Pew Research Center stated in a November 2018 article that “newsroom employees are more likely to be white and male than United States workers overall.” In addition, Zippia, the career expert website: www.zippia.com revealed in 2022 the astounding percentage of filmmakers’ race in the chart below:

Film Maker Race	Percentages
White	70.7%
Hispanic or Latino	12.6%
Black or African American	7.0%
Asian	6.4%

Below is a chart that further demonstrates the need for our Public Relations and Journalism program to be a standalone program.



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 Liberal and Creative Arts Academic and Career Pathway and leads to transfer programs in a wide variety of public relations and journalism fields. Given the demographic growth and diverse population of the county, the addition of the A.A. degree in Public Relations and Journalism 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.

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Top Companies	Unique Postings	Top Job Titles	Unique Postings
Booz Allen Hamilton	561	Communications Specialists	3,167
US Government	448	Public Affairs Specialists	1,493
ICF International	284	Communications Associates	948
Deloitte	199	Communications Coordinators	585
General Dynamics	170	Strategic Communications Speci...	506
University of Maryland	142	Content Strategists	353
Anthem Blue Cross	136	Communications Assistants	343
Guidehouse	119	Public Relations Specialists	315
Robert Half	118	Marketing Communications Spe...	284
George Mason University	116	Media Relations Managers	245

Offering a standalone Public Relations and Journalism degree better serves students in gaining entry level positions in the jobs listed in the EMSI Data chart above. In addition, the standalone degree would give students the option to transfer to four-year institutions where they can earn a Bachelor's degree so that they can earn promotions to mid-level positions.

Learn.org stated "The goal of a public relations (PR) professional is to generate favorable publicity for a product, service or organization. Most public relations professionals need at least a bachelor's degree in the field. However, a public relations firm might hire a PR assistant with an associate's degree in a field such as communications. A PR assistant supports the efforts of a public relations team. At the entry-level, the duties of a public relations assistant may include:

- Researching potential sources of media coverage for a client
- Speaking with members of the media about publicity opportunities
- Writing press releases
- Coordinating special events and press conferences

Employment Information

Employment prospects may be good for graduates with an associate's degree in communications who hope to enter the public relations industry. According to the U.S. Bureau of Labor Statistics, job opportunities for PR specialists are expected to grow by about 9% from 2016 to 2026, which may translate to decent job growth for PR assistants as well."

The tables below, extracted from the Bureau of Labor Statistics, show the highest paying jobs and the highest concentration of Public Relations jobs as being located the Washington Metropolitan Area. Hence, having a standalone Public Relations and Journalism degree will increase the chances of our students landing positions that will help them thrive in the communities in which they live.

Metropolitan areas with the highest concentration of jobs and location quotients in Public Relations Specialists:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Washington-Arlington-Alexandria, DC-VA-MD-WV	23,010	7.84	4.55	\$ 49.39	\$ 102,720
Ithaca, NY	280	6.11	3.55	(8)	(8)
Jefferson City, MO	360	4.98	2.89	\$ 27.42	\$ 57,030
Columbia, MO	440	4.78	2.78	\$ 25.43	\$ 52,890
Lansing-East Lansing, MI	890	4.51	2.62	\$ 35.12	\$ 73,050
Ames, IA	180	4.04	2.34	\$ 30.49	\$ 63,420
Olympia-Tumwater, WA	440	3.91	2.27	\$ 36.20	\$ 75,290
Portland-South Portland, ME	750	3.79	2.20	\$ 24.78	\$ 51,540
Madison, WI	1,430	3.78	2.19	\$ 31.79	\$ 66,120
Manhattan, KS	130	3.57	2.07	\$ 24.79	\$ 51,570

Metropolitan areas with the highest concentration of jobs and location quotients in Public Relations Specialists:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Washington-Arlington-Alexandria, DC-VA-MD-WV	23,010	7.84	4.55	\$ 49.39	\$ 102,720
Ithaca, NY	280	6.11	3.55	(8)	(8)
Jefferson City, MO	360	4.98	2.89	\$ 27.42	\$ 57,030
Columbia, MO	440	4.78	2.78	\$ 25.43	\$ 52,890
Lansing-East Lansing, MI	890	4.51	2.62	\$ 35.12	\$ 73,050
Ames, IA	180	4.04	2.34	\$ 30.49	\$ 63,420
Olympia-Tumwater, WA	440	3.91	2.27	\$ 36.20	\$ 75,290
Portland-South Portland, ME	750	3.79	2.20	\$ 24.78	\$ 51,540
Madison, WI	1,430	3.78	2.19	\$ 31.79	\$ 66,120
Manhattan, KS	130	3.57	2.07	\$ 24.79	\$ 51,570

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

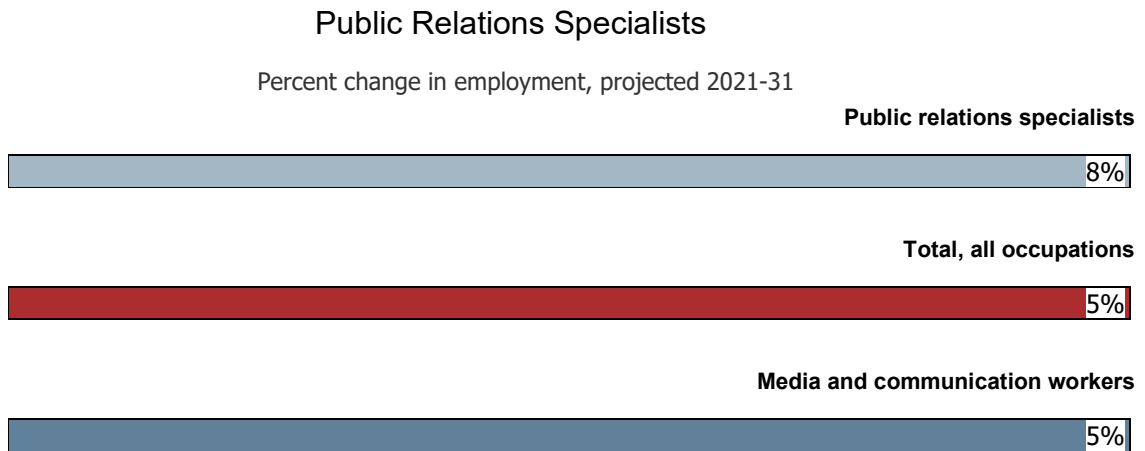
Employment of public relations specialists is expected to grow 8 percent from 2021 to 2031, faster than the usual for all professions.

Employment projections data for public relations specialists, 2021-31

Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2021-31		Employment by Industry
				Percent	Numeric	
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Public relations specialists	27-3031	276,800	299,200	8	22,300	

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

According to the Bureau of Labor Statistics, approximately 27,400 openings for public relations specialists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. The chart excerpted from the Bureau of Labor and Statistics is evidence of the projected availability jobs for Public Relations Specialists.



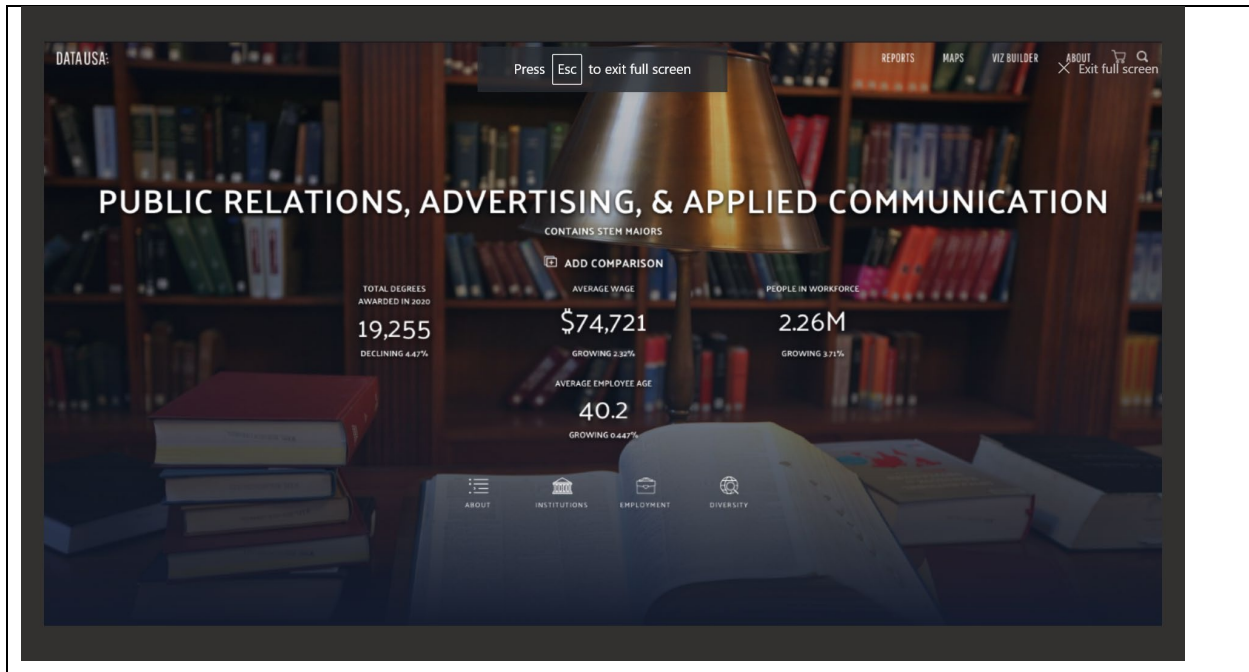
Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

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

According to Data USA (sources government data) the total number of degrees awarded in 2020 was 19,255.

<https://datausa.io/profile/cip/public-relations-advertising-applied-communication>



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, no other community colleges in the state of Maryland offer an associate's degree in public relations. One community college offers a public relations program as a lower division certificate. Once community college offers an associate's degree in communication studies and journalism, and one community college offers a lower division certificate in journalism/new media and advertising. Montgomery College offers a lower division certificate in portrait, fashion, and photojournalism, which we do not consider similar to this proposed program.

Cecil College offers a 15-credit certificate in Public Relations. The outcomes for this program state that students will be able to employ strategic marketing skills, effectively communicate value propositions and brand definitions, and apply appropriate theories to analyze and modify communication. This program includes courses similar to what PGCC offers, including English composition and technical writing. Alternately, Cecil's program does not include other courses that are required in PGCC's program, such as introduction to mass communication, public relations techniques, intercultural communication, communication theory, news writing for public relations, interviewing, and introduction to broadcast news. Cecil's program does offer both an introduction to public relations, and an introduction to journalism course that PGCC does not offer.

Carroll Community College offers a 60-credit Communication Studies and Journalism Concentration A.A. degree. This program is an introduction to the fields of mass communication, marketing, journalism, film studies, communication studies, and public communication. The general education

course offerings are similar to PGCC's, as are courses in mass communication. The program does not appear to offer courses that are required in PGCC's program, including public relations techniques, intercultural communication, communication theory, news writing for public relations, interviewing, and introduction to broadcast news.

Harford Community College offers a 30-credit certificate in Journalism/New Media and Advertising, Mass Communications. This program is designed to prepare students for entry-level employment in social media, marketing, and mass media. This program does not offer any courses that are similar to the courses in PGCC's proposed program. The certificate at Harford offers courses primarily in television studio production, introduction to journalism, introduction to electronic media, introduction to business, as well as digital, audio and social media courses.

Several other colleges in Maryland offer similar degrees in journalism at the Bachelors and Master's level. 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.

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

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

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

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

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

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

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

Prince George's Community College is considered a majority-minority institution, and the Public Relations and Journalism A.A. degree is intended for transfer. Historically Black Institutions including Bowie State University, Morgan State University, as well as Howard University have bachelor's degree programs in the public relations and journalism fields. The Public Relations and Journalism A.A. program at PGCC will allow students to complete their first 60 credits of study closer to their home and then transfer to an HBI.

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

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

Establishment of the Program:

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

Faculty who will oversee the program:

Humanities Department Chair – Ennis Allen, and Academic Coordinator for Mass Communication: Annette Savoy

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

Graduates of the Public Relations and Journalism A.A. will be able to:

- 1. Apply effective public relations strategies that align with the goals of an individual or an organization.
- 2. Demonstrate various communication skills and journalism techniques that are used by practitioners in the field.
- 3. Utilize industry-standard media technology in the production of news reports.
- 4. Explain how public relations supports organizations and individuals.

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. 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.

TRF-1310: Introduction to Mass Communication (Program Requirement)

Credits: 3

In this course students learn the foundations of mass media industries, including print, audio, broadcast, video, film, and digital media. Students examine the history, economics, current landscape, future directions, and job opportunities of the mass media industries. Additionally, students explore contemporary issues in media as well as how media affects society, culture, and politics and vice versa.

PRJ-1210: Public Relations Techniques (Program Requirement)

Credits 3

This course is an introduction to the practices and principles of public relations. It focuses on the foundational elements of public relation practitioners' research, planning, implementation, and evaluation cycle. Students examine the different modalities required to communicate with internal and external audiences. Explorations in writing and constructing collateral occur. The ethical standards of public relations are considered. Additionally, an appreciation of the media's role in effectively communicating with diverse publics occurs within the course.

COM-2230: Intercultural Communication (Program Requirement)

Credits: 3

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

PRJ-2210: Communication Theory (Program Requirement)**Credits 3**

This course examines the construction and application of communication theories. Through an exploration of various communication traditions and contexts, students work to understand how communication theories deriving from research become applicable. Students consider communication theories regarding effective communication, especially in overcoming communication barriers.

COM-1130: Interviewing (Program Requirement)**Credits: 3**

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

EGL-2270: Applied Grammar (Program Requirement)**Credits 3**

Analysis of grammar, syntax, the history of the English language, and conventional usage. Application of principles through editing texts, constructing teaching units, and/or writing research papers.

PRJ-2000: News Writing for Public Relations (Program Requirement)**Credits 3**

This course explores the research, planning, implementation, and evaluation cycle pertaining to news writing in public relations with a focus on writing collateral, including memos, newsletters, advisories, interview materials, and new releases. The course considers strategies, tactics, and public relations law as it applies to different mediums of communication in the context of corporations, the entertainment industry, non-profit organizations, and the political and government field. This course also examines the evolution of public relations regarding professionalism and ethics.

BMT-1500: Developing a Professional Image (Program Requirement)**Credits: 1**

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

TRF-2040: Introduction to Broadcast News (Program Requirement)**Credits: 3**

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

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.

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

Composition:

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

Credits: 3

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

EGL-1020: Composition II: Writing About Literature (English General Education Elective)

Credits: 3

Second semester composition using literature as the subject for discussion and writing. Study various kinds of literature (e.g., drama, poetry, short story).

EGL-1100: Composition II: Writing About Issues and Ideas (English General Education Elective)

Credits: 3

Reading analyzing, and writing about contemporary issues, demonstrating clear reasoning and persuasive writing skills. A continuation and extension of the rhetorical principles and composition skills addressed in EGL-1010. Students develop and sharpen critical thinking and writing skills, applying them to materials from various disciplines with an emphasis on evidence-based analysis, evaluation, interpretation, and persuasive presentation of conclusions.

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

Credits: 3

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

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

Credits: 3

Preparation of various types of technical business, government, and scientific communications, including presentations. Creation of commonly used documents such as letters, memoranda, and résumés, as well as various types of reports such as progress reports, recommendation reports, and proposals. Development of clear, concise, and accurate style for communicating complex information, with emphasis on audience, purpose, and presentation choices. A continuation and extension of the rhetorical principles and composition skills addressed in EGL-1010.

Humanities:

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

FRN-1010: French for Beginners (Arts/Humanities General Education Elective)

Credits: 3

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

COM-1010: Foundations of Communication (Arts/Humanities General Education Elective)**Credits: 3**

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

COM-1090: Interpersonal Communication (Arts/Humanities General Education Elective)**Credits: 3**

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.

*Mathematics:***MAT-1130: Mathematical Ideas (Mathematics General Education Elective)****Credits: 3**

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

MAT-1140: Introduction to Statistics (Mathematics General Education Elective)**Credits: 3**

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

*Science:***GEO-1010: Physical Geography (Science No 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.

NTR-1010: Introductory Nutrition (Science No Lab General Education Elective)**Credits: 3**

Nutrition 1010 addresses basic information about nutrients and their functions in the body as well as known and hypothesized relationships between diet and chronic disease. The course explores the US Government's dietary guidance system and information appearing on food labels. Scientific evidence is used to evaluate the accuracy of nutrition statements made by the media. Students identify the anatomical structures of the gastrointestinal system and the natural processes of nutrient metabolism. Students examine their eating habits, lifestyle, and family medical history to determine personal risk factors for nutrition related illness. This course will teach students how to make healthy dietary choices and reduce their risk for chronic diseases.

PSC-1010: Introduction to Astronomy (Science w/ Lab General Education Requirement)**Credits: 3**

In this course, students explore the foundations of astronomy. Students examine how the solar system, galaxy, and universe have been perceived throughout history and explore the tools and methods astronomers use. Students investigate the origin, components, and evolution of the solar system (including the planets, moons, and the sun), stars, galaxies, and the universe as a whole. This course fulfills a general education requirement for non-science majors.

PSC-1020: Introduction to Astronomy Laboratory (Science w/ Lab General Education Requirement)**Credits: 1**

This course is a laboratory experience in astronomy for non-science majors. Labs include actual astronomical observations and techniques for studying spectra, planetary characteristics, stars, and galaxies.

*Social Sciences:***SOC-1010: Introduction to Sociology (Social Science General Education Elective)****Credits: 3**

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

HST-1510: History of African Americans to 1877 (Social Science General Education Elective)**Credits: 3**

This course surveys African-American history from the beginnings of the Trans-Atlantic slave trade in the colonial era through the end of Reconstruction in 1877. The course examines the social, political, cultural, military, economic, and scientific triumphs and tribulations that African-Americans experienced throughout their early history in the land that has become the United States. Particular emphasis is placed on describing and analyzing black Americans' resistance to inequality, their development of institutions, the expansion of slavery, and the Civil War and Reconstruction.

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

Credits: 3

University-parallel introductory course which surveys the field of psychology, including the study of behavior, cognitive processes, the concepts of memory, perception and sensation, consciousness, personality development, psychological disorders, psychotherapy, and social behavior.

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

Credits: 3

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

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

Credits: 3

American history from the colonial period through the Civil War.

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

Credits: 3

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

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

Credits: 3

This course surveys African-American History from the end of Reconstruction through the present. Particular emphasis is placed on describing and analyzing black Americans' efforts to counteract the inequalities their communities experienced largely as a result of racist Jim Crow laws and racial disenfranchisement. Moreover, it examines the Great Migration, the Harlem and Chicago Renaissances, the Post-World War II integrationist and Black Nationalist movements, and black political activism at the turn of the millennium. This course is designed to assist students in gaining an improved understanding of (and appreciation for) the myriad ways in which black Americans have impacted the cultural, political, social, and economic structures of the United States, and, in turn, how living within American society has impacted the evolution of African-American thought and action. The instructional format is based on face-to-face lectures and classroom discussions (with an Honors option available during the spring semester and an online option available during the fall, spring, and summer semesters).

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 noncollegiate organization associated with this program.

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

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

9. Provide assurance and any appropriate evidence that **advertising, recruiting, and admissions materials** will clearly and accurately represent the proposed program and the services available.

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

PART H: Adequacy of Articulation

2. 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.

<i>Faculty Name</i>	<i>Appointment Type</i>	<i>Terminal Degree</i>	<i>Academic Title/Rank</i>	<i>Status</i>	<i>Course(s) Faculty Member will teach in this Program</i>
Clover Baker-Brown	Tenured	Ed. D, Community College Leadership	Associate Professor	Full-time	PRJ-2210: Communication Theory
Trevor Setvin	Contract	M.A. Communication	Instructor	Adjunct	PRJ-1210: Public Relations Techniques
Larry Miller	Resident	M.A., Public Relations & Journalism	Assistant Professor	Full-time	PRJ-2000: News Writing for Public Relations

N. Louis Holder	Tenure-track	M.Ed., Sport & Recreation Administration	Assistant Professor	Full-time	TRF-2040: Introduction to Broadcast News
Louis Del Rhoden	Tenure-track	M.S., Organizational Communication	Associate Professor	Full-time	TRF-1310: Introduction to Mass Communication; COM-1130: Interviewing
Pamela Perkins	Contract	M. A. Speech and Theatre	Instructor	Adjunct	COM-2230: Intercultural Communication
Kathy Yorkshire	Tenure-track	Ed. D. Community College Leadership	Professor	Full-time	BMT-1500: Developing a Professional Image
Belinda Lindsay	Tenure-track	M.S.W.	Associate Professor	Full-time	SOC-2010: Social Problems
Saylor, Sharon	Contract	M.A. English	Instructor	Adjunct	EGL-2270: Applied Grammar

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:

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

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

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

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

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

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

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

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate **access** to:
 - a. *An institutional **electronic mailing system***

Prince George’s Community College provides access to 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: 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)	\$133,308	\$146,832	\$160,356	\$173,880	\$187,404
a. Number of F/T Students	14	16	18	20	22
b. Annual Tuition/Fee Rate	\$4,830	\$4,830	\$4,830	\$4,830	\$4,830

c. Total F/T Revenue (a x b)	\$67,620	\$77,280	\$86,940	\$96,600	\$106,260
d. Number of P/T Students	34	36	38	40	42
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)	\$65,688	\$69,552	\$73,416	\$77,280	\$81,144
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (1 – 4)	\$133,308	\$146,832	\$160,356	\$173,880	\$187,404

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

<p><i>Faculty:</i> 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.</p>
<p><i>Admin Staff:</i> This program will be housed in the Humanities 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.</p>
<p><i>Support Staff:</i> This program will be housed in the Humanities department. Office associates support the department as a whole, and not individual programs, so it is not expected that any new support staff will be needed.</p>
<p><i>Technical Support and Equipment:</i> 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.</p>
<p><i>Library:</i> Current library materials are sufficient for the needs of the students and faculty.</p>
<p><i>New or Renovated Space:</i> There is no new or renovated space needed for this program. Current classroom space is sufficient for the needs of the students and faculty.</p>

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:

PRJ-1210: Public Relations Techniques
PAS-1000: First Year Experience
EGL-1010: Composition I: Expository Writing
EGL-1020: Composition II: Writing about Literature
EGL-1100: Composition II: Writing About Issues and Ideas
EGL-1320: Composition II: Writing for Business
EGL-1340: Writing About Technical Topics
PHL-1010: Introduction to Philosophy: The Art of Questioning
PHL-1090: Introduction to Logic
MAT-1130: Mathematical Ideas
MAT-1140: Introduction to Statistics
GEO-1010: Physical Geography
GEO-1020: Physical Geography Lab
NTR-1010: Introductory Nutrition
COM-1090: Interpersonal Communication
HST-1410: History of the United States to 1877
HST-1430: History of the United States since 1877
HST-1510: History of African Americans to 1877
HST-1530: History of African Americans since 1877
PSC-1010: Introduction to Astronomy
SOC-2010: Social Problems