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

Institution Submitting Proposal	Prince George's Community College

Each _action_ below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ◉ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted:	◉ Yes ○ No	Payment Type:	○ R*STARS # 0347473 ◉ Check # 0347473	Payment Amount:	$50.00	Date Submitted:	12/15/22

Department Proposing Program	Technology, Engineering, and Construction
Degree Level and Degree Type	Lower Division Certificate
Title of Proposed Program	Computer Service Technology
Total Number of Credits	23
Suggested Codes	HEGIS: 5105.01	CIP: 15.1202
Program Modality	◉ On-campus ○ Distance Education (fully online) ○ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	◉ Fall ○ Spring ○ Summer Year: 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: _Falecia D Williams_ Date: 12/15/2022
	Date of Approval/Endorsement by Governing Board: 12/08/2022

Revised 1/2021

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

January 3, 2023
In response to 22704 originally submitted December 15, 2022

Dear Dr. Fielder,

Prince George's Community College incorporated substantial modifications to the **Computer Service Technology Certificate** program (HEGIS 5105.01; CIP 15.1202). The following changes were made better prepare students for the workplace, take certification exams, and better align with the Computer Engineering Technology, AAS, and Information Technology, AAS degree programs:

- **INT-1370 Introduction to Help Desk Tools and Procedures** was changed from a program elective to a program requirement.
- **INT-2688 Cloud+ Preparation** was added as a program elective.
- **INT-1620: Security+ Preparation** was changed from a program requirement to a program elective.
- **INT-1450 CCNA I Introduction to Networking** and **INT-2530 Introduction to Telecommunications** were removed as program electives.
- Total number of credits changed from 23-24 to 23 due to these changes.

Prince George's Community College's Curriculum Committee approved all revisions. The additional MHEC paperwork is also included. A payment of fifty dollars ($50) has been forwarded to cover the substantial modifications to a certificate program fee. Feel free to contact me with any questions.

Respectfully,

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

1. **Name of Proposed Certificate/Degree Program:** Computer Service Technology Certificate

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 Computer Service Technology Certificate prepares students for computer support careers. It also prepares students for the CompTIA A+ computer support certification, the CompTIA Network+ certification, and the CompTIA Security+ certification.
   >
   > This program prepares students for careers in computer and technical support such as computer repair, desktop support, networking, and cloud computing. Students gain hands-on experience repairing computers, troubleshooting operating system issues as well as learn help desk procedures. Coursework in this certificate may be applied towards the Information Technology A.A.S. degree. This certificate also prepares students for the following CompTIA certifications: A+, Network+, Security+ and Cloud+.
   >
   > The Computer Service Technology Certificate supports the College's mission to provide high quality experiences for students. This program offers experiential real-life learning opportunities in the classroom. The students assemble/disassemble as well as configure computers which provides them hands-on experience required by employers. It also supports customer service which is a must in the computer service technician field.

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

   > This program supports the college goals of Optimizing Pathways to Graduation, Transfer, or Entering the workforce. Computer Technicians are responsible for setting up repairing and troubleshooting hardware and software issues. These program changes better prepare students for the workplace, take certification exams, and better align with the Computer Engineering Technology, AAS, and Information Technology, AAS degree programs These changes also expose students to more current cloud technologies. Most organizations today store data locally and in the cloud. Therefore, these skills are needed in the workforce to support computer operations. A candidate with these skills has a better chance of obtaining an entry-level position over a candidate who does not possess these

skills. The Computer Service Technology Certificate enables students to obtain an entry-level position in the workforce.

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 program are funded through the annual operating budget for Teaching, Learning, and Student Success. This substantial program modification 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). The substantial modification 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*

    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.*

    This program meets the needs for future technology advancements. The need for technology professionals in multiple areas will continue to be in demand. The need for computer support and IT specialists will continue to be a necessity for organizations. These jobs will continue to increase and be in high demand in the future. Organizations will also need employees to provide computer repair duties.

This program will expand educational opportunities and choices for minority and educationally disadvantaged students, and provide them with the opportunity to learn new skills. These new skills will prepare them to obtain various technology positions that are in demand.

Prince George's Community College is a majority Black institution. The College's Technology, Engineering and Construction Department is updating this program in order to maintain its high quality and unique status, and so that students will be ready to meet the demands of the job market.

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 substantial modification 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 52 of the Plan, institutions should be rethinking their focus on traditional 60-credit associate's degrees and incorporating more "stackable credentials" that allow students to build unique portfolios of skills and knowledge in less time and for a lower cost. The courses in this certificate program represent concrete, measurable outcomes that translate into skills that will assist students in obtaining gainful and meaningful employment.

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 top positions in this industry that are served by the Computer Services Technology Certificate are IT Specialist, Desktop Support Technician, and Computer Support Technician. Education required for this field varies by agency. Some agencies require only computer knowledge and hands-on skills. Others require an Associate Degree. Students who obtain this certificate have the skills to obtain an

entry level position. This certificate and the opportunity to work in an entry level position, offers advancement to other Information Technology positions. There are vendor certifications such as CompTIA A+ that are offered as validation of student's knowledge of best practices in this field. Students in this program have the opportunity to obtain discount vouchers from the college for the A+ certification.

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

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

Employment projections data for computer support specialists, 2021-31

Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2021-31		Employment by Industry
				Percent	Numeric	
Computer support specialists	15-1230	875,700	932,100	6	56,400	Get data
Computer network support specialists	15-1231	185,500	199,200	7	13,800	Get data
Computer user support specialists	15-1232	690,200	732,900	6	42,700	Get data

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

According to the Labor Bureau of Statistics, Computer Support Specialists require some college, moderate term on the job training. The number of projected jobs is range from 10,000 – 49,999. This field requires work-related skill or knowledge or experience. The job outlook is projected to grow 6% from 2021 to 2031. Approximately 75,000 jobs are expected each year for the next decade.

Quick Facts: Computer Support Specialists	
2021 Median Pay ❓	$57,910 per year $27.84 per hour
Typical Entry-Level Education ❓	See How to Become One
Work Experience in a Related Occupation ❓	None
On-the-job Training ❓	Moderate-term on-the-job training
Number of Jobs, 2021 ❓	875,700
Job Outlook, 2021-31 ❓	6% (As fast as average)
Employment Change, 2021-31 ❓	56,400

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

US Labor of Statistics

Metropolitan areas with the highest employment level in Computer User Support Specialists:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	35,810	4.13	0.89	$ 32.68	$ 67,970
Dallas-Fort Worth-Arlington, TX	24,860	6.93	1.49	$ 26.32	$ 54,750
Los Angeles-Long Beach-Anaheim, CA	19,480	3.41	0.73	$ 31.32	$ 65,150
Washington-Arlington-Alexandria, DC-VA-MD-WV	18,000	6.14	1.32	$ 32.03	$ 66,620

US Labor of Statistics Top Paying States

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	3,900	5.89	1.27	$ 35.54	$ 73,930

California	66,080	4.00	0.86	$ 34.51	$ 71,790
Massachusetts	16,640	4.90	1.06	$ 34.17	$ 71,080
Colorado	15,660	5.97	1.29	$ 31.38	$ 65,270
New York	37,830	4.36	0.94	$ 31.07	$ 64,630

Part D: Reasonableness of Program Duplication:

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

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

 According to the Academic Program Inventory, Montgomery College offers similar individual courses throughout various programs. However, there is not a comparable certificate program.

Howard Community College offers IT Helpdesk courses in the non-credit program. This is also not comparable with this certificate.

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

The changes were incorporated to this certificate to include current technologies. The certificate also will better prepare students for the workplace, take certification exams, and better align with the Computer Engineering Technology, AAS, and Information Technology, AAS degree programs. The change also exposes students to more current cloud technologies. Most organizations today store data locally and in the cloud. Therefore, these skills are needed in the workforce to support computer operations.

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. PGCC does not anticipate that this program will have any impact on 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 by 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. Mohammed Ali, Department Chair for Technology, Engineering, and Construction, and Melanie Walker, Academic Coordinator for Networking and Hardware

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

> **Graduates of the Computer Service Technology Certificate will be able to:**
> 1. Use operating systems, word processors, spreadsheets, and Web browsers to solve technical problems and present the solutions
> 2. Repair personal computers
> 3. Manage local area networks and wireless networks.
> 4. Diagnose hardware/software/operating system errors.

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**

INT-1010 Introduction to Information Technology Credits: 3 (Program 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.

INT 1540 Computer Hardware I- A Plus Preparation Credits: 4 (Program Requirement)
Students will learn about working with computer hardware and various hardware devices. Emphasis is on configuring, installing, and maintaining PCs and mobile devices. Additionally, students configure wireless devices, networks, printers, and peripherals. Time is also spent on troubleshooting devices, virtualization and cloud computing. Students will have to study beyond this course to adequately prepare for the A+ Core 1 certification exam.

INT 1700 Understanding Operating Systems Credits: 3 (Program Requirement)
(CyberWatch common course equivalent: CW 130) Provides basic working knowledge of computer operating system and Linux commands, functions and management using the DOS and Windows operating environments. Topics include: memory management, process management, device management, file management and operating system tools. Introduces command structures and explores operations using GUI and Command Line Interfaces. Students will demonstrate proficiency by completing various task-related laboratory assignments. Focus is also on the main topics covered in the A+ Operating Systems Technologies Examination.

INT 2540 Computer Hardware II- A Plus Credits: 4 (Program Requirement)
This course covers entry level skills required to be an IT specialist. Students will install and configure the Windows operating system. Topics covered include security tools, basic networking, operating system tools, utilities, security threats, wireless networking, software troubleshooting and mobile devices. Students will have to study beyond this course to adequately prepare for the A+ Core 2 certification.

INT 1550 Introduction to Networks- Network Plus Prep Credits: 3 (Program Requirement)
An overview of local area networks including installation and operation of a computer network from the physical as well as the software and user perspective. Students will design, build, and test working networks and associated wiring. Emphasis will be placed on LAN hardware, software, standards, and protocols. Helps prepare students for the CompTIA Network+ certification exam.

INT 1370 Introduction to Help Desk Tools and Procedures Credits: 3 (Program Requirement)
This course is designed for students to learn how a team-oriented technical support environment operates. Students study the basic help desk concepts, procedures, tools, telephone-based technology, and features of software in a help desk/technical support environment. These techniques are applied to collect knowledge, schedule, and track repairs.

INT 2300 Windows Desktop Operating System Credits: 3 (Program Elective)
This course covers basic Windows Desktop Client installation, configuration and administration. Students demonstrate proficiency by completing lab-based assignments. Students use administrative tools, configure storage, manage file systems, create user and group accounts, as well as secure and troubleshoot the operating system. This course provides skills needed to become a Modern Desktop Administrator and prepares students for the Modern Desktop Certification Exam (MD-100).

INT 1620 Security+ Preparation Credits: 3 (Program Elective)
This introductory security course provides students with the knowledge and skills to assess the security posture of an enterprise, recommend and implement appropriate solutions to secure the network infrastructure and devices. They will also be introduced to the applicable laws and policies that must be implemented to maintain compliance in various industries. Students will be able to conduct risk assessments, and will identify, analyze and mitigate security incidents. This course maps to the Computing Technology Industry Association's (CompTIA) Security+ exam, which covers attacks, threats and vulnerabilities, network architecture and design, implementation, operations, incident response, governance, risk and compliance. Upon completion of this course, students will be prepared to take CompTIA's vendor neutral Security+ exam. Security+ certification is globally recognized Industry certification for entry-level security professionals. (CyberWatch common course equivalent: CW 160).

INT 2688 Cloud+ Preparation Credits: 3 (Program Elective)
The Cloud+ Preparation course maps to the Computing Technology Industry Association's (CompTIA) Cloud+ Certification exam, which validates the skills needed to maintain and optimize cloud infrastructure services. The course provides students the knowledge and skills to implement, maintain, and deliver cloud technologies. Skill-based labs cover networking, storage, security, and virtualization. This is an introductory course for students who want to explore cloud computing and for those who feel they need extra preparation for advanced virtualization courses like VMware, Citrix, and Amazon Web Service (AWS).

INT 2930 Information Technology Internship III Credits: 3 (Program Elective)
In this course, students complete an intermediate practical experience at an entry-level position in an information technology setting under supervision. Students establish several performance and learning goals and apply course content in a practical setting to achieve these goals. Additionally, students enhance their professional skills in the workplace. Students create a professional portfolio to document their internship and/or academic experience. Internships can be paid (with a minimum of 192 on-site hours) or nonpaid (with a minimum of 96 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.

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

As a certificate program, this program does not have any general education requirements.

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

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

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

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

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

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

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

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

PART H: Adequacy of Articulation

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

For more information: [Transfer Agreements](#) and [Articulation Agreements](#)

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

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

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

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

Faculty Name	*Appointment Type*	*Terminal Degree*	*Academic Title/Rank*	*Status*	*Course(s) Faculty Member will teach in this Program*
Patricia Okorie	Tenure-track	M.S. in Computer Science (Concentration on Information Assurance)	Associate Professor	Full-time	INT 1700 Understanding Operating Systems INT 1550 Introduction to Networks-Network Plus Prep INT 1620 Security+ Preparation INT 2688 Cloud+ Preparation
Melanie Walker	Tenure-track	M.S. in Information Assurance; M.S. Instructional Technology	Associate Professor	Full-time	INT 2300 Windows Desktop Operating System

Tammy Cameron-Allen	Contract	B.A. Individualized Studies	Instructor	Adjunct	INT 1010 Introduction to Information Technology INT 2930 Information Technology Internship III
Ambali Busari	Contract	M.S. Cybersecurity	Associate Professor	Adjunct	INT 1540 Computer Hardware I- A Plus Preparation INT 2540 Computer Hardware II- A Plus
Sonia Washington	Tenured	M.S. Information Technology	Associate Professor	Full-time	INT 1730 Introduction to Help Desk Tools and Procedures

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

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

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

•   pedagogy to meet the needs of a diverse student population, using a variety of modalities

•   pedagogy specific to distance education

•   the learning management system (Canvas)

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

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

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

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

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

The listed databases are not subject specific to Computers and Technology, but include academic resources and information related to Computer Service Technology

- Communications and Mass Media (Gale OneFile)
- ABI/INFORM Global

Ebooks

- O'Reilly books
  - o Resources for industry certifications and technical books
- Ebook Central
  - o Computer Science and IT subjects covered
- Ebsco Academic Ebook collection
  - o Computer Science category
- Credo Reference
  - o Scholarly Encyclopedias

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 Advanced Technology. Current buildings, classroom and office spaces, and teaching and learning equipment are sufficient to support this program. All facilities and equipment are subject to routine cleaning, inspection, and maintenance.

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

a. An institutional **electronic mailing system**

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

enrollment. Each Prince George's Community College student email address uses the domain @students.pgcc.edu.

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

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

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

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

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

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue (c + g below)	$103,845	$132,020	$160,195	$188,370	$216,005
a. Number of F/T Students	15	20	25	30	35
b. Annual Tuition/Fee Rate	$3,703	$3,703	$3,703	$3,703	$3,703
c. Total F/T Revenue (a x b)	$55,545	$74,060	$92,575	$111,090	$129,605
d. Number of P/T Students	25	30	35	40	45

e. Credit Hour Rate	$161	$161	$161	$161	$161
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	$48,300	$57,960	$67,620	$77,280	$86,940
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 – 4)	$103,845	$132,020	$160,195	$188,370	$216,005

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 23 credits per year for full-time students, and an average of 12 credits per year for part-time.
Grants, Contracts, & Other External Sources: This program does not use grants, contracts or external sources for funding.
Other Sources: There are no other sources used for funding.

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

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c) below	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
2. Admin Staff (b + c below)	$0	$0	$0	$0	$0

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

Faculty: No new faculty are needed for this program. There are a number of qualified full-time and adjunct faculty currently employed by the College to teach the required program courses in this program.
Admin Staff: This program will be housed in the Technology, Engineering and Construction Department, as part of the STEM division, which already has a dean, associate dean, department chair, and academic coordinator in place who will support the program. No additional administrative staff is necessary.
Support Staff: This program will be housed in the Technology, Engineering and Construction 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.

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

    INT-1010: Introduction to Information Technology
    INT-1700: Understanding Operating Systems
    INT-1370: Introduction to Help Desk Tools and Procedures
    INT-1620: Security+ Preparation