



OFFICE OF THE PRESIDENT

June 27, 2019

Dr. James D. Fielder Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Montgomery College requests MHEC's approval of the following academic program action:

Creation of a Performing Arts associate of arts (CIP 24.0101, HEGIS 49.1001)

The curriculum for the new performing arts program provides a fundamental course of study and training in basic skills for students who plan to continue study at a four-year institution, enter a professional performing arts training program, or seek professional employment in musical theatre, dance, dramatic performance, theatrical production, or related areas.

Resources will be streamlined from three existing programs—theatre performance, technical theatre, and dance—to support and strengthen the performing arts program. The existing programs will be discontinued after new program implementation. Because all courses in the new program are already offered at the College, no further institutional resources are needed to implement the program.

The associated fee of \$250 for a new program with existing resources will be submitted to MHEC via USPS mail.

Thank you for your time and consideration. If you would like clarification or have questions, please contact Ms. Betsy Leonard at 240-567-8043 or betsy.leonard@montgomerycollege.edu.

Sincerely,

DeRionne P. Pollard, PhD
President


MHEC
Creating a state of achievement

Cover Sheet for In-State Institutions

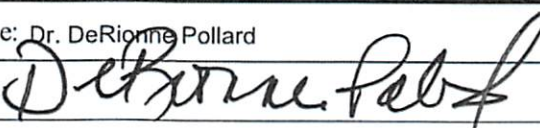
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Montgomery College
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Each action below requires a separate proposal and cover sheet.

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|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Payment Amount: \$250	Date Submitted: 7/11/2019
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Department Proposing Program	Academic Affairs		
Degree Level and Degree Type	Associate of Arts Degree		
Title of Proposed Program	Performing Arts		
Total Number of Credits	60		
Suggested Codes	HEGIS: 491001.00	CIP: 24.0101	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education (<i>fully online</i>)	
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer
Provide Link to Most Recent Academic Catalog	URL: catalog.montgomerycollege.edu		
Preferred Contact for this Proposal	Name: Betsy Leonard		
	Title: Planning and Support Specialist		
	Phone: (240) 567-8043		
	Email: betsy.leonard@montgomerycollege.edu		
President/Chief Executive	Type Name: Dr. DeRionne Pollard		
	Signature: 	Date: 6/28/19	
	Date of Approval/Endorsement by Governing Board: 10/15/2018		

Revised 3/2019

A. Centrality to Institutional Mission and Planning Priorities:

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

Montgomery College is prepared to offer the new performing arts associate of arts program. The curricula provides a fundamental course of study and training in basic skills for students who plan to continue study at a four-year institution, enter a professional performing arts training program, or seek professional employment in musical theatre, dance, dramatic performance, and theatrical production or related areas.

This program supports Montgomery College's mission, which is to empower our students to change their lives, to enrich the life of the community, and to hold ourselves accountable. Performing arts students are empowered by developing competencies in the liberal arts, including critical thinking, strong oral and written communication skills, creative problem solving, and discipline. They are further empowered by learning to be imaginative and innovative artists who develop competencies in a range of musical theatre, dance, dramatic performance, and theatre production techniques that lead to transfer opportunities or professional employment. Furthermore, the high-quality student musical, dramatic, and dance performances offered numerous times per year on all three Montgomery College campuses enrich the life of our community. Finally, the performing arts program holds itself accountable through curriculum and workforce alignment, program assessment, production debriefings, and audience feedback.

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

Montgomery College affirms in its [MC2020](#) plan that it will "cultivate, implement, and assess student access strategies, initiatives, and resources to ensure Montgomery County residents are provided the opportunity to complete a college education." Montgomery College's institutional commitment to the performing arts is deep and long standing. The proposed performing arts degree builds on that commitment, providing a firm general education foundation and combining the existing theatre performance, theatre technical, and dance programs of study into one performing arts program of study. Access is ensured by course offerings on all campuses, and success is enhanced with the availability of open educational resources and individual advising for students.

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

Resources from three separate Montgomery College programs of study that will be deleted—theatre performance, technical theatre, and dance—will be streamlined to support and strengthen the performing arts associate of arts program. The performing arts program is being implemented with existing institutional resources and no additional resources are needed.

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

a) ongoing administrative, financial, and technical support of the proposed program

The proposed performing arts program is a priority at Montgomery College. Six performance spaces on three campuses, 11 faculty and staff dedicated to disciplines in the performing arts program, an aggressive production schedule, and strong cultural support all exemplify the emphasis on high-quality performing arts education at Montgomery College. Outstanding faculty, state-of-the-art facilities, equipment, and library resources are already in place as the courses are currently being offered.

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

Institutional commitment to the performing arts is strengthened by streamlining the theatre performance, technical theatre, and dance resources into a program that extensively uses established performance venues such as the Theatre Arts Arena and the Robert E. Parilla Performing Arts Center on the Rockville Campus, the Cultural Arts Center on the Takoma Park/Silver Spring Campus, and Globe Hall on the Germantown Campus. The new, simplified curriculum will help students progress through degree completion in a more efficient and timely way, and established resources will help ensure that the 60-credit performing arts program is a vibrant part of the College community for years to come.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

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

The arts are a vital part of Washington, DC, Maryland, Virginia, and the surrounding region, both culturally and financially. The Maryland State Arts Council estimates the economic impact of the arts at one billion dollars with over 16,000 full-time jobs and eight million people attending arts venues, events, classes, and workshops in Maryland.¹ The region provides significant opportunities for graduate participation, whether it be world-class shows in acclaimed playhouses such as the Kennedy Theatre, Warner Theatre, and National Theatre, or more intimate stages such as the BlackRock Center for the Arts, the Baltimore Ballet, or The Montgomery Playhouse. Montgomery College's proposed performing arts program offers a cohesive, robust program that allows students to create an efficient and flexible program tailored to their interests.

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The 2017–2021 Maryland State Plan for Postsecondary Education lists several strategies to meet the goals of access, success, and innovation to support student success with less debt. Montgomery College's [MC2020](#) plan provides strategies to meet the same goals. To improve college readiness among K-12 students (access), Montgomery College partners with Montgomery County Public Schools (MCPS) and the Universities at Shady Grove in support of the Achieving Collegiate Excellence and Success ([ACES](#)) program. ACES provides MCPS students a seamless pathway of support from high school to college graduation. To ensure equal educational opportunities for all Marylanders (success), Montgomery College implemented the Achieving the Promise Academy ([ATPA](#)) program, which pairs students with an ATPA coach for individualized academic coaching through graduation or transfer. To improve workforce readiness (innovation), Montgomery College subscribes to [Career Coach](#), a service that provides labor market data at the program level and a resume builder to students free of charge.

These strategies have proven to close the achievement gap and benefit students in all programs, including the current performing arts programs, across the College.

¹ Retrieved from <https://www.msac.org/publications/economic-impact-arts-maryland-fiscal-year-2016>

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

Whether a student’s focus is on backstage or on-stage work, the presence of theatres, concert halls, and other performance venues throughout the region opens opportunities for numerous performing arts graduates. Actors, producers, directors, composers, singers, set and exhibit designers, and technicians skilled in audio, video, equipment, or sound engineering can begin as entry-level assistants and move upward. Of course, experience and talent are factors, but a solid education grounded in the arts is essential.

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

The Maryland Department of Labor, Licensing, and Regulation’s Office of Labor Market Analysis and Information projects job growth in Montgomery County from 2014 to 2024 in the following categories:

- actors: 3.2 percent
- set and exhibit designers: 6.0 percent
- producers and directors: 6.9 percent
- music directors and composers: 7.0 percent
- musicians and singers: 4.7 percent
- audio and video equipment technicians: 7.3 percent
- sound engineering technicians: 2.9 percent²

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The outlook for economic job growth and vitality in the performing arts is promising. According to the Maryland State Arts Council, in FY2015 the nonprofit arts sector supported 14,564 jobs and had a \$1.16 billion impact on the state’s economy.³ Arts America reports that Washington, DC is one of the top ten theatre cities with around 82 professional theatre organizations.⁴ These numbers confirm that the arts and entertainment are big businesses in our area, and the College’s performing arts programs prepare students for work in these fields.

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

The table below reflects the projected number of graduates for the proposed performing arts associate of arts program. The data are extrapolated from a three-year average of graduates in three areas of concentration that are being eliminated (theatre production, theatre performance, and dance) plus students who would potentially study musical theatre. This is an estimate based on 15 percent growth per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Graduates	12	14	16	18	21

² Retrieved from <https://www.dlr.state.md.us/lmi/iandoproj/wias.shtml>

³ Retrieved from <https://www.msac.org/publications/economic-impact-arts-maryland-fiscal-year-2015>

⁴ Retrieved from <http://artsamerica.org/>

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

Numerous theatre and dance programs exist throughout the State of Maryland:

- Community College of Baltimore County has an AA in fine and performing arts
- Harford Community College has an AA in performing arts
- Harford Community College has an AA in design and technical theatre
- A number of Maryland community colleges have a theatre or dance area of concentration within an arts and sciences or general studies transfer degree

Although comparable programs exist at other community colleges in Maryland, none are close enough geographically for duplication to be a concern. Performing arts programs, by their nature, require significant contact hours, not only in classrooms and studios, but also in rehearsals and performances. Unlike a degree that one might be able to complete one or two days a week, online, or at a distant location, a performing arts program is only viable if students can easily access the campus on a daily basis. For this reason, program duplication is reasonable for this degree.

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 will be no impact at Maryland's HBIs.

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.**

There will be no impact at Maryland's HBIs.

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

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

The proposed program will be established by streamlining three existing programs of study into one comprehensive performing arts associate of arts program. The previous separate curricula (theatre performance, theatre technical, and dance) are inflexible for students and difficult to complete. The new performing arts program allows students more flexibility and course options for a more timely and efficient program completion, as well as the flexibility to tailor their program to their area of interest.

Eleven dedicated faculty and staff positions currently support the theatre and dance areas. The department plans to recruit a full-time musical theatre faculty position within two years. The department chair and dean will oversee the program.

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

Objectives and outcomes for the program are as follows:

	Upon completion of this program a student will be able to:	Course(s) That Support Program Outcomes
1	Discuss the importance of dance, theatre, or music as performing arts situated in cultural, historical, and aesthetic contexts.	DANC 100, THET 100, ENGL 230, THET 125, DANC 200, THET 237, MUSC 187
2	Employ the specialized vocabulary of dance, theatre, or music as it applies to history and current professional practice.	DANC 100, THET 100, THET 110, THET 201, THET 125, THET 237, DANCE 200, COMM 109, THET 205, DANC 101-108, THET 114, THET 118, THET 216, THET 230, MUSC 194
3	Analyze components of dance, theatre, or music in order to make informed aesthetic choices.	THET 125, DANCE 200, MUSC 187, THET 237, THET 100, THET 201
4	Demonstrate mastery of skills and techniques required to produce or perform a work of dance, theatre, or music according to standards of professional and safe practice.	THET 110, THET 201, THET 237, COMM 109, THET 205, DANC 101-110, DANC 200, THET 114, THET 118, THET 216, THET 230, MUSC 194, MUSC 147-148, THET 122, MUSC 187

3. Explain how the institution will:

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

b) document student achievement of learning outcomes in the program

The Office of Assessment supports the College’s mission and vision by providing leadership in the area of assessment and evaluation. There are comprehensive and multifaceted assessment processes for both general education programs and all disciplines across the College. This will be achieved by:

- providing leadership, guidance, and data support for the College’s assessment of administrative areas and student learning outcomes for program and general education;
- coordinating a comprehensive system of program reviews for academic areas and programs;
- collecting, analyzing, and distributing reports and information to the College about assessment results; and
- consulting with administrative areas, disciplines, and academic programs on assessment and evaluation projects.

Following is an overview of assessment processes at Montgomery College:

Assessment Type	Purpose	Cycle
General Education Outcomes Assessment	To examine student achievement of general education competencies.	Every three years
Program Assessment	To assess student attainment of the program’s student learning outcomes to determine what is working well and where improvements can be made to increase student learning.	Every three years

Assessment Type	Purpose	Cycle
Program review (also referred to as the College Area Review)	To examine the current alignment and reliability of a program's curriculum and success with retaining and matriculating students.	Every five years
Administrative Assessment	To review an administrative area's success with achieving outcomes and institutional priorities.	Every five years

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

Program Title: Associate of Arts in Performing Arts

The performing arts curricula are planned to provide a fundamental course of study and training in basic skills for students who plan to continue study at a four-year institution, expect to enter a professional training program in theatre or dance, or wish to seek professional employment in theatre, dance, or related areas. Completion of all requirements will lead to the award of the associate of arts in performing arts.

Course Designator	Title	Credits
Semester One		
ENGL 101	Introduction to College Writing *	3
THET 100 Or DANC 100	Introduction to Theatre (GEIR) Or Introduction to Dance (GEIR)	3
THET 110	Fundamentals of Acting (ARTD)	3
	Mathematics Foundation (MATF)	3
	Program Elective(s) ††	3
Semester Two		
ENGL 102	English Foundation (ENGF)	3
COMM 108 Or COMM 112	Introduction to Human Communication (GEIR) Or Business and Professional Speech Communication (GEIR)	3
	Natural Sciences Distribution with Lab (NSLD)	4
MUSC 188 Or THET 188	Performing Arts Production Or Performing Arts Production	2
	Program Elective ††	3
Semester Three		
THET 114	Stagecraft I	3
THET 205	Movement for the Performer	3
	Behavioral and Social Sciences Distribution (BSSD)**	3
	Program Elective ††	3
	Program Elective ††	3
Semester Four		
ENGL 230	Modern Drama (HUMD) †	3
	Behavioral and Social Sciences Distribution (BSSD)**	3
	Natural Sciences Distribution without Lab (NSND)	3
	Program Elective ††	3
	Program Elective ††	3
Total Credits		60

* ENGL 101/ENGL 101A, if needed for ENGL 102/ENGL 103, or any program elective.

** Behavioral and Social Sciences Distribution (BSSD) courses must come from different disciplines.

† May substitute other 200-level Humanities Distribution course.

†† Select 18 credits from the following based on your advising pathway (Performance, Production, Dance, or Musical Theatre): COMM 109; DANC 101, 102, 103, 104, 105, 106, 107, 108, 110, 120, 200, 201, 202, 203, 204, 205, 206; MUSC 147, 148, 188, 194; THET 118, 122, 125, 201, 208, 216, 225, 230, 237. At least 6 program elective credits must be in 200-level courses.

One of the distribution or elective courses must fulfill the Global and Cultural Perspectives requirement.

List of Courses with Title, Semester Credit Hours, and Course Descriptions:

CE refers to “credit available by examination”

R refers to “Rockville Campus”; TP/SS refers to “Takoma Park/Silver Spring Campus”

COMM 108 Introduction to Human Communication

A survey course that covers communication theory and develops communication skills for personal and professional relationships in interpersonal, group, and public settings. Course content includes practice in the application of the principles of listening, verbal and nonverbal communication, group dynamics, and public speaking. Assessment Level(s): ENGL 101 /ENGL 101A, READ 120. Three hours each week. Formerly SP 108. *Three semester hours*

COMM 109 Voice and Diction (TP/SS only) CE

The skills of voice and diction studied through an analysis of the individual’s voice quality, articulation, pronunciation, and enunciation. Drills and exercises stressed. Assessment Level(s): AELR 930/READ 099. Three hours lecture, two hours laboratory each week. Formerly SP 109. *Three semester hours*

DANC 100 Introduction to Dance (R and TP/SS only)

An examination of dance as an art form and means of multicultural expression, ritual, and tradition. This course familiarizes the student with practices, philosophies, terminologies, styles of dance, and careers in dance. The role of dance in world societies and how it relates to different cultures is explored through lectures, assigned readings, films, recordings, and experiential dance activities. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly DN 100. *Three semester hours*

DANC 101 Ballet I (R and TP/SS only)

An introduction to fundamental exercises, techniques, and steps of classical ballet. Basic ballet terminology, correct body alignment, and simple adagio and allegro combinations are introduced in barre and center work. May be selected to fulfill physical education credits. One hour lecture, two hours laboratory each week. Formerly DN 101. *Two semester hours*

DANC 102 Ballet II (R and TP/SS only)

Further study of classical ballet as offered in DANC 101. Emphasis on developing an aesthetic awareness of the art, understanding ballet theory, and perfecting technique. Review of basic exercises and terminology. Pirouettes and petite batterie are introduced. PREREQUISITE(S): DANC 101 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. Formerly DN 102. *Three semester hours*

DANC 103 Modern Dance I (R and TP/SS only)

An introduction to fundamental exercises, techniques, and movement phrases of modern dance. Basic modern dance principles are introduced in axial and locomotor exercises and basic improvisation skills. Modern dance innovators and their styles are discussed. May be selected to fulfill physical education credits. One hour lecture, two hours laboratory each week. Formerly DN 103. *Two semester hours*

DANC 104 Modern Dance II (R and TP/SS only)

Further study of modern dance as offered in DANC 103. Includes an understanding of contemporary dance as a creative art form, perfecting technique, developing improvisational skills, experimenting with creative movement studies, and analyzing rhythmic patterns. Review of basic exercises and terminology. PREREQUISITE(S): DANC 103 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. Formerly DN 104. *Three semester hours*

DANC 105 Jazz Dance I (R and TP/SS only)

An introduction to fundamental jazz exercises, techniques, and styles. Basic jazz dance principles are introduced, including body isolations, flexibility exercises, and movement phrases. May be selected to fulfill physical education credits. One hour lecture, two hours laboratory each week. Formerly DN 105. *Two semester hours*

DANC 106 Jazz Dance II (R and TP/SS only)

Further study of jazz dance as offered in DANC 105. Emphasis on perfecting technique, creating advanced-beginning jazz compositions, and developing a more in-depth understanding of the essence and components of jazz dance. Emphasis is placed on advanced-beginning steps and terminology, including double turns, body isolations, and elevation steps. PREREQUISITE(S): DANC 105 or consent of dance program coordinator. One hour lecture, four hours laboratory each week. Formerly DN 106. *Three semester hours*

DANC 107 Tap Dance I (R and TP/SS only)

An introduction to basic tap techniques, exercises, movements, and improvisational skills. A variety of rhythmic patterns and fundamental steps such as shuffles, ball changes, heel drops, time steps, flaps, and beginning turns are introduced. Tap dance history and styles will be discussed. May be selected to fulfill physical education credits. One hour lecture, two hours laboratory each week. Formerly DN 107. *Two semester hours*

DANC 108 Tap Dance II (R and TP/SS only)

Further study of tap dancing as offered in DANC 107. Emphasis on developing on-stage choreography. Further development of pre-dance warm-up exercises to include exercises for balance and body alignment. Turns, rhythm manipulation, and choreographic principles are developed through tap combinations. PREREQUISITE(S): DANC 107 or consent of dance program coordinator. One hour lecture, four hours laboratory each week. Formerly DN 108. *Three semester hours*

DANC 110 Stretch and Alignment (R and TP/SS only)

This course is designed for dancers, performers, athletes, and ordinary persons who would be introduced to principles and techniques of stretch and alignment. Emphasis is placed on techniques that result in greater muscle length, increased tension release, and improved body posture. This course cannot be taken in place of any dance technique course. No limit on the number of times this course can be repeated. Two hours laboratory each week. Formerly DN 110. *One semester hour*

DANC 120 Rhythmic Training for the Dancer (R and TP/SS only)

An introduction to basic elements of rhythmic principles related to movement and dance. Rhythmic fundamentals, basic music theory, and elementary music scoring and reading are studied. Appropriate accompaniment for dance is discussed. A brief look at past and present well-known music composers who have composed music for dance is presented. Assessment Level(s): AELW 940/ENGL 002, AELR 930/READ 099. One hour lecture, two hours laboratory each week. Formerly DN 120. *Two semester hours*

DANC 200 Introduction to Dance Composition (R and TP/SS only)

The study of basic choreographic elements and principles in order to analyze and construct dance compositions. Through the use of improvisation, movement exploration, and the understanding and application of both traditional and experimental dance forms, the student will compose original solo and group studies. Various works will be shown in either studio performance or formal dance concerts. PREREQUISITE(S): DANC 104 or higher and DANC 120 or equivalent. Three hours each week. Formerly DN 150. *Three semester hours*

DANC 201 Ballet III (R and TP/SS only)

The development and execution of classical ballet technique on an intermediate level. Concentration is on body alignment, technical accuracy, increased movement vocabulary, and performance quality. Pirouettes, petite batterie, and petit and grand allegro are stressed. PREREQUISITE(S): DANC 102 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. Formerly DN 201. *Three semester hours*

DANC 202 Ballet IV (R and TP/SS only)

Progression of classical ballet training as presented in DANC 201. Emphasis is on increased technical skill through the introduction of complex adagio and allegro combinations. Musicality, style, and theatricality are stressed. PREREQUISITE(S): DANC 201 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. Formerly DN 202. *Three semester hours*

DANC 203 Modern Dance III (R and TP/SS only)

The study of contemporary modern dance on an intermediate level. Correct body alignment, development of technique, and efficient use of the body through movement are stressed. Various falls, turns, and contractions are studied. Elements of time, flow, weight, space, and varied rhythmic structures are incorporated into movement phrases. Improvisational skills are employed. PREREQUISITE(S): DANC 104 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. Formerly DN 203. *Three semester hours*

DANC 204 Modern Dance IV (R and TP/SS only)

A progression of contemporary dance as presented in DANC 203. Emphasis is on more complex movement phrases. Individual expression, musicality, style, and performance are stressed. Improvisational skills are employed. PREREQUISITE(S): DANC 203 or consent of department. May be repeated for a maximum of six credits with consent of department. One hour lecture, four hours laboratory each week. Formerly DN 204. *Three semester hours*

DANC 205 Jazz Dance III (R and TP/SS only)

The study of jazz dance on an intermediate level. Proficient technique, correct body alignment, and performance are stressed. Jazz isolations, triple turns, rhythmic sequences, and slides are studied in addition to high elevation steps. PREREQUISITE(S): DANC 106 or consent of dance program coordinator. One hour lecture, four hours laboratory each week. Formerly DN 205. *Three semester hours*

DANC 206 Jazz Dance IV (R and TP/SS only)

A progression of jazz dance as a continuation of concepts and styles presented in DANC 205. Increased technical skill is developed through complex phrases of movement. Performance, style, and musicality are stressed. PREREQUISITE(S): DANC 205 or consent of department. May be repeated for a maximum of six credits. One hour lecture, four hours laboratory each week. Formerly DN 206. *Three semester hours*

ENGL 101 Introduction to College Writing CE

An introduction to college writing. The first of two sequential freshman composition courses, this course emphasizes the process of critical thinking, reading, and writing. Student writing progresses from a personal to an academic perspective. Students write for different audiences and purposes using a variety of rhetorical strategies. Students write in response to reading and are introduced to standard documentation procedures. Students are required to submit a final portfolio that meets department requirements. PREREQUISITE(S): Placement through assessment testing, successful completion of Basic English (ENGL 001 or ENGL 002 with a grade of A), or completion of AELW 940 with a grade of C or better. Assessment Level(s): READ 120. Three hours each week. Formerly EN 101. *Three semester hours*

ENGL 102 Critical Reading, Writing, and Research

Studies in argumentation and research. A second of two sequential freshman composition courses, this course is designed to help students learn to identify, critically read, analyze and evaluate, and write arguments using logic and appropriate rhetorical techniques. Students construct thesis-driven academic essays, synthesizing and incorporating the words and ideas of others and using formal documentation. Students learn to identify audience as well as employ effective tone, word choice, and sentence patterns. PREREQUISITE(S): A grade of C or better in ENGL 101 or ENGL 101A or consent of department. Three hours each week. Formerly EN 102. *Three semester hours*

ENGL 230 Introduction to Modern Drama

An introduction to modern drama from the late 19th century to the present, including representative works in realism, naturalism, expressionism, the absurd, and post-modern and post-colonial forms. Students read, analyze, and respond critically to plays in class discussions, examinations, and essays. PREREQUISITE(S): A grade of C or better in ENGL 101 or ENGL 101A or consent of department. Three hours lecture/discussion each week. Formerly EN 230. *Three semester hours*

MUSC 147 Applied Music (R only) CE

Individual instruction in voice, piano, organ, classical guitar, harp, and band and orchestral instruments; only for students matriculated in the music curriculum. Jury examination required at close of each semester. Published course requirements in applied music are available from the Music Department. COREQUISITE(S): MUSC 150. One hour lesson and 21 hours practice each week. Formerly MU 115. *Two semester hours*

MUSC 148 Applied Music (R only)

Individual instruction in voice, piano, organ, classical guitar, harp, and band and orchestral instruments; only for students matriculated in the music curriculum. Jury examination required at close of each semester. Published course requirements in applied music are available from the Music Department. PREREQUISITE(S): MUSC 147 with grade of C or better. COREQUISITE(S): MUSC 150. One hour lesson and 21 hours practice each week. Formerly MU 116. *Two semester hours*

MUSC 187 Musical Theatre Production (R only)

An exploration, development, and creation of all devices necessary to present a musical theatre presentation such as opera, operetta, musical comedy, and the musical drama. Lectures include all phases of drama, music, dance, and business production. Open to all students. Two hours lecture, three hours laboratory each week. Formerly MU 140. *Three semester hours*

MUSC 194 Ear Training and Sightsinging I (R only) CE

Vocal reading and dictation of rhythm patterns, intervals, interval groups, scales, diatonic patterns, and simple diatonic melodies. Assignments will include work with recorded exercises. Normally taken concurrently with MUSC 190. PREREQUISITE(S): Music major status or consent of department. Two hours each week. Formerly MU 124. *Two semester hours*

THET 100 Introduction to the Theatre

This is an entry-level course which offers a broad overview of the theatre arts for the theatre major or non-major. The work of the various artists who create the theatre arts will be investigated and analyzed along with the analysis of script structure and form through historical and modern perspectives. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly TH 108. *Three semester hours*

THET 110 Fundamentals of Acting (R and TP/SS only)

An introduction to basic acting skills, including exercises in speech, movement, and imagination. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly TH 109. *Three semester hours*

THET 114 Stagecraft I (R only)

The principles and practice of drama production, with emphasis on planning, constructing, and shifting scenery, and on the management of backstage operations. Additional laboratory hours and actual work on College productions. PREREQUISITE(S): A grade of C or better in MATH 080, appropriate score on the mathematics placement test, or consent of department. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours lecture, two hours laboratory each week. Formerly TH 114. *Three semester hours*

THET 118 Theatrical Makeup Techniques (R only)

A study of theories and techniques of theatrical makeup. This course is designed to familiarize students with the materials and their application, with each student experiencing the techniques involved in corrective, character, and special effects makeup. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Two hours lecture/demonstration, two hours laboratory each week. Formerly TH 119. *Three semester hours*

THET 122 Performance Production (R and TP/SS only)

Practical experience in the production aspects of the performing arts. Students are assigned tasks in the areas of acting, dancing, choreography, costuming, lighting, scene construction and painting, and house and stage management for College productions. Acting and/or dancing in a production is by audition only. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. The course may be repeated for a total of three credits. Students will spend a minimum of 70 hours per semester in production and 30 hours per semester in a laboratory, in addition to a one-hour lecture each week. Formerly TH 120. *One semester hour*

THET 125 Script Analysis

Examines plays from the point of view of the director, the actor, the designers, and the audience. Students will study form, structure, genre, character, language, theme, and action as components of a text that provide the theatre artist with the tools for the creation a theatrical production.

Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. *Three semester hours*

THET 201 Intermediate Acting (R and TP/SS only)

Practice in textual analysis, scene study, and the process of developing characterization for performance in the theatre. PREREQUISITE(S): THET 110 or consent of department. Three hours each week. Formerly TH 112. *Three semester hours*

THET 205 Movement for the Performer (R only)

The introduction of self-use techniques as applied to the development of a theatrical character. These techniques include discussion and application of relaxation, Alexander, LeCoq, and Laban theory. Improvisation technique is also explored and practiced. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly TH 121. *Three semester hours*

THET 208 Drafting/Painting for the Performing Arts (R only)

Study of the graphic processes utilized by the scene designer in transferring concepts and ideas to the stage. The students develop basic skills in theatrical drafting and scene painting techniques through their work on assigned projects. PREREQUISITE(S): THET 114 or consent of department. Three hours lecture, two hours practical laboratory each week. Formerly TH 208. *Three semester hours*

THET 216 Stage Lighting for the Performing Arts (R only)

An exploration of the theory of and theatrical practice in the use of basic elements of electricity, lighting equipment and design in the production of theatre, television, and dance. Students will be involved in the exploration of the theory and practice of basic fundamentals of lighting techniques, electricity, equipment and standards, and the use of light in the production of theatre, dance, and television. Students will be required to work additional hours on lighting for productions. PREREQUISITE(S): A grade of C or better in MATH 080, appropriate score on the mathematics placement test, or consent of department. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly TH 116. *Three semester hours*

THET 225 Acting for Film and Television (TP/SS only)

An approach to the art and craft of performance before a camera in both the motion picture and television studio. The student begins work with narrative film and TV materials that require artistic and technical involvement peculiar to film and electronic entertainment media. A small film fee may be required. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Two hours lecture, two hours laboratory each week. Formerly TH 225. *Three semester hours*

THET 230 Costuming Crafts for the Performing Arts (R only)

An introduction to sewing techniques, patterning, fabrics, and costume shop equipment, with a survey of costume crafts and shop organization. Students will participate in costuming for productions. PREREQUISITE(S): A grade of C or better in MATH 080, appropriate score on the mathematics placement test, or consent of department. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly TH 118. *Three semester hours*

THET 237 Fundamentals of Play Directing (R only)

An introduction to the basic techniques, principles, and disciplines of directing for the theatre. The director's role, composition, script analysis, movement and rhythm, production preparation and procedures will be covered. At the conclusion of the course, the student will prepare a one-half hour production for performance. Additional time outside of class for rehearsals will be required. PREREQUISITE(S): THET 100 or consent of department. Three hours each week. Formerly TH 117. *Three semester hours*

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

Each two-year plan of study includes general education requirements, program requirements, and program electives. General education requirements are interspersed with program requirements for each program.

The following general education courses are required for students to graduate with the performing arts associate of arts degree and meet the external standards set forth in COMAR and Montgomery College’s institutional requirements.

Performing Arts Associate of Arts				
General Education Requirements	COMAR Credits	College Credits	Program Credits	Program Course
English Foundation (ENGF)	3	3	3	ENGL 102
Mathematics Foundation (MATF)	3	3	3	Elective
Arts Distribution (ARTD)	3	3	3	THET 110
Humanities Distribution (HUMD)	3	3	3	ENGL 230
Communications, Health, or Arts or Humanities Distribution (GEIR)	3	6	6	THET 100 or DANC 100 and COMM 108 or 112
Behavioral and Social Sciences Distribution (BSSD)*	6	6	6	Elective
Natural Sciences Distribution with Lab (NSLD)	4	4	4	Elective
Natural Sciences Distribution without Lab (NSND)	3	3	3	Elective
Total	28	31	31	

* Behavioral and Social Sciences Distribution (BSSD) courses must come from different disciplines.

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

The new curriculum is designed to align with the accreditation requirements for the National Association of Schools of Theatre (NAST). Per the official website, NAST is an organization... that establishes national standards for undergraduate and other credentials for theatre and theatre-related disciplines and provides assistance to institutions and individuals engaged in artistic, scholarly, educational, and other theatre-related endeavors. The accreditation process involves a self-study, an on-site visit, commission action, and public notice of accreditation. Earning a degree from a Montgomery College NAST-accredited performing arts program would be an extraordinary distinction, especially since there is only one other such NAST-accredited program at the community college level in the State of Maryland.

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

There are no written contracts with other institutions or non-collegiate organizations for this program.

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

Montgomery College's online catalog helps students quickly locate and save details about the current schedule of classes and the College's undergraduate courses and programs. The catalog is dynamic, meaning a live document that reflects changes in real time. The official version of the catalog is located on the official policies page of the College's website at montgomerycollege.edu/catalog.

To determine program-specific information, students can view the program advising guide aligned with any program in the catalog. These guides directly link to the catalog so they reflect real-time information. The program advising guides help students research and fulfill the degree requirements of their chosen major. They are meant to supplement the advising process and should be used in conjunction with the College catalog and other College resources. The program advising guides for [dance](#), [theatre performance](#), and [theatre technical](#) areas of concentration are already published. If approved by the Maryland Higher Education Commission, the new performing arts associate of arts program advising guide will be displayed on Montgomery College's online catalog.

Students may find general information such as availability of academic support services, financial aid resources, tuition rates, and payment policies by using the search function at montgomerycollege.edu.

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

The Office of the Senior Vice President for Academic Affairs oversees publication and maintenance of the online catalog and the Office of Communications oversees publication of electronic and hard copy marketing materials.

H. Adequacy of Articulation

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

While Montgomery College has established many formal partnerships with other institutions offering new, exciting, and student-friendly transfer agreements, the proposed performing arts program is flexible enough for students to meet the required courses and electives accepted by the transfer school.

At the program level, the Performing Arts Department supports partnerships with local and national organizations by encouraging graduates to pursue accreditation or affiliation with bodies such as: the Dramatists Guild of America, the Actors' Equity Association, the local United Scenic Artists Labor Union 829, and the International Alliance of Theatrical Stage Employees, Moving Picture Technicians, Artists, and Allied Crafts of the United States (IATSE).

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

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

Montgomery College appoints faculty that are experienced educators and working professional theatre artists. The current faculty continue to engage with the professional theatre community in

the region while serving as faculty in the department. Furthermore, because of the College's close relationship with the professional theatre community in Washington, DC and Maryland, numerous part-time faculty serve as adjunct instructors as well as guest directors and designers.

Name	Terminal Degree and Field	Academic Title/Rank	Courses
Lisa Carrier-Baker	MME Vocal Performance	PT Faculty	MUSC 147, 148, 187, 194
Scott Hengen	MFA Technical Theatre	FT Professor	THET 114, THET 122, 125, 208, 216
Kenyatta Rogers	MFA Acting	FT Professor	COMM 109, THET 100, 110, 125, 201, 205, 225, 237
David Rothman	MFA Theatre	FT Professor	THET 100, 110, 125
Peter Zakutansky	MFA Costuming	FT Professor	THET 118, 122, 230
Vacant	Movement, Dance, Musical Theatre	FT Professor	DANC 100, 101, 102, 103, 104, 105, 106, 107, 108, 110, 120, 200, 201, 202, 203, 204, 205, 206

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

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

Montgomery College's E-Learning, Innovation, and Teaching Excellence (ELITE) department offers training in pedagogy and instructional technology in numerous ways. A team of instructional designers works closely with individual faculty, academic departments, and committees to design and deliver faculty professional development. In addition, ELITE offers several online and in-person training sessions for the College's learning management system (Blackboard), as well as Quality Matters training and semester-long training to prepare faculty for distance education courses.

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

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

The various library resources are adequate to support the proposed program as Montgomery College currently offers all courses in the new performing arts program. Students have ready access to a supply of current and relevant books, journals, periodicals, and other reference materials needed to meet the requirements of the curriculum.

The Montgomery College library has three locations with comfortable facilities conducive to academic work. Library services are available 73 hours per week. The library supports the academic goals of the College's students and employees through group instruction sessions, personal research consultations, and online support. Available technology includes computers, printers, charging stations, high-speed scanners, laptops, tablets, One Button Studios for easy video creation, and collaborative workstations for group projects. Web-delivered subscription databases cover academic disciplines, including the performing arts. The library also provides subject-specific support for programs taught at the College. For example, the theatre guide can be found at <https://libguides.montgomerycollege.edu/theatre>.

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.**

Current facilities and equipment are adequate as all courses for the proposed performing arts program are currently being offered. The program will be implemented with existing resources.

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

Upon admission, every student receives a Montgomery College email account; this is the primary method for receiving correspondence and information from various College offices and departments. The College utilizes Blackboard as its learning management system. Additionally, Montgomery College promotes distance learning by providing access to online counseling, advising, library resources, tutoring, and more.

Students enrolled in the proposed performing arts program will be able to complete 100-level online courses that fulfill the general education requirements.

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

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

TABLE 1: PROGRAM RESOURCES

1. Reallocated Funds:

- Reallocated funds include consolidating the faculty, administrator, and administrative staff salaries currently supporting the three existing programs (dance, theatre performance, and theatre technical).

2. Tuition and Fee Revenue:

- Tuition rates based on 2019 in-county tuition.
- The credit hour rate includes both tuition and fees with an annual tuition increase of \$4.
- Student enrollment percentages based on published fall 2017 student demographics: full-time enrollment 35.2 percent and part-time enrollment 64.8 percent.
- Full-time enrollment is equivalent to 30 credit hours for the academic year; part-time enrollment is equivalent to 12 credit hours for the academic year.

3. Grants and Contracts:

- No grants or external funding needed to implement this program.

4. Other Sources:

- No additional funds needed to implement this program.

5. Total Year:

- Program resources reflect a conservative projection of full-time and part-time student enrollment over five years.
- The department plans to recruit a full-time musical faculty position in Year 3.

Resource Categories	Year 1 (2019–20)	Year 2 (2020–21)	Year 3 (2021–22)	Year 4 (2022–23)	Year 5 (2023–24)
1. Reallocated Funds	\$824,268	\$845,821	\$973,497	\$998,959	\$1,025,150
2. Tuition/Fee Revenue (c + g below)	\$389,570	\$409,950	\$428,604	\$449,963	\$469,481
a. Number of F/T Students	42	43	44	45	46
b. Annual Tuition/Fee Rate	\$5,322	\$5,466	\$5,610	\$5,754	\$5,898
c. Total F/T Revenue (a x b)	\$223,524	\$235,038	\$246,840	\$258,930	\$271,308
d. Number of P/T Students	78	80	81	83	84
e. Credit Hour Rate	\$177.40	\$182.20	\$187.00	\$191.80	\$196.60
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$166,046	\$174,912	\$181,764	\$191,033	\$198,173
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$1,213,838	\$1,255,771	\$1,402,101	\$1,448,922	\$1,494,630

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

TABLE 2: PROGRAM EXPENDITURES

1. Faculty (# FTE, Salary, and Benefits):

- Five faculty positions currently support the theatre and dance areas. The same faculty will support the new performing arts associate of arts program.
- Faculty salaries based on an annual increase of 2.75 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.
- The department plans to recruit a full-time musical theatre faculty in Year 3.

Name	Appointment/Status	Program Time
Lisa Carrier-Baker	Part-Time	25%
Scott Hengen	Full-Time	100%
Vacant (hire in 2021-2022)	Full-Time	100%
KenYatta Rogers	Full-Time	100%
David Rothman	Full-Time	80%
Peter Zakutansky	Full-Time	100%

2. Administrative Staff (# FTE, Salary, and Benefits):

- Administrative staff salaries based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Alvin Trask	Department Chair	50%
Frank Trezza	Dean	15%

3. Support Staff (# FTE, Salary, and Benefits):

- Support staff salaries based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Roger Bridges	Full-Time/Carpenter	100%
Mikka Newsome	Full-Time/Office	100%
Dennis Mulligan	Full-Time/Technician	100%
Matthew Weese	Full-Time/Technician	30%

4. Equipment:

- No additional equipment needed to implement this program.

5. Library:

- No additional library resources needed to implement this program.

6. New and/or Renovated Space:

- No additional facilities needed to implement this program.

7. Other Expenses:

- No other expenses anticipated to implement this program.

8. Total Year:

- The total expenditures include faculty and staff salaries supporting the existing performing arts programs (dance, theatre performance, and theatre technical). The expenditure is a reallocated resource.

Expenditure Categories	Year 1 (2019–20)	Year 2 (2020–21)	Year 3 (2021–22)	Year 4 (2022–23)	Year 5 (2023–24)
1. Faculty (b + c below)	\$442,309	\$453,471	\$570,442	\$584,880	\$599,714
a. Number of FTE	4.05	4.05	5.05	5.05	5.05
b. Total Salary	\$377,018	\$387,386	\$487,685	\$501,096	\$514,876
c. Total Benefits	\$65,292	\$66,085	\$82,758	\$83,784	\$84,838
2. Admin. Staff (b + c below)	\$100,498	\$103,338	\$106,262	\$109,275	\$112,377
a. Number of FTE	0.65	0.65	0.65	0.65	0.65
b. Total Salary	\$87,922	\$90,560	\$93,277	\$96,075	\$98,957
c. Total Benefits	\$12,576	\$12,778	\$12,986	\$13,200	\$13,420
3. Support Staff (b + c below)	\$281,460	\$289,013	\$296,792	\$304,805	\$313,058
a. Number of FTE	3.30	3.30	3.30	3.30	3.30
b. Total Salary	\$233,869	\$240,885	\$248,112	\$255,555	\$263,222
c. Total Benefits	\$47,591	\$48,128	\$48,681	\$49,250	\$49,836
4. Technical Support and Equipment	\$-	\$-	\$-	\$-	\$-
5. Library	\$-	\$-	\$-	\$-	\$-
6. New or Renovated Space	\$-	\$-	\$-	\$-	\$-
7. Other Expenses	\$-	\$-	\$-	\$-	\$-
TOTAL (Add 1 – 7)	\$824,268	\$845,821	\$973,497	\$998,959	\$1,025,150

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

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

The College assesses and reviews programs on a regular basis based on the information noted in section G.3. All courses and programs at Montgomery College have clearly stated learning outcomes. The program learning outcomes align with and support the student learning outcomes of the individual courses that form a degree's curriculum. The program assessment process involves assessment planning, data collection, review of results, action plan development and implementation, and reassessment. The cyclical loop is closed by using the assessment results to improve teaching and learning experiences.

In addition to program assessment is the assessment of student learning outcomes for the general education courses. This process involves a three-year cycle that includes sessions of data collection, data review, action plan implementation, and course assessment plan revision. The cyclic assessment process is designed to ensure that students practice and master general education competencies and areas of proficiency. Student performance data is used to improve instruction in general education courses. The Montgomery College general education competencies and areas of proficiency include:

- technological competency,
- critical analysis and reasoning,
- written and oral communication,
- information literacy,
- scientific and quantitative reasoning,
- arts and aesthetic awareness, and
- personal, social and civic responsibilities.

Finally, College programs are reviewed in the College Area Review process as part of the College's comprehensive collegewide review. All academic areas and their related degrees, certificates, and courses are reviewed on a five-year cycle. The review process includes an opportunity to examine and evaluate academic areas using multiple measures by reviewing student learning, student persistence and completion, instruction, course content and goals, sequence of courses, support services, resources, and facilities. Annual status updates of the individual unit recommendations are required.

College faculty undergo an extensive and comprehensive evaluation process according to the agreements between the College and the Montgomery College Chapter of American Association of University Professors (full-time faculty) and the Service Employees International Union (part-time faculty). This process includes student evaluations, self-evaluations, peer reviews, classroom observations (for evidence of planning, quality and variation of instruction, classroom management and climate, and mastery of subject matter), department chair reviews, and dean summary evaluation. The evaluation schedule varies from annually to every five years, depending on faculty contract type and contract year. Evaluations determine if faculty members demonstrate high-quality performance in their teaching assignments, seek professional growth in their teaching area, are available to students, meet special objectives from preceding evaluations, and demonstrate substantial progress in service to their campus, College, and/or community. The purpose of performance reviews is to promote the highest quality teaching techniques, to ensure knowledge of subject matter, to encourage professional growth and development of faculty, to assess strengths and weaknesses in faculty performance, and to assess service to the College community.

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

Achieving the Dream (ATD) is a nationwide network of higher education institutions committed to systemic change to increase student success and completion, especially among disadvantaged students. As an ATD institution, Montgomery College works to build a culture of evidence that uses data to make informed decisions for student success. One example of the College's use of data is the [Student Success Score Card](#), which is a summary of indicators used to track student achievement. Such data provides actionable information to help the College assess and improve its focus on achievement and the success of every student.

Several other initiatives to increase educational and cost effectiveness and student retention include a new schedule-building software to help students build the ideal class schedule, 100+ trained academic program advisors along with embedded program advising to support student goals, and increased use of open educational resources to reduce textbook expenses for students. These initiatives support equal educational opportunity for all students across the College.

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

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

Montgomery College's 2014–2020 [Diversity Plan](#) identifies the College's vision for diversity and inclusion in five key thematic areas: (a) Educational Excellence; (b) Access, Affordability, and Success; (c) Economic Development; (d) Community Engagement; and Assessment and Institutional Effectiveness. The plan includes provisions for mandatory collegewide multicultural, Title IX, and ADA compliance training and tracking and analysis of statistics, such as diversity progress, ADA compliance, Title IX compliance, and diversity within the recruitment, search, and selection process. The areas align with and complement the [MC2020](#) Strategic Plan and the College mission, vision statement, and core values.

Montgomery College is building upon that Diversity Plan and transitioning to an equity and inclusion focus where radical inclusion– or deeply rooted values of welcoming all individuals who seek higher education or continuing education– is an essential element of Montgomery College. The conceptual framework is IDEEALS, which stands for Inclusion; Diversity; Engagement; Equity for our students, employees, and business partners; Access and achievement; Leadership; and Social justice. IDEEALS is the basis for the 2020 Equity and Inclusion Master Plan that will propose strategic actions, measures, and outcomes to engage every individual and unit at the College in the goal of making equity and inclusion integral to the workings of Montgomery College.

The College's steadfast commitment to radical inclusion creates inclusive, respectful learning environments that foster critical thinking and civil discourse. The performing arts program is committed to serving Montgomery College's diverse student body and promoting equity and inclusion by: (1) encouraging participation through performance and production opportunities that speak to diverse students, (2) providing a safe space for artistic growth, and (3) providing a solid, skills-based curriculum designed for student success, retention, and completion.

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

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

Not applicable. This program is not related to low-productivity programs identified by the Maryland Higher Education Commission.

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

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

Montgomery College is eligible to provide distance education programs. The College currently offers five online programs and a variety of online and blended courses. However, only 100-level courses for the proposed performing arts program will be offered online due to the high level of in-person interaction

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

The Middle States Commission on Higher Education is the accrediting body for Montgomery College. The College received a positive outcome at the last reaccreditation in 2018.