



**Dr. Clayton A. Railey III, Ph.D**  
Executive Vice President & Provost  
for Teaching, Learning, and Student Success

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January 22, 2019

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

Dear Dr. Fielder:

Prince George's Community College is submitting four new Associate Degree programs and four new certificate proposal for MHEC consideration:

***Degree Programs***

- 1. General Studies with Area of Concentration in Entertainment Technology  
Suggested CIP CODE: 500502***
- 2. General Studies with Area of Concentration in Theatre Performance  
Suggested CIP CODE: 500501***
- 3. General Studies with Area of Concentration in Theatre Design and Production  
Suggested CIP CODE: 500502***
- 4. General Studies with Area of Concentration in Dance and Choreography  
Suggested CIP CODE: 500301***

***Certificate Programs***

- 1. Entertainment Technology  
Suggested CIP CODE: 500502***
- 2. Theatre Performance  
Suggested CIP CODE: 500501***
- 3. Theatre Design and Production  
Suggested CIP CODE: 500502***
- 4. Dance and Choreography  
Suggested CIP CODE: 500301***

Further, the programs are **consistent with the College's strategic goals:**

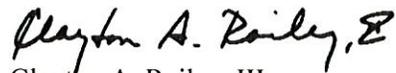
- Student Success: Creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals.

- Regional Impact: Driving strategic partnerships to identify and respond to the region's present and future priorities.
- Organizational Excellence: Creating and sustaining agile, effective, and efficient institutional synergies.

The attachments that follow display the required elements for the proposals. This letter and the proposals are being submitted electronically to [acadprop@mhec.state.md.us](mailto:acadprop@mhec.state.md.us) for review. A check for \$2,000 will be submitted per the fee schedule guidelines.

Should you have any questions, please do not hesitate to contact Aundrea Wheeler, Assistant Vice President for Curriculum, Programs, and Regulations at (301) 546-0620 or [wheelead@pgcc.edu](mailto:wheelead@pgcc.edu). I look forward to a favorable review.

Sincerely,

  
Clayton A. Railey, III

Attachments



## 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.*

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

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted: April 18, 2019
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Department Proposing Program	Humanities, English, and Social Sciences	
Degree Level and Degree Type	AA Associate	
Title of Proposed Program	General Studies with Area of Concentration in Entertainment Technology	
Total Number of Credits	60	
Suggested Codes	HEGIS:	CIP:
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education ( <i>fully online</i> ) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer    Year: 2019	
Provide Link to Most Recent Academic Catalog	URL: <a href="http://catalog.pgcc.edu/">http://catalog.pgcc.edu/</a>	

Preferred Contact for this Proposal	Name:	Aundrea D. Wheeler
	Title:	Assistant Vice President for Curriculum, Programs, and Regulation
	Phone:	(301) 546-0620
	Email:	whelead@pgcc.edu

President/Chief Executive	Type Name:	Charlene M. Dukes
	Signature:	<i>Charlene M. Dukes</i> Date: 4/18/19
	Date of Approval/Endorsement by Governing Board:	07/19/2018

Revised 6/13/18



## **ACADEMIC PROGRAM PROPOSAL General Studies with an Area of Concentration in Entertainment Technology**

Each proposed [action](#) requires a cover letter, separate proposal, and separate [cover sheet](#).

### **A. Centrality to Institutional Mission and Planning Priorities:**

Prince George's Community College proposes offering a General Studies A.A. degree with an Area of Concentration in Entertainment Technology. This specific program will reside in the Humanities, English and Social Sciences Division within the Liberal and Creative Arts Academic and Career Pathway.

Prince George's Community College's mission is to provide 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 college's vision is to serve as the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success.

The General Studies A.A. degree with an Area of Concentration in Entertainment Technology directly relates to the College's mission by contributing to the economic equity and cultural vibrancy of our community. The program will include academic offerings for students interested in pursuing careers in the Performing Arts and Entertainment field. The program is specifically designed for students interested in developing their design skills as a sound, lighting, audio-visual fabrication, or rigging technician. Through a structured curriculum comprised of classroom, workshop, and stage experiences this program provides students authentic design opportunities. There is particular emphasis in the program on how the arts can further assist in developing socially progressive ideas. Additionally, the inclusion of general education courses provide thorough preparation in verbal, mathematical, and critical-thinking skills, which enable students to sample various subject matters and methodologies to inform their education and career choices. This program is designed for students to enter the field with a robust set of technical skills sought by employers.

### **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

Prince George's County is the second most populous jurisdiction in the State of Maryland. The U.S. Census Bureau (2017) data states there are 912,756 citizens reflecting an increase of 5.7% since 2010<sup>1</sup>. Additionally, the strategic location and proximity to the District of Columbia and the nation's capital fosters a steady employer base for county residents. According to the U. S. Census Bureau (2016)

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<sup>1</sup> <https://www.census.gov/quickfacts/fact/table/princegeorgescountymaryland,US#viewtop>

the population of Prince George's County is 65.0% African American; 17.8% Hispanic/Latino; 13.1% Caucasian; 4.6% Asian American; 1.1% Native American or Alaskan native; 0.2% Native Hawaiian or other Pacific Islander; and 2.7% Multiracial<sup>2</sup>. This highly diverse population translates to a highly diverse workforce. The student population at Prince George's Community College closely mirrors that of the County: 70.9% African American; 11.3% Hispanic/Latino; 4.4% Caucasian; 4.2% Asian American; 0.4% Native American or Alaskan native; 0.0% Native Hawaiian or other Pacific Islander; 3.1% Multiracial; 2.7 % Foreign/Non Resident Alien; and 2.7% Unknown. (*PGCC 2017 Accountability Report*). The College expects the General Studies A.A. degree in the Area of Concentration in Entertainment Technology demographics to mirror that of the county.

The A.A. degree in Entertainment Technology program outcomes promote a sense of cultural enrichment for students by using performing arts and entertainment technology to facilitate inspiration and application of agency. Students will be able to use these mediums to survey, comprehend, and contribute to significant discourse in social justice by using their knowledge, skills, and self-expression. Throughout the program, there is a sustained emphasis on professional writing skills, verbal skills, and communication techniques for socio-economic and ethnologically diverse populations. The program's conceptual structure and the combination of class and laboratory undertakings embodies a sound pedagogical approach by developing critical-thinking and fostering metacognition skills. As a result, the program will not only increase the pool of the students pursuing careers in the Performing Arts and Entertainment Technology field in the region; it will also create transfer opportunities to four year institutions who serve a diverse demographic within the region.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

Entertainment Technology has significant crossover with Theatre Design & Production, both in terms of coursework and the skills and qualifications that they offer for employment. However, Entertainment Technology is more specifically focused on the technical skills.

#### **Theatre**

While I.A.T.S.E. Local 22 (the Union for stage laborers of all kinds) did not have any detailed data on the employment of its members, they were able to confirm that they support a referral list of over 700 workers. Additionally, The League of Washington Theaters boasts 48 producing members, which excludes many of the smaller theaters in the area. The DC area is second only to New York in the number of Union theatrical productions each year, and second to none in its total number of

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<sup>2</sup> <http://www.census.gov/quickfacts/table/PST045215/24033>

“Equity Seats” (theatre seats in Union houses). It has one of the most vibrant live theatre industries in the nation, and supports a technical labor pool commensurate with its size. Similarly, DCTheatreTech.com posted 35 job listings for theater technicians in August of 2018 (16 for electricians, 9 for changeover, run crew, and carpenters, 5 for audio technicians, 3 for stage managers, and 2 for projectionists). Most of these were short-term contract jobs.

### **Live Events**

The “non-arts” live event production industry (corporate meetings, trade shows, rallies, etc.) is a *thriving* one in the area, with a constant need for stagehands and AV techs. There are countless AV rental, AV production, and event production companies in the area, from small mom-and-pop companies employing a dozen independent contractors (WagTech, American AV), to larger companies with 25-50 employees (Showtime Sound, Atmosphere Lighting), to a strong presence from the multinational PSAV, with 4,500 employees worldwide.

Google Jobs reported 74 AV Technician jobs (versus 3 Stagehand jobs) in DC proper for the month of August 2018 (Listings aggregated from Glassdoor, Recruit.net, CareerBuilder and others). This does not list jobs available through specialty employment agencies such as AV Tek and AV Leads. These jobs tend to start at \$200/day (10-12 hours) and go up from there depending on experience and skills.

### **Film and Television**

Although the degree programs are live event-focused, many of the skills that make a successful stagehand (or rigger, or sound engineer, etc.) translate easily to the world of on-camera production. The DC area on-camera production industry is discussed at greater length in the document supporting the Performance Program. However, it is worth noting that the industry accounted for \$209 million in direct output, and \$98 million in direct labor income in 2013. For example, House of Cards and VEEP were both shot in Maryland in 2014. House of Cards Season 4 employed 349 technicians, with a total production expenditure of \$75.5 million. VEEP Season 4 employed 242, with an expenditure of \$31 million.<sup>3</sup>

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

## **JOB OUTLOOK FOR ENTERTAINMENT TECHNOLOGY National Overview for Audio and Video Equipment Technicians (Catalyst Career) Industries with the highest levels of employment in this occupation**

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<sup>3</sup> (Maryland Film Production Tax Credit Annual Report (2016))

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Rental and Leasing Services (5322, 5323, and 5324 only)_	13,620	4.00	\$22.02	\$45,800
Motion Picture and Video Industries_	12,700	2.97	\$25.99	\$54,050
Colleges, Universities, and Professional Schools_	3,980	0.13	\$22.47	\$46,740
Radio and Television Broadcasting_	3,750	1.73	\$21.46	\$44,650
Promoters of Performing Arts, Sports, and Similar Events_	3,430	2.45	\$21.55	\$44,830

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

### Industries with the highest concentration of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Sound Recording Industries_	1,060	6.31	\$21.75	\$45,230
Independent Artists, Writers, and Performers_	2,400	4.67	\$22.58	\$46,970
Rental and Leasing Services (5322, 5323, and 5324 only)_	13,620	4.00	\$22.02	\$45,800
Motion Picture and Video Industries_	12,700	2.97	\$25.99	\$54,050
Performing Arts Companies_	3,200	2.53	\$20.74	\$43,130

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

### Top paying industries for this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Legal Services	160	0.01	\$29.18	\$60,700
Scientific Research and Development Services	100	0.02	\$28.49	\$59,250
Electric Power Generation, Transmission and	40	0.01	\$27.96	\$58,160

Distribution				
Merchant Wholesalers, Durable Goods (4232, 4233, 4235, 4236, 4237, and 4239 only)	260	0.02	\$27.49	\$57,190
Other Information Services	440	0.16	\$27.10	\$56,360

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations*

*where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

*<https://www.bls.gov/oes/current/oes274011.htm>*

### **National Overview for Sound Engineering Technicians (Catalyst Career) Industries with the highest levels of employment in this occupation**

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Motion Picture and Video Industries	3,870	0.91	\$44.42	\$92,390
Sound Recording Industries	2,890	17.22	\$27.84	\$57,900
Radio and Television Broadcasting	1,090	0.50	\$28.27	\$58,800
Performing Arts Companies	790	0.62	\$28.40	\$59,070
Independent Artists, Writers, and Performers	570	1.10	\$23.63	\$49,150

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations*

*where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

### **Industries with the highest concentration of employment in this occupation**

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Sound Recording Industries	2,890	17.22	\$27.84	\$57,900
Independent Artists, Writers, and Performers	570	1.10	\$23.63	\$49,150
Motion Picture and Video Industries	3,870	0.91	\$44.42	\$92,390
Performing Arts Companies	790	0.62	\$28.40	\$59,070
Radio and Television Broadcasting	1,090	0.50	\$28.27	\$58,800

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations*

*where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

### Top paying industries for this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Software Publishers	80	0.02	\$45.47	\$94,570
Motion Picture and Video Industries	3,870	0.91	\$44.42	\$92,390
Computer Systems Design and Related Services	150	0.01	\$42.89	\$89,220
Elementary and Secondary Schools	**	**	\$34.93	\$72,650
Other Information Services	100	0.04	\$33.51	\$69,690

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations*

*where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

### National Overview for Audio and Video Electrical and Electronics Engineering Technician (Catalyst Career)

#### Industries with the highest levels of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Architectural, Engineering, and Related Services	19,440	1.37	\$30.83	\$64,130
Semiconductor and Other Electronic Component Manufacturing	16,690	4.63	\$29.20	\$60,740
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	8,800	2.20	\$28.48	\$59,240
Federal Executive Branch (OES Designation)	7,520	0.37	\$40.36	\$83,950
Computer Systems Design and Related Services	7,150	0.35	\$32.20	\$66,970

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those*

*Occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

#### Industries with the highest concentration of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Semiconductor and Other Electronic Component Manufacturing	16,690	4.63	\$29.20	\$60,740
Audio and Video Equipment Manufacturing	500	2.78	\$25.18	\$52,360

Communications Equipment Manufacturing	2,060	2.42	\$29.60	\$61,570
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	8,800	2.20	\$28.48	\$59,240
Computer and Peripheral Equipment Manufacturing	3,440	2.14	\$30.32	\$63,070

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

### Top paying industries for this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Newspaper, Periodical, Book, and Directory Publishers	50	0.01	\$41.64	\$86,620
Federal Executive Branch (OES Designation)	7,520	0.37	\$40.36	\$83,950
Natural Gas Distribution	450	0.40	\$39.15	\$81,440
Technical and Trade Schools	40	0.03	\$39.09	\$81,300
Utility System Construction	130	0.03	\$38.09	\$79,230

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

<https://www.bls.gov/oes/current/oes173023.htm>

### National Overview for Riggers (Catalyst Career)

#### Industries with the highest levels of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Ship and Boat Building	2,270	1.70	\$22.73	\$47,290
Other Specialty Trade Contractors	2,110	0.32	\$21.26	\$44,220
Support Activities for Mining	1,900	0.69	\$22.81	\$47,450
Building Equipment Contractors	1,730	0.08	\$24.03	\$49,980
Federal Executive Branch (OES Designation)	1,590	0.08	\$26.48	\$55,070

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

#### Industries with the highest concentration of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Inland Water Transportation	660	2.52	\$18.76	\$39,020
Ship and Boat Building	2,270	1.70	\$22.73	\$47,290
Other Support Activities for Transportation	250	0.77	\$25.72	\$53,510
Support Activities for Mining	1,900	0.69	\$22.81	\$47,450
Independent Artists, Writers, and Performers	250	0.48	\$30.90	\$64,280

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.*

### Top paying industries for this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Petroleum and Coal Products Manufacturing	40	0.04	\$39.09	\$81,300
Electric Power Generation, Transmission and Distribution	160	0.04	\$37.76	\$78,540
Motion Picture and Video Industries	430	0.10	\$32.43	\$67,450
Performing Arts Companies	90	0.07	\$31.63	\$65,780
Scientific Research and Development Services	50	0.01	\$31.21	\$64,910

*Estimates do not include self-employed workers.*

*Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.<sup>4</sup>*

### Potential Regional Career Pathways

#### **Audio and Video Equipment Technicians**

Set up, or set up and operate audio and video equipment including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meetings and conventions, presentations, and news conferences. May also set up and operate associated spotlights and other custom lighting systems. Excludes "Sound Engineering Technicians"<sup>5</sup>

#### **Sound Engineering Technicians**

Operate machines and equipment to record, synchronize, mix, or reproduce music, voices, or sound effects in sporting arenas, theater productions, recording studios, or

<sup>4</sup> <https://www.bls.gov/oes/current/oes499096.htm>

<sup>5</sup> <https://www.bls.gov/oes/current/oes274011.htm>

movie and video productions. <sup>6</sup>

### **Electrical and Electronics Engineering Technician**

Apply electrical and electronic theory and related knowledge, usually under the direction of engineering staff, to design, build, repair, calibrate, and modify electrical components, circuitry, controls, and machinery for subsequent evaluation and use by engineering staff in making engineering design decisions. <sup>7</sup>

### **Riggers**

Set up or repair rigging for construction projects, manufacturing plants, logging yards, ships and shipyards, or for the entertainment industry. <sup>8</sup>

### **Media and Communication Equipment Workers, All Other**

All media and communication equipment workers not listed separately. <sup>9</sup>

### **Media and Communication Workers, All Other**

All media and communication workers not listed separately. <sup>10</sup>

### **Carpenters**

Construct, erect, install, or repair structures and fixtures made of wood, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors. May also install cabinets, siding, drywall and batt or roll insulation. Includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways. <sup>11</sup>

## **Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates**

### **Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Division**

Occupational Code	Occupation Title	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
25-9011	Audio and Video	1,850	14.0%	0.733	1.44	\$26.92	\$27.62	\$57,460	2.5%

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<sup>6</sup> <https://www.bls.gov/oes/current/oes274014.htm>

<sup>7</sup> <https://www.bls.gov/oes/current/oes173023.htm>

<sup>8</sup> <https://www.bls.gov/oes/current/oes499096.htm>

<sup>9</sup> <https://www.bls.gov/oes/current/oes274099.htm>

<sup>10</sup> <https://www.bls.gov/oes/current/oes273099.htm>

<sup>11</sup> <https://www.bls.gov/oes/current/oes472031.htm>

	Technicians								
27-4014	Sound Engineering Technicians	180	14.7%	0.071	0.76	\$23.96	\$28.07	\$58,390	7.8%
17-3023	Electrical and Electronics Engineering Technician	3,320	12.2%	1.320	1.47	\$33.92	\$35.19	\$73,200	1.5%
49-9096	Riggers	250	24.9%	0.099	0.67	\$28.23	\$28.83	\$59,960	9.0%
27-4099	Media and Communication Equipment Workers, All Other	610	0.6%	0.242	1.81	\$51.65	\$50.82	\$105,710	2.1%
27-3099	Media and Communication Workers, All Other	320	10.5%	0.128	0.85	\$29.89	\$32.96	\$68,550	4.5%
47-2031	Carpenters	9,720	5.9%	3.859	0.79	\$22.56	\$23.16	\$48,160	2.0%

\* The value is less than .005 percent of industry employment

\*\*Estimates not released

\*\*\*Wages for some occupations that do not generally work year-round, full time, are reported either as hourly wages or annual salaries depending on how they are typically paid.<sup>12</sup>

#### D. Reasonableness of Program Duplication:

According to the Maryland Higher Education Commission's (MHEC) Academic Program Inventory listed on the website, most community colleges in the state of Maryland offer Fine and Performing Arts degrees. However, the only community colleges offering an Associate Degree in Entertainment Technology is Carroll Community College. Harford Community College offers a program in Design and Technical Theatre. While, University of Maryland offers this concentration at the Master's level only.

College	Program	Degree/Certificate	CIP Code
Carroll Community College	Entertainment Technology	Associate Degree	501200

<sup>12</sup> [https://www.bls.gov/oes/current/oes\\_47894.htm](https://www.bls.gov/oes/current/oes_47894.htm)

Harford Community College	Design & Technical Theatre	Associate Degree	500805
University of Maryland- College Park	Theatre- MFA	Master's Degree	100700
Carroll Community College	Entertainment Technology	Associate Degree	100701

**E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

As illustrated above, no Historically Black College or University currently offer an Entertainment Technology program. The A.A. Degree Entertainment Technology should have no impact concerning the uniqueness and institutional identities and missions of the HBIs in Maryland.

**F. Relevance to the identity of Historically Black Institutions (HBIs)**

While Prince George's Community College is considered a majority- minority institution, opportunity exists to collaborate with Bowie State or Morgan State University on Entertainment Technology and joint performances. With the opening of the college's new Center for Performing Arts, the college is firmly positioned to begin articulation discussions and the proposal of 2+2 programs with these four-year partners.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes**

Program outcomes for the General Studies A.A. Degree in the Area of Concentration in Entertainment Technology are below:

Upon program completion, the graduate will:

1. Write in Standard English at the college level-EGL 1010,EGL, 1020, EGL 1100, HST 1430, HST 1530, SOC 1010, POS1010, COM 1090, PHL 1010, PRF 2504
2. Speak in Standard English at the college level- COM 1090, PRF 2803
3. Examine the potential for progressive social change through the Performing Arts and Entertainment Technology- PRF 1401, PRF 2301, PRF 2401, PRF 2901, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2803, PRF 2805
4. Classify the roles of the personnel and their functions found in the Performing Arts and Entertainment Technology- PRF 2301, PRF 2401, PRF 2901, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2803, PRF 2805

5. Perform lighting, audio, video, carpentry, and rigging techniques- PRF 1401, PRF 2301, PRF 2401, PRF 2901, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2805
6. Perform techniques and supplemental skills sets required of entertainment technicians- PRF 1401, PRF 2301, PRF 2401, PRF 2901, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2805
7. Evaluate past, current, and emerging trends regarding the Performing Arts and Entertainment Technology- PRF 1401, PRF 2301, PRF 2401, PRF 2805
8. Apply vocabulary unique to the Performing Arts and Entertainment Technology – PRF 1401, PRF 2301, PRF 2401, PRF 2901, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2803, PRF 2805

### General Education Requirements

Semester	Course Title	Alternate Course	Credits
01	PAS 1000 First Year Experience (Institutional Requirement)		01
01	ENG 1010 Composition I: Expository Writing (GE)		03
02	EGL 1020 English Composition II: Writing About Literature (GE)	EGL 1100 English Composition II: Writing About Issues and Ideas (GE)	03
02	INT 1010 Introduction to Information Technology (GE)		03
02	MAT 1130 Mathematical Ideas (GE)		03
02	COM 1090 Interpersonal Communication (GE)		03
02	PHL 1010 Introduction to Philosophy: The Art of Questioning (GE)		03
03	BIO 1010 General Biology (GE)		04
03	HIST 1430 History of the United States Since 1877 (GE)	HIST 1530 History of African Americans since 1877 (GE)	03
03	SOC 1010 Introduction to Sociology (GE)	POS 1010 American National Government (GE)	03
04	NTR 1010 Introduction to Nutrition (GE)		03
Total Credits			32

All new students are required to take PAS 1000 as an institutional requirement (IR)

### Area of Concentration

Semester	Course Title	Alternate Course	Credits
01	PRF 1010 Introduction to Theatre		03
01	PRF 2503 Stage Costumes and Make Up		03
01	PRF 1401 Production Methods		03
01	PRF 2401 Stage Management		03

02	PRF 2601 Stage Craft and Event Fabrication Technology		03
03	PRF 2803 Crew Experience		01
03	PRF 2602 Lighting and Projection Technology		03
03	PRF 2603 Audio and Media Technology		03
04	PRF 2901 Internship		03
04	PRF 2301 Drafting Technology		03
Total Credits			28

#### **H. Adequacy of Articulation**

Prince George's Community College has an array of articulation agreements with many four-year partners. Below is a list of the articulation agreements that cover students pursuing degrees in various fields:

##### **Argosy University**

Argosy University/Washington, DC (AU/DC) agrees to accept into its Bachelor of Arts degree completion program students with a cumulative GPA of 2.0 or higher who have completed the Associate of Arts (AA) or Associate of Science degree from PGCC.

##### **Georgetown University**

Under this agreement, students who graduate from Prince George's Community College with at least 60 credits and GPA of 3.0 and above, the student will be automatically admitted to Georgetown University's Bachelor of Arts in Liberal Studies program.

##### **Howard University**

This agreement facilitates admission and transferability of academic credits of qualified students from programs at regionally accredited Prince George's Community College into four year bachelor's degree programs at Howard University.

##### **Strayer University**

The articulation agreement is designed to coordinate transfer policies, enhance advising, and promote the acceptance of equivalent courses/credits between Strayer University (SU) and Prince George's Community College (PGCC). PGCC students who graduate with an AA/AS or AAT/AAS degree, earned at least 24 semester hours of transferable work at PGCC, and have a PGCC curriculum GPA of at least 2.0 are guaranteed admission to SU.

##### **UMUC**

Under the Community College Alliances agreement, UMUC will accept up to 70 credits from PGCC students transferring to UMUC. A student who earns an Associate degree from PGCC can transfer the degree towards a Bachelor's degree.

**Recent Agreement:**

**Hood College**

The college anticipates signing a guaranteed transfer agreement with Hood College later this week. Under this agreement PGCC students who have successfully graduated with an AA/AS/AAT with a 2.5 GPA will be given guaranteed admission upon determining eligibility. The agreement is effective March 1, 2019.

**I. Adequacy of Faculty Resources**

<b>Name</b>	<b>Terminal Degree/Field</b>	<b>Rank</b>	<b>Courses Taught</b>	<b>Credits</b>
Robert Berry (Full-time)	M.F.A./ Communication and Theater	Associate Professor	<ul style="list-style-type: none"> <li>• PRF 1010 Introduction to Theatre</li> <li>• PRF 1401 Production Method</li> <li>• PRF 2401 Stage Management</li> <li>• PRF 2301 Drafting Technology</li> <li>• PRF 2601 Stage Craft and Event Fabrication Technology</li> <li>• PRF 2602 Lighting and Projection Technology</li> <li>• PRF 2603 Audio and Media Technology</li> <li>• PRF 2503 Stage Costumes and Make up</li> <li>• PRF 2803 Crew Experience</li> <li>• PRF 2805 Capstone</li> <li>• PRF 2901 Internship</li> </ul>	3  3 3  3 3 3 3 1 3 3
Antoinette Doherty (Full-time)	M.F.A./ Communication and Theater	Professor	<ul style="list-style-type: none"> <li>• PRF 1010 Introduction to Theatre</li> <li>• PRF 2401 Stage Management</li> <li>• PRF 2805 Capstone</li> </ul>	3  3 3
Gary Fry (Full-time)	M.A./ Communication and Theater	Assistant Professor	<ul style="list-style-type: none"> <li>• PRF 1010 Introduction to Theatre</li> <li>• PRF 1401 Production Methods</li> <li>• PRF 2401 Stage Management</li> <li>• PRF 2602 Lighting and Projection Technology</li> <li>• PRF 2603 Audio and Media Technology</li> <li>• PRF 2803 Crew Experience</li> <li>• PRF 2805 Capstone</li> <li>• PRF 2901 Internship</li> </ul>	3  3 3 3 3 1 3 3
Peggy Yates (Full-time)	M.F.A./ Communication and Theater	Associate Professor	<ul style="list-style-type: none"> <li>• PRF 1010 Introduction to Theatre</li> <li>• PRF 2401 Stage Management</li> <li>• PRF 2805 Capstone</li> </ul>	3  3 3

## **J. Adequacy of Library Resources**

The PGCC library has been consulted regarding provisions and resources for General Studies A.A. Degree Area of Concentration in Entertainment Technology. The PGCC library is highly committed to procuring literature and technical information specific to the learning and employment expectations for students and graduates. The library maintains online accessible and extensive databases, journals, and E-texts. Students may request holdings and inter-library loans either by E-mail or in person. Additionally, the library will provide journals and publications specifically related to the various Public Health professions.

The PGCC library has extensive online resources available to students:

### Humanities, Literature, Philosophy

ARTstore  
Academic Video Online- Humanities  
Asian American Drama  
Black Drama  
Blooms Literature  
Digital Theater Plus  
Gale Literary Sources  
Latino Literature  
North American Indian Drama Collection  
North American Theater Collection  
North American Women's Drama Collection  
Religion and Philosophy Collection  
Twentieth Century North American Drama

### General Databases

ProQuest  
Academic OneFile  
Credo Reference  
General OneFile

### E-books

EBook Central  
EBSCO Host Academic E-book Collection  
Gale Virtual Reference Library  
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.
- 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.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment**

- Prince George’s Community College has sufficient classroom and office space to accommodate the program.
- The Center for Performing Arts (CPA) will provide an educational environment that will allow the college to create a comprehensive academic performing arts and communication curriculum. The venue will comprise of approximately 173, 618 GSF and will include the following:

<p style="text-align: center;"><b><u>Theatre</u></b></p> <p>759 seat theatre          304 seat Proscenium theatre          152 seat Blackbox Studio          Instructional &amp; Theatre and Educational Technology (TET) labs          Flexible Performance and Instructional spaces          Screen and Costume Labs</p>	<p style="text-align: center;"><b><u>Dance</u></b></p> <p>Performance &amp; Teaching Studio</p>
	<p style="text-align: center;"><b><u>Radio</u></b></p> <p>Broadcast &amp; Production Labs</p>
<p style="text-align: center;"><b><u>Music</u></b></p> <p>125 Seat Recital Hall          Band, Choral, Percussion rehearsal space          Practice Rooms          Faculty Music Teaching Studios          Specialized labs (ex. Piano lab)          Live Recording Studio &amp; Suite</p>	<p style="text-align: center;"><b><u>Television &amp; Film</u></b></p> <p>Television &amp; Film Studio          Mass Communication Lab          Tech Center</p>
	<p style="text-align: center;"><b><u>Other Spaces</u></b></p> <p>Art Gallery          Conference Center          Café</p>

- Classroom space-13,313 NASF
- Number of classrooms- 11
- Average seating capacity- 25.3
- Number of offices for faculty and staff-50
- Study labs- 3

**L. Adequacy of Financial Resources with Documentation**

The proposed program is expected to generate revenue in excess of expenses from the first year. The proposed program will be housed within the new Center for Performing Arts (CPA). The proposed program will be utilizing revenue generated by the use of the CPA by internal and external stakeholders to augment the costs concerning equipment, facilities maintenance, and show budgets required to support the efforts of the General Studies A.A. degree Area of Concentration in Entertainment Technology.

**Table 1**

<b>TABLE 1: RESOURCES for the General Studies A.A. degree Area of Concentration in Entertainment Technology</b>					
<b><u>Resource Categories</u></b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Reallocated Funds #</b>	\$0	\$0	\$0	\$0	\$0
<b>2. Tuition/Fee Revenue(c + g)</b>	\$66,960.00	\$75,330.00	\$81,840.00	\$83,700.00	\$90,210.00
<b>a. Number of F/T Students</b>	8	9	10	10	11
<b>b. Annual Tuition/Fee Rate</b>	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650
<b>c. Total F/T Revenue (a x b)</b>	\$37,200.00	\$41,850.00	\$46,500.00	\$46,500.00	\$51,150.00
<b>d. Number of P/T Students</b>	16	18	19	20	21
<b>e. Credit Hr. Rate</b>	\$155	\$155	\$155	\$155	\$155
<b>f. Annual Credit Hours</b>	12	12	12	12	12
<b>g. Total P/T Revenue (d x e x f)</b>	\$29,760.00	\$33,480.00	\$35,340.00	\$37,200.00	\$39,060.00
<b>3. Grants, Contracts &amp; Other External Sources</b>	\$0	\$0	\$0	\$0	\$0
<b>4. Other Sources</b>	\$0	\$0	\$0	\$0	\$0
<b>TOTAL ( 1 – 4)</b>	\$66,960.00	\$75,330.00	\$81,840.00	\$83,700.00	\$90,210.00

1. Reallocated Funds

Operational Staff/Management of the CPA will be primarily funded by Administrative and Financial Services under the direction of the Director of Auxiliary Services & Event Management to support all events within the CPA and are funded separately from TLSS but possess job description line items which encapsulate requirements to support directly and indirectly the academic programs housed within the CPA. Therefore, the cost of personnel is not a direct expense associated with the educational programs, and exist for budgetary purposes as separate, and sole the responsibility of auxiliary services.

## 2. Tuition and Fee Revenue

Tuition and fees are assumed constant over the next five years. The in-county tuition rate of \$107 per credit and a fee of \$48 per credit for a total of \$155 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.

## 3. Grants and Contracts

Program development and implementation is not dependent on grants, contracts or external funding.

## 4. Other Sources

No additional sources of funding are expected.

Total Year:

The proposed program is expected to generate revenue in excess of expenses from the first year as indicated in **Table 1**.

**Table 2**

<b>TABLE 2: EXPENDITURES for the General Studies A.A. degree Area of Concentration in Entertainment Technology</b>					
<b><u>Expenditure Categories</u></b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Faculty (b + c below)</b>	\$20,760.00	\$20,760.00	\$20,760.00	\$59,952.00	\$59,952.00
<b>a. # FTE</b>	24 ECH	24 ECH	24 ECH	30 ECH	30 ECH
<b>b. Total Salary</b>	\$20,760.00	\$20,760.00	\$20,760.00	\$59,952.00	\$59,952.00
<b>c. Total Benefits 3%</b>	\$0	\$0	\$0	\$1,798.56	\$1,798.56
<b>2. Admin. Staff (b + c below)</b>	\$0	\$0	\$0	\$0	\$0
<b>a. # FTE</b>	\$0	\$0	\$0	\$0	\$0
<b>b. Total Salary</b>	\$0	\$0	\$0	\$0	\$0
<b>c. Total Benefits</b>	\$0	\$0	\$0	\$0	\$0
<b>3. Support Staff (b + c below)</b>	\$0	\$0	\$0	\$0	\$0
<b>a. # FTE</b>	\$0	\$0	\$0	\$0	\$0
<b>b. Total Salary</b>	\$0	\$0	\$0	\$61,750.56	\$61,750.56
<b>c. Total Benefits</b>	\$0	\$0	\$0	\$0	\$0
<b>4. Equipment</b>	\$0	\$0	\$0	\$0	\$0
<b>5. Library</b>	\$0	\$0	\$0	\$0	\$0
<b>6. New or Renovated Space</b>	\$0	\$0	\$0	\$0	\$0
<b>7. Other Expenses</b>	\$19,299.25	\$19,878.23	\$20,474.57	\$21,088.81	\$21,721.48
<b>8. TOTAL (Add 1 – 7)</b>	\$40,059.25	\$40,638.23	\$41,234.57	\$82,839.37	\$83,472.04

## **M. Adequacy of Provisions for Evaluation of Program**

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 collected and analyzed to improve courses and to ensure program-learning outcomes are met.

Complete program assessment takes place every five years, with progress toward achievement of improvement plans being evaluated every two years. Data regarding enrollment, retention, and graduation is 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.

Students and administrators evaluate non-tenured faculty members yearly. 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.

Prince George's Community College (PGCC) has developed a comprehensive system to assess student learning that is organized, well documented, and has continued to improve since spring 2012. The system is founded on the existence of clear statements defining the skills, knowledge, and values that students are expected to acquire in their educational experiences at the College. These statements or learning outcomes, which are publicized in the College Catalog and in master course syllabi, establish well-defined, shared expectations for faculty, students, and the community. In doing so, the learning outcomes ensure consistency across the diversity of educational experiences offered at the College. They also provide the basis for measuring the quality of program and course offerings, as well as for developing targeted interventions for continuous improvement. Prince George's Community College has identified three sets of learning outcomes for its students: course, program, and 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 institutional learning outcomes encapsulate the foundational skills, knowledge, and values that every graduate of an associate's degree is expected to achieve. The College has identified six institutional learning outcomes, called the Student Core Competencies:

1. Communication
2. Scientific and Quantitative Reasoning
3. Critical Reasoning
4. Information Literacy
5. Culture
6. Ethics

The Student Core Competencies are specifically addressed in the General Education coursework and appear throughout the curriculum at PGCC.

Evidence of student learning is collected through embedded assessments that students have to complete as part of their regular coursework. These assessments, which are used in the calculation of student grades, are designed to provide direct demonstrations of students' skills, knowledge, and values. Frequently used assessments include multiple-choice exams, written assignments, artistic artifacts or performances, and clinical demonstrations. With the exception of multiple-choice exams, assessments are evaluated and scored with the aid of rubrics. All sections of the same course are required to use either the same assessment or variations of the same assessment. Data collected in the classroom are aggregated across sections and used to simultaneously measure student achievement of course outcomes, program outcomes, and the Student Core Competencies. These data are stored in an assessment management system, called Tk20, which provides multiple data reports easily accessible to faculty and administrators.

### **Program Assessment**

Prince George's Community College has a five-year cycle for completing the assessment of every program outcome and every Student Core Competency. Prior to the beginning of each cycle, faculty design an assessment plan for every program of study offered by their department. The assessment plan indicates which program outcome(s) will be assessed each semester along with the list of courses where those outcomes are addressed. Whenever a department offers General Education courses such as English 1010, a second assessment plan is developed. This assessment plan lists one or more Student Core Competencies and the General Education courses where those Student Core Competencies are addressed. Thus, for example, the English Department has an assessment plan for addressing the English program outcomes and another one for addressing foundational skills such as communication and information literacy. Departments are expected to assess all courses in their assessment plan(s) during the five-year cycle. For each course included in an assessment plan, faculty adhere to the following sequence: 1. Prior to assessing a course, faculty create assessment materials to measure student achievement of course outcomes and submit these materials for review to the Assessment Coaches and the Teaching Learning and Assessment Committee (TLAC) 2. The Assessment Coaches and the TLAC examine the materials to ensure that they are appropriately rigorous and reflect best practices for assessment; 3. Once the assessments are approved, faculty implement the assessment in the following semester. Data are then collected and entered into Tk20, allowing the College to store, track, analyze, and disseminate data to all stakeholders; 4. The semester following data collection, The Office of Research, Assessment, and Effectiveness (RAE) analyzes the

data and releases a 188 report of its findings; 5. Faculty discuss the findings and use preset performance criteria or benchmarks to determine whether an Action Plan needs to be developed to address any areas of concern; 6. When an Action Plan is needed, changes are implemented in the following semesters and the course is later reassessed. The assessment data 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. Assessment data are discussed within each department for course and program improvement, leading to changes in individual courses and in the content and structure of the curriculum. Furthermore, the data are also discussed by a General Education Taskforce, with representatives from TLAC, charged with improving teaching and assessment of the Student Core Competencies. The College relies on a plethora of training guides, regular face-to-face training sessions, and a series of online assessment modules to ensure that all faculty are equipped with the knowledge and skills they need to engage in the discussion and use of assessment findings.

### **Course Assessment and Evaluation**

Each semester, the RAE office reports the results of every Action Plan implemented to improve student learning the previous semester. Results are published in a document called the Action Plan Success Report, which allows faculty to see if the changes introduced in their courses following the initial assessment produced the desired impact. The report is available to the entire PGCC community on the College's intranet.

Although these Action Plans are focused on improving performance in the classroom, the clear alignment of course outcomes to program outcomes and to the Student Core Competencies mean that changes implemented at the course level can have a significantly broader impact. Beyond measuring student achievement every semester, the assessment system is aimed at capturing students' skill development over time and building a better understanding of how small changes in each course can lead to larger aggregate changes in learning at the program and institutional levels.

### **N. Consistency with the State's Minority Student Achievement Goals**

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 college serves over 38,904 students representing over 43 countries. 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 (70.9%), 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 the racial makeup of the region's workforce.

As Prince George's County is the second most populous jurisdiction in the state of Maryland, Prince George's Community College serves a diverse demographic that mirrors

Prince George's County. 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 Web site and catalogue); and
- clear communication about the integrated nature of the academic work with practical experience and professional networking opportunities.

Questions regarding diversity are crucial to the utility of the Entertainment Technology program. The incorporation of social justice as part of the program's outcomes acknowledges the complexity of diversity as it might encompass not only age, gender, or ethnicity, but also address societal challenges regarding physical mobility, neurodiversity, and socio-economic status. The Entertainment Technology program aims to explore social justice issues both within the classroom, laboratory, and on the stage through performance artistry, from a holistic standpoint. Ultimately, the College will continue to engage with community partners and stakeholders who represent the diversity of the region.

- O. Relationship to Low Productivity Programs Identified by the Commission:**  
No low productivity programs are related to this program.