



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

Institution Submitting Proposal Prince George's Community College

Each action below requires a separate proposal and cover sheet.

- Radio button options for program types: New Academic Program, New Area of Concentration, New Degree Level Approval, New Stand-Alone Certificate, Off Campus Program, Substantial Change to a Degree Program, Substantial Change to an Area of Concentration, Substantial Change to a Certificate Program, Cooperative Degree Program, Offer Program at Regional Higher Education Center.

Payment Submitted: Yes/No, Payment Type: R*STARS/Check, Date Submitted: 01/22/19

Table with program details: Department Proposing Program (Humanities, English, and Social Sciences), Degree Level and Degree Type (Certificate), Title of Proposed Program (Theatre Design and Production), Total Number of Credits (31), Suggested Codes (HEGIS, CIP: 500502), Program Modality (On-campus), Program Resources (Using Existing Resources), Projected Implementation Date (Fall, Year: 2019), Provide Link to Most Recent Academic Catalog (URL: http://catalog.pgcc.edu/)

Preferred Contact for this Proposal: Name: Aundrea D. Wheeler, Title: Assistant Vice President for Curriculum, Programs, and Regulation, Phone: (301) 546-0406, Email: whelead@pgcc.edu

President/Chief Executive: Type Name: Charlene M. Dukes, Signature: [Handwritten Signature], Date: 1/22/2019

Date of Approval/Endorsement by Governing Board: 12/13/2018

SUBJECT

Approval of New Curriculum: Theatre Design and Production Certificate

REASON FOR CONSIDERATION BY THE BOARD

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

BACKGROUND INFORMATION

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

RECOMMENDED MOTION

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

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

**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.)

Prince George's Community College

Institution Submitting Proposal

Fall 2019

Projected Implementation Date

Certificate

Award to be Offered

Theatre Design and Production

Title of Proposed Program

Suggested HEGIS Code

500502

Suggested CIP Code

Humanities, English & Social Sciences

Department of Proposed Program

Nicole Currier, Dean

Name of Department Head

Nicole Currier

Contact Name

curriena@pgcc.edu

Contact E-Mail Address

301-546-0560

Contact Phone Number

Signature and Date

President/Chief Executive Approval

Date

Date Endorsed/Approved by Governing Board



ACADEMIC PROGRAM PROPOSAL Lower Division Certificate in Theatre Design and Production

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

A. Centrality to Institutional Mission and Planning Priorities:

Prince George's Community College proposes offering a Lower Division Certificate in Theatre Design and Production. This specific program will reside in the Humanities, English and Social Sciences Division within the Liberal and Creative Arts Academic and Career Pathway.

Prince George's Community College's mission is to provide affordable, high- quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community. The college's vision is to serve as the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success.

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

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

Prince George's County is the second most populous jurisdiction in the State of Maryland. The U.S. Census Bureau (2017) data states there are 912,756 citizens reflecting an increase

of 5.7% since 2010¹. Additionally, the strategic location and proximity to the District of Columbia and the nation's capital fosters a steady employer base for county residents. According to the U. S. Census Bureau (2016) the population of Prince George's County is 65.0% African American; 17.8% Hispanic/Latino; 13.1% Caucasian; 4.6% Asian American; 1.1% Native American or Alaskan native; 0.2% Native Hawaiian or other Pacific Islander; and 2.7% Multiracial². This highly diverse population translates to a highly diverse workforce. The student population at Prince George's Community College closely mirrors that of the County: 70.9% African American; 11.3% Hispanic/Latino; 4.4% Caucasian; 4.2% Asian American; 0.4% Native American or Alaskan native; 0.0% Native Hawaiian or other Pacific Islander; 3.1% Multiracial; 2.7 % Foreign/Non Resident Alien; and 2.7% Unknown. (*PGCC 2017 Accountability Report*). The College expects the Theatre Design and Production program demographics to mirror that of the county.

The Theatre Design and Production Certificate program outcomes promote a sense of cultural enrichment for students by using design and production entertainment technology to facilitate inspiration and application of agency. Students will be able to use these mediums to survey, comprehend, and contribute to significant discourse in social justice by using their knowledge, skills, and self-expression. Throughout the program, there is a sustained emphasis on professional writing skills, verbal skills, and communication techniques for socio-economic and ethnologically diverse populations. The program's conceptual structure and the combination of class and laboratory undertakings embodies a sound pedagogical approach by developing critical-thinking and fostering metacognition skills. As a result, the program will not only increase the number of new students pursuing careers in the theatre design and production field in the region, but it will create stackable credentials and certification opportunities for those students who are already working in this field.

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

Although they are two different "disciplines", Entertainment Technology and Theatre Design & Production have significant crossover, both in terms of coursework and the skills and qualifications they offer for employment.

Theatre

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

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

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

and supports a technical labor pool commensurate with its size. Similarly, DCTheatreTech.com posted 35 job listings for theater technicians in August of 2018 (16 for electricians, 9 for changeover, run crew, and carpenters, 5 for audio technicians, 3 for stage managers, and 2 for projectionists). Most of these were short-term contract jobs.

Live Events

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

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

Film and Television

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

**Job Outlook for Theatre Performance Career for
Theatre Design and Production**

Industries with the highest levels of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Motion Picture and Video Industries_	4,080	0.96	\$34.09	\$70,900
Performing Arts Companies_	1,260	1.00	\$23.07	\$47,980
Museums, Historical Sites, and Similar	820	0.51	\$25.39	\$52,810

³ (Maryland Film Production Tax Credit Annual Report (2016))

Institutions_				
Independent Artists, Writers, and Performers_	740	1.43	\$22.29	\$46,360
Colleges, Universities, and Professional Schools_	520	0.02	\$23.55	\$48,980

Estimates do not include self-employed workers.

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

Industries with the highest concentration of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Independent Artists, Writers, and Performers_	740	1.43	\$22.29	\$46,360
Performing Arts Companies_	1,260	1.00	\$23.07	\$47,980
Motion Picture and Video Industries_	4,080	0.96	\$34.09	\$70,900
Museums, Historical Sites, and Similar Institutions_	820	0.51	\$25.39	\$52,810
Promoters of Performing Arts, Sports, and Similar Events_	520	0.37	\$28.35	\$58,960

Estimates do not include self-employed workers.

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

Top paying industries for this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Business, Professional, Labor, Political, and Similar Organizations_	40	0.01	\$40.55	\$84,350
Federal Executive Branch (OES Designation)_	310	0.02	\$35.10	\$73,010
Motion Picture and Video Industries_	4,080	0.96	\$34.09	\$70,900
Other Miscellaneous Manufacturing_	30	0.01	\$33.08	\$68,810
Cable and Other Subscription Programming_	60	0.11	\$31.49	\$65,500

Estimates do not include self-employed workers.

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

National Overview for Art Director (Catalyst Career)
Industries with the highest levels of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Advertising, Public Relations, and Related Services_	12,570	2.54	\$51.34	\$106,790
Motion Picture and Video Industries_	3,420	0.80	\$58.74	\$122,180
Newspaper, Periodical, Book, and Directory Publishers_	3,390	0.96	\$44.23	\$92,000
Specialized Design Services_	2,510	1.79	\$49.53	\$103,010
Management of Companies and Enterprises_	1,990	0.09	\$54.95	\$114,290

Estimates do not include self-employed workers.

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

Industries with the highest concentration of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Advertising, Public Relations, and Related Services_	12,570	2.54	\$51.34	\$106,790
Specialized Design Services_	2,510	1.79	\$49.53	\$103,010
Newspaper, Periodical, Book, and Directory Publishers_	3,390	0.96	\$44.23	\$92,000
Motion Picture and Video Industries_	3,420	0.80	\$58.74	\$122,180
Independent Artists, Writers, and Performers_	390	0.76	\$49.27	\$102,480

Estimates do not include self-employed workers.

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

Top paying industries for this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Pharmaceutical and Medicine Manufacturing_	80	0.03	\$60.20	\$125,220
Software Publishers_	480	0.13	\$60.19	\$125,200
Apparel, Piece Goods, and Notions Merchant Wholesalers_	340	0.23	\$59.20	\$123,140
Motion Picture and Video Industries_	3,420	0.80	\$58.74	\$122,180
Lessors of Nonfinancial Intangible Assets (except Copyrighted Works)_	30	0.14	\$58.22	\$121,110

Estimates do not include self-employed workers.

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

Potential Regional Career Pathways Set & Exhibit Designers

The design, planning and arrangement of museum and gallery exhibitions can be a complicated process, and the specific role an exhibit designer plays in this process can depend on the needs of an employer. Some exhibit designers may be responsible for the planning, budgeting, coordination and construction of an exhibit, while others may have more limited responsibilities as members of a larger team. Typical tasks for exhibit designers include the consideration of how and where to display certain objects, conferring with curators about which objects should be included in an exhibit, drawing up plans for the construction of exhibit-specific structures and communicating with other staff to ensure the proper execution of exhibit design plans.⁴

Set designers select backgrounds, lighting, props and other items to create the scenery for stage productions, films and TV shows. They work with directors and production crews to design or recreate the appearance and atmosphere of a specific time, place or location according to the script. Some set designers, typically those with more experience, specialize in specific types of sets, such as for television, movies, live theater, trade shows or exhibits. Communication with other types of artists, like directors, who may have their own vision of the required result may require tact and patience when disagreements occasionally arise.⁵

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

⁵https://study.com/articles/Become_a_Set_Designer_Training_and_Career_Roadmap.html

Art Director

Art directors typically oversee the work of other designers and artists who produce images for television, film, live performances, advertisements, or video games. They determine the overall style in which a message is communicated visually to its audience. For each project, they articulate their vision to artists. The artists then create images, such as illustrations, graphics, photographs, or charts and graphs, or design stage and movie sets, according to the art director's vision. Art directors work with art and design staffs in advertising agencies, public relations firms, and book, magazine, or newspaper publishers to create designs and layouts. They also work with producers and directors of theater, television, or movie productions to oversee set designs. Their work requires them to understand the design elements of projects, inspire other creative workers, and keep projects on budget and on time. Sometimes they are responsible for developing budgets and timelines.⁶

Interior Designer

Interior designers use the principles of design and structure to create dynamic spaces for homes, public buildings, museums, banks and any other built interior environment. They may choose furnishings, decorations, artwork and colors. They may also contribute to the structural design of in-progress spaces, determining where to place walls, windows and other structural elements.⁷

Architect

Architects are the innovative, creative designers who develop blueprints for buildings. Architects may work with a company that's building a new office or a city that is adding condominiums to increase housing. All buildings that are constructed begin as a design plan created by an architect.⁸

Multimedia Artists and Animators

Careers in multimedia design utilize technology creatively to convey visual messages to the public. A multimedia artist and animator work as part of a creative team, or on their own, to produce or edit illustrations, movies, video games, or visual effects. Often, a designer will specialize in a particular media and work with a director or other animators to develop a project.⁹

⁶ <https://www.bls.gov/ooh/arts-and-design/art-directors.html>

⁷ https://study.com/articles/Career_Information_for_a_Degree_or_Certification_in_Interior_Design_and_Decorating.html

⁸ https://study.com/articles/difference_between_landscape_architect_architect.html

⁹ https://study.com/articles/Multimedia_Design_Careers_Job_Options_and_Career_Requirements.html

Designers, All Other

All designers not listed separately¹⁰

Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates

Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Division¹¹

Occupational Code	Occupation Title	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
27-1027	Set and Exhibit Designers	410	9.3%	0.163	2.03	\$33.44	\$31.08	\$64,650	6.1%
27-1011	Art Directors	1,030	26.6%	0.407	1.52	\$36.92	\$41.19	\$85,680	4.7%
27-1025	Interior Designers	1,590	13.9%	0.633	1.61	\$26.81	\$31.93	\$66,420	8.0%
17-1011	Architects, Except Landscape and Naval	3,420	11.4%	1.357	1.88	\$39.91	\$43.56	\$90,600	3.3%
27-1014	Multimedia Artists and Animators	360	18.6%	0.145	0.69	\$33.32	\$35.88	\$74,630	4.3%
27-1029	Designers, All Other	190	28.4%	0.074	1.35	\$17.17	\$26.21	\$54,520	15.6%

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

**Estimates not released

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

D. Reasonableness of Program Duplication:

According to the Maryland Higher Education Commission's (MHEC) Academic Program Inventory listed on the website, most community colleges in the state of Maryland offer Fine and Performing Arts degrees. However, the only community college offering an Associate Degree in Design and Technology is Harford Community College. All other colleges offer programs in Entertainment Technology.

¹⁰ <https://www.bls.gov/oes/current/oes271029.html>

¹¹ https://www.bls.gov/oes/current/oes_47894.htm

College	Program Name	Degree/Certificate	CIP Code
Prince George's Community College	Entertainment Technology	Lower Division Certificate	500805
Harford Community College	Design & Technical Theatre	Associate Degree	500805
Carroll Community College	Entertainment Technology	Associate Degree	501200
Carroll Community College	Entertainment Technology	Lower Division Certificate	501200

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

As illustrated above, no Historically Black College or University currently offer a Theatre Design and Production program. The Theatre Design and Production Certificate should have no impact concerning the uniqueness and institutional identities and missions of the HBIs in Maryland.

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

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

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

Below program outcomes for the Lower Division Certificate in Theatre Design and Production:

Upon program completion, the graduate will:

1. Examine the potential for progressive social change through the Performing Arts and Entertainment Technology-PRF 1301, PRF 2301, PRF 2504, PRF 2505, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2803, PRF 2805

2. Classify the roles of the personnel and their functions found in the Performing Arts and Entertainment Technology- PRF 2301, PRF 2504, PRF 2505, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2803, PRF 2805
3. Perform design and production techniques regarding lighting , props, sound, sets, projections, and costume- PRF 1301, PRF 2301, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2603, PRF 2503, PRF 2805
4. Perform techniques and supplemental skills sets required of design and production personnel- PRF 1301, PRF 2301, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2603, PRF 2503, PRF 2805
5. Evaluate past, current, and emerging trends regarding the Performing Arts and Entertainment Technology- PRF 1301, PRF 2301, PRF 2504, PRF 2505, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2805
6. Apply vocabulary unique to the Performing Arts and Entertainment Technology – PRF 1301, PRF 2301, PRF 2504, PRF 2505, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2803, PRF 2805

Program Requirements

Semester	Course Title	Alternate Course	Credits
1	PRF 1010 Introduction to Theatre		3
1	PRF 2503 Stage Costumes and Make Up		3
1	PRF 2505 Theatre History		3
1	PRF 1301 Design Methods		3
2	PRF 2601 Stage Craft and Event Fabrication Technology		3
3	PRF 2803 Crew Experience		1
3	PRF 2602 Lighting and Projection Technology		3
3	PRF 2603 Audio and Media Technology		3
4	PRF 2805 Capstone		3
4	PRF 2504 Script Analysis		3
4	PRF 2301 Drafting Technology		3
Total Credits			31

H. Adequacy of Articulation

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

Argosy University

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

Georgetown University

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

Howard University

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

Strayer University

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

UMUC

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

Recent Agreement:

Hood College

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

I. Adequacy of Faculty Resources

Name	Terminal Degree/Field	Rank	Courses Taught
Robert Berry	M.F.A/ Communication and Theater	Associate Professor Full Time	<ul style="list-style-type: none"> • PRF 1010 (3 credits) Introduction to Theatre • PRF 1301 (3 credits) Design Methods • PRF 2301 (3 credits) Drafting Technology • PRF 2509 (3 credits) Script Analysis • PRF 2504 (3 credits) Theatre History • PRF 2601 (3 credits) Stage Craft and Event Fabrication • PRF 2602 (3 credits) Lighting and Projection Technology • PRF 2603 (3 credits) Audio and Media Technology • PRF 2803 (1 credit) Crew Experience • PRF 2805 (3 credits) Capstone
Antoinette Doherty	M.F.A./ Communication and Theater	Professor Full Time	<ul style="list-style-type: none"> • PRF 1010 (3 credits) Introduction to Theatre • PRF 2504 (3 credits) Script Analysis • PRF 2505 (3 credits) Theatre History • PRF 2805 (3 credits) Capstone

Gary Fry	M.A./ Communication and Theater	Assistant Professor Full Time	<ul style="list-style-type: none"> • PRF 1010 (3 credits) Introduction to Theatre • PRF 2504 (3 credits) Script Analysis • PRF 2504 (3 credits) Theatre History • PRF 2602 (3 credits) Lighting and Projection Technology • PRF 2603 (3 credits) Audio and Media Technology • PRF 2803 (1 credit) Crew Experience • PRF2805 (3 credits) Capstone
Peggy Yates	M.F.A./ Communication and Theater	Associate Professor Full Time	<ul style="list-style-type: none"> • PRF 1010 (3 credits) Introduction to Theatre • PRF 2504 (3 credits) Script Analysis • PRF 2505 (3 credits) Theatre History • PRF 2805 (3 credits) Capstone

J. Adequacy of Library Resources

The PGCC library has been consulted regarding provisions and resources for the Lower Division Certificate in Theatre Design and Production. The PGCC library is highly committed to procuring literature and technical information specific to the learning and employment expectations for students and graduates. The library maintains online accessible and extensive databases, journals, and E-texts. Students may request holdings and inter-library loans either by E-mail or in person. Additionally, the library will provide journals and publications specifically related to the various Public Health professions.

The PGCC library has extensive online resources available to students:

- Humanities, Literature, Philosophy
- ARTstore
- Academic Video Online- Humanities
- Asian American Drama
- Black Drama

Blooms Literature
Digital Theater Plus
Gale Literary Sources
Latino Literature
North American Indian Drama Collection
North American Theater Collection
North American Women's Drama Collection
Religion and Philosophy Collection
Twentieth Century North American Drama

General Databases

ProQuest
Academic OneFile
Credo Reference
General OneFile

E-books

EBook Central
EBSCO Host Academic E-book Collection
Gale Virtual Reference Library
Streaming Video
Films on Demand
VAST Academic Video Collection

Moreover, the library has ready access to:

- a. Interlibrary loan services compliant to and in support of the Library of Congress and its Bibliographic Utilities.
- b. The holdings of the Prince George's County Memorial Library System.
- c. The holdings of the University of Maryland System.
- d. If faculty requests the librarians to review Books-In-Print for materials to enhance students' academic understanding of the discipline, the College library will use its budget to acquire those books them. The librarians will provide a subject strength analysis of the proposed titles to assure compatibility with course content.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

- Prince George's Community College has sufficient classroom and office space to accommodate the program.
- The Center for Performing Arts (CPA) will provide an educational environment that will allow the college to create a comprehensive academic performing arts and communication curriculum. The venue will comprise of approximately 173, 618 GSF and will include the following:
 - Classroom space-13,313 NASF
 - Number of classrooms- 11

- Average seating capacity- 25.3
- Number of offices for faculty and staff-50
- Study labs- 3

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

L. Adequacy of Financial Resources with Documentation

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

Table 1

TABLE 1: RESOURCES for The Lower Division Certificate for Theatre Design and Production under the General Studies A.A. degree Area of Concentration in Theatre Design and Production					
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)	\$66,960.00	\$75,330.00	\$81,840.00	\$83,700.00	\$90,210.00
a. Number of F/T Students	8	9	10	10	11
b. Annual Tuition/Fee Rate	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650
c. Total F/T Revenue (a x b)	\$37,200.00	\$41,850.00	\$46,500.00	\$46,500.00	\$51,150.00
d. Number of P/T Students	16	18	19	20	21
e. Credit Hr. Rate	\$155	\$155	\$155	\$155	\$155
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$29,760.00	\$33,480.00	\$35,340.00	\$37,200.00	\$39,060.00
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (1 – 4)	\$66,960.00	\$75,330.00	\$81,840.00	\$83,700.00	\$90,210.00

Table 2

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

M. Adequacy of Provisions for Evaluation of Program

The College has a rigorous course and program assessment process. Course assessment takes place by using embedded tests and assignments that address specific course outcomes. Data from these course-embedded assessments are collected and analyzed to improve courses and to ensure program-learning outcomes are met.

Complete program assessment takes place every five years, with progress toward achievement of improvement plans being evaluated every two years. Data regarding enrollment, retention, and graduation is collected and analyzed against program outcomes, courses offered, and other variables. Each program must have an advisory board consisting of professionals in the field assist in the construction and analysis of program review data.

Students and administrators evaluate non-tenured faculty members yearly. Each year, non-tenured faculty members have their course material and student evaluations assessed by their department chairs and deans, with final verification of the assessment conducted by the Executive Vice President and Provost for Teaching, Learning and Student Success. In order to receive high evaluations, faculty members must demonstrate effective teaching above all, but professional development in the discipline and participation in departmental, divisional, and college-wide activities is also assessed. The same criteria for evaluation are carried out for tenured members of the faculty, but once every three years. The above assessment process also provides administrators the opportunity to set out action plans for faculty improvement in teaching, professional development, and/or college service in order for each or any of those facets of the faculty member's career to be enhanced.

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

1. Communication

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

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

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

Program Assessment

Prince George's Community College has a five-year cycle for completing the assessment of every program outcome and every Student Core Competency. Prior to the beginning of each cycle, faculty design an assessment plan for every program of study offered by their department. The assessment plan indicates which program outcome(s) will be assessed each semester along with the list of courses where those outcomes are addressed. Whenever a department offers General Education courses such as English 1010, a second assessment plan is developed. This assessment plan lists one or more Student Core Competencies and the General Education courses where those Student Core Competencies are addressed. Thus, for example, the English Department has an assessment plan for addressing the English program outcomes and another one for addressing foundational skills such as communication and information literacy. Departments are expected to assess all courses in their assessment plan(s) during the five-year cycle. For each course included in an assessment plan, faculty adhere to the following sequence: 1. Prior to assessing a course, faculty create assessment materials to measure student achievement of course outcomes and submit these materials for review to the Assessment Coaches and the Teaching Learning and Assessment Committee (TLAC) 2. The Assessment Coaches and the TLAC examine the materials to ensure that they are appropriately rigorous and reflect best practices for assessment; 3. Once the assessments are approved, faculty implement the assessment in the following semester. Data are then collected and entered into Tk20, allowing the College to store, track, analyze, and disseminate data to all stakeholders; 4. The semester following data collection, The Office of Research, Assessment, and Effectiveness (RAE) analyzes the data and releases a 188 report of its findings; 5. Faculty discuss the findings and use preset

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

Course Assessment and Evaluation

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

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

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

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations, contributing to the economic equity and cultural vibrancy of our community. The college serves over 38,904 students representing over 43 countries. The mission of Prince George's Community College is compatible with the State's minority achievement goals. The College provides accessible and affordable education, and it is committed to diversity. With a majority African American student body (70.9%), Prince George's Community College is well positioned to provide opportunities for students traditionally underrepresented in higher education. Moreover, the graduates of this program will further align the racial makeup of the region's workforce.

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

Prince George's County. The College will continue to recruit a diverse student base from both public and private schools and the local community. In addition to working with and relying on the college's student recruiting professionals, additional activities to recruit a diverse body of students will include:

- involvement with community-based organizations, high schools, and teen church programs;
- increased visibility of the new programs (e.g. college Web site and catalogue); and
- clear communication about the integrated nature of the academic work with practical experience and professional networking opportunities.

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

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

No low productivity programs are related to this program.