



MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
- SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
- COOPERATIVE DEGREE PROGRAM
- WITHIN EXISTING RESOURCES or  REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Harford Community College  
Institution Submitting Proposal

Fall 2017  
Projected Implementation Date

Associate of Arts  
Award to be Offered

Arts Management  
Title of Proposed Program

1099  
Suggested HEGIS Code

500704  
Suggested CIP Code

Visual Performing & Applied Arts  
Department of Proposed Program

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*Melana Phillips*  
Signature and Date

President/Chief Executive Approval

5.4.2016  
Date

Date Endorsed/Approved by Governing Board

RECEIVED

**New Degree Program  
Associate of Arts, Arts Management**

**A. Centrality to institutional mission statement 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 mission of Harford Community College states that, "As an open-access institution, the College promotes graduation, transfer, individual goal attainment, and career and workforce development." Developing an arts management degree to run alongside the strong Associate and Certificate programs in the arts gives students a new degree for pursuing a career in the arts. Currently, there is no program for arts management in the Maryland system. The included career report (Appendix B) demonstrates a high demand for professionals with an arts management background. This is a program that would require limited resources for high potential gain (in enrollment and career placement), as nearly all coursework toward an arts management degree draws on business/management, general education, and the arts, all of which already have a strong presence at Harford Community College. This program challenges students with a broad exposure to business and economic coursework, preparation in arts management specifically, and professional training in a specific arts field, so that the student will be well-rounded and prepared to pursue further training on the four-year level, and provides the foundation for a career in arts management.

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

As shown below, division faculty regularly address the 2013-17 Strategic Plan Goals and Strategies.

***HCC Strategic Plan Goal 1***

*Recognizing the need for more students to achieve their goals, the College will pursue excellence in teaching, learning and assessment.*

***Strategies***

- 1. Eradicate attainment gaps based on income, race, gender and ethnicity.*
- 2. Develop new programs and enhance existing programs to reduce time to degree, increase student success, and promote goal completion.*
- 3. Assess, improve, and advance educational program design, content, and delivery.*
- 4. Strengthen the College's partnership with local schools to increase the readiness of high school graduates for college.*

This degree program will enhance existing programs and activities that address this goal and related strategies, such as experiential learning in studio art, student exhibitions, and management projects, both in and out of the classroom. Ongoing course and program goals assessment, as well as regular program reviews will ensure the strength and development of the program.

The arts management degree is a new program designed specifically to increase student success and promote goal completion. The degree is both designed to attract new students and to serve the same community which would currently only be served by choosing either an arts degree or a business management degree. The arts management program should transfer smoothly into an arts management B.A. program and allow for adequate transfer into a variety of arts degree bachelor's programs.

Because the new degree is almost entirely made of existing courses at Harford Community College, it will be possible to run the arts management degree with a minimal investment, therefore increasing the options for students, and in turn, giving students more incentive to complete the program of their choice before transfer.

### ***HCC Strategic Plan Goal 2***

*Acknowledging that HCC plays an important role in the region, the College will expand programming, events, and facilities that engage and enhance the community.*

#### ***Strategies***

- 1. Provide educational programs and workforce development training to meet the needs and interests of the community.*
- 2. Use facilities and events, with particular attention to the APG Federal Credit Union Arena, to provide mutual benefit for the community and the College.*

There is a strong interest in the arts in Harford County. Both Havre de Grace and Bel Air have designated "Arts & Entertainment Districts." These districts provide incentives for working artists and other arts-based businesses. The new APG Federal Credit Union Arena is the crown jewel of the new Susquehanna Center at Harford Community College. This state-of-the-art arena is the largest indoor arena in the area (3200 maximum seating), and is used for community and regional events, commencements, concerts, special events, student services, fundraising activities, meetings, conferences, sporting events, and trade shows. This venue plus the future Center for the Arts of Harford County, which broke ground in the past year, and local arts venues like the Maritime Museum, there are a variety of future employment opportunities in Harford County for arts management professionals. Providing an arts management program alongside the current arts programs at Harford Community College would provide a new avenue for students both to prepare for work in the various fields of art and entertainment and to engage in the growing markets of Harford County and beyond.

### ***HCC Strategic Plan Goal 3***

*Understanding that the environment and the demands on higher education are changing rapidly, the College will develop resources and infrastructure required to meet future challenges.*

#### ***Strategies***

- 1. Develop sufficient fiscal resources to carry out its mission, including the resources required to implement the Facilities Master Plan.*
- 2. Recruit and retain highly qualified, diverse employees.*
- 3. Identify and invest in technology that will increasingly support student success and employee productivity.*

Programs and activities that address this goal and related strategies:

- Periodic Program Reviews
- Faculty welcomes cultural, ethnic, social and experiential diversity in classes.
- Such as models in drawing and painting classes (paid employees of HCC), performers in theatrical productions, musicians in the college's concert series, radio and television programming, journalism, and broadcasting are culturally and ethnically diverse.
- VPAA and BECAT faculty coordinate fundraising activities to support grant and scholarship

opportunities for the students.

- Full-time faculty have graduate degrees in their disciplines and were selected through nationwide searches. There is a high level of stability and lack of turnover in the faculty throughout the college, as well as significant professional and educational successes.
- Faculty regularly and consistently recommend facilities improvements to support the growth and development of their programs. This is one of many standards in practice of which an arts management degree program would benefit.

## **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:*
  - *The need for the advancement and evolution of knowledge;*
  - *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;*
  - *The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.*

The proposed program meets the demand for advancement and evolution of knowledge in that arts management students are not only required to engage with and hold knowledge of specific artistic areas, but also to possess professional business skills. This new degree will better serve those seeking a career in the arts who do not wish to make a living as a creative artist themselves but wish to support, advocate, and manage the professional activities of the various artistic fields. Harford Community College as a whole is actively working on closing the attainment gap. The arts management program will be part of that through such efforts as a sensitivity to different learning styles and bringing in diverse examples of African American art, drama, and music.

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

The Maryland State Plan for Postsecondary Education calls for academic quality and effectiveness, access and affordability, diversity, student-centered learning, and economic growth and vitality. The arts management program is built on the established foundations of high-quality arts and business training at Harford Community College. With such foundations, the arts management program provides an opportunity for students to take their first steps toward a career in a growth industry at an institution with a strong commitment to student-centered learning and diversity that provides the accessibility and affordability expected from Maryland's strong community colleges.

## **C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:**

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

The U.S. Bureau of Labor Statistics (BLS) does not have a specific category for Arts Managers or Arts Administrators.<sup>1</sup> A career in arts administration combines interest in the arts with business expertise and fundraising skills. The term arts administrator covers various job titles such as, but not limited to: Chief Financial Officer, Fundraising/Development Administrator, Education Coordinator, Public Art

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<sup>1</sup> Bureau of Labor Statistics (BLS) Occupational Outlook Handbook [www.bls.gov/oo](http://www.bls.gov/oo)

Specialist, Grant Writer, Special Events Planner, Public Relations Manager, Artistic Programmer/Curator, Office Manager, Marketing/Communications Supervisor, Operations/Facilities Manager, Program Manager, Advocacy/Public Policy, Audience Development Manager, Agent, and Personal Artistic Manager.

Arts administrators, most often working in the nonprofit sector, are responsible for the business operations of arts-oriented and cultural organizations or of individual artists. Projected summaries by arts management degree-granting institutions note that the U.S. nonprofit arts industry employs more than 5 million full-time persons and there are more than 30,000 nonprofit arts organizations in the U.S. Dun and Bradstreet data, as of 2015, finds that there are over 700,000 businesses involved in the creation and distribution of the arts in the U.S., representing 3.9% of all businesses and 1.9% of all employment.

A full Career Outlook Report is attached to this document.

**2. *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.***

Statistics from the United States Department of Labor suggest that the demand for arts management professionals is strong, based on the growth of a wide body of related fields. A variety of professional positions are available to those prepared for arts management including: artistic director, education coordinator, development/grants specialist, facilities manager, and curator. The job placement rate for arts management majors has been historically high, with many programs claiming 90-100% employment for new graduates.<sup>2</sup>

The Bureau of Labor Statistics tracks the job growth of most professions that fit under the umbrella of arts management, though several, like fundraiser, will include fundraisers within and outside the arts. Projections through 2024 generally show positive job growth, with many fields growing faster than the national average for all employment. Some examples include:

- Fundraisers (Increase of 7000 positions by 2024, 9% growth)
- Artistic directors (Increase of 11,000 positions by 2024, 9% growth)
- Advertising, Marketing, and Promotions Managers (Increase of 19,000 positions by 2024, 9% growth)
- Archivists and Curators (Increase of 2100 positions by 2024, 9% growth)
- Event Planners (Increase of 9900 positions by 2024, 10% growth)

A full Career Outlook Report is attached to this document.

**3. *Data showing the current and projected supply of prospective graduates.***

This degree takes advantage of existing classes to give current and future students more options. The likelihood is that prospective graduates will be taken from the large number of current and incoming

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<sup>2</sup> Florida State University's Arts Administration program claims a 100% job placement rate for the past three years (<http://arted.fsu.edu/10-reasons-fsus-arts-administration-program-is-right-for-you>); Carnegie Mellon, American University, and Goucher College note the high success rates of their graduates in finding employment with national and international organizations.

majors in the various VPAA programs, particularly those students who are passionate about the arts but ultimately do not wish to pursue a career as a creative. Students of this type typically either change majors or remain general studies majors during their time at HCC. This degree allows the described student population a path to pursue the arts as a career. A reasonable percentage of current majors in all VPAA programs and a modest percentage of undeclared or general studies majors should therefore be expected to relocate into the Arts Management program once it is officially listed.

**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.**

None of our top five transfer institutions offers a degree in Arts Management or Arts Administration. In Maryland, two transfer institutions offer a Concentration:

**Frostburg University**, MD offers music majors the option of a Music Management Concentration, requiring 47.5 hours Core Courses, 19-22 hours Advanced Music courses, and 21 hours Required Courses in the Business Department (a Business Administration Minor is earned at 21 credit hours).

\*See attached program information from Frostburg's 2015-2016 Catalog.

**Goucher College**, MD offers arts majors the option to add a Concentration in Arts Administration, which is a designation a few credits less than a Minor. In order to complete the concentration, students must major in an art form: Art, Dance, Music, or Theatre. The concentration is 21 credits total: three core courses in Arts Administration, three courses in Business Management, and one course in Economics.

**Albright College**, located in Reading, PA, offers a Bachelor of Arts in Arts Administration. This degree program is one of several combined majors offered by Albright College. Combined majors allow students to choose to major in two or more areas of study and requires completion of seven courses in each area. Albright College's minimum requirements for graduation are completion of 32 courses, all general studies and major requirements, a minimum 2.00 cumulative grade point average and a minimum 2.00 grade point average in the major, and completion of the Albright Cultural Experience. Albright College uses a course-unit system. Each course unit is the equivalent of four credits at schools using a credit system, so the 32 units is equivalent to 128 credits.

**Drexel University**, located in Philadelphia, PA, offers a Bachelor of Science degree in Entertainment and Arts Management with several concentration options, as well as a BS/MS option and a dual degree MBA option. This degree program is on a quarterly academic calendar and totals 185-187 credits.

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

Unique to the State of Maryland, the arts management program option provides training for a career in a growing segment of the arts industries. By offering such a program, Harford Community College would be supporting not only the success of interested students, but also supporting the art industries of local and surrounding areas.

**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 HBIs.**

There should be no impact.

**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.*

Though there should be no direct impact on any HBIs, the arts management program will support their missions through curriculum and student support efforts. Graduates of the A.A. degree in arts management may choose to transfer to a HBI for their B.A. or for graduate work, and would be adequately prepared to support their missions.

**G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:**

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

*See Appendix A for the proposed program's catalog page which includes courses with title, semester credit hours, and a description of program requirements. Course descriptions are detailed below.*

The full program requirements, totaling 60 credit hours, are:

- BA 101: Introduction to Business (GI) (3 credits)
- ENG 101: English Composition (3 credits)
- PSY 101: General Psychology (3 credits)
- ARTM 101: Arts Management Seminar I (3 credits)
- ACCT 101: Accounting Principles I (3 credits)
- BA 109: Principles of Management (3 credits)
- VPA 201: Visual and Performing Arts Survey (3 credits)
- BA 203: Principles of Marketing (3 credits)
- ARTM 201: Arts Management Seminar II (1 credit)
- general science (3 credits)
- lab science (4 credits)
- mathematics (3 credits)
- behavior and social science\* (3 credits)
- physical education (1 credits)
- arts concentration courses (21 credits)

\*One course in the program must be a designated diversity course. Students whose arts concentration area does not satisfy the diversity requirement are required to select as their BSS elective one that is a designated diversity course.

A recommended sequence of courses is designated for each arts area, including music, theatre, mass communication, and art+design. The sequence options are listed as follows and are reflected in the proposed catalog pages.



**Art and Design:**

- ART 101 – Fundamentals of 2D Design
- ART 107 – Fundamentals of 3D Design
- ART 120 – Digital Foundations I
- PHOT 131 – Digital Imaging I OR ART 111 – Drawing
- ART 202 – Survey of Art History II (GH)
- Choose two of the following classes: ART 108 (GI), ART 201 (GH), ART 239 (GH), ART 240 (GH), PHOT 209 (GH)

**Mass Communications/Journalism:**

- MC 101 – Introduction to Electronic Media
- MC 102 – Audio Production
- MC 103 – Television Production OR MC 105 – Introduction to Journalism (GH)
- MC 104 – Electronic Media Performance OR MC 208: College Magazine Production
- MC 206 – History of Film (GH)
- BA 104 – Advertising and Sales Promotion
- ART 108 – Digital Media Culture (GI) OR MC 210 -Introduction to Social Media (GI)

**Music:**

- MUS 103 – Music Theory I
- MUS 104 – Music Theory II
- MUS 201 – Art of Listening I (GH)
- MUS 202 – Art of Listening II (GH)
- Choose one of the following: MUS 216, 222, 223 (GH)
- 2 credits of MUS 127-179
- 2 credits of MUS 105-21

**Theatre:**

- THEA 101 – Introduction to Theatre (GH)
- ART 108 – Digital Media Culture (GI)
- THEA 106 – Script Analysis: From Page to Stage
- Choose four of the following classes: THEA 102, 103, 104, 105, 201, 204, 221, 222, and 223

The proposal creates two arts management seminar courses designed to help students focus their knowledge of business, accounting, management, the arts, and general studies on the specific professional activities of arts management. All other courses are taken from current Harford Community College curriculum. All course descriptions for named courses in the degree are included below. Elective and open general education options are not listed as the degree-seeking student chooses them from a range of course offerings.

**ACCT 101 Accounting Principles I (3 Credits)**

This course is an introduction to accounting theory and practice with an emphasis on accounting for assets. The complete accounting cycle is presented and end-of-period financial reports are prepared.

**AM 101: Arts Management Seminar I (3 Credits)**

This seminar provides an introduction to arts management. Topics include arts leadership and management philosophies, organizational structures, financial practices, strategic planning and programming, marketing, fundraising, and arts and entertainment law. Attention is given to the

application of management principles common to arts organizations in both the nonprofit and commercial sectors.

**AM 201: Arts Management Seminar II (1 Credit)**

This seminar provides a capstone to the arts management degree. Students continue to explore topics of arts leadership and management philosophies, organizational structures, financial practices, strategic planning and programming, marketing, fundraising, and arts and entertainment law. Special attention is given to preparing student portfolios in anticipation of transfer to a four-year school or entry into the field of arts management. Prerequisite: ARTM 101.

**ART 101 Fundamentals of 2D Design (3 Credits)**

This course is an introduction to conceptual and formal issues in contemporary art and design and color theory through the hands-on creation of two-dimensional studio projects using a wide variety of media and processes. Course work includes readings, lecture, studio work, and critique. Course includes 30 hours of lecture and 30 hours of studio per semester. Course Fee.

**ART 107 Fundamentals of 3-D Design (3 Credits)**

Fundamentals of 3-D Design is an introductory course in the study of the formal elements of art --- line, plane, mass, volume, texture, color, and composition --- as they relate to form in space. Various materials and processes are used throughout the course. Course work includes lecture, studio work and critique for both art majors and non-majors. Course includes 30 hours of lecture and 30 hours of studio per semester. Course fee.

**ART 108 Digital Media Culture (GI) (3 Credits)**

This course is an introduction to digital media and its culture. Through hands-on assignments, lectures, and readings, students learn the language of new media and its many applications within the fine arts. Topics include media theory, history of the computer, digital imaging, interdisciplinary arts, net art and the use of computer technologies in the creation of fine art. This course is taught in the Macintosh Digital Arts Lab using current software. Course includes 30 hours of lecture and 30 hours of lab per semester. Course fee.

**ART 111 Drawing I (3 Credits)**

This course is an introduction to basic drawing media including pencil, charcoal, pen and ink, and traditional techniques of rendering through the study of the human figure, landscape, still life and architectural forms. Course includes 30 hours of lecture and 30 hours of studio per semester. Course fee.

**ART 120 Digital Foundations I (3 Credits)**

This course establishes the foundation for all other computer-based classes within the Art & Design program. Students are introduced to the computer as an art-making tool. Through a series of lectures, demonstrations and studio work, students learn basic computer navigation/practices, scanning, printing, and a variety of select software packages used for image creation/manipulation, graphics and page layout. This course is taught in the Macintosh Digital Arts Lab using current software. Course includes 30 hours of lecture and 30 hours of lab per semester. Course fee.

**ART 201 Survey of Art History I (GH) (D) (3 Credits)**

This course is a study of prehistoric, ancient and medieval art from a cultural perspective. The recognition of major art works and styles is emphasized. The development of art concepts and techniques is considered. This course may require field trips.

ART 202 Survey of Art History II (GH) (D) (3 Credits)

This course is a study of art from the Early Renaissance to the twenty-first century from a cultural perspective. The recognition of major art works and styles is emphasized. The development of art concepts and techniques is considered. This course may require field trips.

ART 239 Asian Art and Culture (GH) (3 Credits)

This course is a study of the art and culture of Asia from the Neolithic period to the early modern era. The focus is on the traditions of India, China, and Japan. Topics may include the connections between the arts and religion, nationalism, and major philosophical traditions. Usually offered fall semester. This course may require field trips.

ART 240 Modern Art and Culture (GH) (3 Credits)

This course is a study of the art, architecture, and cultural forms from the middle of the 19th century to the present day. The focus is on the art and culture that defined the modern age. Topics discussed may include industrialization and consumerism, nature and science, "modernism" and the avant-garde, and the impact of wars and revolutions. Usually offered spring semester. This course may require field trips.

BA 101 Introduction to Business (GI) (3 Credits)

This course introduces students to the American private enterprise system and the forms of businesses that operate within it. Students study the role of business in American society, international business activity, the impact of ethics and social responsibility on business, entrepreneurship and small business, and emerging trends in technology, organization, and management. Topics covered include economics, management, marketing, accounting, and financial management.

BA 104 Advertising and Sales Promotion (3 Credits)

Students study the importance of advertising and sales promotion to both consumers and industry. The choice of media and creative strategy as it relates to the consumer and product/service is discussed. Also included is the role of research in the development of the advertising message. Students examine how to judge what and how well an ad communicates to consumers.

BA 108 Human Resource Management (3 Credits)

This course includes a survey of personnel procedures, employee management relations, collective bargaining, grievance procedures, wage and salary administration, manpower development, human relations and organizational development.

BA 109 Principles of Management (3 Credits)

This introductory management course enables students to identify and describe the major functions of management which include planning, organizing, leading and controlling. Students participate in individual and group activities providing practice in exercising these functions. Attention also focuses on the ideas, thoughts and theories of major contributors to the field of management such as Drucker, Maslow, Herzberg, McGregor and McClelland. Prerequisite: BA 101 or permission of instructor.

BA 203 Principles of Marketing (3 Credits)

Students are introduced to fundamental marketing concepts and techniques related to product, pricing, distribution and promotional strategy. Students explore trends in the marketplace and identify opportunities for creating value for customers through marketing strategy.

### ENG 101 English Composition (GE) (3 Credits)

This course is designed to develop mature writing skills in the essay form, including the documented essay. Through writing a series of essays in a variety of modes, such as argumentative essay, the process analysis, the research paper, and the summary analysis, students achieve proficiency in presenting and supporting their own ideas and incorporating the ideas of others into their essays. Prerequisites: ENG 012, ENG 018, ENG 060 or a qualifying score on the writing assessment.

### MC 101 Introduction to Electronic Media (3 Credits)

This course is an introduction to the physical, financial, social and governmental controls of radio, television, cable and satellite. Students study the history of radio and television, basic radio and television technology, programming, and the business side of the industries, including sales practices, ratings, personnel and careers in the electronic media and related fields. Classroom learning consists of lecture, discussion, listening and viewing assignments, game shows and occasional guests. Students may elect to work in some capacity on WHFC, the College's radio station, or Harford Cable Network, the Harford County public access cable TV station, or to write a term paper.

### MC 102 Audio Production (3 Credits)

This course introduces students to basic techniques of recording, editing, and mixing audio. Instruction covers fundamentals of microphone usage, mixing console operation, and digital recording and editing. Lectures and labs focus on topics such as acoustics, audio in media, equipment demonstrations, and recording techniques. Students work individually and in groups on a range of audio assignments including the production of an audio portfolio. Course includes 30 hours of lecture and 30 hours of lab per semester. This course may require field trips. Course fee.

MC 103 Television Studio Production (3 Credits) This is an introductory course in the fundamentals of television studio production and the operation of television equipment commonly found in a studio setting. Students explore fundamental usage of studios and equipment, and will operate cameras, TV audio, video controls systems, TV lighting and basic set design. Students participate individually and in groups in productions such as news and commercials, as well as interviews, some of which may air on the local cable system. Course includes 30 hours of lecture and 30 hours of lab per semester. Course fee.

### MC 104 Electronic Media Performance (3 Credits)

This hands-on course introduces students to the preparation and execution of media performance skills. Students learn how to improve their vocal and visual presentation, record performances typical of the industry, and critique classroom and professional performances. Newscasts, commercials and interviews are typical projects with the possibility of airing on FM radio or cable television. Course includes 30 hours of lecture and 30 hours of lab per semester. Prerequisite: MC 102 or permission of instructor. Usually offered in spring semester. Course fee.

### MC 105 Introduction to Journalism (GH) (3 Credits)

Students study the roles, responsibilities, and effects of print and broadcast journalism from a broad historical and critical perspective. Related topics include the Internet, advertising, and public relations. Ethical standards, business constraints, and current trends in journalism are also considered. Students may shadow a professional journalist and write for the college newspaper.

### MC 206 History of Film (GH) (3 Credits)

This course is a chronological survey of film from the technological development stage, through the silent era, to the studio dominated years, to the present day. Emphasis is placed on the appreciation of

today's films through the viewing of films important to the development of film expression. Course includes 30 hours of lecture and 30 hours of lab per semester. This course may require field trips.

#### MC 208 Multimedia Journalism I (3 Credits)

This course is designed to train prospective student journalists in the organization, design and production of a college magazine. Students learn how to write in standard journalistic style, become familiar with ethical and legal standards in the publication of a college magazine, and exhibit expertise in the areas of magazine design, business management, advertising, photography, editing, and copyreading. All students work toward the production of the campus magazine, The Harford Owl. Prerequisites: Minimum of a C grade earned in ENG 101 or permission of the instructor.

#### MC 210 Introduction to Social Media (GI) (3 Credits)

This course introduces students to a variety of social media platforms. Students will learn the professional and personal applications of social media, as well as their limitations. Related topics include the role of social media in advertising and public relations. Students may produce digital content for the college magazine's Facebook page and/or participate in other hands-on assignments. This course may require field trip(s).

#### MUS 103 Music Theory I (4 Credits)

Music Theory I is the study of the basic principles of chordal structure and progression including four-part writing of diatonic harmony; sight-singing, dictation, and keyboard exercises; rhythmic drills with basic conducting patterns; and a study of elementary music forms. Course includes 45 hours of lecture and 30 hours of lab per semester. Usually offered in fall semester.

#### MUS 104 Music Theory II (4 Credits)

Music Theory II is a study of the advanced principles of elementary chordal structure and progression including four-part writing of diatonic chords in root position and inversion. This course provides exercises in sight-singing and dictation, rhythmic drills, and the study of musical form. Course includes 45 hours of lecture and 30 hours of lab per semester. Prerequisite: MUS 103. Usually offered in spring semester.

#### MUS 201 The Art of Listening I (GH) (D) (3 Credits)

Art of Listening I is an introductory study of music styles, media and forms as they exist in our culture from ancient times to the early 19th century through a survey of standard concert repertory and its historical development. Special emphasis is placed on aural identification. This course may require field trips.

#### MUS 202 The Art of Listening II (GH) (D) (3 Credits)

Art of Listening II is an introductory study of music styles, media and forms as they exist in our culture from the early 19th century to the present through a survey of standard concert repertory and its historical development. Special emphasis is placed on aural identification. This course may require field trips.

#### MUS 216 World Music (GH) (D) (3 Credits)

World Music has a broad scope within the realm of the music from other cultures, with the emphasis on music from cultures other than Western European. Students consider a variety of works from a variety of cultures across the globe by representative performers and composers. This course may require field trips.

### MUS 222 Popular Music of the United States (GH) (D) (3 Credits)

The history of popular music in the United States is studied from the standpoint of cultural impact. This course includes the study of the origins of a "popular" audience, through the late 19th century; the development of Jazz, Ragtime, Blues, Tin-Pan-Alley, show music, Swing, motion picture music, Country, protest music, Rock and Roll, Folk and Rock. Students are required to participate in listening assignments representative of the various stages of the development of popular music. This course may require field trips.

### MUS 223 Evolution of Jazz (GH) (D) (3 Credits)

Evolution of Jazz is a general introductory course exploring the history and development of jazz music in the United States over its century-long history and from its African and American precursors to its present-day practice throughout the world. The basic structural elements of music are introduced to provide a foundation for critical listening and discussion. This course may require field trips.

### PHOT 131 Digital Photography I (3 Credits)

Digital Photography I introduces students to the tools and processes of digital photography within a framework that emphasizes creative practice. Students learn fundamental skills necessary in the creation of digital photographic art, effective workflow management, and approaches to scanning and printing. Coursework includes lecture, studio work, and critique. This course is taught in the Mac lab studio using current software. Course includes 30 hours of lecture and 30 hours of lab per semester. Course fee.

### PHOT 209 The History of Photography (GH) (3 Credits)

The History of Photography is a survey of the development of photography from its prehistory through today. The course includes the study of the interrelationships between photography and the other visual arts, the effects of changing technologies on the photographic image, and the contributions of major photographers and art movements, as well as historical perspectives. This course may require field trips.

### PSY 101 General Psychology (GB) (3 Credits)

A broad spectrum of research and theoretical concepts are presented to provide a balanced understanding of human behavior. Topics include the biological basis of behavior, human development, personality, health and wellness, learning and memory, social diversity, abnormal behavior and therapy. Prerequisites: a qualifying score on the English assessment or ENG 012 or ENG 018 or ENG 101.

### THEA 101 Introduction to Theatre (GH) (3 Credits)

This course introduces students to the basic elements of theatrical performance and the components that make up theatre production, including understanding the roles of the actor, director, playwright, and designer. Students explore the varied methods of presentation, concepts, vocabulary, and the range of techniques and experiences involved in a production. Attendance at and critical evaluation of theatrical performances and participation on a performance crew may be required.

### THEA 102 Acting I (3 Credits)

This course introduces students to basic acting skills, including exercises in characterization, relaxation and concentration, verbal and nonverbal communication, and expression. Students are required to attend or participate in productions. Course includes 30 hours of lecture and 30 hours of studio per semester. This course may require field trips.

### THEA 103 Acting II (3 Credits)

This course includes the study of textual analysis, scene study, and the process of developing characterization in different historical styles of performance. Students are required to attend or participate in productions. Course includes 30 hours of lecture and 30 hours of studio per semester. This course may require field trips. Prerequisite: THEA 102.

### THEA 104 Stagecraft I (3 Credits)

This course is a practical study of basic technical production with emphasis in scenic construction and lighting techniques. Topics include scenic design, construction, rigging, painting, and the handling of lighting instruments. This course consists of lecture as well as shop hours. Students are required to participate as technical crew in departmental productions. Course includes 30 hours of lecture and 30 hours of studio per semester. Course fee.

### THEA 105 Stagecraft II (3 Credits)

This course continues the study of technical production needs of any theatrical production with an evaluation of the theatre production and an emphasis on the supervision of running crews for preparation and performance. This course consists of lecture as well as shop hours. Students are required to participate as technical crew in departmental productions. Course includes 30 hours of lecture and 30 hours of studio per semester. Prerequisite: THEA 104. Course fee.

### THEA 106 Script Analysis: From Page to Stage (3 Credits)

This course focuses on the analysis of dramatic texts as plans for public performance. Students practice reading, researching, and planning productions based on a variety of important international plays. Attendance at and critical evaluations of performances and participation in performance projects are required. Course fee.

### THEA 201 Fundamentals of Play Directing (3 Credits)

This course introduces students to the basic techniques, principles, and genres of directing a theatrical production. Topics include the director's role, composition, script analysis, movement and rhythm, production preparation, and procedures. At the conclusion of the course, the student prepares a production for performance. Additional time outside of class for rehearsals is required. Prerequisites: THEA 101 and THEA 104.

### THEA 221 Vocal Performance for the Stage (3 Credits)

This course includes the study of voice production with extensive exercises in developing a wide range of controls in pitch, volume, diction, and quality to meet the standards of acting and media. Through a highly technical phonetic approach, students learn how to reduce their own and produce other American speech regionalisms and cultural accents. Course includes 30 hours of lecture and 30 hours of studio per semester. Prerequisites: THEA 102. Course fee.

### THEA 222 Movement for the Actor (3 Credits)

This course introduces physical techniques that help develop a movement vocabulary for the actor. Starting with an examination of the body, the student applies the basic movement vocabulary and terminology of ballet, modern and jazz styles, mime, neutral mask, physical comedy (falls, lifts, timing, partnering), and scripted scenes with a strong physical component. This course may require field trips. Course includes 30 hours of lecture and 30 hours of studio per semester. Prerequisites: THEA 101 and THEA 102.

### THEA 223 Makeup for the Performer (3 Credits)

This course is a studio course in which students develop an understanding of the art of traditional makeup application predominately for the stage as well as for television and film. Through the use of cosmetics and prosthetics, students learn to execute corrective, character, and age makeup. Students are expected to serve on a makeup crew for one production during the semester. Course includes 30 hours of lecture and 30 hours of studio per semester. Prerequisites: THEA 101 and THEA 279. Course fee.

### VPA 201 Visual and Performing Arts Survey (GH) (3 Credits)

This course introduces students to the areas of visual arts, dance, music and theater through an exploration of representative works. This experience enhances self-expression and provides a better understanding of the human experience. This course may require field trips.

#### ***2. Describe the educational objectives and intended student learning outcomes.***

The 60 credits of the degree will prepare the student to:

1. Develop collaborative relationships with artists, business, patrons, and the general public
2. Identify the role of a specific form of art within public and private industry
3. Support artists as entertainers and cultural agents, and advocate for the place of the arts in the community
4. Demonstrate organizational theory, management techniques, and operating systems for visual and performing arts entities

Within these program-level goals, each course is designed according to standard student learning objectives to ensure a well-rounded education for every student the covers knowledge of the world, the humanities, social and physical sciences, culture, mathematics, and wellness.

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

General education goals are met according to MHEC and Harford Community College standards, providing a minimum of twenty-eight credits of designated general education courses.

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

N/A

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

N/A

### **H. Adequacy of articulation**

#### ***1. If applicable, discuss how the program supports articulation with programs at partner institutions.***

As an A.A. degree, the arts management degree is designed to transfer to comparable bachelor degree programs offered at other institutions.



**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.*

Harford Community College employs high-quality instructors in all disciplines, and within the arts, the core full-time faculty members are experienced artists and business professionals with graduate degrees in their fields and a record of successful teaching and professional service. The division deans and faculty engaged in this program are listed below, along with the standard courses in the Arts Management program that each faculty member currently teaches.

James L. Baker, II  
Assistant Professor, Accounting  
A.A., Harford Community College  
B.A., University of Baltimore  
M.S., University of Maryland University College

ACCT 101 – Accounting Principles I

Jeffrey L. Ball  
Associate Professor of Art History  
B.A., Washington and Lee University  
M.A., University of Missouri – Columbia

ART 201 – Survey of Art History I  
ART 202 – Survey of Art History II

Claudia M. Brown  
Associate Professor of Mass Communications  
B.A., University of Maryland, Baltimore County  
M.A., College of Notre Dame of Maryland

MC 105 – Introduction to Journalism  
MC 210 – Introduction to Social Media  
MC 208 – College Magazine Production  
VPA 201 – Visual and Performing Arts Survey

Patricia A. Burt  
Music Faculty  
B.A., Johns Hopkins University  
B.M., M.M., Towson University  
Ph.D., University of Maryland, College Park

MUS 103 – Music Theory I  
MUS 104 – Music Theory II

Benjamin D. Fisler  
Associate Professor of Theater  
B.A., DeSales University

M.A., University of Texas  
Ph.D., University of Maryland, College Park

ARTM 101 – Arts Management Seminar I  
ARTM 201 – Arts Management Seminar II  
THEA 101 – Introduction to Theatre (GH)  
THEA 106 – Script Analysis: From Page to Stage

Wayne A. Hepler  
Associate Professor of Mass Communications  
B.S., M.A., Ohio University

MC 101 – Introduction to Electronic Media  
MC 102 – Audio Production  
MC 104 – Electronic Media Performance  
MC 206 – History of Film

Miriam E. Huddleston  
Assistant Professor of Business Management  
B.A., Loyola University of Maryland  
M.B.A., University of North Texas

BA 104 – Advertising and Sales Promotion

J. Ryker Hughes  
Assistant Professor of Business Administration  
B.A., Salisbury State College  
M.A., Central Michigan University

BA 101 – Introduction to Business  
BA 109 – Principles of Management

Kenneth L. Jones, Jr.  
Associate Professor of Art  
B.A., M.F.A., University of Delaware

ART 108 – Digital Media Culture (GI)  
ART 120 – Digital Foundations I

Paul E. Labe, Jr.  
Dean, Visual, Performing, and Applied Arts  
B.M., M.M., Butler University

Cynthia Lewis  
Assistant Professor, Business Management  
A.A., Stevenson University  
B.S., University of Baltimore  
M.S., University MD-University College

ACCT 101 – Accounting Principles I

John F. Mayhorne  
Dean, Business, Computing and Applied Technology  
B.S., Towson University  
M.A.S., The Johns Hopkins University

James M. McFarland  
Professor of Art  
A.A., Delta College  
B.F.A., M.F.A., Michigan State University

ART 107 – Fundamentals of 3D Design

Heidi Neff-Chuffo  
Associate Professor of Art  
B.F.A., University of Illinois  
M.F.A., M.A., University of Iowa

ART 101 – Fundamentals of 2D Design  
ART 111 – Drawing

Jeffrey Rollinger  
Faculty, Photography  
A.A., Harford Comm College  
B.F.A., Corcoran College Art & Design  
M.F.A., Academy of Art University

PHOT 131 – Digital Imaging I

**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. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.*

The Library has sufficient resources for arts management. The library Collection includes print and ebooks, video through both DVD and streaming video and access to full-text journal, magazine and newspaper articles through our subscription databases. Students will also have access to unlimited resources through our Inter-Library Loan Service, which can deliver titles from almost any academic library in the country.

**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. If the program is to be implemented within existing institutional resources, include a supportive*

*statement by the President for adequate equipment and facilities to meet the program's needs.*

The arts management program would use the same facilities and resources as other Visual, Performing & Applied Arts programs. The facilities and equipment are excellent and adequate for the new program, and include state-of-the-art studios for art and design, television and radio production, dramatic performance, and musical performance. The college has several public theatrical spaces including the William H. Amoss Performing Arts Center, the APG Federal Credit Union Arena, the Chesapeake Theatre, and various recital and experimental stages. These spaces are excellent for hosting a variety of college and guest events, several music recital spaces, multiple fine art galleries and the historic Hays-Heighe House. The college's smart classrooms and various computer labs more than adequately support the needs of an arts management program.

**L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)**

**1. Complete Table 1: Resources (pdf) and Table 2: Expenditure(pdf). Finance data(pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.**

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)	\$15,920	\$19,900	\$27,860	\$31,840	\$43,780
a. Number of F/T Students	4	5	7	8	11
b. Annual Tuition/Fee Rate	\$3,980  (\$124/credit x 30 credits=\$3720 + average of \$260 in course fees)	\$3,980	\$3,980	\$3,980	\$3,980
c. Total F/T Revenue (a x b)	\$15,920	\$19,900	\$27,860	\$31,840	\$43,780
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	124	124	124	124	124
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources: Consolidated Fees	\$2,976 (\$24.80/credit x 30 credits =\$744 x number of students)	\$3,720	\$5,208	\$5,952	\$8,184
5. TOTAL (Add 1 – 4)	\$18,896	\$23,620	\$33,068	\$37,792	\$51,964

Assumptions:

- Tuition revenue is conservatively projected based on an in county tuition rate of \$124/credit hour.
- Full-time students complete 30 credits per year if following the program guidelines.

TABLE 2: EXPENDITURES					
Expenditures Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$3355.56	\$3422.67	\$3491.12	\$3560.94	\$3632.17
a. #FTE	0	0	0	0	0
b. Total Salary	\$3355.56	\$3422.67	\$3491.12	\$3560.94	\$3632.17
c. Total Benefits	0	0	0	0	0
2. Total Admin (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 Spac	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$850	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$4205.56	\$3422.67	\$3491.12	\$3560.94	\$3632.17

**Please note: the expenditures listed are for current faculty and staff, who will be teaching all of the courses in the new degree. There is no expected increase in expenditures.**

Assumptions:

- Programs will be implemented with existing faculty resources and administrative staff, so there are **minimal expenses for personnel**.
- Library resources and equipment are budgeted in the operating budget on an ongoing basis.
- Salaries are forecasted to increase @ 2% each year
- Health benefits and administrative costs are expected to be covered by current faculty/administrative structures

**2. Provide a narrative rationale for each of the resource categories. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

The arts management degree will have minimal start-up costs, as nearly all of the courses are already being taught as part of other programs. Current faculty will teach all the courses. Classes that currently

run with low numbers will have higher enrollments, and there are no immediate plans to offer new sections. The only start-up expenses would be additional salary for 4 credits of instruction for ARTM101 and 201 (a small budget for part-time instruction would need to be created per Table 2, item 1.b above), as well as MHEC mandated fees for new programs (listed in Table 2, item 7, for Year 1 only).

**M. Adequacy of provisions for evaluation of program** (as outlined in COMAR 13B.02.03.15).

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

Full-time and adjunct faculty members conduct course-level assessments geared toward improving student achievement in both individual classes and in the program as a whole. Assessment activities echo the process used throughout HCC, with each faculty member establishing measurable goals and outcomes, gathering data from designated courses, assessing what was learned each term, and adjusting to reflect improvements if needed. Such assessment is reported via the Student Learning Outcomes Assessment (SLOA) process, which is reviewed each term by the division dean. All Student Learning Outcomes are linked to program and/or general education goals. Changes made as the result of this process are evidenced in subsequent semesters via the course syllabi, which are also regularly reviewed by the department. The course-level assessments have also contributed to the program-level assessments. Beginning in 2016, assessments will also be reviewed by the Learning Assessment Committee and the General Education Committee. The additional Program Review process is the primary assessment process for the programs as a whole.

**N. Consistency with the State's minority student achievement goals** (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

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

Harford Community College programs and activities address minority student access & success and cultural diversity goals through:

- Hands-on, experiential learning in studio classes
- Participatory critiques in studio and business management classes
- Guest lecturers
- Student field trips
- Various student clubs
- Field trips and guest performances which broaden the students' perspectives.
- The college's advising and support programs, such as My College Success Network
- Student learning objectives in program and general education courses related directly to cultural diversity goals.

**O. Relationship to low productivity programs identified by the Commission:**

*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. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).**

N/A

## APPENDIX A:

### ARTS MANAGEMENT

**Award:** Associate of Arts Degree

**No. of credits required:** 60

**For more information:** Contact Ben Fisler, 443-412-2644, [bfisler@aharford.edu](mailto:bfisler@aharford.edu); or Advising, Career and Transfer Services, 443-412-2301

#### PROGRAM DESCRIPTION

Harford Community College's Associate of Arts in Arts Management provides a liberal education in the arts and in business management, preparing students for transfer to a four-year institution and/or for careers in management of various arts industries. Students may choose concentrations in art and design, mass communications, music, or theatre.

#### PROGRAM GOALS

Upon completion of the Arts Management AA Degree Program, students will be able to:

1. Develop collaborative relationships with artists, business, patrons, and the general public
2. Identify the role of a specific form of art within public and private industry
3. Support artists as entertainers and cultural agents, and advocate for the place of the arts in the community
4. Demonstrate organizational theory, management techniques, and operating systems for visual and performing arts entities

#### ARTS CONCENTRATIONS (Select one concentration, 21 credits)

##### Art and Design:

- ART 101 – Fundamentals of 2D Design
- ART 107 – Fundamentals of 3D Design
- ART 120 – Digital Foundations I
- PHOT 131 – Digital Imaging I OR ART 111 – Drawing
- ART 202 – Survey of Art History II (GH)
- Choose two of the following classes: ART 108 (GI), ART 201 (GH), ART 239 (GH), ART 240 (GH), PHOT 209 (GH)

##### Mass Communications/Journalism:

- MC 101 – Introduction to Electronic Media
- MC 102 – Audio Production
- MC 103 – Television Production OR MC 105 – Introduction to Journalism (GH)
- MC 104 – Electronic Media Performance OR MC 208: College Magazine Production
- MC 206 – History of Film (GH)
- BA 104 – Advertising and Sales Promotion
- ART 108 – Digital Media Culture (GI) OR MC 210 - Introduction to Social Media (GI)

##### Music:

- MUS 103 – Music Theory I
- MUS 104 – Music Theory II
- MUS 201 – Art of Listening I (GH)
- MUS 202 – Art of Listening II (GH)
- One of the following: MUS 216, 222, 223 (GH)
- 2 credits of MUS 127-179
- 2 credits of MUS 105-21

##### Theatre:

- THEA 101 – Introduction to Theatre (GH)
- ART 108 – Digital Media Culture (GI)
- THEA 106 – Script Analysis: From Page to Stage
- Choose four of the following classes: THEA 102, 103, 104, 105, 201, 204, 221, 222, and 223

#### EMPLOYMENT INFORMATION

Statistics from the United States Department of Labor suggest that the demand for arts management professionals is strong, based on the growth of a wide body of related fields. A variety of professional positions are available to those prepared for arts management including: artistic director, education coordinator, development/grants specialist, facilities manager, and curator. The job placement rate for arts management majors has been historically high, with many programs claiming 90-100% employment for new graduates.

#### DEGREE REQUIREMENTS

##### Recommended Course Sequence

First Semester	Credits
BA 101 Introduction to Business (GI).....	3
ENG 101 English Composition (GE).....	3
PSY 101 General Psychology (GB).....	3
Arts Concentration.....	3
ARTM 101 Arts Management Seminar I.....	3
Physical Education Elective.....	1

**Semester Total 16**

Second Semester	Credits
Arts Concentration.....	6
ACCT 101 Accounting Principles I.....	3
Mathematics Elective (GM).....	3
Biological/Physical Lab Science Elective (GL).....	4

**Semester Total 16**

Third Semester	Credits
Arts Concentration.....	6
BA 109 Principles of Management.....	3
VPA 201 Visual and Performing Arts Survey (GH).....	3
Biological/Physical Science Elective (GS).....	3

**Semester Total 15**

Fourth Semester	Credits
Arts Concentration.....	6
Behavioral/Social Science Elective (GB)*.....	3
BA 203 Principles of Marketing.....	3
ARTM 201 Arts Management Seminar II.....	1

**Semester Total 13**

**\*If the arts concentration does not contain a diversity course, this BSS (GB) course must be a diversity course**

Note: The following codes identify courses which satisfy the General Education Degree Requirements:

- (GB) Behavioral/Social Science+
- (GE) English Composition
- (GH) Arts/Humanities+
- (GI) Interdisciplinary and Emerging Issues
- (GL) Biological/Physical Laboratory Science
- (GM) Mathematics
- (GS) Biological/Physical Science

TO SATISFY THE DIVERSITY REQUIREMENT: Associate degree students must complete one 3-credit diversity course (D). It is recommended that students select one of the 3-credit (GB), (GH), (GI) course electives from those that also appear on the approved list of diversity course graduation requirements.



## Appendix B: Career Report

### Completed by Student Affairs, Advising, Career & Transfer Services

#### Definition

Arts Management professionals, also known as Arts Administrators, are those who have training and knowledge to pursue careers related to managing, producing or advancing the cultural arts.<sup>3</sup> The U.S. Bureau of Labor Statistics (BLS) does not have a specific category for Arts Managers or Arts Administrators.<sup>4</sup> A career in arts administration combines interest in the arts with business expertise and fundraising skills. The term arts administrator covers various job titles such as, but not limited to:

- Chief Financial Officer
  - Fundraising/Development Administrator
- Education Coordinator
  - Public Art Specialist
- Grant Writer
  - Special Events Planner
- Public Relations Manager
  - Artistic Programmer/Curator
- Office Manager
  - Marketing/Communications Supervisor
- Operations/Facilities Manager
  - Program Manager
- Advocacy/Public Policy
  - Audience Development Manager

Arts Administrators take care of the business operations of arts-oriented and cultural organizations, most often working in the nonprofit sector. According to Goucher College, the U.S. Nonprofit arts industry employs more than 5 million full-time persons

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<sup>3</sup> Goucher College, FAQ about the Arts Administration Concentration  
<http://www.goucher.edu/academics/business-management/programs-of-study/arts-administration-concentration>

<sup>4</sup> Bureau of Labor Statistics (BLS) Occupational Outlook Handbook [www.bls.gov/ooh](http://www.bls.gov/ooh)

<sup>5</sup> Goucher College, FAQ about the Arts Administration Concentration  
<http://www.goucher.edu/academics/business->

and there are more than 30,000 nonprofit arts organizations in the U.S.

In the for-profit sector, arts administration is needed in performance and institutional arts organizations, museums, commercial art galleries, dance companies, symphonies, and the music industry. Also, arts managers work for government, corporations, foundations or agencies that support the arts.<sup>5</sup> According to the Princeton Review, Opportunities for Performing Arts Administrators are driven not only by demand for artistic product and available jobs, but also by government and institutional support for the arts, which changes from year-to-year, and may be subject to budget cuts.<sup>6</sup>

#### Education

While a bachelor's degree is sufficient for an entry-level job, a graduate degree may be needed for advancement.<sup>7</sup> The Association of Arts Administration Educators lists approximately 38 undergraduate programs and 60 graduate programs across the United States<sup>8</sup>. Undergraduate programs are usually interdisciplinary programs of study, most often housed within the departments of Fine Arts, Theatre, or Music, and partnered with the department or college of Business. Instruction usually includes faculty from both art and business schools.

Arts Management or Arts Administration is usually the named major; in some cases Arts Management or Arts Administration is a minor or concentration option for students majoring in Art, Theatre, or Music.<sup>9</sup> At institutions without Arts Administration programs, students who are interested in the field may double major in Art and Business, or major in Art with a minor in Business, or major in Business with a minor in

[management/programs-of-study/arts-administration-concentration](http://www.goucher.edu/academics/business-management/programs-of-study/arts-administration-concentration)

<sup>6</sup> [www.PrincetonReview.com/careers/108/performing-arts-administrator](http://www.PrincetonReview.com/careers/108/performing-arts-administrator)

<sup>7</sup> Study.com Education Portal article: Arts Administrator: Job Description, Duties and Career Outlook

<sup>8</sup> <http://www.artsadministration.org/find-a-program/undergraduate-programs/>

<sup>9</sup> Association of Arts Administration Educators, [www.artsadministration.org/find-a-program/undergraduate-programs](http://www.artsadministration.org/find-a-program/undergraduate-programs)

Art. At Goucher College in MD, where an undergraduate Arts Administration Certificate is offered, students seeking more comprehensive management and business skills may also double major in Art and Business. For the purpose of this report, a sample job search was conducted to review **minimum educational requirements**. We used [Indeed.com](http://Indeed.com), a job search website, and [artsusa.org](http://artsusa.org), the job bank of Americans for the Arts. Minimum qualifications include graduation from an accredited four-year college or university with major course work in Art, Theatre, Music, Dance, Arts Administration, Business Administration, Public Administration, or similar. Eligible candidates may have B.F.A. or B.A. or B.S. degrees in a variety of majors. Arts Management is also offered as a Masters degree, or a Graduate Certificate. Higher level positions require either a Masters Degree in Arts Management or a related program such as Masters in Business Administration.

This sample illustrates the potential variety within the acceptable educational and experiential backgrounds of job candidates, which may include a combination of art and business.

**In the the D.C./MD/VA region, there are few undergraduate programs.**

**These three offer Concentrations and Certificates:**

**Frostburg University, MD:** Music Majors may choose a Music Management Concentration, requiring 47.5 hours Core Courses, 19-22 hours Advanced Music courses, and 21 hours Required Courses in the Business Department (a Business Administration Minor is earned at 21 credit hours).<sup>10</sup>

**Goucher College, MD:** Arts majors are eligible to add a Concentration in Arts Administration (which is a designation a few credits less than a Minor). In order to complete the concentration,

students must major in an art form (Art, Dance, Music, or Theatre). The concentration is 21 credits total: three core courses in Arts Administration, three courses in Business Management, and one course in Economics.<sup>11</sup>

**Sweet Briar College, VA:** Arts Management Certificate Program (21-24 credit hours, open to undergraduate students in all majors).

**A notable graduate level Certificate option in close range to Harford County, MD:**

**American University, D.C.:** M.A., Arts Management, or Arts Management Graduate Certificate. The Graduate Certificate program is open to students with a bachelor's degree or equivalent from an accredited institution. It appears prospective students may come from various backgrounds; many students who graduate from either an Art major/minor or Business major/minor could be eligible.

Applicants must have completed nine or more courses in theatre, dance, music, or visual arts, on third of which should be advanced work or equivalent training. Students take 15 credit hours of approved coursework, with topics including Marketing, Management, Fundraising, and Cultural Policy.<sup>12</sup> AU also offers Graduate Certificates in International Arts Management, and Technology in Arts Management.

**In the broader Mid-Atlantic Region (PA/NJ/NY), additional institutions offering undergraduate Certificates or Bachelor's degrees include:**

Albright College, PA: Arts Administration Major, Minor, and Co-Major<sup>13</sup>.

Penn State University, PA: Arts Administration  
Point Park University, PA: Sports, Arts & Entertainment Management

Rider University, NJ: Arts Administration

CW Post Campus of Long Island University, NY: BFA Arts Management Program

Ithaca College, NY: Theatre Arts Management

<sup>10</sup> Frostburg University 2013-2015 Undergraduate Catalog, p. 135

<sup>11</sup> <http://www.goucher.edu/academics/business-management/programs-of-study/arts-administration-concentration>

<sup>12</sup> <http://www.american.edu/cas/arts-management/>

<sup>13</sup> <http://faculty.albright.edu/artsadmin/major.html>

LeMoyne College, NY: Arts Administration  
Minor  
Purchase College, NY: Arts Management  
Skidmore College, NY: Arts Administration  
State University of New York College at  
Fredonia: Arts Administration  
Wagner College: Arts Administration

### Employment Outlook

Since the Bureau of Labor Statistics does not offer data specific to an “Arts” Management occupation, Americans for the Arts offers us more insightful detail in its **Local Arts Agency Salaries 2013 Research Report**.<sup>14</sup> The following is drawn from this report:

According to their data, salaries vary widely depending on a variety of factors such as the size of the local art agency’s budget, size of its staff, and the size of the community it serves. Full-time employees earn an average annual salary of just over \$66,000.

In the survey, 91 percent of full-time employees reported they have a four-year college degree. Nearly half of them also have a graduate degree (44 percent). More than half report that they have at least one arts-related college degree (55 percent).

In the Middle Atlantic Region, the average salary at a Local Arts Agency is \$46,680. An Artistic Programming/Curator professional earns an average of \$22,000; Arts Education Administrator averages \$56,500, and an Assistant Director/COO averages \$39,500. Professionals in Development/Fundraising roles tend to earn a higher average of \$57,500.<sup>15</sup>

As was mentioned in the *Definition* section of this career report, many of the skills used by arts management professionals can be applicable to other types of management jobs, outside the realm of arts and entertainment industries. Since we can consider these professionals able to cross-over into other environments, and since many arts programs are nonprofit cultural organizations, we can

<sup>14</sup> <http://www.americansforthearts.org/by-program/networks-and-councils/local-arts-network/facts-and-figures>

<sup>15</sup> [http://www.americansforthearts.org/sites/default/files/pdf/networks/laa/salarysurvey\\_infographic\\_by\\_region.pdf](http://www.americansforthearts.org/sites/default/files/pdf/networks/laa/salarysurvey_infographic_by_region.pdf)

further project employment growth by reviewing, for example, *Management jobs in the general nonprofit sector*.

According to the Baltimore Business Journal<sup>16</sup>, The number of nonprofit organizations and nonprofit jobs have both grown over the last few years, with nonprofits accounting for 11 percent of the state’s total workforce during the first quarter of 2012, according to the reports, “Maryland Nonprofit Employment Update,” by Johns Hopkins Center for Civil Societies Studies, and “2013 Nonprofits by the Numbers,” by Maryland Nonprofits.

### Addendum to the Jobs Report: Statistics on Specific Arts Management Jobs

A close examination of current national statistics for jobs related to the field of arts management suggests a wide array of well-paying opportunities for graduates in arts management, including:

- Agents and Managers: 13,230 positions, mean annual salary \$95,000
- Art Directors: 74,600 positions, mean annual salary \$89,760
- Curators: 31,300 positions, mean annual salary \$46,710
- Fundraisers: 73,400 positions, mean annual salary \$52,970
- General and Operations Managers: 2.1 million positions, mean annual salary \$119,460
- Outreach Managers: 138,500 positions, mean annual salary \$63,530
- Producers and Directors: 122,600 positions, mean annual salary \$68,440

Though the Bureau of Labor Statistics does not estimate the growth of all jobs within the field, some that are estimated suggest positive job growth in the coming years. Examples include:

Local Arts Agency Salaries 2013: Infographics area at end of full report: *Salaries by Region of the United States*.

<sup>16</sup> <http://www.bizjournals.com/baltimore/blog/2013/03/maryland-nonprofit-job-growth-since.html>

- Fundraisers (Increase of 7000 positions by 2024, 9% growth)
  - Artistic directors (Increase of 11,000 positions by 2024, 9% growth)
  - Advertising, Marketing, and Promotions Managers (Increase of 19,000 positions by 2024, 9% growth)
  - Archivists and Curators (Increase of 2100 positions by 2024, 9% growth)<sup>17</sup>
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<sup>17</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*