



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

Institution Submitting Proposal

Anne Arundel Community College

Each action below requires a separate proposal and cover sheet.

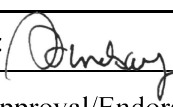
- | | |
|---|---|
| ☒ New Academic Program | ☐ Substantial Change to a Degree Program |
| ☐ New Area of Concentration | ☐ Substantial Change to an Area of Concentration |
| ☐ New Degree Level Approval | ☐ Substantial Change to a Certificate Program |
| ☐ New Stand-Alone Certificate | ☐ Cooperative Degree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

Payment ☒ Yes Payment ☐ R*STARS #
Submitted: ☐ No Type: ☒ Check #0584586

Payment Amount: \$850.00 Date Submitted: 5/15/26

Department Proposing Program	Dance and Theater		
Degree Level and Degree Type	Associate of Arts, A.A.		
Title of Proposed Program	Theater and Dance		
Total Number of Credits	60		
Suggested Codes	HEGIS:	CIP: 50.0512	
Program Modality	☒ On-campus ☐ Distance Education (fully online) ☐ Both		
Program Resources	☒ Using Existing Resources ☐ Requiring New Resources		
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	☒ Fall	☐ Spring	☐ Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://catalog.aacc.edu/		

Preferred Contact for this Proposal	Name: Dr. Tina Smith
	Title: Associate Vice President for Learning
	Phone: 410-777-2776
	Email: ksmith56@aacc.edu

President/Chief Executive	Type Name: Dr. Dawn Lindsay
	Signature:  Date: 5/15/2026
Date of Approval/Endorsement by Governing Board: 3/10/2026	

Revised 4/2025

ANNE ARUNDEL COMMUNITY COLLEGE

101 College Parkway | Arnold, Maryland 21012-1895 | 410-777-AACC (2222) | www.aacc.edu



Dr. Dawn Lindsay

President

410-777-1177

dslindsay@aacc.edu

May 15, 2026

Ms. Elena Quiroz-Livanis
Interim Secretary of Higher Education
Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202

Dear Ms. Quiroz-Livanis:

Anne Arundel Community College is requesting approval for a new Theater and Dance Associate of Arts degree. Please see the attached proposal to support this request.

If you have any questions, please contact Dr. Tina Smith, Associate Vice President for Learning at Ksmith56@aacc.edu or (410) 777-2776.

We appreciate the Maryland Higher Education Commission's consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read "D Lindsay", is written over a light blue circular stamp.

Dr. Dawn Lindsay
President

cc: Tanya Millner, Ed.D., Provost/Vice President for Learning
Tina Smith, Ph.D., Associate Vice President for Learning
Alicia Morse, Ph.D., Dean, School of Liberal Arts
Clinton J. Buhler, Ph.D., Assistant Dean, Visual and Performing Arts and World Languages
Nanci Beier, M.A., Registrar
Tara Carew, M.B.A., M.Ed., Director, Financial Aid

ANNE ARUNDEL COMMUNITY COLLEGE

Theater and Dance A.A.

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 mission.

The proposed Theater and Dance A.A. degree aligns with Anne Arundel Community College's mission to respond to the needs of our diverse community by offering high quality, affordable, accessible, and innovative lifelong learning opportunities. The proposed Theater and Dance A.A. degree is a replacement of the existing Arts and Sciences Transfer – Theater (A.A.) and Arts and Sciences Transfer – Dance (A.A.) programs, combining them into a single degree plan with three tracks of study.

The first two tracks, Theatrical Performance and Dance Performance, are designed for performing artists who are interested in pursuing a transfer into a performance program to pursue a career in live entertainment. Each of these two tracks focus on skillsets inherent to the desired career path: one for theatrical performance, and the other for dance performance.

The third track, Live Event Technologies, is built for those students who wish to be on the other side of the curtain, out of sight of the audience, but just as important in live entertainment environments. This track establishes student technicians with proficiencies in various live entertainment technologies, such as creating sets, lighting and audio setups, and other technical aspects.

This approach will foster collaboration between the two performance areas and expose our technically inclined students to a broader range of performance infrastructure, better preparing all three groups for professional work in the performing arts.

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

The proposed Theater and Dance A.A. degree is a forward-thinking, student-centered initiative that embodies AACC's mission and supports the college's strategic goals. Below is a summary of how this program strongly aligns with the goals outlined in the college's strategic plan, AACC Forward 2030 (FY26-FY30).

Establishing a unified Associate of Arts (A.A.) degree in Theater and Dance—bringing together two existing programs into a single transfer pathway—directly supports this vision. By integrating the disciplines of performance, movement, and stagecraft, the program emphasizes both creative exploration and technical proficiency, aligning with

ANNE ARUNDEL COMMUNITY COLLEGE

AACC's core value of Innovation and Creativity. Students will gain a stronger, more versatile foundation that reflects contemporary practices in the performing arts and prepares them for transfer into bachelor's programs in theater, dance, and related fields.

This program revision advances AACC's mission of offering affordable, accessible, and high-quality learning opportunities with an intentional focus on student success. A combined A.A. degree reduces redundancies between the current programs and creates a more efficient, clearly structured transfer pathway. Students benefit from improved articulation, reduced credit loss, and course sequences that align more directly with B.A. and B.F.A. programs at four-year institutions, including UMBC, Towson, and the University of Maryland, College Park. Streamlining the curriculum not only helps students graduate and transfer more efficiently, but it also expands access for underrepresented and non-traditional students who may be seeking a flexible but rigorous path into the performing arts.

Goal 1: Be a Vibrant Resource for the Community

This program strengthens AACC's role as a community hub for academic and workforce development, creating clear pathways that address regional economic needs and prepare graduates for high-demand, high-wage professions. In doing so, AACC not only supports individual success but also contributes to the social and economic vitality of the communities it serves.

The proposed Theater and Dance A.A. strengthens AACC's role as a cultural hub and community partner. A unified program creates opportunities to deepen relationships with regional universities, professional theaters, and dance companies, ensuring that students have access to meaningful collaborations, performance opportunities, and career networks. These strengthened connections will enhance advising, curriculum alignment, and pathway development, reinforcing AACC's identity as a leader in inclusive, community-connected performing arts education that transforms lives and fosters creativity across diverse populations.

Goal 2: Provide Access for All

This program ensures that high-quality, affordable education is available to every learner, regardless of background or circumstance. It is intentionally designed to remove barriers to entry, simplify pathways, and offer flexible options that meet the needs of diverse populations, including first-generation students, adult learners, and those from historically underrepresented groups. By promoting equity and inclusivity, AACC affirms its commitment to creating opportunities that empower all students to achieve their educational and career goals.

ANNE ARUNDEL COMMUNITY COLLEGE

Goal 3: Ensure Academic Excellence

This program utilizes evidence-based curricula that reflect current transfer and workforce requirements. It is designed to provide rigorous, innovative, and flexible learning opportunities that prepare students for success in both four-year institutions and high-demand careers. By emphasizing continuous improvement and clear pathways to relevant fields, AACC demonstrates its commitment to maintaining the highest standards of academic quality and fostering student achievement.

Goal 4: Drive Economic and Social Mobility

This program creates clear education-to-career pathways that prepare students for a profession in the creative arts. Graduates are equipped with the knowledge and skills needed to secure gainful employment, pursue advanced degrees, and achieve long-term financial stability. By fostering opportunities for career advancement and addressing regional workforce needs, AACC helps students improve their economic prospects while contributing to the social and economic vitality of the communities it serves.

Goal 5: Foster a Student-Centered Culture

AACC academic programs provide holistic support that enhances student success and persistence. Programs are intentionally designed to create a clearer, more supportive academic journey, improving retention and completion rates. By prioritizing flexibility, personalized guidance, and resources that meet the diverse needs of learners, AACC demonstrates its commitment to placing students at the center of every decision and ensuring their educational experience is both meaningful and achievable.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

All costs of the proposed program will be funded through AACC's annual operating budget. This program will continue to be adequately funded for the first five years of program implementation. As shown in section L, the funding required to offer and sustain this program is primarily in the form of full-time and part-time faculty members with regionally competitive salaries and benefits. The assets needed for the infrastructure required by performance arts are already in place, performing venue, technical equipment, tools, inventory, and storage. The funding required to support instructional expenses for this program are expected to be available through the Liberal Arts and/or Performing Arts budgets as the program grows over the next five years. Current administrative and technical support is available to sustain the program for the next five years and no additional funding for this support is required.

ANNE ARUNDEL COMMUNITY COLLEGE

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

a. Ongoing administrative, financial, and technical support of the proposed program.

Anne Arundel Community College is committed to the ongoing administrative, financial, and technical support of this program. It will be implemented by AACC's Department of Performing Arts. Existing resources within the department are adequate to support this program. Technical support will be provided by the onsite technical call center through AACC's Information and Instructional Technology (IIT) division. The college's IDEA Lab will provide support and maintenance of the college's learning management system (LMS).

This academic proposal is proceeding with the full support of the department chair, assistant dean, dean, and provost/vice president under which the program was developed. The program also has the full support of the president and Board of Trustees.

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

Anne Arundel Community College is committed to providing all students an opportunity to complete their program of study. Students may elect to graduate from a program by meeting the curriculum requirements as outlined in the catalog in effect during their initial enrollment. The academic department will provide all students affected by such decisions with assistance in choosing appropriate courses and programs for completion.

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 State in general based on one or more of the following:

a. The need for the advancement and evolution of knowledge

The proposed program will play a vital role in advancing Maryland's cultural and educational landscape by fostering a dynamic community of performers, choreographers, and theater-makers who are both grounded in time-honored traditions and responsive to contemporary innovations in the performing arts. Graduates of this program will enrich Maryland's stages, classrooms, and cultural spaces with their ability to blend classical performance techniques with experimental and interdisciplinary practices. All students, regardless of whether they pursue a stronger focus in theater or dance, will engage in a shared curriculum that includes acting, movement, stagecraft, choreography, performance history, and production. This comprehensive foundation equips students to meet an evolving creative economy, including advancements in technology, but also encourages collaboration across disciplines, ensuring that Maryland remains a leader in performing arts education, innovation, and cultural vitality.

ANNE ARUNDEL COMMUNITY COLLEGE

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

This program broadens educational opportunities and choices for minority and educationally disadvantaged students within the county and beyond. As an open-access institution, approval of this proposal will enable AACC to engage the county's increasingly diverse populations and recruit students who are prepared to develop the essential skills and competencies needed to succeed in their chosen fields. As of fall 2025, more than 51% of credit students at the college identified as racial or ethnic minorities. While many residents in the county prosper, there is also a growing income gap, with 6.3% living below the poverty level. (U.S. Census, Quick Facts Anne Arundel County, July 2024).

As a low-cost option, the college is also uniquely positioned to provide a pathway for these students to pursue a wide variety of educational opportunities. The proposed program in Theater and Dance further expands those opportunities by providing an economically accessible pathway into the programs at our four-year transfer partner institutions.

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

The 2022 Maryland State Plan for Higher Education outlines three primary goals for the higher education community in Maryland. This program is consistent with each of these goals (access, success, and innovation). As an open-access institution, AACC provides equitable access to affordable, innovative, and high quality post-secondary education that assists students in successfully reaching their educational and professional goals. The college offers affordable tuition rates so students can complete courses at significant savings compared to 4-year colleges or private colleges. In addition, students are supported throughout their educational journey with services such as program specific advising, counseling, and tutoring.

The proposed unified Theater & Dance Associate of Arts degree—featuring specialized tracks in Theater Performance, Dance Performance, and Live Event Technologies—exemplifies the priorities set forth in Maryland's 2022 State Plan for Postsecondary Education by reinforcing equitable access, enhancing student success, and fostering innovation.

Access: As an open-enrollment institution, AACC provides clear, flexible transfer pathways through multiple concentrations helping all students, including underrepresented students, transition to Maryland's four-year institutions. This aligns with Priority 4, which focuses on improving systems that impact equitable access.

ANNE ARUNDEL COMMUNITY COLLEGE

The college offers affordable tuition rates so students can complete courses at significant savings compared to 4-year colleges or private colleges. In addition, students are supported throughout their educational journey with services such as program specific advising, counseling, and tutoring.

By offering multiple pathways under one program umbrella, the college ensures affordable and high-quality postsecondary education is accessible to a broader and more diverse student population, directly supporting the plan's goal of Access.

Success: The program also advances the State Plan's emphasis on student success by fostering timely degree completion and supporting lifelong learning. With its focused performance and technical training, the program is designed to accelerate timely completion and seamless transfer to four-year institutions. This aligns with Priority 6 by improving systems that support student progression.

Innovation: The integration of modern production and event-technology instruction alongside traditional performance arts fosters a culture of innovation—equipping students with cutting-edge skills in an evolving creative economy while embodying the plan's call to “promote innovation in all aspects of higher education.”

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.

A combined Theater & Dance A.A. with tracks in Theater Performance, Dance Performance, and Live Event Technologies prepares graduates for work across Maryland's performing-arts, live entertainment, education, and events sectors. Typical entry roles include ensemble performers, swing/understudy, teaching artists, and company apprentices for theater and dance; and crew such as stagehand, lighting board operator, audio tech, video tech, and production assistant for venues, touring companies, and corporate/municipal events. Related pathways also include assistant director/producer and house/production management in regional theaters, universities, festivals, and arts nonprofits. These roles align with Bureau of Labor Statistics career families such as actors, dancers/choreographers, producers & directors, and broadcast/sound/video and lighting technicians—occupations that commonly require some college or an

ANNE ARUNDEL COMMUNITY COLLEGE

associate/bachelor's degree plus intensive hands-on training, which this program supplies.¹

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

Maryland's current employment base indicates steady demand for both performers and technicians. State Occupational Employment and Wage Statistics (OEWS) estimates show (May 2023): about 2,200 producers & directors, 1,240 audio & video technicians, 540 sound engineering technicians, and 170 lighting technicians employed in Maryland²;

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.

A new transfer-oriented A.A. that consolidates Theater and Dance while adding Live Event Technologies would help meet documented employer needs—especially the technical openings—and provide a clearer path for students to progress into the state's four-year programs, improving alignment between graduate supply and projected vacancies. National outlooks over 2023–2033 project growth faster than average for entertainment occupations overall; specifically, +8% for producers & directors and +5.3% for audio & video technicians, +6.3% for dancers & choreographers, and +4.5% for actors.³

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

On the supply side, Maryland's MHEC Trends in Degrees and Certificates by Program (2014–2023) shows ongoing completions in Theater (CIP 50.0501) and Dance (CIP 50.0301) across multiple four-year institutions, with an increase in completions of 16.1% over the most recent five-year period reported.⁴

¹ <https://www.bls.gov/ooh/entertainment-and-sports/producers-and-directors.htm>

² https://www.bls.gov/oes/2023/may/oes_md.htm

³ <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

⁴

<https://mhec.maryland.gov/publications/Documents/TRENDS%20IN%20DEGREES%20AND%20AWARDS%20BY%20PROGRAM%202023.pdf>

ANNE ARUNDEL COMMUNITY COLLEGE

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.

College Name	Program Name(s)
College of Southern Maryland	A.A. Theater (CIP: 500501)
Harford Community College	A.A. Performing Arts – Theatre: Performance (CIP: 500101)
Montgomery College	A.A. Performing Arts (CIP: 500101)
Prince George’s Community College	A.A. Dance (CIP: 500301) A.A. Theatre Design and Entertainment Technology (CIP: 500502) A.A. Theatre Performance (CIP: 500501)

The proposed Associate of Arts (A.A.) in Theater and Dance with concentrations in Theater Performance, Dance Performance, and Live Event Technologies is designed to complement the strong array of performing arts programs already offered across Maryland’s community colleges. Institutions such as BCCC, Carroll, Frederick, and Garrett provide solid foundations in the arts by embedding theater or fine arts within broader AA programs, giving students the flexibility to explore multiple disciplines while preparing to transfer. Similarly, schools like Hagerstown, Howard, and Montgomery offer well-established theater or dance concentrations that give students clear pathways to further study. The proposed program would build on these strengths by combining theater and dance into one degree, offering structured concentrations while encouraging cross-disciplinary exploration.

At colleges such as Cecil, CCBC, Harford, Howard, and Prince George’s, students benefit from highly specialized Associate of Arts and Associate of Fine Arts programs in theater, dance, and technical production. These programs excel in giving students focused training in their chosen area, whether performance or design. Where the proposed program differs is in its integrative structure: while still allowing students to concentrate on performance or technical studies, it emphasizes the intersections between dance, theater, and production. This approach reflects the collaborative nature of the performing arts industry, where performers and technicians regularly work together to bring productions to life. In this sense, the program presents an alternative model that offers both specialization and interdisciplinary collaboration. Taken together, the proposed program contributes to Maryland’s diverse offerings by giving students another pathway—one that balances specialization with integration, and tradition with innovation.

2. Provide justification for the proposed program.

In Anne Arundel County, AACC is the only institution that offers an Associates Degree in Dance or Theater, and in consolidating those two programs into a single degree, the

ANNE ARUNDEL COMMUNITY COLLEGE

proposed program would remain the only A.A. in Dance and Theater in the County. Of the other Maryland community colleges, College of Southern Maryland, Harford Community College, Montgomery Community College, and Prince George's Community College offer standalone A.A. transfer programs in Theater and/or Dance. Aside from these, all others are areas of concentration or under other degrees or Associate of Fine Arts degrees and are therefore not included. Below is an overview of those standalone A.A. programs:

Anne Arundel Community College	Proposed: General Education and Institutional Requirements (31 cr) • Academic Writing and Research 1 (6 cr) • Bio and Phys Sciences (7 cr) • Mathematics (3 cr) • Social and Behavioral Sciences (6 cr) • Wellness Requirement (3 cr) Theater and Dance Courses as part of Gen Ed and Inst Req (6 cr) • Dance History (Diversity) (3 cr) • Music Fundamentals (3 cr) Program Requirements (9 cr) Core Courses – 6 cr • Intro to Theater (3 cr) • Stagecraft (Technology) (3 cr) Theatrical Performance Track (18 cr) • Script Analysis (3 cr) • Acting 1 (3 cr) • Acting 2 (3 cr) • Play Production (3 cr) • Theater Elective (6 cr) Live Event Technologies Track (18 cr) • Intro to Stage Design and Lighting (3 cr) • Script Analysis (3 cr) • Play Production I (3 cr) • Play Production II (3 cr) • Recording Industry Techniques (3 cr) • Theater Elective (3 cr) Dance Performance Track (18 cr) • Improvisation (3 cr) • Dance Production (3 cr) • Intro to Stage Lighting and Design (3
--------------------------------	---

ANNE ARUNDEL COMMUNITY COLLEGE

	- cr) • Technique Classes (choose 3) (8 cr) • Applied Dance Studio Requirement (2 cr) ◦ Applied Dance: Intermediate Ballet Studio OR Applied Dance: Intermediate Modern Studio • Dance Elective (2 cr) Electives: 5 credits
College of Southern Maryland	Theater A.A. General Education Requirements (28-36 cr) Theater Courses as part of Gen Ed • Introduction to Theater (3 cr) Program Requirements (26-32 cr) • Stagecraft (3 cr) • Acting I (3 cr) OR Ballet I (2 cr) and Jazz Dance I (2 cr) • Theater Makeup (3 cr) • Acting II* (3 cr) OR Introduction to Theatrical Design (3 cr) OR Dance Ensemble I* (2 cr) and DAN course (2 cr) • Script Analysis (3 cr) • Theater Practicum I (1-3 cr) OR Dance Ensemble II* (2 cr) • Theater Costume (3 cr) OR Stage Management* (3 cr) OR DAN Course (4 cr) • Topics in Stage Production I (3 cr) • Major Movements in Western Theater (Gen Ed) (3 cr) OR Contemporary American Theater (3 cr) • Theater Practicum II (1-3 cr) OR Dance Ensemble III* (2 cr) + DAN course (2 cr)
Harford Community College	Theatre Performance A.A. General Education Requirements (34 cr) Theatre Courses as part of Gen Ed • Introduction to Theatre (3 cr) • Survey of World Drama OR Script Analysis (3 cr) • Survey of Modern Drama (3 cr) Program Requirements (25 cr) • Acting I (3 cr) • Stagecraft I (3 cr)

ANNE ARUNDEL COMMUNITY COLLEGE

	• Acting II (3 cr) • Stagecraft II OR Scene Design OR Costuming (3 cr) • Vocal Performance for the Stage (3 cr) • Movement for the Actor (3 cr) • Dance Movement (1 cr) • Fundamentals of Play Directing (3 cr) • Makeup for the Performer (3 cr) General Elective (1 cr)
Howard Community College	Dance, A.A. General Education (34 cr) Program Courses as part of Gen Ed • Music Concepts for Dance (3 cr) Program Requirements (26 cr) • Dance History (3 cr) • Contemporary Modern Dance Techniques - 3 courses (9 cr) • Ballet Technique - 3 courses (6 cr) • Dance Improvisation (3 cr) • Dance Composition (3 cr) • Dance Elective (2 cr) Theatre, A.A. General Education (34 cr) Program Courses as part of Gen Ed • Acting Foundations for Performance (3 cr) Program Requirements (26 cr) • Voice and Diction for the Actor (3 cr) • Text Analysis (3 cr) • Advanced Acting (3 cr) • Theatre Juried Audition Techniques (2 cr) • Movement for the Actor (3 cr) • Theatre History I (3 cr) • Theatre History II (3 cr) • Introduction to Theatre Design (3 cr) • Theatre Elective (3 cr)
Montgomery Community College	Performing Arts, A.A. General Education (30-32 cr) Performing Art Courses as part of Gen Ed • Fundamentals of Acting (3 cr) • Intro to Dance OR Intro to Theatre (3

ANNE ARUNDEL COMMUNITY COLLEGE

	cr) Program Requirements (28-30 cr) • Intro to College Writing (3 cr) • Performing Arts Production (1-3 cr) • Stagecraft I (3 cr) • Movement for the Performer (3 cr) • Program Electives (18 cr)
Prince George's Community College	Dance, A.A. General Education Requirements (32 cr) Program courses as part of Gen Ed • Intro to Dance OR Intro to African-American Dance OR Intro to Theatre (3cr) Program Requirements (28 cr) • Dance History (3 cr) • Crew Experience (1 cr) • Musical Concepts for Dance (3 cr) • Dance Composition I (2cr) • Dance Composition II (2 cr) • Dance Performance (3 cr) • Electives (14 cr) Theatre Performance, A.A. General Education Requirements (34 cr) Program courses as part of Gen Ed • Intro to Theatre (3 cr) Program Requirements (26 cr) • Stage Costumes and Make-Up (3 cr) • Acting I (3 cr) • Theater History (3 cr) • Acting II (3 cr) • Crew Experience (1 cr) • Voice and Diction (3 cr) • Movement for Actors (3 cr) • Script Analysis (3 cr) • Theatre Production Experience (3 cr) • Elective (1 cr) Theatre Design and Production, A.A. General Education Requirements (34 cr) Program courses as part of Gen Ed • Intro to Theatre (3 cr) Program Requirements (26 cr) • Stage Costumes and Make-Up (3 cr) • Theater History OR Stage

ANNE ARUNDEL COMMUNITY COLLEGE

	- Management (3 cr) • Design Methods OR Production Methods (3 cr) • Stage Craft and Event Fabrication Technology (3 cr) • Crew Experience (1 cr) • Lighting and Projection Technology (3 cr) • Audio and Media Technology (3 cr) • Script Analysis OR Drafting Technology (3 cr) • Electives (4 cr)
--	---

All of the Theater and Dance programs listed above are well designed to serve their local student populations, offering strong foundations in either theater or dance, and in some cases providing highly specialized tracks in performance or technical production. Data from the Fall 2022 MHEC Enrollment by Place of Residence report shows that students from those surrounding counties enroll at AACC at very low rates, suggesting the program would be unlikely to compete directly with them, instead it would serve a distinct population within Anne Arundel County.⁵

The proposed program at AACC is structured to provide students with clear alignment to our most popular four-year transfer destinations: UMBC, Towson, and the University of Maryland, College Park. By offering three tracks—Theater Performance, Dance Performance, and Live Event Technologies, the program ensures students gain both breadth and depth in their discipline while keeping flexibility in their first two years of study. Feedback from graduates who have transferred, as well as from colleagues at four-year institutions, indicates that students often face delays in completing their bachelor's degrees because prior coursework does not always align cleanly with program requirements. This new degree aims to solve that challenge by embedding coursework that matches transfer partner expectations while still allowing students enough elective credits to tailor their degree to their desired transfer institution.

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.

Maryland's HBI's offer a number of programs in the areas of Theater and Dance, including degrees and concentrations at nearby HBIs Bowie State

⁵

<https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2022EnrollbyPlaceofResidence.pdf>

ANNE ARUNDEL COMMUNITY COLLEGE

(Theatre Arts, B.S. – Acting/Directing AoC, Dance/Movement AoC), Coppin State (Urban Arts, B.S. – Theater AoC; Dance, B.S.), and Morgan State (Music, B.M.; Musical Theatre, B.F.A., Theatre Arts, B.A. This proposed program works well with these programs and has the potential to increase participation in them through transfer pathways.

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.

The proposed Theater and Dance (A.A.) program has the potential to increase the participation of underrepresented students in the performing arts by creating a clear and rigorous transfer pathway into four-year art programs, including opportunities at Historically Black Institutions, thereby contributing to a more diverse presence in the fields of theater and dance. In addition, the A.A. in Theater and Dance would prepare students for transfers into programs at institutions such as Bowie State, Coppin State, and Morgan State, allowing graduates to combine their undergraduate studies with advanced professional training and broader knowledge of their field.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR13B.02.03.10):

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

Faculty at AACC conducted a careful review of the existing Arts & Sciences Area of Concentration programs in Theater and Dance, comparing their structure and outcomes with the requirements of our four-year transfer partners. Through this analysis, it became clear that a new standalone degree would better serve students by directly integrating both disciplines while aligning more effectively with transfer expectations. In conversations with industry partners, including Maryland Hall, faculty also identified a growing demand for professionals trained in live event technology, leading to the decision to add a third track that specifically addresses this workforce need. Additionally, a central goal in designing the program was to increase flexibility in elective options, giving students the ability to tailor their coursework to the requirements of their intended transfer institution while also shaping their own academic and career trajectory.

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

Upon Successful completion of this program, students will be able to:

ANNE ARUNDEL COMMUNITY COLLEGE

1. Critically analyze and identify contemporaneous societal and cultural effects on artistic expression styles.
2. Articulate complex processes in aesthetic concept creation and communication.
3. Develop and defend informed judgments about live performance.
4. Construct an internal process for approaching and realizing a variety of performance styles.
5. Develop intermediate to advanced competence in live production or performance.

The assessment activities related to the above program outcomes may take diverse forms including, but not limited to, standardized assessments, placement tests, faculty-developed evaluations, focus sessions, surveys, and evaluation of student work. The college believes that such input is vital to its responsibility to maintain quality instruction. Therefore, class time may be used at times for these activities, and it is expected that students will participate in the processes when asked. Confidentiality of responses is ensured.

3. Explain how the institution will:

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

Anne Arundel Community College is committed to ensuring that its students and graduates are among the best prepared citizens and workers of the world by offering high quality, affordable, and accessible learning opportunities while also continuing the institution's excellence, accountability, and continuous learning. To this end, practices and procedures are established to ensure faculty, staff, and administrators systematically assess student learning outcomes at the course, program, and institution levels.

All AACC academic departments maintain assessment plans for their programs and courses that outline learning outcomes, curriculum mapping, assessments, and data collection cycles.

Assessments to measure student learning take many forms including exams, research papers and other written assignments, class discussions and critiques, and portfolio reviews. These assessment items are mapped to course-level and program-level learning outcomes. Measures of student learning are aggregated to the appropriate level (course, program, institution) to provide the basis for faculty discussions on curriculum, pedagogy, and assessment. In addition to periodic program-level learning outcomes assessment, all credit degree and certificate programs are reviewed on a 4-year cycle for evidence of: program retention and completion, success in program foundational courses, enrollment, value-added, and assessment practices. Program review also includes a review of program outcomes.

ANNE ARUNDEL COMMUNITY COLLEGE

b) document student achievement of learning outcomes in the program

Departmental learning outcome assessment plans are submitted to and approved by Anne Arundel Community College's Director of Assessment and Instructional Innovation. The Visual Art Department's current plan directs data collection on analytical, technical, and creative skills in both studio and art history courses at the 100 and 200 levels. Each skill is linked to a discrete learning outcome in each course included in the assessment plan. Assessment instruments completed by students and instructor analysis at the section level are stored in the department chair's office. Annual reports are made available to the college's Director of Assessment and Instructional Innovation.

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

General Education Requirements: 31 credits	
English Composition:	6 credits
ENG 101: Academic Writing and Research 1	3 credit hours
ENG 102: Academic Writing and Research 2	3 credit hours
Arts and Humanities:	6 credits
THA-111: Intro to Theater	3 credit hours
MUS 101: Music Fundamentals	3 credit hours
Biological and Physical Sciences:	7 credits
Select from list of approved courses. For this program, we recommend BIO-135: Principles of Nutrition	
Mathematics:	3 credits
Select from list of approved courses	
Social and Behavioral Sciences:	6 credits
Select from list of approved courses	
Wellness Requirement	3 credits
Refer to General Education Wellness Requirements for a list of approved courses.	
Program Requirements: 29 credits	
Foundation Courses	6 credits
DAN 100: Dance History	3 credit hours
THA-121: Stagecraft	3 credit hours
Theatrical Performance Track	18 credits
THA-125: Script Analysis	3 credit hours
THA-132: Acting 1	3 credit hours
THA-133: Acting 2	3 credit hours

ANNE ARUNDEL COMMUNITY COLLEGE

<i>THA-180: Play Production I</i>	<i>3 credit hours</i>
<i>Theater Elective</i>	<i>6 credit hours</i>
<i>Live Event Technologies Track</i>	<i>18 credits</i>
<i>THA-122: Intro to Stage Design and Lighting</i>	<i>3 credit hours</i>
<i>THA-125: Script Analysis</i>	<i>3 credit hours</i>
<i>THA-180: Play Production I</i>	<i>3 credit hours</i>
<i>THA-181: Play Production II</i>	<i>3 credit hours</i>
<i>MUS-230: Recording Industry Techniques I</i>	<i>3 credit hours</i>
<i>Theater Elective</i>	<i>3 credit hours</i>
<i>Dance Performance Track</i>	<i>18 credits</i>
<i>DAN-125: Improvisation</i>	<i>2 credit hours</i>
<i>DAN-240: Dance Composition I</i>	<i>3 credit hours</i>
<i>THA-122: Intro to Stage Design and Lighting</i>	<i>3 credit hours</i>
<i>Technique Electives</i>	<i>6 credit hours</i>
<i>Choose 3 from the list below. At least 1 must be at Intermediate level</i>	
<i>DAN-111: Beginning Ballet 1 (2 credits)</i>	
<i>DAN-112: Beginning Ballet 2 (2 credits)</i>	
<i>DAN-121: Beginning Modern Dance 1 (2 credits)</i>	
<i>DAN-122: Beginning Modern Dance 2 (2 credits)</i>	
<i>DAN-211: Intermediate Ballet 1 (2 credits)</i>	
<i>DAN-212: Intermediate Ballet 2 (2 credits)</i>	
<i>DAN-221: Intermediate Modern Dance 1 (2 credits)</i>	
<i>DAN-222: Intermediate Modern Dance 2 (2 credits)</i>	
<i>DAN-192: Applied Dance: Ballet (2 credits)</i>	
<i>DAN-195: Applied Dance: Modern (2 credits)</i>	
<i>Applied Dance Studio Requirement (choose 1)</i>	<i>2 credit hours</i>
<i>Choose one of the following. You may use the other to satisfy the technique electives above.</i>	
<i>DAN-201: Applied Dance: Intermediate Ballet Studio (2 credits) OR</i>	
<i>DAN-202: Applied Dance: Intermediate Modern Studio (2 credits)</i>	
<i>Dance Elective</i>	<i>2 credit hours</i>
<i>Electives</i>	<i>5 credit hours</i>

ANNE ARUNDEL COMMUNITY COLLEGE

Other Institutional Requirements	
<i>Diversity Requirement</i>	
<i>Satisfied by DAN 100: Dance History</i>	
<i>Technology Requirement</i>	
<i>Satisfied by THA-121: Stagecraft</i>	

Course description for program requirements:

DAN 100 - Dance History

Study dance history from the Renaissance through the mid 20th century. Explore the roots of ballet, modern and jazz dance. Discover how dance was used as a means of communication, performance, and how culture and society influenced movement.

DAN 111 - Beginning Ballet 1

Introduction to the fundamentals of classical ballet. Emphasis is on alignment, turn-out, barre work, footwork, and exposure to basic movement vocabulary. May be repeated once for a total of four credit hours.

DAN 112 - Beginning Ballet 2

Continuation of the study of fundamentals of classical ballet with an emphasis on alignment, centering and coordination of ballet movements. May be repeated once for a total of four credit hours.

DAN 121 - Beginning Modern Dance 1

Introduction to the technique and movement vocabulary of modern dance. Emphasis is on dance fundamentals (floorwork, body alignment) and modern dance as an expressive medium. May be repeated once for a total of four credit hours.

DAN 122 - Beginning Modern Dance 2

Continuation of the study of modern dance with an emphasis on spatial awareness, expression of movement and proficiency in locomotive movements. May be repeated once for a total of four credit hours.

DAN 125 - Improvisation

Preliminary course in exploring and developing spontaneous, independent movement activities in individual and in group settings. Students will build a movement vocabulary utilizing time, energy, and spatial awareness.

DAN 192 - Applied Dance: Ballet

Improve and strengthen dance technique with one-on-one instruction to prepare for auditioning, transferring, performance preparation, or personal enrichment. Course may be repeated for a total of four credit hours.

ANNE ARUNDEL COMMUNITY COLLEGE

DAN 195 - Applied Dance: Modern

Improve and strengthen dance technique with one-on-one instruction to prepare for auditioning, transferring, performance preparation, or personal enrichment. Course may be repeated for a total of four credit hours.

DAN-201: Applied Dance: Intermediate Ballet Studio

Receive individualized instruction in developing or refining classical ballet technique. Practice and perform with an emphasis on execution of movement as well as more complex combinations.

DAN-202: Applied Dance: Intermediate Modern Studio

Receive individualized instruction in developing or refining modern dance technique. Reinforce movement vocabulary as well as practice and perform lengthier and more complex movement combinations.

DAN 211 - Intermediate Ballet 1

Further study of classical ballet with emphasis on execution of movement and more complex work and combinations. May be repeated once for a total of four credit hours.

DAN 212 - Intermediate Ballet 2

Provides continued study of classical ballet technique with emphasis on performance presentation and challenging technical combinations. Designed to develop strength and accuracy, musicality, and flexibility. May be repeated once for a total of four credit hours.

DAN 221 - Intermediate Modern Dance 1

Continue exploration and development of modern dance technique. Learn increased movement vocabulary as well as lengthier and more complex movement combinations. Conduct a select study of various modern dance choreographers. May be repeated once for a total of four credit hours.

DAN 222 - Intermediate Modern Dance 2

Continue exploration and development of modern dance technique, both abstract and thematic material within complex combinations. May be repeated once for a total of four credit hours.

DAN 240 - Dance Composition I

Introduction to choreography, composition, performance, and the process involved in assembling a full evening of dance, including publicity, lighting, concert structure, and exit strategies. Students will participate in a dance audition, attend rehearsals, choreograph in-class projects, discuss current issues facing today's performing dance world (gigs, gender equity, pay, and venues), and perform on stage at the end of the semester.

MUS 101 - Music Fundamentals

ANNE ARUNDEL COMMUNITY COLLEGE

Analyze and discuss rhythm, harmony, and melody. Evaluate basic elements of musical notation. Apply fundamentals of analysis and transcription. This course is the foundation for further study of music theory and composition.

MUS 230 - Recording Industry Techniques 1

Learn about the principles of sound and acoustics, the components of a recording studio, and the use of software and hardware for audio recording and editing. Explore microphone placement and techniques, signal flow, and basic mixing concepts.

THA 111 - Introduction to Theater

Explore various forms of modern theater in Western culture from expansive Broadway-style productions to low-budget, high-demand local community theater. Identify the fundamental traits of theatrical performance, including those of serious drama, comedy, musical theater, and other genres. Explore professional acting, directing, design, and other theatrical careers by viewing and discussing a combination of live and prerecorded performances.

THA 121 - Stagecraft

Explore the aspects of backstage theatrical work in a lecture/laboratory setting. Exercise modern theatrical construction and electrical standards. Implement operational procedures, protocols, and techniques for running theatrical production crews in scenery, lighting, audio, projections, props, and paints. Complete individual execution assignments from each of the various backstage disciplines. Engage in group research and presentation assignments on traditional theatrical conventions.

THA 122 - Introduction to Stage Design and Lighting

Study of basic drawing and drafting techniques needed to create stage designs and an introduction to design of stage scenery. Students also study stage lighting, including kinds of stage fixtures, use of color and planning of stage lighting. Stagecraft (THA 121) is not a prerequisite for this course.

THA 125 - Script Analysis

Students gain an introduction to the skills and techniques required to read and analyze a play text. Focuses on the critical information that the text provides to inform the work of directors, designers, performers, and technicians. This course provides a foundation for further study of the art form.

THA 132 - Acting 1

Study the acting process through exercises, theatre games, and performance. Explore and gain proficiency in the Stanislavski method of acting. Learn character analysis and rehearsal techniques in preparation for required in-class presentation of short scenes from modern play scripts.

THA 133 - Acting 2

Build upon the knowledge and skills acquired in THA 132; progress to advanced scene study.

ANNE ARUNDEL COMMUNITY COLLEGE

Prepare character analysis and present multiple monologues and scenes from modern and experimental plays in order to gain increased actor control. Encounter and investigate Shakespearean technique for the actor.

THA 180 - Play Production

Participate on one of the crews of a fully realized theatrical production and explore a non-profit theatre company's production process. Ascertain a production's needs, generate a plan to complete your crew's requirements, and operate the technical aspects of the performances in a safe, feasible, and punctual time line prior to the opening performance.

THA 181 - Play Production

Participate on one of the crews of a fully realized theatrical production and explore a non-profit theatre company's production process. Ascertain a production's needs, generate a plan to complete your crew's requirements, and operate the technical aspects of the performances in a safe, feasible, and punctual timeline prior to the opening performance.

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

See above – General Education requirements

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

Not applicable

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

Not applicable

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.

AACC provides all students with clear, complete, and timely information on the curriculum, course, and degree requirements, nature of faculty/student interactions, 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. The Performing Arts Department Academic Chair regularly reviews, revises, and updates as needed, program content for all advertising, recruiting, and admissions materials on the college website and elsewhere including the college catalog that is accessible

ANNE ARUNDEL COMMUNITY COLLEGE

to all students through the college's website.⁶ Anne Arundel Community College ensures accuracy of program presentation in advertising, recruiting and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with our Strategic Communications (Marketing) department. If this program is approved, the catalog will present clear and accurate curricular information to include course and certificate requirements, available course formats and information about technology assumptions, competencies, equipment requirements, and the learning management system. Each student also receives a course syllabus from their instructor that outlines the course content to be covered and the nature of faculty/student interactions as appropriate for that course and course format. For online courses or courses with an online component, students are made aware about assumptions of technology competence and skills, technical equipment requirements, and the College's learning management system (Canvas). This information for each course may be provided via the course syllabus or directly by the instructor during the first few class sessions.

In addition, each new student is encouraged to attend an orientation session, either online or in person. Orientation offers an introduction to all the various aspects of academic and campus life at AACC. Students learn tips for academic success, hear a variety of AACC student success stories, learn more about MyAACC, the student portal, meet faculty members, join a student organization, meet fellow students, and take a campus tour.

Students have access to the complete range of services available at AACC in support of achieving their educational goals.⁷ The college website, catalog, and a myriad of other materials outline the comprehensive services available to students: Academic Services, Student Records, Campus Amenities, Careers & Employment, Disability Support Services, Health & Personal Counseling Services, Student Achievement & Success, and Technology. The majority of AACC credit students receive some form of financial aid, scholarships, or financial support. AACC's Financial Aid & Veterans Benefits office provides financial assistance to students and families, allowing them to participate fully in the total educational experience.⁸ More information on how to apply for scholarships and grants is found on the college website, as is information on tuition, fees, and methods of payment.⁹

All admissions and outreach materials are the same for all students and accurately represent programs and services available. Notice of nondiscrimination and information on Title IX, ADA, and Title 504 contacts are provided.

⁶ <https://catalog.aacc.edu>

⁷ <https://www.aacc.edu/resources>

⁸ <https://www.aacc.edu/about/administrative-offices/financial-aid>

⁹ <https://www.aacc.edu/costs-and-paying/credit-costs-and-payment/financial-aid-and-scholarships/>

ANNE ARUNDEL COMMUNITY COLLEGE

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

Anne Arundel Community College ensures accuracy of program presentation in advertising, recruiting, and admissions materials by using procedural processes through a connected curriculum/catalog software system where content managers and the college catalog editor review and update in a collegial partnership with Strategic Communications. Anne Arundel Community College's homepage has links to six major headings, two of which directly apply to college majors and credit courses (earn a degree, certificate or college credits, and earn college credits while in high school). The main page for each heading has relevant advertising, recruiting and admissions information. In addition, across the top of every page are direct links to Programs & Courses, Apply & Register, Costs & Paying for College, Resources for Students, Campus Life & Activities, and About Us.¹⁰

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.

Not applicable

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.

Faculty Resources				
Name	Terminal Degree, Title, and Field	Academic Title	Status	Courses
Sean Urbantke	M.F.A. – Scenic Design for the Theatre	Assistant Professor	Full-time	THA-111, THA-121, THA-122, THA-125, THA-132, THA-133, THA-180, THA-181
Ian Wardenski	Ph.D. Music Theory and Guitar Performance	Professor	Full-time	MUS-101
Doug Byerly	Master of Music (M.M.) - Music	Associate Professor	Full-time	MUS-101

¹⁰ <https://www.aacc.edu/>

ANNE ARUNDEL COMMUNITY COLLEGE

	Education and Choral Conducting			
Anna Binneweg	Doctor of Music (D.M.) - Orchestral Conducting	Professor	Full-time	MUS-101
Margaret Russell	B.A., Dance	Instructor	Part-time	DAN-100, DAN-111, DAN-112, DAN-125, DAN-192, DAN-201, DAN-211, DAN-212, DAN-240
Ryan Bailey	B.A., Dance	Instructor	Part-time	DAN-121, DAN-122, DAN-195, DAN-202, DAN-221, DAN-222
Tobias Russell	M.M., Music Theory and Composition	Instructor	Part-time	MUS-101, MUS-230
Anthony Pocetti	M.M. - Jazz Piano Performance	Instructor	Part-time	MUS-230
Madeline Austin	B.A., Theater Arts	Instructor	Part-time	THA-132, THA-133

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

Anne Arundel Community College provides professional development for faculty in pedagogy that includes student-centered, content focused, evidenced-based effective teaching practices that improve student learning. Competency-based faculty professional development learning opportunities occur in a variety of formats including face-to-face workshops, online and hybrid courses, and department specific mini workshops. These opportunities are facilitated by internal teaching faculty and expert consultants. A menu of focused faculty development programs aligned to the priorities for the Division of Learning is provided yearly.

Anne Arundel Community College faculty development is designed to deepen understanding of concepts, skills, and teaching strategies in order to provide substantial learning experiences for students. Faculty content experts engage in professional development opportunities focused on understanding and applying a learner-centered approach to college teaching linking theory to practice. Structures and strategies necessary for student learning of challenging content, critical thinking, and collaboration are taught to faculty utilizing adult learning theory and incorporating active learning. Faculty are provided with formal and informal opportunities to collaborate with colleagues and learn in job-embedded contexts for discipline/course specific content instruction. Faculty are supported in expanding their instructional practices through these formal professional development opportunities and through colleague-to-colleague professional development including learning structures such as

ANNE ARUNDEL COMMUNITY COLLEGE

mentoring, coaching, teaching squares, book studies, and colleague to colleague observation and feedback. In addition, supervisors provide opportunities for feedback and reflection.

b) The learning management system

AACC utilizes the Canvas learning management system for all courses. All full and part-time faculty must complete Online Focus training prior to teaching and/or developing an AACC online or hybrid course. Online Focus provides online faculty an understanding of teaching online and best practices in course design, facilitation, and technology integration. Separate training is also available for faculty only using the learning management system for teaching in a face-to-face mode. In all of these trainings, instruction regarding online pedagogy is both provided and modeled. An emphasis is placed on strategies that facilitate communication, develop higher order thinking and problem-solving skills, and engage learners in the online environment. The value of clear navigation, explicit instructions, accessibility, and format of appropriate assessments are also focused on. Lectures for all didactic courses are placed online through the Canvas system.

c) **Evidenced-based best practices for distance education if distance education is offered.**

Faculty content developers will work in collaboration with instructional designers to develop courses that adhere to institutional course design best practices as informed by the essential standards for course design. Additionally, training, presentations, demonstrations, and model courses are available to faculty regarding evidenced-based best practices for distance education.

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.**

In support of student learning, the Andrew G. Truxal Library provides access to thousands of electronic books, periodicals, and streaming media through its database subscriptions. The library's physical collections include thousands of print books and reference materials, as well as special reserve items like course textbooks and science and anatomical models. Librarians offer research support to library users through multiple platforms, including a library reference desk, chat service, email, and phone. Librarians provide information and literacy instruction to individual classes upon request. Additionally, the library offers services to hybrid and fully online courses, providing research support and bibliographic instruction to students who would otherwise be unable to come to campus. The library building houses public computer labs on each of its three floors, two library instruction computer lab classrooms, multiple private group study rooms, and a silent study area on its third floor. Librarians

ANNE ARUNDEL COMMUNITY COLLEGE

confirmed that there are adequate resources available to support students in this proposed program.

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 proposed Theater and Dance A.A. degree will be implemented using existing institutional resources which are adequate to meet the program's needs. The program has the full support of the president and Board of Trustees. No new facilities or resources will be required.

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,

AACC provides all students with a student college email address. In addition, there is an electronic mailing system within the Canvas learning management system. Canvas is a robust and comprehensive learning management system that features tools for group discussions as well as private email communication with the instructor and among students. Additionally, they may use any of the other Canvas features such as posting announcements and discussion boards.

- b) A learning management system that provides the necessary technological support for distance education

AACC has an easy-to-use learning management system, Canvas, in which students can virtually attend Canvas online training or receive help from the Helpdesk or instructors. The Helpdesk (410-777-HELP) is available during the week and weekends. There are also computers in the Truxal Library for student use. Canvas provides the necessary technological support that this program needs. All courses have a Canvas course shell in which faculty are required to post their syllabus and to use the Canvas gradebook. Additionally, they may use any of the other Canvas features such as posting announcements and discussion boards. It also features an accessible online gradebook that all instructors are required to use and update regularly. Assignments can be assessed directly in Canvas using easily accessible tools for providing and viewing instructor feedback.

ANNE ARUNDEL COMMUNITY COLLEGE

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR13B.02.03.14)

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

TABLE 1 - RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$28,455	\$58,170	\$89,145	\$121,380	\$123,900
a. Number of F/T Students	3	6	9	12	15
b. Annual Tuition/Fee Rate	\$4,065	\$4,155	\$4,245	\$4,335	\$4,425
c. Total F/T Revenue (a x b)	\$12,195	\$24,930	\$38,205	\$52,020	\$53,100
d. Number of P/T Students	4	8	12	16	20
e. Credit Hour Rate	\$136	\$139	\$142	\$145	\$148
f. Annual Credit Hour Rate	30	30	30	30	30
g. Total P/T Revenue (d x e x f)	\$16,260	\$33,240	\$50,940	\$69,360	\$70,800
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$28,455	\$58,170	\$89,145	\$121,380	\$123,900

Financial Data – Resources

1. **Reallocated Funds:** N/A
2. **Tuition and Fee Revenue:** Enrollment for the degree is expected to be 12 FT and 16 PT after a phase in period. An estimated Fa2026 in-county tuition rate of \$133/credit is used for budget calculation along with a average lab fee of \$8 per credit for 30 credits per student. Tuition rates are projected to increase by 2% per year.
3. **Grants and Contracts:** None
4. **Other Sources:** None

ANNE ARUNDEL COMMUNITY COLLEGE

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

TABLE 2 - EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (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
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	\$0	\$0
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	\$525	\$1,050	\$1,575	\$2,100	\$2,100
TOTAL (Add 1 – 7)	\$525	\$1,050	\$1,575	\$2,100	\$2,100

Financial Data – Expenditures

1. **Faculty Funds:** This program consists of coursework that has faculty and other instructional resources in place. As a result, there are no additional resources required to offer this program.
2. **Admin. Staff Funds:** None.
3. **Supportive Staff Funds:** None.
4. **Equipment:** None.
5. **Library:** None.

ANNE ARUNDEL COMMUNITY COLLEGE

6. **New or Renovated Spaces:** None.
7. **Other Expenses:** Lab supply expense is equal to the projected lab fee revenue to be collected.

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.**

All courses and faculty at AACC are evaluated by students using the online Student Opinion Forms (SOFs) at the conclusion of each semester. These forms have standard Likert questions with opportunities for anecdotal feedback. Students are also given the opportunity to leave comments. All faculty are evaluated each academic year based on the college's evaluation form which includes a review of SOF data. This data is also reviewed and evaluated during the faculty promotion and tenure processes. In addition to soliciting student input for faculty and course evaluation, faculty colleagues conduct classroom visitations and peer evaluations in the second and fifth year of employment and at any time of consideration for promotion or tenure for full-time faculty. Adjunct faculty are evaluated by a peer or supervisor in the first year of employment and every three years thereafter and/or at the time of consideration of promotion.

Student learning outcomes will be assessed by evaluating data collected via the Canvas Learning Platform data collection tool. Data will be collected from several assessment sources, including essays, exams, and quizzes. Faculty will compare achievement levels with the current set of student learning outcomes to determine the utility and effectiveness of the learning outcomes. This procedure leaves open the possibility of future adjustment to ensure that these outcomes drive optimal classroom instruction and yield useful data.

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.**

The College has an established Office of Assessment and Instructional Innovation. The Director of Assessment and Instructional Innovation meets regularly with a faculty-run subcommittee on Learning Outcomes Assessment, a sub-committee of the Teaching and Learning Committee. The mission of the subcommittee on Learning Outcomes Assessment is to guide and oversee program-level outcomes assessments throughout the college. The Office of Assessment and Instructional Innovation provide tools to the college's various programs to assist in regular program assessment, including an Annual Program/Department Assessment Report and a Curriculum Mapping Template to ensure alignment of course objectives and outcomes with department and/or program outcomes as well as college-level core competencies.

ANNE ARUNDEL COMMUNITY COLLEGE

Anne Arundel Community College's Educational Policies Committee (EPC) is designed to evaluate the addition or modification of new programs, and deletion of existing programs. EPC makes recommendations to the Academic Forum/Council of the college since it is charged with evaluating existing and proposed curricula and courses so that they support educational objectives and policies and comply with established requirements from accrediting and other approving agencies. This proposed program was reviewed and approved by EPC, the Academic Forum/Council as well as the College's Board of Trustees.

The college conducts regular evaluations of degree programs with respect to enrollment, retention, curriculum relevancy, and outcomes assessment. All programs undergo a comprehensive review on a staggered 4-year cycle, using a Comprehensive Program Review. The template that contains program data is scored on a rubric. The template includes metrics in the areas of program continuation and completion, course success, headcount, and program outcomes assessment. In addition, national exam pass rates are also evaluated during this process. The entire package is reviewed in meetings that include the program chair/director, Assistant Dean, Director of Assessment and Instructional Innovation, Dean, Associate Vice President for Learning & Academic Affairs (AVPL), and the Provost/Vice President for Learning. The purpose of the program review meeting is to share program successes and address program needs.

As indicated above, student satisfaction with courses and instruction is assessed for each course and instructor each semester through the collection of feedback from SOFs. Students can assess and comment on the course content, delivery, and instruction. This information is used for faculty evaluation and considerations for promotion and tenure.

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.

Anne Arundel Community College has embedded a strong commitment to open access and meaningful engagement across all aspects of its mission and strategic initiatives. The College's guiding philosophy, articulated through its mission to deliver high-quality, affordable, and innovative lifelong learning opportunities, supports an institutional culture where every student can fully participate in and benefit from the proposed program. Central to AACC's mission is a student-centered approach that removes barriers to participation. This is reflected in strategic efforts to keep tuition

ANNE ARUNDEL COMMUNITY COLLEGE

rates low, expand financial aid, and ensure access to essential resources such as emergency support funding and food assistance. These measures help reduce the financial pressures that often hinder student success and enable broader engagement across income levels and life stages.

The College holds itself accountable through robust data tracking and strategic indicators. Metrics such as credit and noncredit enrollment, completion and transfer rates, scholarship distribution, and student employment outcomes are carefully monitored to evaluate participation trends and inform continuous improvements.

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.

Not applicable.

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.

Anne Arundel Community College has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses by Middle States Commission on Higher Education. AACC utilizes the Canvas platform to provide online lectures to students. In addition, the college has distance education classrooms equipped with cameras and audio to share lectures with students.

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

The Middle States Commission on Higher Education is the accrediting body for AACC. The College follows the appropriate guidelines and adheres to the national standards and integrity for its distance education programs.