



Dr. Clayton A. Railey III, Ph.D
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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 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. I look forward to a favorable review.

Sincerely,


Clayton A. Railey, III

Attachments



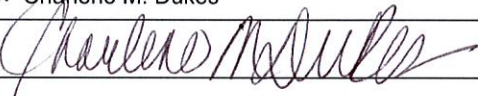
Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

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 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 checked="" 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 type="radio"/> Check	Date Submitted: 01/22/19
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Department Proposing Program	Humanities, English, and Social Sciences	
Degree Level and Degree Type	Certificate	
Title of Proposed Program	Theatre Performance	
Total Number of Credits	31	
Suggested Codes	HEGIS:	CIP: 500501
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: http://catalog.pgcc.edu/	
Preferred Contact for this Proposal	Name: Aundrea D. Wheeler	
	Title: Assistant Vice President for Curriculum, Programs, and Regulation	
	Phone: (301) 546-0406	
	Email: whelead@pgcc.edu	
President/Chief Executive	Type Name: Charlene M. Dukes	
	Signature: 	Date: 1/22/2019
	Date of Approval/Endorsement by Governing Board: 12/13/2018	

Revised 6/13/18

SUBJECT

Approval of New Curriculum: Theatre Performance Certificate

REASON FOR CONSIDERATION BY THE BOARD

The Board of Trustees must approve New Curriculum prior to presentation to Maryland Higher Education Commission.

BACKGROUND INFORMATION

In accordance with the College CODE (Title 7 Academic Programs/Curricula) – (Subtitle 1 – Approval of New Curriculums) – (§7-101 Approval of New Curriculums) D, the curriculum for the Theatre Performance Certificate, formatted in Attachment # (A-) in the required template for the Maryland Higher Education Commission (MHEC), has been reviewed by the respective department faculty, chair, dean, approved by the College-wide Curriculum Committee, approved by the Executive Vice President/Provost for Teaching, Learning, and Student Success, and recommended to the President for presentation to the Board. The Board of Trustees must approve new program curriculum prior to submission to MHEC.

RECOMMENDED MOTION

That the Board of Trustees approves the Theatre Performance Certificate outlined in the Attachment # (Q), effective July 13, 2018, in order that the program may be forwarded to Maryland Higher Education Commission for approval.

A copy of the attachments to be included in the Board Journal.



ACADEMIC PROGRAM PROPOSAL Lower Division Certificate in Theatre Performance

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 Lower Division Certificate in Theatre Performance. This program of study 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 Lower Division Certificate in Theatre Performance directly relates to the College's mission by contributing to the economic equity and cultural vibrancy of our community. The program will facilitate student learning while students pursue careers in the Performing Arts and Entertainment field. This program is specifically designed for students interested in obtaining stackable credentials and enhancing their performance skills as a performer or actor. Stackable credentials offer opportunities for students who are currently in this field to obtain additional certifications through stand- alone courses that will ultimately help to increase professional marketability. Through a structured curriculum, the program is comprised of classroom, workshop, and stage experiences with authentic performance opportunities. There is particular emphasis in the program on how the arts can further assist in developing socially progressive ideas through performance and acting. This certificate does not include the general education courses. It is specific to the program core requirements.

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 2010¹. 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) 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%

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

Native Hawaiian or other Pacific Islander; and 2.7% Multiracial². 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 Theatre Performance program demographics to mirror that of the county.

The Lower Division Certificate for Theatre Performance 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 number of new students pursuing careers in Theatre Performance field in the region, but it will also create stackable credentials and certification opportunities for those students who are already working in this field.

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

National Overview for Actors (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	17,020	3.99	**	**
Performing Arts Companies	8,560	6.76	\$25.98	***
Independent Artists, Writers, and Performers	5,000	9.72	\$39.84	***
Accounting, Tax Preparation, Bookkeeping, and Payroll Services	3,040	0.33	\$32.35	***
Colleges, Universities, and Professional Schools	2,130	0.07	\$22.70	***

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.

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

Industries with the highest concentration of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Independent Artists, Writers, and Performers	5,000	9.72	\$39.84	***
Performing Arts Companies	8,560	6.76	\$25.98	***
Motion Picture and Video Industries	17,020	3.99	**	**
Promoters of Performing Arts, Sports, and Similar Events	970	0.69	\$27.69	***
Sound Recording Industries	110	0.67	**	**

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
Advertising, Public Relations, and Related Services	**	**	\$42.35	***
Independent Artists, Writers, and Performers	5,000	9.72	\$39.84	***
Accounting, Tax Preparation, Bookkeeping, and Payroll Services	3,040	0.33	\$32.35	***
Promoters of Performing Arts, Sports, and Similar Events	970	0.69	\$27.69	***
Employment Services	**	**	\$27.19	***

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.³

³ "25-1121 Art, Drama, and Music Teachers, Postsecondary." U.S. Bureau of Labor Statistics, U.S. Bureau of Labor Statistics, 30 Mar. 2018, www.bls.gov/oes/current/oes251121.htm

Potential Regional Career Pathways

Actors

Actors are entertainers who assume the roles of characters. Since full-time work is not always available, actors may pursue work in other career fields in which they can take advantage of their acting abilities. Acting as a career involves more than just performing in movies. Working actors perform in live theater productions, at theme parks, in commercials, and on television shows. As actors start their careers, many work multiple jobs, such as working as extras in films or TV, to support themselves financially. There are no formal education requirements to become an actor but a bachelor's degree in theater arts, drama, acting and performing, may be helpful in learning technical skills. Experience is of great importance in this career, as experience leads to bigger and higher paying roles. Skills an actor needs include creativity, speaking skills, literacy and reading skills, memorization, physical stamina, persistence, discipline, dedication, and ability to communicate with a wide variety of people.

Models

Models do not need formal training. They present products in a way that is intended to make people interested in those products. Since actors have experience taking direction from camera crews they will understand how to follow direction while posing for photographs or preparing for other modeling tasks, such as walking on a runway. Actors also understand how to use their facial expressions and body movements to communicate with an audience, which can make them effective models.

Producers and Directors

Producers and directors are involved in making film or theater productions. They typically need to have a bachelor's degree and prior experience in a related career, such as acting. Actors work with producers and directors when they are hired for roles, and may want to explore opportunities in this line of work to expand their filmmaking skills. While producers are involved in the practical aspects of filmmaking, such as hiring staff, directors oversee actors and crew members and provide direction so that the production is a success.

Postsecondary Drama Teachers

While many institutions expect postsecondary teachers to have a doctoral degree, it can be possible to enter this profession with a master's degree and work at a community college. Postsecondary drama teachers hold classes in which they instruct students about drama and acting. Actors may want to pursue a career teaching drama so that they can take advantage of their acting skills.

Writers and Authors

Writers and authors produce things such as blog posts and film scripts. Writers and authors normally need a bachelor's degree for salaried work in this field. Since actors work from scripts they understand how scripts should be structured and they also have insight about how characters and stories should be developed. This can be an advantage for actors who decide to pursue a writing career.

Announcers

Depending on where they are employed, announcers may only need a high school diploma or a to have a bachelor's degree in some cases. They often work in radio or television and introduce information to their audience. They may conduct interviews or discuss topics. Actors typically have good vocal skills and may be suited to this type of work since they understand how to verbally present information so that their delivery is clear and compelling.⁴

⁴ https://study.com/articles/careers_for_actors.html

**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
27-2011	Actors	31,620	2.5%	12.552	1.44	\$40.98	\$45.14	\$93,900	1.0%
41-9012	Models	40	11.4%	0.017	0.64	\$13.73	\$15.10	\$31,400	10.2%
27-2012	<i>Producers and Directors</i>	3,080	6.4%	1.223	1.48	\$38.67	\$40.62	\$84,490	2.0%
27-3043	Writers and Authors	1,890	5.4%	0.750	2.36	\$41.41	\$42.83	\$89,080	3.2%
25-1121	<i>Art, Drama, and Music Teachers, Postsecondary</i>	1,450	13.6%	0.575	0.86	***	***	\$76,190	7.2%
27-2022	<i>Public Address System and other Announcers</i>	**	**	**	**	\$16.34	\$18.15	\$37,760	9.5%
27-3011	<i>Radio and Television Announcers</i>	560	23.7%	0.224	1.12	\$28.86	\$34.60	\$71,980	6.0%
27-2099	<i>Entertainers and Performers, Sports and Related Workers, all Other</i>	190	18.7%	0.075	0.93	\$17.99	\$22.40	***	9.5%

* 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.⁵

⁵ https://www.bls.gov/oes/current/oes_47894.htm

Analysis

Theatre

- Washington is second in terms of number of theater productions nationwide, after New York.
- The DC-MD-VA area has 17 Equity theaters, which represents more Equity seats per capita than anywhere else in the nation, and more **period** than anywhere other than New York.
- AEA has 1,194 members in the DC/Baltimore area, which is the third most among all regional theater cities, after Philadelphia and the San Francisco bay area.
- Those members worked an average of 16.9 weeks, which is second in the nation after Central Florida (due mostly to the presence of the Walt Disney Co.).
- In total, area theaters paid \$26.7 million in union wages for 20,178 work weeks – making it the only (non-New York) region to report more than 20,000 total work weeks.⁶

(Actor's Equity Association)

Thanks to the Helen Hayes Awards, a cosmopolitan audience, and extensive fundraising opportunities, DC has been a huge theatre town since at least the mid-nineties. Although Chicago has more non-union theaters, and New York and LA are the places to go if you want to make it big, DC is the town to come to if you want to work in the theatre as an actor and live comfortably. This is also true of some other cities (like Milwaukee), but none of those operate on the scale that DC theatre does. The depth of the DC non-Equity theatre scene also means that it is also a town where young actors can get their start. The cost of living is high, and the actors that make their living solely from theatre can probably be counted on two hands, but with a supplemental income, it is a livable city for a theatre actor.

Film, TV & Industrials

The DC film community is small, but it does have some things going for it – namely the fact that many films and shows are set in the Nation's Capital. Although the list of outside productions filming in the area varies from year to year, there has been steady work to be found in the past few years. In the past few years, House of Cards and VEEP both shot in Maryland, employing 2,329 and 1,073 local actors/extras in 2016, respectively.

(Maryland Film Production Tax Credit Annual Report (2016))

Historical dramas and documentaries have also found a home in the area in the past few years, with TURN shooting in various locations in Virginia, and miniseries like the History Channel's "American Genius" and "The Men Who Built America" shooting in the Shepherdstown, WV area. Although the local Film & TV industry is relatively small, the area Film & Video

⁶ <http://theatrewashington.org/>

Production industry is very healthy. The local On-Camera Production industry accounted for \$209 million in direct output and \$98 million in direct labor income in 2013. (“An Analysis of the Entertainment and Media Industry in Washington, D.C.”, D.C. Office of Motion Picture and Television Development)

Local Advertising is a steady employer for DC area actors, especially in the area of political spots. It is the seventh largest media market in the United States, and the presence of the Federal Government creates lobbying, which creates ads, which creates acting jobs. Consequently, the Federal Government is also a huge driver in terms of videos produced for in-house use, also known as Industrials. Many Government agencies have their own production studios (the FBI and the IRS, among others). Additionally, Teleprompters usually average \$300-\$500/day.

Exact estimations on the overall market for on-camera talent are hard to find, as the companies involved view that information as very proprietary. However, the DC market supports at least five local Casting Agencies – Carlyn Davis (CSA), Taylor Royall, Central Casting, Marinella Hume, and Pat Moran (CSA). Each such agency is usually casting dozens of projects a month, which means hundreds of jobs for actors.

Other Opportunities

Indeed.com listed 200 job opportunities in the area for Actors in the past month (excluding workshops and the like) – 114 in DC, 42 in MD and 44 in VA. Some of these were nonunion film and theatre opportunities, but many were for other jobs: Standardized Patient, Child's Party Performer, Theme Park Performer, Haunted House Performer, and Living History Interpreter. These jobs ranged from \$25-\$75 an hour, although most were temporary or part-time.

D. Reasonableness of Program Duplication:

According to the Maryland Higher Education Commission’s (MHEC) Academic Program Inventory listed on the website, two community colleges in the state of Maryland offer Fine and Performing Arts degrees. However, Chesapeake College and Cecil College offer lower division certificates. All other 4-year colleges/universities offer this concentration at the Bachelors and Master’s level.

Maryland Community College offerings:

College	Program Name	Degree/Certificate	CIP Code
Cecil College	Theatre	Certificate	100700
Cecil College	Performing Arts	Associate Degree	109900
Chesapeake College	Theatre & Performance Studies	Certificate	100700
Harford Community College	Performing Arts	Associate Degree	491006

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)
Morgan State University in Baltimore, MD and Bowie State University in Bowie, MD are the only two Historically Black Institutions (HBI's) that offer a bachelor's degree in Theatre Arts. The A.A. degree should have no impact concerning the uniqueness and institutional identities and missions of the HBIs listed.

F. Relevance to the identity of Historically Black Institutions (HBIs). The A.A. degree should have no impact concerning the uniqueness and institutional identities and missions of the HBIs listed.

While Prince George's Community College is considered a majority-minority institution, opportunity exists to collaborate with Bowie State University or Morgan State University on theatre programming and joint performances. With the opening of the College's New Center for the 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

Below, program outcomes for the Theatre Performance Certificate are listed.

Upon program completion, the graduate will:

1. Examine the potential for progressive social change through the Performing Arts and Entertainment Technology- PRF 1501, PRF 2501, PRF 2502, PRF 2504, PRF 2505, PRF 2801, PRF 2503, PRF 2803, PRF 2805
2. Classify the roles of the personnel and their functions found in the Performing Arts and Entertainment Technology- PRF 2502, PRF 2504, PRF 2505, PRF 2801, PRF 2503, PRF 2803, PRF 2805
3. Perform acting methods, script analysis, movement, voice, and diction techniques- PRF 1501, PRF 2501, PRF 2502, PRF 2801, PRF 2503, PRF 2805
4. Perform techniques and supplemental skills sets required of performers- PRF 1501, PRF 2501, PRF 2502, PRF 2801, PRF 2503, PRF 2805
5. Evaluate past, current, and emerging trends regarding the Performing Arts and Entertainment Technology- PRF 1501, PRF 2501, PRF 2502, PRF 2504, PRF 2505, PRF 2801, PRF 2503, PRF 2805
6. Apply vocabulary unique to the Performing Arts and Entertainment Technology – PRF 1501, PRF 2501, PRF 2502, PRF 2504, PRF 2505, PRF 2801, PRF 2503, PRF 2803, PRF 2805

Program Requirements for Theatre Performance

Semester	Course Title	Alternate Course	Credits
1	PRF 1010 Introduction to Theatre (PR)		3
1	PRF 2503 Stage Costumes and Make Up (PR)		3
1	PRF 2505 Theatre History (PR)		3
1	PRF 1501 Performance Methods (PR)		3
2	PRF 2501 Advanced Performance Methods (PR)		3
3	PRF 2803 Crew Experience (PR)		1
3	PRF 2502 Movement Methods (PR)		3
3	COM 2070 Voice and Diction (PR)		3
4	PRF 2805 Capstone (PR)		3
4	PRF 2504 Script Analysis (PR)		3
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

Students who graduate from Prince George's Community College with at least 60 credits and GPA of 3.0 and above, 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.

Hood College

The college anticipates signing a guaranteed transfer agreement with Hood College later this week. You may list the College’s intent to form this agreement. 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.

Prince George’s Community College does not currently have any articulation agreements specific to Theater Performance. However, once the program has been approved, the College will make efforts to secure articulation agreements in Theater Performance with our 4-year transfer partners.

I. Adequacy of Faculty Resources

Name	Terminal Degree/Field	Rank/ Status	Courses Taught
Robert Berry	M.F.A/ Communication and Theater	Associate Professor (FT)	<ul style="list-style-type: none">• PRF 1010(3 credits) Introduction to Theatre• PRF 1501(3 credits) Performance Methods,• PRF 2501(3 credits) Advanced Performance Methods,• PRF 2502(3 credits) Movement Methods,• PRF 2504(3 credits) Script Analysis,• PRF 2505(3 credits) Theatre History,• PRF 2803 (1 credit) Crew

			<p>Experience,</p> <ul style="list-style-type: none"> • PRF 2805(3 credits) Capstone
Antoinette Doherty	M.F.A./ Communication and Theater	Professor (FT)	<ul style="list-style-type: none"> • PRF 1010 (3 credits) Introduction to Theatre • PRF 1501 (3 credits) Performance Methods • PRF 2501(3 credits) Advanced Performance Methods, • PRF 2502 (3 credits) Movement Methods, • PRF 2504 (3 credits) Script Analysis, • PRF 2505 (3 credits) Theatre History, • PRF 2805 Capstone (3 credits)
Gary Fry	M.A./ Communication and Theater	Assistant Professor (FT)	<ul style="list-style-type: none"> • PRF 1010 (3 credits) Introduction to Theatre • PRF 2504 (3 credits) Script Analysis • PRF 2505 (3 credits) Theatre History • PRF 2803 (3 credits) Crew Experience • PRF 2805 (1 credit) Capstone
Peggy Yates	M.F.A./ Communication and Theater	Associate Professor (FT)	<ul style="list-style-type: none"> • PRF 1010 (3 credits) Introduction to Theatre • PRF 1501 (3 credits) Performance Methods • PRF 2501(3 credits) Advanced Performance Methods • PRF 2502(3 credits) Movement Methods • PRF 2504 (3 credits) Script Analysis, • PRF 2505 (3 credits) Theatre History

			<ul style="list-style-type: none"> • PRF 2805 Capstone (3 credits)
Kevin Veiga	M.F.A. /Dance	Assistant Professor (FT)	<ul style="list-style-type: none"> • PRF 1501(3 credits) Performance Methods • PRF 2501(3 credits) Advanced Performance Methods • PRF 2502 (3 credits) Movement Methods

J. Adequacy of Library Resources

The PGCC library has been consulted regarding provisions and resources for the Lower Division Certificate for Theatre Performance. 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 Theatre Performance 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.

J. 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 be comprised of approximately 173, 618 GSF and will include the following:

- 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

<p style="text-align: center;"><u>Theatre</u></p> <p>759-seat theatre 304-seat Proscenium theatre 152-seat Blackbox Studio Instructional & Theatre and Educational Technology (TET) Labs Flexible Performance and Instructional spaces Screen and Costume Labs</p>	<p style="text-align: center;"><u>Dance</u></p> <p>Performance & Teaching Studio</p> <hr/> <p style="text-align: center;"><u>Radio</u></p> <p>Broadcast & Production Labs</p>
<p style="text-align: center;"><u>Music</u></p> <p>125-Seat Recital Hall Band, Choral, Percussion rehearsal space</p>	<p style="text-align: center;"><u>Television & Film</u></p> <p>Television & Film Studio Mass Communications Lab Tech Center</p>

Practice Rooms Faculty Music Teaching Studios Specialized labs (ex. Piano lab) Live Recording Studio & Suite	<u>Other Spaces</u> Art Gallery Conference Center Cafe
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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 Theatre Performance Certificate under the General Studies A.A. degree Area of Concentration in Theatre Performance.

Table 1

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

3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (1 – 4)	\$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

TABLE 2: EXPENDITURES for the Theatre Performance Certificate under the General Studies A.A. degree Area of Theatre Performance					
<u>Expenditure Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$20,760.00	\$20,760.00	\$20,760.00	\$59,952.00	\$59,952.00
a. # FTE	24 ECH	24 ECH	24 ECH	30 ECH	30 ECH
b. Total Salary					
c. Total Benefits 3%	\$0	\$0	\$0	\$1,798.56	\$1,798.56
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # 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. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$61,750.56	\$61,750.56
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. 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	\$19,299.25	\$19,878.23	\$20,474.57	\$21,088.81	\$21,721.48
8. TOTAL (Add 1 – 7)	\$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, once every three years. The above assessment process also provides administrators the opportunity to establish 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 that addresses the English program outcomes and a separate plan 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 and Learning Assessment Committee (TLAC); 2. The Assessment Coaches and (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 Research Assessment and Effectiveness (RAE) office 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 centered 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 continues to serve 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 Lower Division Certificate in Theatre Performance. 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 Lower Division Theatre Performance Certificate 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.