



Office Use Only: PP#

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

Institution Submitting Proposal

College of Southern Maryland

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

- |   |   |
|---|---|
| <input checked="" 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 type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 605428	Amount: 850.00	Submitted: 1/28/25

Department Proposing Program	Arts and Humanities		
Degree Level and Degree Type	Associate of Arts		
Title of Proposed Program	Theater		
Total Number of Credits	60		
Suggested Codes	HEGIS:	CIP:	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer    Year: 2025
Provide Link to Most Recent Academic Catalog	URL: <a href="http://catalog.csmd.edu">http://catalog.csmd.edu</a>		

Preferred Contact for this Proposal

Name:	Dr. Nicole Harrell
Title:	Assessment and Curriculum Coordinator
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President/Chief Executive

Type Name: Dr. Yolanda Wilson

Signature:

Date: 1-15-2025

Date of Approval/Endorsement by Governing Board:

Revised 1/2021



*Office of the President*

January 14, 2025

Dr. Sanjay Rai  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

Re: New Academic Degree Program: Theater, AA

Dear Dr Rai:

The College of Southern Maryland (CSM) is submitting a proposal for an Associate of Arts (AA) in Theater. This degree will provide an affordable and high-quality option to receive an education in theater foundations, with an emphasis on transferring into a Bachelor of Fine Arts or Bachelor of Arts program.

The program is approved by CSM's Curriculum and Instruction Committee, President's Cabinet, and the Board of Trustees. We are seeking the Commission's approval to offer this program beginning Fall 2025. We are requesting for MHEC to provide HEGIS and CIP codes for this program.

Sincerely,

Yolanda Wilson, Ed. D  
President  
College of Southern Maryland

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## NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND SUBSTANTIAL MODIFICATIONS

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

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

The College of Southern Maryland (CSM) proposes a standalone degree, Associate of Arts in Theater. The program will be housed in the Department of Arts and Humanities within the School of Liberal Arts. The proposed Associate of Arts, Theater program will support the CSM mission to enhance lives and strengthen the economic vitality of a diverse and changing region by providing affordable postsecondary education, workforce development, and cultural and personal enrichment opportunities. The new degree will serve as an affordable and high-quality option to receive an education in theater foundations, with an emphasis on transferring into a Bachelor of Fine Arts or Bachelor of Arts program. The Associate of Arts: Theater program allows students to study a variety of traditional theater-making disciplines while building a strong artistic foundation. Students are taught the fundamentals of theater production and may choose to focus on performance or technical work. Students select from courses in dance, acting, theatrical design, stage management, and theater history. The program emphasizes the practical application of the skills they acquire, offering a full season of theater productions each year. The wide variety of experiences in the program will prepare students to focus on their chosen discipline in their bachelor's program. For more information: [College of Southern Maryland Mission Statement](#).

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

CSM's strategic plan for 2024-2029 outlines three goal areas for enhancing student success and opportunity: access, momentum, and mobility. Each goal comes with a list of strategies to achieve that goal.

#### Access:

The Theater, A.A. degree will enhance equitable access to the field of theater by providing the first credential along the path. According to the US Department of Education (2023), CSM is 48% White, 28% Black, 9% Hispanic, 4% Asian, and 7% Two or more races. Due to the increasing diversity of the service area demographics, the program will ultimately contribute to a more diverse student population entering undergraduate institutions and the workforce.

Additionally, CSM is working on dual enrollment agreements with Charles County Public Schools (CCPS) to connect our Theater program to CCPS's new CTE program in Theater, the first of its kind in the state. Enhancing the college's K-12 partnerships is one of the strategies outlined in CSM's strategic plan to increase access.

#### Momentum:

The standalone A.A. will strengthen our theater offerings by increasing student engagement and implementing a pathway that reduces time to completion. In this proposal, we have added more course options for exploring the various aspects of theater arts. We have also included participation in productions as part of the curriculum; the production process promotes collaboration and belonging. Quicker degree completion and increasing student engagement and feelings of belonging are CSM strategies for increasing momentum.

### Mobility:

The Theater, A.A. degree will support student mobility by optimizing the path to transfer to four-year institutions as well as directly into the workforce. With the addition of new courses that reflect best practices across the state, this revised degree will enable student progress and completion and build and sustain the regional workforce pipeline. The College of Southern Maryland's proximity to the nation's capital provides the unique opportunity to prepare students for performing arts careers in the DC, Maryland, and Virginia region, where the compensation and job availability is higher than the national average (U.S. Bureau of Labor Statistics <https://www.bls.gov/ooh/>) The U.S. Bureau of Economic Analysis reports that arts and cultural production accounts for \$13,848,258,000 and 8.39% of the District of Columbia economy, contributing 56,778 jobs, and accounts for \$12,868,907,000 and 2.68% of the Maryland economy, contributing 80,202 jobs (data via the National Assembly of State Art Agencies [https://nasaa-arts.org/nasaa\\_research/creative-economy-state-profiles](https://nasaa-arts.org/nasaa_research/creative-economy-state-profiles)) Our use of industry professionals as adjunct professors helps to connect students with career opportunities, another pillar of the strategic plan.

For more information: 2024 – 2029 Strategic Plan; College of Southern Maryland College Scorecard (ed.gov)

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

All costs of this newly proposed program will be funded through the annual operating budget for the Division of Learning (DOL). This new program will not require any additional expenditures outside those that are offset by increased tuition revenue from projected enrollment in the program. There are no new costs for equipment, instructional supplies, facilities, or staff. The program as proposed can be fully staffed with both current full-time and adjunct faculty and staff to support its operations. Initially no additional expense will be incurred; however, additional faculty would be hired as necessitated by growth in enrollment in years 3-5.

4. Provide a description of the institution's a commitment to:
  - a) ongoing administrative, financial, and technical support of the proposed program
  - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The proposed A.A. in Theater program has the necessary support at the department, division, and institutional level to operate successfully. The Department of Arts and Humanities will house the degree with highly educated, credentialed, and deeply vested existing full-time tenure-track faculty, as well as qualified, long-term adjunct faculty, and industry professionals, available to teach program courses (see table in Part I for the full listing of faculty), and administrative support personnel. All courses in the program can be taught by existing faculty.

As outlined in Parts K and L, CSM is confident that the existing administrative and technical supports and physical facilities available to the department and institution are sufficient to ensure the program's feasibility – the department is not seeking any capital investments, specialized facilities, any additional administrative positions, or technology supports to deliver the program successfully. The classroom and lab space in various campus buildings is sufficient. CSM's Information Technology Help Desk is able to provide comprehensive technological assistance to faculty and students.

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

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

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

The standalone Theater A.A. degree is a fine arts program that prepares students for transfer to Bachelor of Art and Bachelor of Fine Art programs and/or to the entertainment workforce. The broad education afforded by this program prepares students for a wide range of careers, including but not limited to actor/dancer, talent agent, director/producer, choreographer, audio and visual technician, sound engineer, and lighting technician. The new degree would be better able to direct students to careers in their chosen area of theater with additional course options and clearer, industry-informed outcomes. The previous Associate of Science: Theater and Dance A.A. degree limits students' pathways to the workforce and 4-yr colleges; however, the new Associate of Arts: Theater degree will clarify career trajectories and paths to degree completion. As a community college, CSM offers an affordable entry to higher education for students throughout the region, centered around our Strategic Plan goals of "Access, Momentum, and Mobility." Thus, the program satisfies the following priorities from the State Plan: a) The advancement of knowledge, and b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

**2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

The three primary goals for the postsecondary community in Maryland remain access, success, and innovation.

**Access:**

CSM promotes access to higher education in the Southern Maryland region by offering affordable tuition rates. Students in the Associate of Arts, Theater program can complete foundation courses at a significant savings compared to taking those courses at Maryland public universities; using the part-time tuition rate of three Maryland Universities, tuition averages \$370 per credit hour, compared to \$140 per credit hour at CSM. This translates to a savings of approximately \$13,880 (or 62%) in tuition for students who complete the Theater A.A. at CSM versus taking those core classes at a Maryland public university.

**Success:**

Assessment data from the current Arts and Sciences program reflects a high degree of student success in core arts classes at CSM. It can be reasonably inferred that the student success rate will transfer to the new Associate of Arts, Theater program, in which students will benefit from newly focused resources and an enhanced curriculum. CSM supports student success by offering students accurate and current information in the classroom, the opportunity to observe professionals in the field, and timely advising from program faculty who are most able to offer students guidance on both their current academic plan as well as future career opportunities.

## Innovation:

An education in the performing arts involves repeated challenges in creative problem solving, and inherently calls for students to be innovative in their creative projects. While foundations-level performing arts classes tend to focus on process and skills, ideation and innovation are core requirements explored in numerous projects and challenges in the Associate of Arts: Theater curriculum. A strong tradition of experiential learning in the performing arts allows students to develop innovative solutions to problems in an environment of peer-driven and collaborative exchange of ideas. Through theater history coursework, students will study many of the world's great innovators in the performing arts. Theater history classes encourage students to hone their critical thinking, writing, and research skills. These skills are translatable into every field and students' personal goals.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Provide data showing the current and projected supply of prospective graduates.

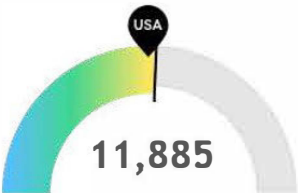
The US Dept of Labor Statistics' Occupational Outlook Handbook states, "Overall employment in entertainment and sports occupations is projected to grow faster than the average for all occupations from 2023 to 2033. About 108,900 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. The median annual wage for this group was \$53,360 in May 2023, which was higher than the median annual wage for all occupations of \$48,060." <https://www.bls.gov/ooh/entertainment-and-sports/home.htm>

The National Assembly of State Arts Agencies reports that arts and culture is the third largest sector of the economy in Maryland, adding \$12,868,907,000 (2.68% of the state economy) and 80,202 jobs. Those numbers are even higher in the nearby District of Columbia, where it is the top economic sector and adds \$13,848,258,000 (8.39% of the district economy) and 56,778 jobs. [https://nasaa-arts.org/nasaa\\_research/creativeeconomy-state-profiles/](https://nasaa-arts.org/nasaa_research/creativeeconomy-state-profiles/)

In our region, target occupations such as entertainers and performers, audio and video technicians, sound engineering technicians, choreographers, producers and directors have expected growth of +9.1% projected through 2033, with a total of 12,963 jobs in our service area. Median earnings for these target occupations are \$67,639 per year, which is above the national average. Please see the charts below for details.

# Executive Summary

## Aggressive Job Posting Demand Over an Average Supply of Regional Jobs



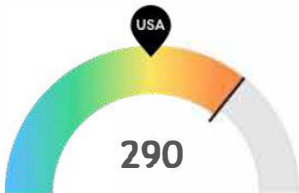
Jobs (2023)

Your area is about average for this kind of job. The national average for an area this size is 11,407\* employees, while there are 11,885 here.



Compensation

Earnings are about average in your area. The national median salary for your occupations is \$60,151, compared to \$67,639 here.



Job Posting Demand

Job posting activity is high in your area. The national average for an area this size is 160\* job postings/mo, while there are 290 here.

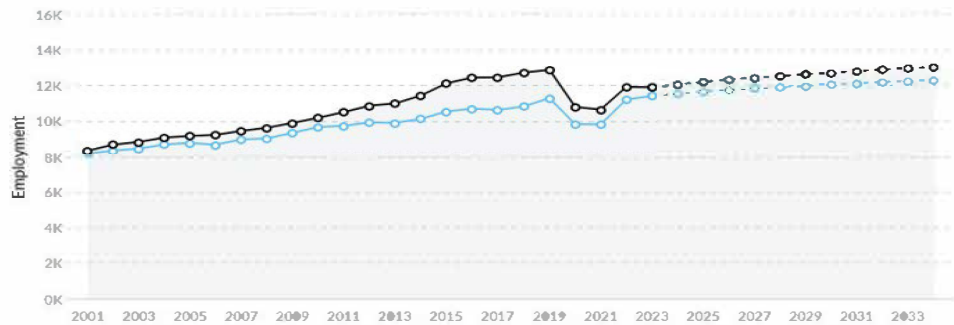
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Lightcast Q3 2024 Data Set | [lightcast.io](https://lightcast.io)

## Jobs

### Regional Employment Is About Equal to the National Average

An average area of this size typically has 11,407\* jobs, while there are 11,885 here.



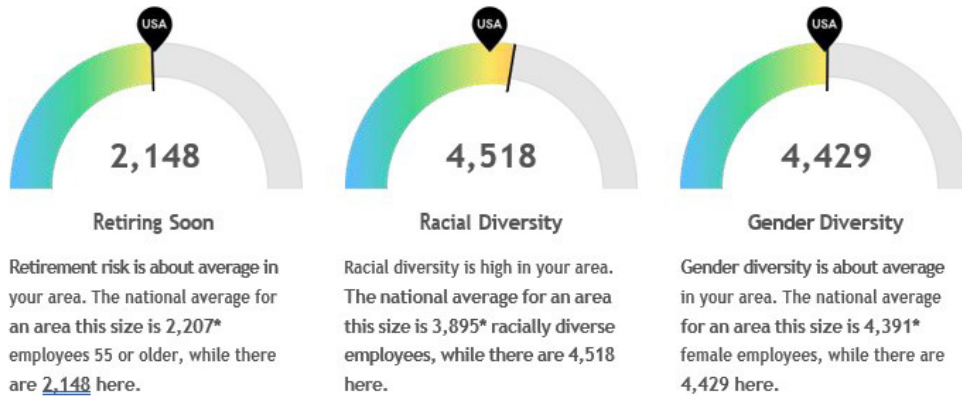
	Region	2023 Jobs	2033 Jobs	Change	% Change
A	15 Counties	11,885	12,963	1,078	9.1%
A	National Average	11,407	12,246	838	7.3%

\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Lightcast Q3 2024 Data Set | [lightcast.io](https://lightcast.io)

## Demographics

### Retirement Risk Is About Average, While Overall Diversity Is About Average



\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Lightcast Q3 2024 Data Set | [lightcast.io](https://lightcast.io)

### Quick Facts: Producers and Directors

Quick Facts: Producers and Directors	
<u>2023 Median Pay</u>	\$82,510 per year; \$39.67 per hour
<u>Typical Entry-Level Education</u>	Bachelor's Degree
<u>Work Experience in a Related Occupation</u>	Less than 5 years
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2023</u>	167,900
<u>Job Outlook, 2023-33</u>	8% (faster than average)
<u>Employment Change, 2023-33</u>	13,500

### Quick Facts: Sound and Video Technicians

Quick Facts: Sound and Video Technicians	
<u>2023 Median Pay</u>	\$54,160 per year; \$26.04 per hour
<u>Typical Entry-Level Education</u>	Associates degree



<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	Short-term or On the Job Training
<u>Number of Jobs, 2023</u>	146,100
<u>Job Outlook, 2023-33</u>	3% (as fast as average)
<u>Employment Change, 2023-33</u>	4,200

Data from U.S. Bureau of Labor Statistics:

<https://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm>  
<https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm>

#### D. Reasonableness of Program Duplication:

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

Although comparable programs exist at other community colleges in Maryland, none are close enough geographically for duplication to be a concern. CSM serves three counties in rural Maryland where it is one of only two higher education institutions and the only option for an associate's degree in theater. Performing arts programs, by nature, require significant contact hours in classrooms, studios, and performance venues. In addition, the technical theater courses require specific equipment and tools, which require easy access for students. For this reason, program duplication is reasonable for this program.

#### Institutions in the State or Same Geographical Area with Similar Programs:

Anne Arundel CC: AA Arts and Sciences Transfer: Theater Arts  
 Baltimore City CC: AA Arts and Sciences Transfer: Theater  
 Carroll County CC: AA Theatre Performance, AA Design Tech  
 Frederick Community College: AA, Theater  
 Garrett College: AA, Theater  
 Hagerstown Community College: AA, Theater  
 Harford Community College: AA, Theater  
 Howard Community College: AA, Theater  
 Montgomery College: AA, Theater  
 Prince George's CC: AA, Theatre Design and Production, AA, Theatre Performance

2. Provide justification for the proposed program.

A Theater A.A. program will provide students with foundational courses to transfer into a four-year bachelor's degree program in theater or dance. Theater degree graduates can earn entry-level positions in the International Alliance of Theatrical Stage Employees (IATSE), regional theatres, touring companies, concert venues, casting agencies, education programs, and other related professions.

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

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

The proposed Associate of Arts, Theater degree at College of Southern Maryland will support the success of Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore by establishing an affordable and high-quality transfer degree for residents of Southern Maryland who wish to pursue a degree in theater and/or dance at one of Maryland's historically black institutions. Additionally, the proposed degree, with its many improvements to the current program, will allow CSM to create new articulation agreements with local HBIs such as Bowie State University.

None of the HBIs in Maryland offer a comparable Associate of Arts, Theater degree. The creation of the degree at the College of Southern Maryland foresees no negative enrollment impacts.

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

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

Social justice and equity are central to arts education. Through its productions and classes, the Theater program at the College of Southern Maryland attempts to contribute to awareness of complex social problems and improve the quality of life for all within Southern Maryland, the state of Maryland, and national and global communities. The theater program at the College of Southern Maryland, without overlapping or imitating the programs and missions of HBIs, dedicates its focus to supporting the population of Southern Maryland. CSM's coursework lays the groundwork for our students to succeed in programs offered at HBIs should they continue their education at one of the four HBIs in Maryland.

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

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

Feedback collected from the college's advisors and financial aid areas indicate significant student interest in theater. The College of Southern Maryland has established a process for curriculum development and revisions which is driven and originated by the faculty. The proposal is approved by the curriculum and instruction committee, which is co-chaired by the Vice-President of Division of Learning and the Director of Academic Planning and Assessment. Once approved by this committee, it moves through several steps through the president's cabinet and the college's Board of Trustees before submission to MHEC. This program will better promote student transferability and improve student progress and completion as it allows for streamlined articulations with four-year institutions.

The program will be overseen by David Robinson, Dean of the School of Liberal Arts, Richard Bilsker, Chair of the Department of Arts and Humanities, and AnnMarie Saunders, Coordinator of Theater.

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

Upon completion of this program a student will be able to:

- Identify, understand, evaluate, and analyze works in the theater arts using the appropriate vocabulary of historical, literary, and practical knowledge of drama and /or dance.
- Demonstrate mastery of advanced written, oral, verbal and non-verbal communication skills required for immediate employment in the theatre and/or dance community or audition entry into a baccalaureate level program of study.
- Develop and present a portfolio for transfer to a baccalaureate level program or professional working environment.
- Demonstrate awareness and sensitivity to diversity in the cultures, races, religions, politics, and socio-economic environments of the world we live in by contextualizing the human experience through the lens of theatre.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

The academic planning and assessment of ice manages the assessment cycle and determines when courses are assessed. Assessment instruments are aligned with the course outcomes. Course-level assessment is a part of program-level assessment to determine how students are meeting the program outcomes. Each academic year at least one program student learning outcome will be assessed and reported to the Director of Academic Assessment for review by the Academic Learning and Assessment Committee (ALAC). In addition, assessment data is documented in the program's End of the Year Report, which is submitted to ALAC for accountability.

b) document student achievement of learning outcomes in the program

The office of Academic Planning and Assessment manages the assessment cycle and determines when the courses are assessed. The program review will take place within one academic year. The coordinators and chairs will track the activities through the end-of-the-year report. The culmination of the review includes a six-year action plan, which addresses maintaining the program strengths and solving the program weaknesses.

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



environments of the world we live in by contextualizing the human experience through the lens of theatre																
General education requirement: English Language Composition								X	X							
General education requirement: Mathematics										X						
General education requirement: Arts / Humanities	X						X									
General education requirement: Biological / Physical Sciences											X					
General education requirement: Biological / Physical Sciences (with lab)												X				
General education requirement: Social / Behavioral Sciences													X			

### List of Required Courses:

#### THE-1010 - Introduction to Theater (3)

Students will study the background, framework and vocabulary for the appreciation of major areas of production (directing, acting, design, etc.) and the various historical, textual and performance elements that inform theatrical practice. This course is an introductory level survey course intended, through the study of plays and production techniques as well as play attendance, to provide students with a broad base of knowledge about the theater. This is designed to acquaint you with all aspects of the art of theater; especially the influence theater has in our society. This course satisfies the General Education Arts requirement

#### THE-1020 - Stagecraft (3)

Students will learn and apply the basic principles of scenery construction and design. Lab work may include lighting and costumes and may require evening and weekend hours. Students will hold positions of major responsibility in a production.

#### THE-1021 – Theater Practicum I (3) (proposed new course)

Students learn the theater production process beginning to end by participating in designing, staging, and mounting a full-length stage production. Students can participate either on stage or behind the scenes. Class meetings include weekly production meetings and rehearsals, as well as strike and a post-production evaluation session.

#### THE-1022 – Theater Practicum II (3) (proposed new course)

Students explore advanced methods and execution of creating, rehearsing, and producing a piece of theatre through creativity, critical thinking, and team building skills. Students expand their understanding of the theatre production process beginning to end by taking leadership roles in designing, staging, and mounting a full-length stage production. Students can participate either on stage or behind the scenes. Class meetings include weekly production meetings and rehearsals, as well as strike and a post-production evaluation session.

#### THE 1025 – Script Analysis (3) (proposed new course)

This course is a study of various dramatic structures and methods of script analysis in preparation for performing, directing, designing, and criticizing plays and other performance material.

#### THE-1030 - Acting I (3)

Students with little or no acting experience will develop the physical and vocal skills required for theater performance through structured exercises and improvisations. The course will help students construct a physical character by identifying and selecting from character givens and by creating clear character objectives based on given circumstances, design an appropriate theatrical ground plan with organic blocking, break a scene down into units and transitions, evaluate effective acting choices by watching college and professional theater productions, and fully understand and participate in the cooperative process of acting. The course does not fulfill the humanities elective required for General Studies.

#### THE-2410 – History of Western Theater (A) (3)

Students survey the development of theater in western cultures, beginning with its origins in ancient Greece and extending to the present. Emphasis will be on the history and development of theater as a means of communicating ideas and experiences, identifying the special contributions of each era and establishing their impact on the stage of today. Students will gain an appreciation of multi-cultural diversity and theater as a mirror of social and cultural experience. This course satisfies the General Education Arts requirement

#### THE-2420 – Contemporary American Theater (A) (3) (proposed new course)

Students survey the development of American theater from the 20th century to the present, with special attention given to the diverse cultural groups that have influenced the stage of today. The course highlights trends in American theater that showcase the contributions of American artists from diverse backgrounds such as Asian American theater, Latino/a theater, African American theater, Feminist theater, and LGBTQ+ theater. Students explore important moments in American theater history such as the Harlem Renaissance, Federal Theater Project, Regional Theater movement, American Realism, experimental theater of the 1960s, and the rise of musical theater as the most popular form of theater in the country today.

This course satisfies the General Education Arts requirement and the Core Competency for Cultural and Global Awareness.

THE-2900 - Topics in Stage Production I\* (3)

Prerequisite: [THE-1010](#); [THE-1020](#) Under supervision of the technical director of the theater, students will independently study a special topic in play production outside any in the curriculum. Students will produce a written paper; scene, costume, or lighting designs; or a stage production book

Discipline Electives: degree requires 10 credit hours from the options below

THE-1032 - Acting II (3)

Prerequisite: [THE-1030](#) Students will participate in various talking and listening, objective and obstacle, and personalization exercises, create a personal warm-up, and perform two different scene presentations. In addition, students will explore releasing impulses and will perform advanced solo exercises, intended to further cement the truthful foundation of acting

THE-1040 - Theater Makeup (3)

Students will explore the theory and practice of stage makeup with emphasis on the requirements of dramatic character, facial anatomy, and period styles.

THE-1050 - Theater Costume (3)

Students will learn costume design, construction, and related costume crafts. They design, sketch, and construct a costume.

THE-1060 - Stage Management (3)

Prerequisite: [THE-1010](#) This course will introduce students to the principles and practices of theatrical stage management. Industry standard vocabulary will be taught and used with proficiency. This lecture/lab course will require students to participate in classroom discussions and activities. Homework will be assigned and discussed as part of class meetings

THE-1070 – Introduction to Theatrical Design (3)

This course is an introduction to the design of scenery, costumes, lights, and sound used in theater productions. Students participate in project-based learning focused on design development, drawing and rendering, and developing fluency in industry-standard software and apps. Students will learn the role of the designer within the scope of the total collaborative process of theater production.

DAN-1010/1020/1030/1040 - Dance Ensemble I-IV (2)

Prerequisite: Permission of the chair. Students study and perform a variety of dance repertoires in many dance styles ranging from classical to modern in concert and public performances

DAN-1050 - Ballet I (2)

Students are introduced to the basic concepts and techniques of basic ballet and movement.

DAN-1055 - Ballet II\* (2)

Prerequisite: [DAN-1050](#) Students are introduced to the basic concepts and techniques of basic ballet and movement for continued development of their locomotive and body isolation skills

DAN-1060 - Ballet III\* (2)

Prerequisite: [DAN-1055](#) Students are introduced to more advanced intermediate concepts and techniques of ballet and movement for continued development of their locomotive and body isolation skills

DAN-1065 - Ballet IV\* (2)

Prerequisite: [DAN-1060](#) Students are introduced to advanced concepts and techniques of ballet and movement for advanced development of their locomotive and body isolation skills. Students in this class will be eligible to audition for the college dance ensemble

DAN-1070 - Jazz Dance I (2)

Students are introduced to basic jazz dance techniques through development of locomotive skills and coordination through body isolations. Students learn and execute a jazz dance routine incorporating steps/movement/ patterns taught in class.

DAN-1080 - Jazz Dance II\* (2)

Prerequisite: [DAN-1070](#) Students are introduced to more advanced jazz techniques through continued development of locomotive skills and coordination through body isolations. Students learn and execute a more advanced jazz dance routine incorporating steps/movements/patterns taught in class.

DAN-1090 - Jazz Dance III\* (2)

Prerequisite: [DAN-1080](#) Students develop an intermediate level of dance fluency and coordination through expansion of their locomotive skills and body isolations. Students learn and execute a more advanced jazz dance routine. Students may have the opportunity to audition for the college dance ensemble or participate in the dance ensemble concert

DAN-1200 - Jazz Dance IV\* (2)

Prerequisite: [DAN-1090](#) Students develop an advanced level of dance fluency and may have the opportunity to explore dance construction/choreography. Students are required to notate the advanced jazz dance routine taught in class as well as perform and execute the routine. Students may have the opportunity to audition for the college dance ensemble or participate in the dance ensemble concert



### Semester-By- Semester Course Sequence:

<b>FALL 1</b>			<b>SPRING 1</b>	
THE 1010 - Intro to Theater	3		THE 1040 - Theater Make-up	3
THE 1020 - Stagecraft	3		THE 1032 - Acting II or THE 1070 - Intro to Design or DAN 1010 - Dance Ensemble I (2) + DAN course (2)	3/4
THE 1030 - Acting I or DAN 1050 or DAN 1070 (2)	2/3			
Gen Ed			Gen Ed	
FYS 1010 - First Year Seminar	3		MTH 1010	3
ENG 1010 - Composition & Rhetoric	3		SCE 1010	3
			ENG 1020	3
<b>Total 14/15</b>			<b>Total 15/16</b>	
<b>FALL 2</b>			<b>SPRING 2</b>	
THE 1021 - Theater Practicum I or DAN 1020 - Dance Ensemble II	2		Theatre History Elective ( <i>THE 2410 - History of Western Theater</i> or <i>THE 2420 - Contemporary Amer. Theater</i> )	3
THE 1025 - Script Analysis	3		THE 2900 - Special Topics in Theater	3
THE 1050 Theater Costume (3) or THE 1060 Stage Management (3) or DAN Course (2)	2/3		THE 1022 - Theater Practicum II or DAN 1030 - Dance Ensemble III (2) + DAN course (2)	3/4
Gen Ed			Gen Ed	
Science w/lab	4		Social/Behavioral	3
Social/Behavioral	3		Arts & Humanities Elective	3
<b>Total 14/15</b>			<b>Total 15/16</b>	
			Total credit hours	60

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

All degree programs at CSM are comprised of discipline-specific and general education courses. The general education courses provide the foundation for a higher education curriculum and well-rounded intellectual experience for all students independent of their program of study. Students will complete 20-36 general education credits from the following disciplines: Arts, Humanities, English Composition, Social and Behavioral Sciences, Mathematics, Biological Sciences, and Physical Sciences. These courses ensure students have mastered their core discipline knowledge and are familiar with the foundational knowledge required for all college-level work. The general education courses are transferable to all two- and four-year public institutions in Maryland and many private institutions. (See Semester-by-Semester Course Sequence table above for general education course placement).

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

N/A

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

N/A

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

Clear, complete, and timely information on the curriculum, academic support services, financial aid resources, payment policies, course and degree requirements will be posted in the college catalog and website after MHEC approval. The program and course descriptions will be located on the program college webpage. The nature of the faculty and student interaction, assumptions about technology skills and required technical equipment, learning management system, availability of academic support services will be in the syllabus, college catalog, and the Learning Management System. Students will receive information about technical requirements and the use of the learning management system from the college's Help Desk and support from the Distance Learning and Faculty Development area of the college. Faculty can use professional development opportunities to enhance pedagogical skills to support student success better. Financial aid resources, costs, and payment policies are located on the college website at <https://www.csmd.edu/costs-aid/index.html>

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

Advertising, recruiting, and admissions materials clearly and accurately represent the proposed program and available student services. Prospective students and current students will have access to the same online materials detailing all the resources, The Marketing and Communications Department (MAR-COM) advances the mission of the college by developing and implementing clear, consistent, engaging, and multi-faceted marketing and communication strategies and products. This department will create program brochures, booklets, emails, newsletters, and course schedules. In addition, online methods of communication to promote the program will be used including Facebook, Twitter, Instagram, YouTube, LinkedIn, and Snapchat. The information regarding marketing is located on the college website at:

<https://www.csmd.edu/about/marketing/index.html>

See below the evidence of student access to the information and support:

<https://catalog.csmd.edu/>

<https://www.csmd.edu/student-services/index.html>

<https://www.csmd.edu/student-services/learning-support/tutoring/index.html>

<https://www.csmd.edu/programs-courses/credit/online-learning/getting-started.html>

#### H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found here.

The College of Southern Maryland has an articulation agreement with Frostburg State University for the current Arts and Sciences: Theater, A.A. degree. The new degree plan should not affect this agreement, as no courses are lost in this new version of the degree.

The College of Southern Maryland is in the process of creating articulation agreements with the following schools for the proposed Associate of Arts, Theater degree;

- St. Mary's College of Maryland
- Bowie State University

Please see Appendix A for Articulation Agreement.

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

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

The program will be staffed by one permanent faculty and six adjunct faculty, each with years of experience and degrees in the field. Also, because of CSM's proximity to entertainment hubs such as Washington D.C. and Baltimore, the program can bring in seasoned guest directors, lecturers, and performers to enhance the work of the current faculty. Many of the theater and dance faculty are also active professionally, which allows them to be up to date with industry standards and practices. Faculty members at CSM are encouraged to continue developing their professional presence in their fields. CSM faculty are encouraged to attend and participate in their discipline's national and international conferences. CSM also provides ongoing opportunities to develop and engage in pedagogical research, best practices, and offers special certification for adjunct faculty.

<b>Faculty Name</b>	<b>Appointment Type</b>	<b>Highest Degree and Field</b>	<b>Academic Title and Status</b>	<b>Course(s) Faculty Member will teach in this Program</b>
Dr. AnnMarie Saunders	Tenure Track	Ph.D., Theatre History and Performance Studies	Associate Professor	THE 1010 Intro to Theater, THE 1025 Script Analysis, THE 1030 Acting I, THE 2410 Western Theater, THE 2420 Contemporary American Theatre, THE 2900 Topics in Stage Production
Erik Braun	Contract	B.S, Theatre Design and Technology	Instructor Adjunct	THE 1020 Stage Craft, THE 1021/ THE 1022 Theater Practicum I and II, THE 1060 Stage Management, THE 1070 Intro to Theatrical Design, THE 2900 Topics in Stage Production
Danielle LeDoux	Contract	B.A., Theatre Technology and Design	Instructor Adjunct	THE 1030 / 1032 Acting I and II, THE 1060 Stage Management
Monique Walker	Contract	B.A, Arts Administration	Instructor Adjunct	All Dance courses
Erin Timmermann	Contract	B.A., Theater Performance	Instructor Adjunct	THE 1040 Theater Makeup, THE 1050 Theater Costume
Jan Adair	Contract	M.A., Curriculum and Instruction	Instructor Adjunct	THE 1010 Intro to Theater
Ian Tressalt	Contract	M.B.A. Arts Management	Instructor Adjunct	THE 1010 Intro to Theater

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

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

Faculty members teaching in the Theater, A.A. program possess the expertise to deliver high-quality classroom instruction that enables students to achieve student learning outcomes. Additionally, the College of Southern Maryland (CSM) provides ongoing pedagogy training for full-time and part-time faculty in evidenced-based best practices including pedagogy that meets the needs of a diverse student populations using a variety of modalities, training related to use of the learning management system, and training related to best practices for distance education. The College's Distance Learning and Faculty Development (DLF) area has designed numerous online courses that prepare faculty to use the College's learning management system, BrightSpace/D2L. Faculty (full-time and adjunct) are required to complete this training as a condition of employment. The College uses an ongoing peer review and support process called Online Academic Rigor and Presence (OARP) to provide education and continuous improvement on best practices related to distance learning. The College's Division of Learning (DOL) also provides monetary support for faculty to attend professional development. Through the Faculty Development Committee (FDC), peer colleagues and guest speakers also address the ongoing education for pedagogy that supports the needs of students.

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

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

The library resources available at CSM emphasize academic, digital, media, and information literacy. Through academic databases, the library catalogue, and access to Interlibrary Loan (ILL), students are well equipped to foster research interests and skills. The available Research and Instructional Librarians have assembled quick-access library guides for each department and subsequent disciplines and majors offered at CSM. Specifically for the Visual Arts, CSM's library offers databases of peer-reviewed scholarly journals and eBooks through ProQuest and EBSCO, Reference databases, and scholarly websites. The CSM library is making consistent efforts to strengthen the library catalogue's offerings, supplemented by the extensive offerings of Interlibrary Loan. Additionally, the CSM library is an excellent companion in faculty efforts to continue supporting accessibility and inclusivity to meet the needs of our diverse student body by providing resources and technology appropriate for students with different learning types and needs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

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

The Theater Program exists primarily at CSM's La Plata campus, with some classes also offered at Leonardtown and Prince Frederick campuses.

## The Hank Willoughby Foundation Center for the Arts

The Hank Willoughby Foundation Center for the Arts contains a 400-seat theater with a fly system, theatrical lighting, and digital sound system. It also has supporting facilities of a scene shop, costume shop, two large dressing rooms, and a dance studio with specialized dance floor. There is plenty of office space in the building to accommodate faculty and staff. Classrooms are available for the various types of courses in the program. Details on the specific spaces in the center are below. The center has two staff positions in place to support theater programming. The first is a theater manager who oversees the scene shop, costume shop, the stage, and all the equipment in those spaces, as well as designing and building sets, lights, and sound for the productions. The second is a box office manager who handles front-of-house operations such as ticketing, ushers, and creating programs for shows. Both these staff members work with the Program Coordinator and Division Chair to address areas of concern.

- **Brad and Linda Gottfried Theater**

The Brad and Linda Gottfried Theater is a 400-seat proscenium arch theater equipped with fly system and theatre industry equipment for lighting and sound. The stage is suitable for dance concerts and theatrical productions, as well as music ensembles, ceremonies, and lectures. These performances are an essential part of theater education. In addition to their use in productions, the lighting and sound equipment can be used for instruction in technical theater classes and the stage can also serve as a classroom space for acting courses.

- **Dressing Rooms**

Adjacent to the stage, the center has two large dressing rooms each with lighted makeup mirrors, sinks, bathroom, and a shower. These two rooms serve as dressing rooms for performers during dance and theatre productions and as a classroom space for Theater Makeup.

- **Scene Shop & Classroom**

The center has a fully equipped scene shop with equipment to instruct students in set construction and design. The shop will facilitate theater productions and dance concerts each year with visual elements needed for performances. Attached to the shop is a specially designed classroom space built for project work and class lecture. The shop and classroom can house technical theater courses such as Stagecraft, Introduction to Theatrical Design, and Stage Management as well as 3D art classes.

- **Costume Shop**

The costume shop in the fine arts center works both as a space to create costumes for the season of shows (theater) and a classroom space for Theater Costumes. It is equipped with sewing machines, dressmaking mannequins, garment steamers, and a large cutting table. Laundry facilities are housed in the scene shop.

- **Dance Studio**

The dance studio has a specialized dance floor with mirrors and barres along the wall. This space can accommodate the program's dance courses as well as serving as a rehearsal space for theater and music.

- **General Education facilities**

The La Plata, Prince Frederick, and Leonardtown campuses have designated classrooms for general education classes and those theater courses that do not require specialized equipment or facilities. These classrooms include Smart Podiums and whiteboards.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
- a) An institutional electronic mailing system, and
  - b) A learning management system that provides the necessary technological support for distance education

Students are provided with college email addresses and have access to Help Desk support for use of email, the learning management system, and other technology. The College of Southern Maryland provides full-time and part-time faculty members access to the electronic mailing system (Microsoft Outlook). Each faculty member’s school email address uses the domain @csmd.edu. Faculty receive emails from both students and colleagues via this system. Students enrolled in credit programs are issued a school email address upon enrollment and uses the domain @mymail.csmd.edu.

Each course offered at the College of Southern Maryland is created in a BrightSpace/D2L shell that allows remote access during each term. Each faculty member, full-time and part-time, is given access to each class that they are assigned to teach via BrightSpace/D2L learning management system. Faculty are able to see who is enrolled in the course, create a gradebook, create discussion boards, upload course content, and communicate with students.

After enrolling in a course at the College of Southern Maryland, students are provided access to each course in which they are enrolled. Course access is granted during Preview Week, which is seven days prior to the official start of a course. Within the course shell, students can access all course content posted by the instructor, assess graded assignments and feedback, and communicate with the instructor and other students.

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

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

TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	165,826	165,826	165,826	165,826	165,826
2. Tuition/Fee Revenue (c + g below) a.	57,225	57,225	57,225	57,225	57,225
Number of F/T Students	8	8	8	8	8
b. Annual Tuition/Fee Rate	4200	4200	4200	4200	4200
c. Total F/T Revenue (a x b) d. Number of P/T Students	33,600	33,600	33,600	33,600	33,600
e. Credit Hour Rate	175	175	175	175	175
f. Annual Credit Hours	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	23,625	23,625	23,625	23,625	23,625
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	223,051	223,051	223,051	223,051	223,051

*Reallocated Funds:*

Funds will be reallocated from the current AA Arts and Sciences program, which currently houses our theater offerings.

*Tuition/Fee Revenue:*

Assuming flat full-time and part-time enrollments, and constant tuition and fees over the next five years, the chart displays the overall financials for the program. The in-county tuition rate of \$140 per credit and a fee of \$35 per credit for a total of \$175 per credit have been used to calculate revenue; with 24 credits per year for full-time students, and an average of 15 credits per year for part-time.

*Grants, Contracts, & Other External Sources:*

This program does not use grants, contracts or external sources for funding.

*Other Sources:*

There are no other sources used for funding.



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

<b>TABLE 2: PROGRAM EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c) below	\$82,576.38	\$82,576.38	\$82,576.38	\$82,576.38	\$82,576.38
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$82,282.00	\$82,282.00	\$82,282.00	\$82,282.00	\$82,282.00
c. Total Benefits	\$294.38	\$294.38	\$294.38	\$294.38	\$294.38
2. Admin Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	\$21,250	\$21,250	\$21,250	\$21,250	\$21,250
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$14,940	\$14,940	\$14,940	\$14,940	\$14,940
<b>TOTAL (Add 1 – 7)</b>	<b>\$118,766.38</b>	<b>\$118,766.38</b>	<b>\$118,766.38</b>	<b>\$118,766.38</b>	<b>\$118,766.38</b>

1. Full-time faculty member.
2. Administration of this program falls under the Administrative Assistant for the whole of the Arts and Humanities Department within the School of Liberal Arts. There are not dedicated administrative staff for this program.
3. There are no dedicated support staff for this program. Support is provided by the department of Arts and Humanities within the School of Liberal Arts
4. Technical Support and Equipment for theater includes supplies and materials.
5. Library needs for this program are covered by our Department of Learning Resources.
6. There is no new or renovated space for this program.
7. Other expenses include licensing and contracted services.

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

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.
2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Faculty members are evaluated for every course by enrolled students. CSM uses IDEA surveys through Campus Labs technology to distribute course evaluations. Faculty members are also evaluated in the classroom by their appropriate Chair or designee in their first semester of their first year at CSM and a peer observation in their second semester of their first year. After the first year at CSM, faculty are evaluated once per year by the faculty evaluation committee. Un-tenured faculty that have been teaching at CSM for 7+ years receive an evaluation from the faculty evaluation committee every three years. Bene fited tenured faculty with 7+ years at CSM are evaluated by the faculty evaluation committee every four years.

Courses and student learning outcomes are evaluated by the CSM Academic Learning Assessment Committee (ALAC). The committee establishes guidelines for comprehensive program and discipline reviews and provides guidance for student outcomes assessment efforts to assure sound, evidence-based decision making and improved student learning.

ALAC also facilitates ongoing student-learning assessment activities that measure, document, and enhance continuous quality improvement and effectiveness.

Program Assessment at CSM is a cyclical process that includes:

1. Degree Program Reviews are conducted every six years.
2. Academic certificate programs (if applicable) are included within the review of degree programs.
3. Program Monitoring is conducted every year to improve courses and to ensure Core Competencies and program learning outcomes are met. Course assessment takes place by using embedded tests and assignments that address specific course outcomes. Data from these course-embedded assessments are analyzed and published as part of the End of Year (EOY) Report.
4. Program Assessments of student learning are conducted on a cycle established by faculty. Data is collected and analyzed regarding student enrollment, retention, graduation, program outcomes, courses offered, student and faculty satisfaction, and cost-effectiveness of the program. The program review consists of a self-study, an external review, and an executive summary which includes an action plan for improving any areas of deficit mentioned above.

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

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

Performing Arts programs and activities echo CSM's initiatives to meet diversity and equity goals through using the Ally software suite to enable students with disabilities to access their course materials, regular professional and peer-led workshops to

advance diversity, equity, inclusion, and belonging awareness and knowledge for faculty, participating in the Achieving the Dream college focus in an effort to close student equity gaps, encouraging students to join clubs and programs that strengthen student relationships with one another and faculty, and by motivating minority students to apply for scholarships to help offset the cost of their education. Theater courses encourage these initiatives on a local level through a curriculum that is diverse and inclusivity-sensitive by offering a broad range of content and representation to broaden student perspectives while also maintaining cultural sensitivity. Shows are selected for performance based on their accessibility to and representation of diverse groups, creating opportunities for students from a variety of backgrounds and abilities. The Theater courses support CSM's diverse student body through hands-on, group learning within both classes and productions, encouraging creative freedoms within their coursework, and through articulating cultural diversity goals within our program learning objectives.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

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

N/A

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

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

This program is not offered as a distance learning program.

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

This program is not offered as a distance learning program.