



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

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

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #0347474	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 0347474	Amount: \$50.00	Submitted: 12/15/22

Department Proposing Program	Business and Entrepreneurship		
Degree Level and Degree Type	Lower Division Certificate		
Title of Proposed Program	CPA Exam Qualification		
Total Number of Credits	51		
Suggested Codes	HEGIS: 5002.50	CIP: 52.0399	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.pgcc.edu/		

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

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



PRINCE GEORGE'S
COMMUNITY COLLEGE

pgcc.edu

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

January 3, 2023

In response to 22705 originally submitted December 15, 2022

Dear Dr. Fielder,

Prince George's Community College incorporated substantial modifications to the **CPA Exam Qualification Certificate** program (HEGIS 5002.50; CIP 52.0399) to better align the curriculum with the exam requirements. The changes are as follows:

- Change of **ACC-2020 Intermediate Accounting II**, **ACC-2070 Governmental and Nonprofit Accounting**, and **ACC-1030 Accounting for Managers** from program electives to program requirements;
- Deletion of **ACC-2230 Individual Income Tax** as a program elective;
- Change of **BMK-2510 Introduction to Marketing** from a program requirement to a program elective.

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

1. Name of Proposed Certificate/Degree Program: CPA Exam Qualification 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](#).

Prince George's Community College has incorporated substantial modifications to the CPA Exam Qualification Certificate program in order to better prepare students for the CPA Exam. The Certified Public Accountant (CPA) Exam Qualification Certificate is for individuals who hold a bachelor's degree in disciplines other than accounting and need to meet the current education requirement of 51 credit hours in business and accounting, as part of the required overall 150 satisfactorily-completed semester hours, in order to sit for the Uniform CPA Examination in Maryland. This certificate aligns with the state requirements; therefore, no course substitutions can be made in this certificate.

Many of the courses in this program can be used as part of the Accounting Professional, A.A.S program. Students should work closely with the department chair to see if pursuing the A.A.S. is appropriate for them and/or to meet the requirements of the A.A.S. program.

Prerequisites Required from Bachelor's Degree:

1. Bachelor's degree in any discipline
2. Bachelor's degree, regardless of discipline, must include:
 - A statistics course (if missing, then students will need to complete a statistics course as part of this certificate).
 - An algebra course (if missing, then students may need to complete an appropriate course prior to registering for certain electives).

Prior Degrees from Foreign Colleges or Universities:

In accordance with the guidelines of the Maryland State Board of Public Accountancy, the academic credentials of applicants who have earned degrees from foreign colleges or universities must be evaluated to determine whether the foreign educational preparation fulfills Maryland's education requirements. The NASBA International Evaluation Service (NIES) is the only acceptable evaluation service for foreign transcripts. There are no exceptions.

Information on Updates from the Maryland State Board of Public Accountancy:

All students are advised to periodically check with the Maryland State Board of Public Accountancy for any updates or changes to the exam requirements:

<https://www.dllr.state.md.us/license/cpa/>.

This program directly aligns with PGCC's mission to "high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to personal development, professional advancement, and economic prosperity." The CPA Exam Qualification Certificate program supports the College's mission and goals by providing students the opportunity to obtain the skills and knowledge to earn the certificate, prepare for the CPA exam, and obtain gainful employment as a certified public accountant (CPA).

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 CPA Exam Qualification Certificate program supports PGCC's strategic goal for "Optimizing pathways to graduation, transfer, or entering the workforce". As part of the Business and Entrepreneurship Guided Pathway, graduates of this certificate program are prepared to take the CPA exam and seek employment as certified public accountants. This also aligns with the Vision 2030 Strategic Imperative of enabling 50,000 workers to earn a workforce credential aligned to high-skill, high-wage jobs.

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

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

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.

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

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

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

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

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

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

a) The need for the advancement of knowledge:

The CPA Exam Qualification Certificate program is designed to develop students in fundamental accounting knowledge, skills, and best practices that will prepare them for the CPA exam. The Bureau of Labor Statistics (BLS) projects employment of accountants and auditors to grow six percent from 2021 to 2031, about as fast as the average for all occupations. A bachelor's degree in accounting or a related field is typically required to become an accountant or auditor. Completing certification in a specific field of accounting, such as becoming a licensed Certified Public Accountant (CPA), may improve job prospects. (<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#:~:text=Employment%20of%20accountants%20and%20auditors,the%20average%20for%20all%20occupations>)

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

Prince George's Community College is a minority-serving institution. As of 2019, about 61% of Prince George's County residents identify as Black and about 20% identify as Hispanic. The CPA Exam Qualification Certificate program will allow the college to expand the opportunities available to the population it serves by providing a program through which students can obtain skills that will help to prepare students for the CPA exam. As of May 2021, the District of Columbia, just outside of Prince George's County, has the highest concentration of jobs for accountants and auditors in the United States (<https://www.bls.gov/Oes/current/oes132011.htm#st>)

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

The CPA Exam Qualification Certificate program provides a high-quality education through theoretically strong constructs in all topics relevant to the field of accounting. Through the skills obtained in these courses, students are well-prepared to take the CPA exam. This program allows Prince George's Community College to expand its capacity as a majority Black institution to offer high-quality educational programs to its diverse student population.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The 2022 Maryland State Plan for Higher Education outlines three primary goals for the postsecondary community in Maryland:

Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Student Success: Promote and implement practices and policies that will ensure student success.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

This 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.

Accountants and auditors prepare and examine financial records, identify potential areas of opportunity and risk, and provide solutions for businesses and individuals. They ensure that financial records are accurate, that financial and data risks are evaluated, and that taxes are paid properly.

They also assess financial operations and work to help ensure that organizations run efficiently (<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-2>)

Many accountants and auditors work for government agencies. Others specialize, depending on their employer. Some work for organizations that specialize in assurance services (improving the quality or context of information for decision makers) or risk management (determining the probability of a misstatement on financial documents). Other organizations specialize in specific industries, such as finance, insurance, or healthcare (<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-2>)

A Bachelor's degree in accounting or a related field is typically required to become an accountant or auditor. Completing certification in a specific field of accounting, such as becoming a licensed Certified Public Accountant (CPA), may improve job prospects.

In some cases, those with an associate's degree, as well as bookkeepers, accounting, and auditing clerks who meet the education and experience requirements set by their employers, may get junior accounting positions and advance by showing their accounting skills on the job. CPAs are licensed by their state's Board of Accountancy. Becoming a CPA requires passing a national exam and meeting other state requirements. All states require CPA candidates to complete 150 semester hours of college coursework to be licensed, which is 30 hours more than the usual 4-year Bachelor's degree. This certificate aligns with all requirements set forth by the State of Maryland.

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Accountants and Auditors, at <https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm> (visited December 01, 2022).

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

The Bureau of Labor Statistics (BLS) projects employment of accountants and auditors to grow six percent from 2021 to 2031, about as fast as the average for all occupations. (<https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#:~:text=Employment%20of%20accountants%20and%20auditors,the%20average%20for%20all%20occupations>)

According to the Maryland Department of Labor (retrieved December 01, 2022 from <https://www.dllr.state.md.us/lmi/iandoprojshort/>), there are 27,399 accountant and auditor positions projected for 2023.

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

As a workforce ready degree, the job outlook that was considered was entry-level accountant or auditor with a Bachelor's degree and a certification in Public Accounting. Maryland's Department of Labor suggests that employment growth for management occupation is projected to experience a 2.7% change for the years 2021-2023 (<https://www.dllr.state.md.us/lmi/iandoprojshort/>). The projections are greater for long-term (2020-2030) accounting positions. An 8.92% growth rate is expected for accountant and auditor positions in the state of Maryland

(<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>). Prince George’s County projects an average 5.8% growth rate for accounting related positions. (<https://www.dllr.state.md.us/lmi/iandoproj/wias.shtml>).

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

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

Occupation	2020-2030 Percent Change in openings in Maryland ¹	2020-2030 Percent Change in openings in Prince George’s County ²
Accountants and auditors	8.92%	5.8%

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](#)

The Academic Program Inventory lists the following programs at other Maryland community colleges with similar programs with the title of CPA Exam Qualification Certificate (Lower Division Certificate):

Carroll Community College (52 credits)

Community College of Baltimore County (55 credits)

Frederick Community College (53 credits)

Harford Community College (55 credits)

Howard Community College’s program is listed as: CPA Candidacy Certificate (52 credits)

The CPA Exam Qualification Certificate program at PGCC and at the other Maryland community colleges have similar program outcomes, courses, and course outcomes, and all have a similar aim: Ready students to graduate, prepare for the CPA exam, and obtain employment as a CPA. Each community college program serves their respective county and community populations.

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

This substantial modification proposal has been submitted to update the program to remove a course that was no longer viable, and to better prepare students with the skills and knowledge necessary for the CPA exam and for employment as a CPA.

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

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

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

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

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

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

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

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

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

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

Establishment of the Program:

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

Faculty who will oversee the program:

Dr. Mary Falkey, the Academic Coordinator for Accounting, and Dr. Darren Gibson, the Chair for the Business and Entrepreneurship Department.

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

Graduates of the CPA Exam Qualification Certificate will be able to:

1. Prepare financial documents that meet regulatory requirements as well as the needs of business clients or owners.
2. Analyze complex financial information to make recommendations for action.
3. Make informed decisions using accounting and business principles.
4. Identify basic legal concepts and their impacts on business operations.

5. Explain basic business and economic concepts.
6. Perform audit procedures.

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**

ACC-1001 Principles of Accounting I (Program Requirement)

Credits: 3

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

ACC-1002 Principles of Accounting II (Program Requirement)

Credits: 3

This course is the second course in a university-parallel introductory accounting sequence. This course emphasizes accounting theories, principles and applications with a focus on financial and managerial accounting. Topics include corporate reporting, equities, investments, cash flows, financial statement analysis, costing methods, cost volume profit analysis and budgeting.

ACC-2010 Intermediate Accounting I (Program Requirement)

Credits: 3

This course involves a comprehensive study of financial accounting theory and conceptual framework. The course provides an in-depth review of financial statement preparation with an emphasis on disclosure. Topics include time value of money; cash; receivables; inventory valuation; acquisition, disposition, and depreciation methodologies of property, plant, equipment, and intangible assets; and revenue recognition.

ACC-2210 Federal Income Tax (Program Requirement)

Credits: 3

This course presents an overview of the study of federal taxation for individuals and related entities. Key topics include the history and evolution of taxation in the United States, tax compliance, the Internal Revenue Service, and other taxing authorities. The course addresses research and application of the tax code, underlying tax concepts, tax calculations, tax procedures and tax forms. Course content includes an overview of tax legislation, court rulings, tax planning and related limitations.

ACC-2030 Cost Accounting (Program Requirement)**Credits: 3**

This course covers cost accounting as a tool to improve and support key business decisions such as material costs, labor costs, manufacturing overhead and marketing costs. This course also covers how to create and use a master budget, job costing and processing costing.

ACC-2040 Principles of Auditing (Program Requirement)**Credits: 3**

This course introduces financial auditing as it pertains to professional ethical and legal responsibilities, planning and documentation, evidence, internal control, risk and audit reports. Emphasis is on examining accounting records and drawing valid conclusions.

PHL-2400 Business Ethics (Program Requirement)**Credits: 3**

Examination of ethical issues of the business world, including health on the job, consumerism, ecology, and advertising.

ACC-2020 Intermediate Accounting II (Program Requirement)**Credits: 3**

This course involves a continued comprehensive study of financial accounting theory and the conceptual framework. The course further provides an in-depth review of financial statement preparation with an emphasis on disclosure. Topics include liabilities, stockholders' equity, investments, accounting for income taxes, leases, employee compensation and benefits, earnings per share, and statement of cashflows.

ACC-2070 Governmental and Nonprofit Accounting (Program Requirement)**Credits: 3**

This course involves accounting applied to local, state, and federal agencies or schools, hospitals, and nonprofit organizations. This course covers general revenue, special revenue, enterprise and fiduciary funds, cash planning and control.

ACC-1030 Accounting for Managers (Program Requirement)**Credits: 3**

This course focuses on sources of accounting information such as budgets, financial reports and ratios to aid managers in decision making. The course adopts a user's approach and does not emphasize the technical aspects of accounting, such as creating journal entries and financial reports.

BMT-2220 Business Law I (Program Elective)**Credits: 3**

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

BMT-2240 Business Law II (Program Elective)**Credits: 3**

This course is an advanced study of the theory and applications of business law and commercial business transactions in both a domestic and an international environment. Students examine topics that include the Uniform Commercial Code (UCC), bankruptcy, basic business organizations and corporations, and personal and intellectual property. Students apply laws governing liability, secured transactions, and commercial paper to sales contracts, different types of exchanges and transactions, and various forms of business organizations through case studies and practical exercises.

ACC-2250 Business Finance (Program Elective)

Credits: 3

This course provides an overview of capital markets and the banking system. Students study the domestic and international financial markets, and use financial analysis techniques to evaluate investments and business decisions. The net present value concept is emphasized as an underlying concept in corporate finance.

ECN-1030 Principles of Macroeconomics (Program Elective)

Credits: 3

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

ECN-1050 Principles of Microeconomics (Program Elective)

Credits: 3

This course teaches the fundamentals of microeconomics and introduces students to the economic way of thinking. It involves an analysis of the economic principles underlying the behavior of individual consumers and business firms. Topics include economic systems, supply and demand analysis, elasticity, externalities, public goods, market structure and antitrust legislation. Students will learn how to use simple mathematical and graphical techniques to analyze choices made by individual economic entities.

BMT-1600 Principles of Management (Program Elective)

Credits: 3

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

BMK-2510 Introduction to Marketing (Program Elective)

Credits: 3

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

EGL-1320 Composition II: Writing for Business (Program 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 (Program 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.

MAT-1140 Introduction to Statistics (Program 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.

MAT-2210 Statistics (Program Elective)

Credits: 3

This course provides an introduction to statistical concepts and applications, including probability, random variables, sampling, hypothesis testing, and linear regression. Excel, or another appropriate statistical software package will be used throughout the course.

ACC-1040 Computer Accounting with Sage (Program Elective)

Credits: 3

This course introduces the student to the use of computers to process accounting data. The course provides a hands-on opportunity to use a popular accounting software package to manage accounting information for medium-sized companies. Upon completion of the course, the student will be able to use Sage 50 Accounting software to record and analyze accounting data and produce financial reports. Two types of business organizations are studied; a service business and a merchandising business.

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

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

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

PART H: Adequacy of Articulation

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

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

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

Part I: Adequacy of Faculty Resources (as outlined in [COMAR 13B.02.03.11](#) and [COMAR 13B.02.02.17](#)).

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

Notes:

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

<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>
Addison-Thompson, Tammie	Contract	M.B.A. Accounting	Instructor	Adjunct	ACC-1001: Principles of Accounting I
Adefila, Ayodele	Tenure-track	M.P. Accounting	Associate Professor	Full-time	ACC-1001: Principles of Accounting I; ACC-2030: Cost Accounting; ACC-2210: Federal Income Tax
Brown, Lora	Contract	M.B.A.	Instructor	Adjunct	BMT-2220: Business Law I
Coomber, William	Contract	M.A., Economics	Instructor	Adjunct	ECN-1030: Principles of Macroeconomics
Erhard, Kurt	Contract	M.A. Religion	Instructor	Adjunct	PHL-2400: Business Ethics
Falkey, Mary	Tenured	D. A. Higher Education	Professor	Full-time	ACC-1001: Principles of Accounting I; ACC-1040: Computer Accounting with Sage; ACC-2010: Intermediate

					Accounting I; ACC-2020: Intermediate Accounting II;
Fulton, Anthony	Tenured	Ph.D. English	Associate Professor	Full-time	EGL-1340: Writing About Technical Topics
Francis, Simon	Contract	M.A., Economics	Instructor	Adjunct	ECN-1030: Principles of Macroeconomics
Gibson-Bailey, Denise	Resident	M.B.A., Marketing Management	Associate Professor	Full-time	BMK-2510: Introduction to Marketing
Grant, Stephen	Contract	D.B.A., Accounting	Instructor	Adjunct	ACC-1001: Principles of Accounting I; ACC-2250: Business Finance
Habershon, Betty	Tenured	M.D.E.	Professor	Full-time	ACC-1001: Principles of Accounting I; ACC-2002: Principles of Accounting II
Jones, Johnnie	Tenured	J.D.	Professor	Full-time	BMT-2220: Business Law I; BMT-2240: Business Law II
Knight, William	Tenured	M.A., Economics	Professor	Full-time	ECN-1030: Principles of Macroeconomics; ECN-1050: Principles of Microeconomics
Lo, El Hadji M.	Contract	M.S. Accounting and Finance	Instructor	Adjunct	ACC-1001: Principles of Accounting I
Mulusa, Judy	Tenure-track	Ph.D. Economics	Professor	Full-time	ECN-1030: Principles of Macroeconomics; ECN-1050: Principles of Microeconomics

Outlaw, Deloris	Tenure-track	M.B.A. Management	Associate Professor	Full-time	ACC-1001: Principles of Accounting I; ACC-2002: Principles of Accounting II; ACC-1030: Accounting for Managers; ACC- 2040: Principles of Auditing; ACC- 2070: Government and Non-profit Accounting;
Starkey, Clifford	Tenured	M.A. English	Associate Professor	Full-time	EGL-1320: Composition II: Writing for Business
Thoundayil, Maria	Tenured	M.S. Mathematics	Associate Professor	Full-time	MAT-1140: Introduction to Statistics; MAT- 2210: Statistics
Yorkshire, Kathy	Tenure-track	Ed.D. Community College Leadership	Professor	Full-time	BMT-1600: Principles of Management

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

- a. *Pedagogy that meets the needs of the students*
- b. *The learning management system*
- a. *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:

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

Moreover, the library has ready access to:

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

PART K: Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in [COMAR 13B.02.03.13](#) and [COMAR 13b.02.02.20](#))

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

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

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

Prince George's Community College provides access to its electronic mailing system, Microsoft Outlook 365, 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 LTI (learning tools integration). Panopto is integrated into each Canvas section through LTI to ensure student privacy as well as to 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, communicate with the instructor and other students, and receive technical support if needed.

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

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide **finance data** for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a **narrative rationale** for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds. If the funding is \$0.00 or N/A, the narrative should say that this funding is not needed because of x (for example, no reallocation of funds are needed because existing funding is adequate to cover these costs, grant and external funds are not used for this program, etc.). Do not leave any narrative box empty or with \$0.00 or N/A. A rationale must be provided for all categories.

TABLE 1: 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)	\$43,470	\$62,790	\$82,110	\$101,430	\$120,750
a. Number of F/T Students	5	7	9	11	13

b. Annual Tuition/Fee Rate	\$4,830	\$4,830	\$4,830	\$4,830	\$4,830
c. Total F/T Revenue (a x b)	\$24,150	\$33,810	\$43,470	\$53,130	\$62,790
d. Number of P/T Students	10	15	20	25	30
e. Credit Hour Rate	\$161	\$161	\$161	\$161	\$161
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$19,320	\$28,980	\$38,640	\$48,300	\$57,960
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$43,470	\$62,790	\$82,110	\$101,430	\$120,750

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

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 General Education and required program courses in the specific disciplines.

Admin Staff:

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

Support Staff:

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

Technical Support and Equipment:

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

Library:

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

New or Renovated Space:

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

Other Expenses:

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

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

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

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

Non-tenured faculty members are evaluated yearly by students and administrators. Each year, non-tenured faculty members have their course material and student evaluations assessed by their department chairs and deans, with final verification of the assessment conducted by the Executive

Vice President and Provost for Teaching, Learning and Student Success. In order to receive high evaluations, faculty members must demonstrate effective teaching above all, but professional development in the discipline and participation in departmental, divisional, and college-wide activities are also assessed. The same criteria for evaluation are carried out for tenured members of the faculty, but once every four years. The above assessment process also provides administrators the opportunity to set out action plans for faculty improvement in teaching, professional development, and/or college service in order for each or any of those facets of the faculty member's career to be enhanced.

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

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

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

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

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations, contributing to the economic equity and cultural vibrancy of our community. The mission of Prince George's Community College is compatible with the State's minority achievement goals. The College provides accessible and affordable education, and it is committed to diversity. With a majority African American student body and a significant Hispanic/Latino student population, Prince George's Community College is well positioned to provide opportunities for students traditionally underrepresented in higher education. Moreover, the graduates of this program will further align with the racial makeup of the region's workforce.

The College will continue to recruit a diverse student base from both public and private schools and the local community. In addition to working with and relying on the college's student recruiting professionals, additional activities to recruit a diverse body of students 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 deemed 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:

ACC-1001: Principles of Accounting I
ACC-1002: Principles of Accounting II
ACC-2010: Intermediate Accounting I
ACC-2210: Federal Income Tax
ACC-2030: Cost Accounting
PHL-2400: Business Ethics
ACC-2020: Intermediate Accounting II

ACC-1030: Accounting for Managers
BMT-2220: Business Law I
BMT-2240: Business Law II
ACC-2250: Business Finance
ECN-1030: Principles of Macroeconomics
ECN-1050: Principles of Microeconomics
BMT-1600: Principles of Management
BMK-2510: Introduction to Marketing
EGL-1320: Composition II: Writing for Business
EGL-1340: Writing About Technical Topics
MAT-1140: Introduction to Statistics
MAT-2210: Statistics
ACC-1040: Computer Accounting with Sage