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

Institution Submitting Proposal	

*Each **action** below requires a separate proposal and cover sheet.*

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

Payment Submitted:	Yes / No	Payment Type:	R*STARS # / Check #	Payment Amount:	Date Submitted:

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

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

President/Chief Executive	Type Name:
	Signature: *Jalecia DWilliams* Date:
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

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

January 17, 2023

Dear Dr. Fielder,

Prince George's Community College is requesting the addition of a new program, **Health Sciences, A.S.** degree program. This degree is currently the General Studies, A.A. with Area of Concentration in Health Sciences degree (HEGIS 4950.01; CIP 24.0199). Given the content of the curriculum, the standalone degree type of Associate of Science is a better fit than an Area of Concentration. No curricular changes have been made.

The new proposed codes are as follows: HEGIS: 4950.01; CIP: 24.0199

Proposed Program Description
The Health Sciences Associate of Science program meets the needs of students who plan to graduate and transfer to a college or a university to complete a bachelor's degree or higher in various areas of Health Sciences. The program also serves as the curriculum for the Academy of Health Sciences @ PGCC (early/middle college program). In this program students use standard English to communicate in writing, use qualitative and quantitative reasoning to solve problems, apply mathematical concepts, and learn about major psychological and sociological concepts and theories. The impact of culture on communication and the dimensions/concepts of wellness and personal and community health are examined. The program builds upon the Health Sciences certificate program.
Proposed Program Outcomes
Graduates of the **Health Sciences, A.S. degree** program will be able to:
1. Write in standard English at the college level. **2. Use qualitative and quantitative reasoning to interpret, analyze, and solve problems.** **3. Use mathematical concepts and methods with an emphasis on real world applications.** **4. Examine the impact culture has on communication.** **5. Explain major psychological concepts, theories, and perspectives.** **6. Apply major sociological concepts, theories, and perspectives.** **7. Examine the dimensions/concepts of wellness and personal and community health.**
Proposed Courses
PAS-1000 First Year Experience Credits: 1 (Institutional Requirement) EGL-1010 Composition I: Expository Writing Credits: 3 (English General Education Requirement) MAT-1250 Applied College Algebra Credits: 3 (Mathematics General Education Elective) or higher; or

MAT-1140 Introduction to Statistics Credits: 3 (Mathematics General Education Elective)
PSY-1010 General Psychology Credits: 3 (Social Science General Education Requirement)
COM-1090 Interpersonal Communication Credits: 3 (Arts/Humanities General Education Elective) or
COM-1010 Foundations of Communication Credits: 3 (Arts/Humanities General Education Elective)
BIO-2050 Human Anatomy & Physiology I Credits: 4 (Science w/ Lab General Education Requirement; Critical Course)
BIO-2060 Anatomy and Physiology II Credits: 4 (Program Requirement; Critical Course)
EGL-1020 Composition II: Writing About Literature Credits: 3 (English General Education Elective) or
EGL-1100 Composition II: Writing About Issues and Ideas Credits: 3 (English General Education Elective) or
EGL-1320 Composition II: Writing for Business Credits: 3 (English General Education Elective) or
EGL-1340 Writing About Technical Topics Credits: 3 (English General Education Elective)
PSY-2070 Human Growth & Development Credits: 3 (Program Requirement)
INT-1010 Introduction to Information Technology Credits: 3 (Computer Literacy Institutional Requirement)
PHL-1010 Introduction to Philosophy: The Art of Questioning Credits: 3 (Arts/Humanities General Education Elective) or
PHL-1330 Ethics Credits: 3 (Arts/Humanities General Education Elective) or
ART-1010 Introduction to Art Credits: 3 *(Academy of Health Sciences students only)*
CHM-1010 General Chemistry I Credits: 4 (Program Elective) or
BIO-1010 General Biology Credits: 4 (Program Elective) or
BIO-1050 Human Biology Credits: 4 (Program Elective)
SOC-1150 Sociology of Death and Dying Credits: 3 (Program Elective) or
SOC-2400 Introduction to Public Health and Health Care Policy Credits: 3 (Program Elective) or
HST-1310 Ancient & Medieval History Credits: 3 *(Academy of Health Sciences students only)*
HLE-1150 Personal and Community Health Credits: 3 (Program Requirement)
NTR-1010 Introductory Nutrition Credits: 3 (General Education Requirement Science, No Lab)
SOC-1010 Introduction to Sociology Credits: 3 (Social Science General Education Requirement)
BIO-2010 Microbiology Credits: 4 (Program Elective) or
BIO-1210 Sustainability in Healthcare Credits: 4 (Program Elective)
HLE-2410 Health Communications Credits: 3 (Program Elective) or
HLE-2420 Health Education Credits: 3 (Program Elective) or
HST-1320 Modern History Credits: 3 *(Academy of Health Sciences students only)*
HLE-2010 Health Issues in a Culturally Diverse Society Credits: 3 (Program Elective) or
MUS-1010 Music Appreciation Credits: 3 *(Academy of Health Sciences students only)*
PED-1000 Lifetime Fitness and Leisure Activities Credits: 1 (Program Elective) or
HIM-1800 Introduction to Medical Terms for Health Professionals Credits: 1 (Program Elective) or
NUR-1010 Introduction to Nursing - RN Credits: 1 (Program Elective)

Total Proposed Number of Credits: 60

Prince George's Community College's Curriculum Committee and Board of Trustees have approved this new program. The additional MHEC paperwork is also included. A payment of eight hundred fifty dollars ($850) was previously forwarded in September 2022 to cover the new 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**: Health Sciences, A.S.

2. **Type of Proposal:** New Certificate/Degree Program

PART A: Centrality to Institutional and Planning Priorities

1. Provide a **description of the program**, including each area of concentration (if applicable), and how it **relates** to the institution's approved **mission**.

   For more information: PGCC Mission Statement.

Prince George's Community College (PGCC) proposes replacing the Associate of Arts in General Studies with a Concentration in Health Sciences to a standalone degree, Associate of Science in Health Sciences.

PGCC's Associate of Science (AS) degree in Health Sciences is designed to provide the basis for further study in the health sciences field. The degree is designed to provide a course of study that meets the needs of students planning to enter one of the college's Health Sciences (Allied Health and Nursing) programs or to study and transfer to a college or a university to pursue a baccalaureate degree in a health sciences discipline. This is the degree awarded to students in the Academy of Health Sciences at PGCC, the first early/middle college in the State of Maryland, located on the PGCC campus. The degree is also the "parent program" to the Lower Division Certificate in Health Sciences at PGCC (stackable credential).

Prince George's Community College's mission is to provide high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to personal development, professional advancement, and economic prosperity. The college's vision is to serve as the region's premier center for dynamic teaching and learning, strategic partnerships, and community engagement that advances knowledge, economic equity, and lifelong personal development.

The Health Sciences, A.S. degree directly relates to the College's mission by contributing to the economic equity and cultural vibrancy of our community. The program includes academic offerings for students interested in transferring to four-year degree programs or for professional advancement in pursuing careers in various health fields. The program is specifically designed to give students a solid core of required courses that closely match the foundation courses at most four-year health sciences-related degree programs. The inclusion of a General Education core of courses provides thorough preparation in writing, verbal, mathematic, scientific, and critical-thinking skills, which enable students to sample various subject matters and methodologies to inform their education and career choices. The program is also designed for students to assemble a strong portfolio of work that can be used for transfer or job-seeking purposes, leading to economic prosperity.

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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 proposed Health Sciences, A.S. degree supports the institution's strategic goals by empowering students to succeed as they transfer to four-year schools and contribute to the creative economy. Specifically, the program aligns with the **College's _Strategic Goal #1_**: _Enhancing equitable access and value for enrolling at PGCC._ PGCC has defined this as maximizing county-wide access to and completion of the College's workforce and transfer programs and degrees. The proposed standalone program is an affordable transfer degree option for students, providing required courses that match the transfer needs of students and align with the freshman and sophomore years of our transfer partner four-year schools. Therefore, the courses we teach develop more value because they can be used with transfer schools. Successful transfer is an institutional priority at PGCC.

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

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

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

   a. _ongoing administrative, financial, and technical support of the proposed program_

> The proposed A.S. in Health Sciences program has the necessary support at the department, division, and institutional level to operate successfully. The Allied Health department that will house the degree is well-established at PGCC, with an existing cadre of full-time tenured/tenure-track faculty, as well as qualified adjunct faculty, available to teach the program courses (see the table in Part I for a full listing of faculty), and administrative support personnel. All courses in the program can be taught by existing faculty.
>
> As outlined in Parts K and L, PGCC is confident that the existing administrative and technical supports and physical facilities available to the department and college as a whole are sufficient to ensure the program's viability – the department is not seeking any capital investments or specialized facilities, since current classroom, lab, and office space in the Center for Health Studies will suffice, nor is it seeking any additional administrative positions or technology supports to successfully deliver the program. At the college level, E-Learning Services and our Technology Help Desk are able to provide comprehensive technical assistance to faculty and students.

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

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

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

1. Demonstrate **demand and need** for the program in terms of meeting **present and future** needs of the region and the State in general based on one or more of the following:

   a. *The need for the advancement and evolution of **knowledge***

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

   c. *The need to strengthen and expand the capacity of **historically black institutions** to provide high quality and unique educational programs.*

> 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 2018, about 60% of Prince George's County residents identify as black and approximately 20% as Hispanic. The Health Sciences, A.S. program will allow the College to expand the opportunities available to its service population by providing a degree transfer program that provides students with skills that are relevant to the health care field and will transfer to four-year colleges and universities.
>
> c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs
>
> The Health Sciences, A.S. program is unique in that it is only one of two health sciences transfer associate programs offered in the state of Maryland. This program allows Prince George's Community College to expand its capacity as a minority serving institution to offer unique and diverse health science programming to students to prepare them to successfully transfer to health science Bachelor's degree programs at historically black institutions in Maryland, including Copping State University.

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

> The 2022 Maryland State Plan for Higher Education outlines three primary goals for the postsecondary community in Maryland:
>
> **Student Access**: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

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

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

This new program proposal aligns most closely with the **Student Success** goals, and specifically with **Priority 6**: Improve systems that prevent timely completion of an academic program.

As is stated on Page 54 of the Plan, transfer continues to be a challenge in Maryland. PGCC intends to change this program from a general studies area of concentration to a standalone AS degree for the specific reason of enhancing successful transfer and eliminating challenges for students. The proposed standalone program is an affordable transfer degree option for students, providing required courses that match the transfer needs of students and align with the freshman and sophomore years of Maryland's public four-year institutions.

Maryland expects to see a large increase in the number of healthcare-related positions over the next ten years. The Health Sciences A.S. program is designed to allow students from Prince George's County to complete their associate's degree program at PGCC and then transfer to a four-year institution to complete a general health sciences degree, or a specialized program in a health sciences discipline. This pathway allows for a more seamless transition and makes it easier for students to complete their degree without roadblocks.

After the successful completion of all application steps, each student in this program is given an individual academic degree plan and assigned a college advisor who is specifically trained in the transfer process. This advisor, along with program faculty and staff, will help students navigate through the program and through the transfer process.

Additionally, the curriculum for the program is designed with a multiplicity of educational tools and resources to support the diverse learners at the College. Some courses offered are accessible in both in-person and online formats, which allows ease of access and flexibility to students enrolled in the program. In addition to the online format, some program courses are also offered in a structured remote format (synchronous) to allow greater flexibility to both students and program faculty. Remote tutoring and advising resources are also available for students as an ongoing effort to support and promote program success and timely completion by all students.

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 Health Sciences, A.S. is the first step in the student's pursuit of a Bachelor's degree in several disciplines in the health sciences and healthcare industries, including but not limited to registered nurse, respiratory therapy, physical therapy, occupational therapy, health information technology, physician assistant, and other health practitioners and technical workers. There are many employment opportunities for these positions (see Part 2-C). Some entry-level positions require an associate's degree, while others require a Bachelor's degree for entry-level. Hence, offering a

standalone Health Sciences, A.S. degree will increase the chances of our students of landing a position that will help them thrive in the communities in which they live.

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

According to O*NET OnLine, there are a combined 295,300 projected job openings between 2021-2031 for the below-listed occupations (https://www.onetonline.org/)

The Maryland Department of Labor projects an increase from 2020-2030 in the number of opening 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.

Field	2020-2030 Percent Change in openings in Maryland[1]	2020-2030 Percent Change in openings in Prince George's County[2]
Registered Nurse	+21.77	+15.0
Respiratory Therapy	+18.75	+3.4
Physical Therapist	+32.65	+27.9
Occupational Therapist	+29.67	+19.9
Health Information Management	+19.53	+16.6
Physician Assistant	+39.54	+32.2

http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml
[2] http://dllr.maryland.gov/lmi/iandoproj/wias.shtml

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

According to O*NET OnLine:
• Some of the jobs in the occupation code for **registered nurse** (29-1141.00) will require an associate's degree, and some will require a Bachelor's degree (specific percentages not listed) (https://www.onetonline.org/link/summary/29-1141.00).
• 83% of the jobs in the occupation code for **respiratory therapist** (29-1126.00) will require an associate's degree, and 12% will require a Bachelor's degree (https://www.onetonline.org/link/summary/29-1126.00).
• 8% of the jobs in the occupation code for **physical therapist** (29-1123.00) will require a Bachelor's degree (https://www.onetonline.org/link/summary/29-1123.00).

• 14% of the jobs in the occupation code for **occupational therapist** (29-1122.00) will require a Bachelor's degree (https://www.onetonline.org/link/summary/29-1122.00).
• 5% of the jobs in the occupation code **health informatics specialist** (15-1211.00) will require an associate's degree, and 45% will require a Bachelor's degree (https://www.onetonline.org/link/summary/15-1211.01).
• 5% of the jobs in the occupation code **physician assistant** (29-1071.00) will require a Bachelor's degree, and 81% will require a Master's degree (https://www.onetonline.org/link/summary/29-1071.00).

Preparation and training for the employees in these six occupations varies. While respiratory therapists typically need 1-2 years of training, registered nurses and health informatic specialists usually need several years of work-related experience, on-the-job training, and/or vocational training. Physical and occupational therapists, as well as physician assistants need extensive preparation and training, and often advanced degrees. PGCC's Health Sciences A.S. program can be the starting point for each of these occupations.

According to the Bureau of Labor Statistics, national employment in 2021 across the occupations of:
• **Registered nurses** (29-1141.00) measured in number of employees was 3,130,600. By 2031, this is projected to grow by 6% (average), to 3,326,000, with 203,200 job openings. In Maryland, 2020 employment was 71,390, and is projected to grow by 17% by 2030, to 83,710 employees, with 5,250 annual job openings (https://www.onetonline.org/link/localtrends/29-1141.00?st=MD).
• **Respiratory therapists** (29-1126.00) measured in the number of employees was 135,800. By 2031, this is projected to grow by 14% (much faster than average), to 154,200, with 9,400 job openings. In Maryland, 2020 employment was 3,200, and is projected to grow by 21% by 2030, to 3,870, with 230 annual job openings (https://www.onetonline.org/link/localtrends/29-1126.00?st=MD).
• **Physical therapists** (29-1123.00) measured in the number of employees was 238,800. By 2031, this is projected to grow by 17% (much faster than average), to 279,200, with 15,400 job openings. In Maryland, 2020 employment was 5,480, as is projected to grow by 18% to 6,480, with 340 annual job openings (https://www.onetonline.org/link/localtrends/29-1123.00?st=MD).
• **Occupational therapists** (29-1122.00) measured in the number of employees was 133,900. By 2031, this is projected to grow by 14% (much faster than average), to 152,500 with 10,100 job openings. In Maryland, 2020 employment was 4,100, and is projected to grow by 19% by 2030, to 4,860, with 320 annual job openings (https://www.onetonline.org/link/localtrends/29-1122.00?st=MD).
• **Health informatics specialists** (15-1211.00) measured in the number of employees was 538,800. By 2031, this is projected to grow by 9% (faster than average), to 589,700, with 44,500 job openings. In Maryland, 2020 employment was 18,870, and is projected to grow by 12% by 2030 to 21,060, with 1,590 annual job openings (https://www.onetonline.org/link/localtrends/15-1211.01?st=MD).
• **Physicians assistants** (29-1071.00) measured in the number of employees was 139,100. By 2031, this is projected to grow by 28% (much faster than average), to 177,500, with 12,700 job openings. In Maryland, 2020 employment was 3,380, and is projected to grow by 20% by 2030 to 4,060, with 270 annual job openings (https://www.onetonline.org/link/localtrends/29-1071.00?st=MD)

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

Maryland currently offers no other associate degree programs in health sciences. However, there are is one associate's degree offered in pre-professional health science, and three lower division certificates in health sciences across four community colleges. These programs graduated a total of 27 students between 2014 and 2021 according to trend data from MHEC (see below). This is well below the

projected national and state of Maryland job openings for health science-related positions shown in Part C-3 above.

Institution	Program Name (CIP)	2014	2015	2016	2017	2018	2019	2020	2021
	Supply of Graduates from Comparable Maryland Programs								
Carroll Comm. College	Health Sciences (51.0000) LDC	-	-	-	-	-	-	-	-
Cecil College	Health Sciences (51.0000) LDC	-	-	-	-	-	-	-	1
PGCC	Health Sciences (24.0199) LDC	-	-	-	-	-	-	-	-
Coll. Southern MD	Pre-Professional Health Science A.S. (51.1199)	-	-	-	-	2	6	8	10
Source: [MHEC Trends in Degrees and Certificates by Program 2014-2021](#), published March 2022									

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 Maryland Higher Education Commission's (MHEC) Academic Program Inventory, no other community college in Maryland offers an associate's degree in Health Sciences.
>
> The College of Southern Maryland (CSM) offers a 60-61-credit Pre-Professional Health Science, A.S. degree program that prepares students for transfer into other allied health programs. The program offers many general education and program courses similar to PGCC's program. However, the CSM program is divided up into areas of concentration that include dental hygiene, nursing, pharmacy, and physical therapy. PGCC's program does not contain areas of concentration.

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

> Based on the number of required courses for the current Associate of Arts Degree in General Studies with a Concentration in Health Sciences, the faculty in the program and administration at PGCC have recommended it be replaced with a standalone degree. The Health Sciences, A.S. degree will provide the required foundation and preparation for health science-related fields, and it is also the curriculum for the Academy of Health Sciences, one of our early/middle college programs at PGCC.
>
> The College of Southern Maryland is approximately one hour's drive from Largo, MD and serves a population outside of Prince George's County. Many of the students in our student population would not have the ability or resources to travel that distance to access courses in CSM's Pre-Professional Health Science program. Given that Prince George's County is such a diverse and highly populated county, the program serves a significant portion of the population in the state of Maryland and in the DMV region.

There have been no notable issues with competition between other associate degree programs in the area and the current General Studies concentration in Health Sciences degree. The Health Sciences, A.S. standalone degree would replace that degree and continue to meet the needs of the county's large population as the only college offering such a program in the county. Advantages for students in this program include tuition cost, transferability to a four-year institution, and the availability of state-of-the-art equipment and teaching/learning spaces in the Center for Health Studies.

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

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

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

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

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

Prince George's Community College is considered a majority-minority institution, and the Health Sciences, A.S. degree is intended for transfer. Historically Black Institutions including Coppin State University offer a Bachelor's degree programs in health sciences. The Health Sciences, A.S. program at PGCC will allow students to complete their first 60 credits of study closer to their home and then transfer to an HBI.

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

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

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

Faculty who will oversee the program:
Allied Health Department Chair – Ms. Tracey Lloyd

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

The objective of the Health Sciences, A.S. program is to meet the needs of students who plan to graduate and transfer to a college or a university to complete a bachelor's degree or higher in various areas of Health Sciences. The program also serves as the curriculum for the Academy of Health Sciences @ PGCC (early/middle college program). In this program students use standard English to communicate in writing, use qualitative and quantitative reasoning to solve problems, apply mathematical concepts, and learn about major psychological and sociological concepts and theories. The impact of culture on communication and the dimensions/concepts of wellness and personal and community health are examined. The program builds upon the Health Sciences certificate program. The proposed learning outcomes are as follows:

Graduates of the Health Sciences Associate of Science (A.S.) will be able to:
1. Write in standard English at the college level.
2. Use qualitative and quantitative reasoning to interpret, analyze, and solve problems.
3. Use mathematical concepts and methods with an emphasis on real world applications.
4. Examine the impact culture has on communication.
5. Explain major psychological concepts, theories, and perspectives.
6. Apply major sociological concepts, theories, and perspectives.
7. Examine the dimensions/concepts of wellness and personal and community health.

Many of the concepts, skills, and technologies in this program are best learned in an in-person, collaborative environment with a hands-on approach. For this reason, the program will be primarily face-to-face. However, 26 of the required and elective courses are also offered in an online modality for maximum flexibility.

3. Explain how the institution will:
   a) *provide for* **assessment of student achievement of learning outcomes** *in the program*
   b) **document** *student achievement of learning outcomes in the program*

The College's Research, Assessment and Effectiveness (RAE) office manages the assessment cycle and determines when programs are assessed. Course-level assessment is a part of program-level assessment to determine how students are meeting program outcomes. The College uses an all-in-one approach to assessment and assessment instruments are aligned to the course outcomes and peer reviewed by the Teaching, Learning and Assessment Committee (TLAC). The assessment instruments are administered and the data analyzed to generate a Student Learning Outcome Assessment Report (SLOAR) and Program Learning Outcome Assessment Report (PLOAR). The SLOAR and PLOAR are used to develop an action plan including re-assessment and the results are reviewed.

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

PAS-1000: First Year Experience (Institutional Requirement)
Credits: 1
This course assists incoming students in making a successful transition to college. Students focus on those behaviors and attitudes that are needed to achieve academic success. Students learn specific academic success skills/strategies and discover resources that are necessary to succeed in their

college courses. Students engage in an exploration of the programs of study offered and design goals for learning that lead to an educational and career/professional plan.

BIO-2060: Anatomy and Physiology II (Program Requirement)
Credits: 4
Continuation of Human Anatomy & Physiology sequence. Structure and function of cardiovascular, lymphatic/immune, respiratory, digestive, urinary, endocrine, and reproductive systems. Laboratory includes vertebrate dissection.

PSY-2070: Human Growth & Development (Program Requirement)
Credits: 3
Life-span psychology covers the physical, cognitive, social, emotional, and moral development of the individual from conception until death.

CHM-1010: General Chemistry I (Program Elective)
Credits: 4
CHM-1010 is the first semester of a university-parallel first-year chemistry sequence. This course is fully transferable to most four-year colleges and universities. Topics include the structure of matter; elements and compounds; chemical reactions and stoichiometry; basic thermodynamics; modern atomic and molecular structure; chemical bonding, physical states of matter; and properties of solutions.

BIO-1010: General Biology (Program Elective)
Credits: 4
An introduction to biology for non-science majors with both lecture and laboratory components. Surveys ecology, chemistry of life, cell physiology, human organ systems, genetics, and molecular genetics. The ability to think critically and to draw conclusions based on evidence will be emphasized.

BIO-1050: Human Biology (Program Elective)
An introduction to biological principles governing human health. This course is intended for students pursuing careers in nursing and allied health fields but is open to all students. Topics covered include basic chemistry, cell biology, and genetics, along with an introduction to human organ systems. Emphasis will be placed on the ability to think critically and to draw conclusions based on evidence.

SOC-1150: Sociology of Death and Dying (Program Elective)
Credits: 3
Survey course offering a broad overview of death and dying across cultures. Topics include the historical evolution of care and treatment of the dying and the dead; attitudes toward death; the understanding of and care for the terminally ill patients; funeral ritual; burial, mourning and grief practices; grief counseling; and suicide and euthanasia.

SOC-2400: Introduction to Public Health and Health Care Policy (Program Elective)
Credits: 3
An interdisciplinary course taught by leaders in the field focusing on the many areas contributing to public health and health care policy. The intent is to heighten awareness of learners as both citizens and voters in understanding the importance of public health and health care development in the United States.

HST-1310: Ancient & Medieval History (Program Elective-Academy of Health Sciences Students Only)
Credits: 3
This course surveys the origins of Western Civilization from prehistory to the late Middle Ages. Its theme is the formation and the political, economic, and cultural evolution of those societies that shaped the Western world. The societies under investigation include those in the ancient Middle East, classical Greece and Rome, Byzantium, Islam, and Latin Christendom during the early and high Middle Ages.

HLE-1150: Personal and Community Health (Program Requirement)
Credits: 3
Provides health information related to personal and community health. Topics include but are not limited to: wellness, relationships and communications, sexuality and reproduction, substance abuse, physical fitness and nutrition, diseases, conventional and complementary medicine, and death and dying.

BIO-2010: Microbiology (Program Elective)
Credits: 4
Structure and function of microorganisms and their roles in pathology. Laboratory includes culture methods, staining, and identification of bacteria.

BIO-1210: Sustainability n Healthcare (Program Elective)
Credits: 4
A survey course in sustainability in the healthcare environment including communication, leadership, environmental sustainability, systems and processes, and organizational knowledge. Of particular relevance to those interested in Environmental Services, Building Services, Waste Management, Hospital Facilities, and/or Dietary Services.

HLE-2410: Health Communications (Program Elective)
Credits: 3
Health communication is a specialized form of communication that is essential for health promotion, health literacy, health education and interpersonal healthcare provider interaction. This course provides an overview of how health communication is used at the individual, group and community levels to promote consumption of goods and products and its impact on health outcomes. Topics include principles of health communications, application of health communications and health communications in special settings and populations.

HLE-2420: Health Education (Program Elective)
Credits: 3
This course introduces the theories that provide individuals, groups, and communities the information and the skills needed to make quality health decisions. Foundational principles and theories of health education are presented as they apply to health promotion and health promotion programs. The role of health educators is explored. Emphasis is on current and future health education issues.

HST-1320: Modern History (Program Elective-Academy of Health Sciences Students Only)
Credits: 3

This course surveys the history of Europe and of Europe's encounters with the rest of the world from the Renaissance to the outbreak of World War I. The course examines the political, economic, and cultural developments that shaped and defined the modern Western world.

HLE-2010: Health Issues in a Culturally Diverse Society (Program Elective)
Credits: 3
Provides health information related to issues and problems affecting ethnic minorities in the United States (African American, Hispanic Americans, Asian Americans, and Native Americans). Focus areas will include traditional health care, disparities in treatment, barriers in health care, culture and nutrition, leading causes of death, healing and religion, and current health problems.

MUS-1010: Music Appreciation (Program Elective-Academy of Health Sciences Students Only)
Credits: 3
Music appreciation is an introductory course to history of Western music from the Middle Ages to the 20th Century and beyond. Students will explore music's various functionalities in order to gain a deeper understanding and appreciation for all types of music by examining basic music literacy and core musical elements such as melody, rhythm, harmony, form, and texture.

PED-1000: Lifetime Fitness and Leisure Activities (Program Elective)
Credits: 1
In this course students explore how wellness impacts health. Students examine various exercise guidelines according to national standards. Activities include aerobic workouts, swimming, weight training, tennis, and/or combination activities. Students apply various rules and techniques related to fitness and /or sport skills. Lastly, safety guidelines to minimize injuries are covered.

HIM-1800: Introduction to Medical Terms for Health Professionals (Program Elective)
Credits: 1
This course is a basic introduction to medical terminology for students to learn medical word building and orientation to the body as a whole. Students learn word elements, build on and properly use medical language, thus enhancing their communication so that they can become effective members of the healthcare team.

NUR-1010: Introduction to Nursing-RN (Program Elective)
Credits: 1
This is an introductory course to the professional nursing RN program. This course focuses on preparing the student for the rigorous study necessary for clinical nursing courses. Students are introduced to evidence-based learning methods to gain effective study habits, set personal and professional goals, identify stress and time management techniques, apply test-taking strategies, and develop critical thinking skills. The content of the course includes professional communication and behavior skills, cultural awareness, ethics, problem solving techniques, professional confidentiality, and a review of mathematical concepts leading up to an understanding of basic dose calculations. Upon satisfactory completion of this course and other prerequisites, the student is eligible to petition for admission into the Nursing RN Program.

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

Composition:

EGL-1010: Composition I: Expository Writing (English General Education Requirement)
Credits: 3
University-parallel freshman English. Fundamentals of effective prose writing, including research-based informative, analytical, and argumentative essays.

EGL-1020: Composition II: Writing About Literature (English General Education Elective)
Credits: 3
Second semester composition using literature as the subject for discussion and writing. Study various kinds of literature (e.g., drama, poetry, short story).

EGL-1100: Composition II: Writing About Issues and Ideas (English General Education Elective)
Credits: 3
Reading analyzing, and writing about contemporary issues, demonstrating clear reasoning and persuasive writing skills. A continuation and extension of the rhetorical principles and composition skills addressed in EGL-1010. Students develop and sharpen critical thinking and writing skills, applying them to materials from various disciplines with an emphasis on evidence-based analysis, evaluation, interpretation, and persuasive presentation of conclusions.

EGL-1320: Composition II: Writing for Business (English General Education Elective)
Credits: 3
Preparation of business documents, including letters, memoranda, email, short reports, research reports, graphics, and job search portfolio. Focus on audience analysis to choose appropriate voice, style, content, and structure for effective written, oral, and visual communication in business and professions. A continuation and extension of the rhetorical principles and composition skills addressed in EGL-1010.

EGL-1340: Writing About Technical Topics (English General Education Elective)
Credits: 3
Preparation of various types of technical business, government, and scientific communications, including presentations. Creation of commonly used documents such as letters, memoranda, and résumés, as well as various types of reports such as progress reports, recommendation reports, and proposals. Development of clear, concise, and accurate style for communicating complex information, with emphasis on audience, purpose, and presentation choices. A continuation and extension of the rhetorical principles and composition skills addressed in EGL-1010.

Humanities:

COM-1090: Interpersonal Communication (Arts/Humanities General Education Elective)
Credits: 3
This foundational study of human communication takes place in a survey course designed to explore everyday relationships in various settings. This course provides foundational awareness of interpersonal communication and engages in skill-building practices to enhance students' capabilities. Students learn the basics of interpersonal communication skills and how they affect one's communication style. Emphasis is placed on communication dynamics and climate and conflict management strategies.

COM-1010: Foundations of Communication (Arts/Humanities General Education Elective)
Credits: 3
This survey course provides a foundation for the study of communication competency and skills. In this course, students explore basic communication skills across a variety of contexts, and with diverse audiences. Emphasis is placed upon the foundation and characteristics of communication and public speaking. Students learn how to use basic intrapersonal and interpersonal communication, along with listening skills to identify self-concept, perception, and identity management. Students will increase their communication competence by enhancing their listening skills and the uses of verbal and nonverbal communication. Students will discover how one's culture impacts communication. Students learn the public speaking process, from topic creation, outline and message development, to delivery of an effective informative and persuasive presentation.

PHL-1010: Introduction to Philosophy: The Art of Questioning (Arts/Humanities General Education Elective)
Credits: 3
Asking and answering the basic and meaningful questions of life and clarifying one's thinking in relation to self, others, laws, nature, and God.

PHL-1330: Ethics (Arts/Humanities General Education Elective)
Credits: 3
Ethics involves personal decisions each student makes daily. The course will identify the various ethical/moral theories that affect those decisions. The course will involve current issues and concerns to strengthen a student's own ethical deliberations and how such deliberations may be applied to the student's designated career interests.

ART-1010: Introduction to Art (Arts/Humanities General Education Elective-Academy of Health Sciences Students Only)
Credits: 3
Introduces students to the visual arts. Through lecture, demonstration, and hands-on activities, students develop an appreciation for art and an understanding of the elements of art and principles of design, artistic styles, specific art techniques, and major historical movements in art. Artistic ability or experience is not required.

Mathematics:

MAT-1140: Introduction to Statistics (Mathematics General Education Elective)
Credits: 3
This is an introductory course in statistics intended for students in a wide variety of areas of study. Topics discussed include displaying and describing data, probability, binomial and normal distributions, confidence intervals, hypothesis tests, and regression and correlation.

MAT-1250: Applied College Algebra (Mathematics General Education Elective)
Credits: 3
This course emphasizes real world applications of algebra and is intended primarily for students who are not majoring in a scientific or technical field. Students will solve equations and inequalities and model data with a variety of functions algebraically and with technological tools. Other topics include analyzing polynomial, rational, exponential, and logarithmic functions; solving systems of linear equations with matrices; matrix algebra; and linear programming.

Science:

BIO-2050: Human Anatomy & Physiology I (Science w/Lab General Education Requirement)
Credits: 4
University-parallel sequence. Structure and function of human body systems with emphasis on cells, tissues, transport mechanisms and integumentary, skeletal, muscular, and nervous systems.

NTR-1010: Introductory Nutrition (Science No Lab General Education Requirement)
Credits: 3
Nutrition 1010 addresses basic information about nutrients and their functions in the body as well as known and hypothesized relationships between diet and chronic disease.
The course explores the US Government's dietary guidance system and information appearing on food labels. Scientific evidence is used to evaluate the accuracy of nutrition statements made by the media. Students identify the anatomical structures of the gastrointestinal system and the natural processes of nutrient metabolism. Students examine their eating habits, lifestyle, and family medical history to determine personal risk factors for nutrition related illness. This course will teach students how to make healthy dietary choices and reduce their risk for chronic diseases.

> *Social Sciences:*
> **SOC-1010: Introduction to Sociology (Social Science General Education Requirement)**
> **Credits: 3**
> Survey of sociological concepts and their application to culture, socialization, social organizations, and social change.
>
> **PSY-1010: General Psychology (Social Science General Education Requirement)**
> **Credits: 3**
> University-parallel introductory course which surveys the field of psychology, including the study of behavior, cognitive processes, the concepts of memory, perception and sensation, consciousness, personality development, psychological disorders, psychotherapy, and social behavior.

> *Computer Literacy:*
> **INT-1010: Introduction to Information Technology (Computer Literacy Institutional Requirement)**
> **Credits: 3**
> Introduction to Information Technology is a survey course in evolving information technology and its relevance to individuals and society. Students examine the categories of computing devices and different types of computer applications, software and their uses. Emphasis in this course is on enhancing students' skills in data analysis and programming. Additionally, students evaluate ethical principles related to privacy, security, intellectual property and how these apply to their academic and professional life. They also explore strategies to manage risks related to systems security threats. Lastly, students learn about the basic principles of connectivity and data communications.
> Students possessing skills and knowledge in this area may receive credit for INT 1010 by passing the department's challenge exam (currently the three Internet and Computing Core Certification tests, known as IC3). Students who are already IC3 certified may receive credit for INT 1010 by presenting their three certificates to the transfer evaluator in the Office of Records and Registration.

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

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

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

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

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

> Clear, complete, and timely information on the curriculum, course and degree requirements will be posted in the [college catalog](#). 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](#)

> Although PGCC has a number of transfer agreements with four-year public institutions in Maryland, this program does not currently have any specific articulation agreements with programs at partner institutions. PGCC will actively pursue articulation agreements for this specific program upon its approval by MHEC.

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.

Only program courses have to be included (required and elective). Institutional requirements and general education courses do not need to be included.

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

Faculty Name	*Appointment Type*	*Terminal Degree*	*Academic Title/Rank*	*Status*	*Course(s) Faculty Member will teach in this Program*
Hubley, Mark	Tenured	Ph.D., Biology	Professor	Full-time	BIO-2060: Human Anatomy and Physiology II
Bello, Kuburat	Tenure-track	Ph.D., Higher Education Leadership; M.S., Developmental Biology	Professor	Full-time	BIO-1050: Human Biology; BIO-1210: Sustainability in Healthcare
Richards, Reyniak	Tenure-track	M.S. Chemistry	Assistant Professor	Full-time	CHM-1010: General Chemistry I
Anderson, Derek	Resident	M.S., Biotechnology	Associate Professor	Full-time	BIO-1010: General Biology; BIO-2010: Microbiology
Finley, Diane	Tenured	Ph. D. Psychology	Professor	Full-Time	PSY-2070: Human Growth & Development
Parham-Payne, Wanda	Tenured	Ph. D. Sociology	Professor	Full-time	SOC-1150: Sociology of Death and Dying; SOC-2400: Introduction to Public Health and Health Care Policy
Smith, Tanisha	Tenure-track	Master of Public Health	Associate Professor	Full-time	HLE-1150: Personal and Community Health; HLE-2420: Health Education
Burke, Stephanie	Tenure-track	M.S., Health Communications; Master in Health Administration	Associate Professor	Full-time	HLE-2010: Health Issues in a Culturally Diverse Society; HLE-2410: Health Communications

Carcamo, Dana	Tenure-track	M.S., Clinical Mental Health Counseling	Assistant Professor	Full-time	HIM-1800: Introduction to Medical Terms for Health Professionals
Radsten-Varine, Karin	Tenure-track	M.S., Education; B.S., Health Education/Physical Education	Associate Professor	Full-time	PED-1000: Lifetime Fitness and Leisure Activities
Marcus, Pamela	Tenured	M.S., Nursing	Professor	Full-time	NUR-1010: Introduction to Nursing-RN
Hurwitz, Benjamin	Tenure-track	Ph. D. History	Assistant Professor	Full-time	HST-1310: Ancient and Medieval History; HST-1320: Modern History
Shumway, Angelina	Tenured	Doctor Musical Arts Voice	Professor	Full-time	MUS-1010: Music Appreciation

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.*

a. The Teaching and Learning Center (TLC) at Prince George's Community College (PGCC) is dedicated to supporting the needs of our faculty and students by providing quality resources and professional development opportunities to promote best practices in teaching and learning. The TLC, which was recently started in July 2021, hosts an internal Canvas site, that houses resources such as videos, articles, asynchronous training, and links to various educational sites for more support. Resources in this area include Open Educational Resources (OERs), strategies to engage students, ways to integrate technology, collaborative learning, inquiry-based learning, writing to learn, and more.

The TLC works with various organizations to provide pedagogical resources and training for all faculty members. The College has partnerships with MAGNA Publications, the National Institute for Staff and Organizational Development (NISOD), the Association of College and University Educators (ACUE), University of Maryland, Baltimore County (UMBC) and the Online Learning Consortium (OLC). All of these organizations support institutions of higher education in addressing needs of the faculty and students. The professional development includes presentations on active-learning, Hy-Flex teaching, assessment, course design and delivery, higher-order thinking, and leadership, just to name a few.

Various workshops and cohort groups are held regularly in-person and online to support faculty. The topics of the presentations vary but all support effective teaching and learning practices for higher education. Recent areas included:

- Game-based Learning

- Active-Learning

- Open Educational Resources

-              Peer Mentoring

PGCC also provides professional development support for faculty through conferences, on and off-campus. Faculty self-select attendance at professional, university, and college workshops. Annually the college hosts two full-day professional development conferences. The workshops focus on best practices in higher education, active-learning strategies and high-impact practices.

b. To support training with the Learning Management System (LMS), the TLC works with internal partners such as eLearning to host Canvas presentations (Canvas is PGCC's LMS). Internal and external support is provided to train faculty on various aspects of the LMS and how it can be used to support student success. Workshops include, creating accessible assignments, engaging students, adding rubrics, using polls and more. The college consistently provides professional development to increase the knowledge and use of other technologies linked to our LMS, such as Voice Thread, and Panopto.

c. PGCC has various tools in place to support our students and faculty as they learn and teach at a distance. The College offers Structured Remote Training and Online Express Prep to support the faculty in the course design and delivery of online courses. Beyond this, PGCC works with Quality Matters to provide professional development for faculty that teach asynchronously to make sure best practices are used in online teaching. Another form of professional development that supports best practices for distance education is the course from the Association of College and University Educators (ACUE). These courses support evidence-based teaching practices that include, creating an inclusive and supportive learning environment, promoting active learning online, and designing learner centered courses just to name a few. PGCC also partners with the Online Learning Consortium (OLC) which is known for promoting best practices for distance learning. At PGCC, we offer faculty professional development for teaching in a Hy-Flex format. This training teaches ways to include and engage all students, while promoting best practices in online instruction.

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 health sciences field.

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

Health Databases:
Health & Medicine
Nursing & Allied Health Collection
Nursing & Allied Health Source
Nursing Resource Center
Nursing@Ovid
PubMed (free online database)
TRIP (free online database)

General Databases:
ProQuest
Academic OneFile
Credo Reference

E-books:
Ebrary
EBSCOHost Academic E-book Collection
Gale Virtual Reference Library
Salem Health

Streaming Video:
Films on Demand
VAST Academic Video Collection
Nursing Video Collection (ProQuest)

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.

d. If faculty requests the librarians to review Books-In-Print for materials to enhance students' academic understanding of the discipline, the College library will use its budget to acquire those books them. The librarians will provide a subject strength analysis of the proposed titles to assure compatibility with course content.

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 Health Studies. Current buildings, classroom, lab, and office spaces, and teaching and learning equipment are sufficient to support this program. All laboratories and classrooms are equipped with Smart technology (classroom computer and audio-visual equipment) to maximize instruction, teacher demonstration and therefore, the highest standards in education. All facilities and equipment are subject to routine cleaning, inspection, and maintenance. The College does not anticipate the need for additional space for this program.

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)	$5,313,000	$5,482,050	$5,651,100	$5,820,150	$5,989,200
a. Number of F/T Students	500	525	550	575	600
b. Annual Tuition/Fee Rate	$4,830	$4,830	$4,830	$4,830	$4,830
c. Total F/T Revenue (a x b)	$2,415,000	$2,535,750	$2,656,500	$2,777,250	$2,898,000
d. Number of P/T Students	1,500	1,525	1,550	1,575	1,600
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)	$2,898,000	$2,946,300	$2,994,600	$3,042,900	$3,091,200
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 – 4)	$5,313,000	$5,482,050	$5,651,100	$5,820,150	$5,989,200

Reallocated Funds:
There are no reallocated funds needed to support this program.
Tuition/Fee Revenue:
Assuming modest growth in both full-time and part-time enrollments and tuition and fees are assumed constant over the next five years, the chart displays the overall financials for the program. The in-county tuition rate of $114 per credit and a fee of $47 per credit for a total of $161 per credit have been used to calculate revenue; with 30 credits per year for full-time students, and an average of 12 credits per year for part-time.
Grants, Contracts, & Other External Sources:
This program does not use grants, contracts or external sources for funding.
Other Sources:
There are no other sources used for funding.

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 General Education and required program courses in the specific disciplines.
Admin Staff: This program will be housed in the Allied Health Department, as part of the Health, Wellness, and Hospitality Division, which already has a dean, associate dean, department chair, and coordinator in place who will support the program.
Support Staff: This program will be housed in the Allied Health 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 and lab space are sufficient for the needs of the students and faculty.
Other Expenses: There are no other expenses required or needed for this program.

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

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

Prince George's Community College has identified three sets of learning outcomes for its students: course, program, and the College's Core Competencies (institutional learning outcomes). Course

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

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

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

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

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

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

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

underrepresented in higher education. Moreover, the graduates of this program will further align with the racial makeup of the region's workforce. The College will continue to recruit a diverse student base from both public and private schools and the local community. In addition to working with and relying on the college's student recruiting professionals, additional activities to recruit a diverse body of students will include:

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

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

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

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

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

This is a new program. Therefore, a low-productivity self-analysis is not applicable here.

PART P: Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide **Distance Education**.

Prince George's Community College is eligible to provide Distance Education by the Maryland Higher Education Commission (MHEC). Please see File 22293.

2. Provide assurance and any appropriate evidence that the institution complies with the **C-RAC guidelines**, particularly as it relates to the proposed program.

Prince George's Community College provides assurance that programs that are offered in a distance format comply with current CRAC guidelines. Please find a copy of the institution's accreditation status for offering distance learning through MSCHE at the following link:

https://www.msche.org/institution/0175/. The college also participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA) as evidenced on the following link: https://nc-sara.org/directory.

The program offers the following courses in a distance learning format:
PAS-1000: First Year Experience
EGL-1010: Composition I: Expository Writing
MAT-1140: Introduction to Statistics
PSY-1010: General Psychology
COM-1090: Interpersonal Communication
BIO-2050: Human Anatomy & Physiology I
BIO-2060: Anatomy and Physiology II
EGL-1020: Composition II: Writing about Literature
EGL-1100: Composition II: Writing About Issues and Ideas
EGL-1320: Composition II: Writing for Business
EGL-1340: Writing About Technical Topics
PSY-2070: Human Growth & Development
INT-1010: Introduction to Information Technology
PHL-1010: Introduction to Philosophy: The Art of Questioning
PHL-1330: Ethics
ART-1010: Introduction to Art
BIO-1010: General Biology
SOC-2400: Introduction to Public Health and Health Care Policy
HST-1310: Ancient & Medieval History
HLE-1150: Personal and Community Health
NTR-1010: Introductory Nutrition
SOC-1010: Introduction to Sociology
HST-1320: Modern History
HLE-2010: Health Issues in a Culturally Diverse Society
MUS-1010: Music Appreciation
HIM-1800: Introduction to Medical Terms for Health Professionals