



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

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|---------------------------------|--|
| Institution Submitting Proposal | |
|---------------------------------|--|

Each action below requires a separate proposal and cover sheet.

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

| Payment Submitted: | Yes | Payment Type: | R*STARS # Check # | Payment Amount: | Date Submitted: |
|---|-----|---------------|--------------------------|-----------------------------------|-----------------|
| Department Proposing Program | | | | | |
| Degree Level and Degree Type | | | | | |
| Title of Proposed Program | | | | | |
| Total Number of Credits | | | | | |
| Suggested Codes | | | HEGIS: | CIP: | |
| Program Modality | | | On-campus | Distance Education (fully online) | Both |
| Program Resources | | | Using Existing Resources | Requiring New Resources | |
| Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small> | | | Fall | Spring | Summer Year: |
| Provide Link to Most Recent Academic Catalog | | | URL: | | |

| | |
|-------------------------------------|--------|
| Preferred Contact for this Proposal | Name: |
| | Title: |
| | Phone: |
| | Email: |

| | |
|--|--|
| President/Chief Executive | Type Name: |
| | Signature: <i>Jalecia Williams</i> Date: |
| Date of Approval/Endorsement by Governing Board: | |



PRINCE GEORGE'S
COMMUNITY COLLEGE

pgcc.edu

James Fielder, Ph.D., Secretary
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

January 10, 2023

In response to 22680 originally submitted December 15, 2022

Dear Dr. Fielder,

Prince George's Community College is requesting the addition of a new program, **Art, A.A.** degree program. This degree is currently the General Studies, A.A. with Area of Concentration in Art (HEGIS 4950.01; CIP 24.0199). Given the content of the curriculum, the degree type of Associate of Arts is a better fit than an Area of Concentration. Several curricular changes have also been made (listed in blue font below).

The new proposed codes are as follows: HEGIS: 4930.01; CIP: 50.0701.

| Proposed Program Description |
|---|
| The Associate of Arts in Art prepares students for a career in the creative economy and for transfer to a bachelor's degree program in art. Required courses in the program focus on visual literacy, digital literacy, color theory, 2D & 3D design, visual perspective, formal and conceptual analysis, and contextualization of art. Students are encouraged to explore traditional studio media and/or digital media. They are introduced to theories, history and practices associated with the arts that stress critical thinking, problem solving, and professional practices The program provides opportunities for the development of an understanding and appreciation of how art impacts and enriches their everyday lives and their community. Students have the option to select elective courses that align with four tracks of the creative economy: commercial art, arts organization/management, arts teaching, and studio art. Students complete the program by developing a competitive portfolio for entry into workforce or for transfer. |
| Proposed Program Outcomes |
| Graduates of the Art, A.A. degree program will be able to: |
| <ol style="list-style-type: none">1. Identify the basic components of visual literacy through the elements and principles of art, design, and color.2. Compose original two-dimensional, three-dimensional, or four-dimensional works of art using various conceptual and perceptual sources.3. Create art and design using traditional and/or digital materials, media, techniques, and equipment that utilize elements and principles of art, design, and color.4. Evaluate works of art using formal and conceptual analysis.5. Explain the significance of art within historical, cultural, social, and economic contexts. |
| Proposed Courses |
| PAS-1000 First Year Experience Credits:1 (Institutional Requirement) |



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ART-1570 Introduction to Computer Graphics Credits: 3 (**Program Requirement**)
EGL-1010 Composition I: Expository Writing Credits: 3 (English General Education Requirement)
ART-1510 Two-Dimensional Design Credits: 3 (Program Requirement)
ART-1530 Drawing I Credits: 3 (Program Requirement)
EGL 1020 Composition II: Writing about Literature Credits: 3 (English General Education Elective)
or
EGL 1100 Composition II: Writing About Issues and Ideas Credits: 3 (English General Education Elective)
MAT-1130 Mathematical Ideas Credits: 3 (Math General Education Requirement)
ART-2700 Art Survey I Credits: 3 (**Humanities General Education Requirement**)
ART-1780 Digital Photography I Credits: 3 (**Program Requirement**)
ART-2510 Three-Dimensional Design Credits: 3 (**Program Requirement**)
ART-2520 Color Theory and Application Credits: 3 (Program Requirement)

Select 1 program elective course from the chosen art track (see list below):

- **Commercial Art**
- **Art Organization**
- **Art Teaching**
- **Studio Art**

ART-2710 Art Survey II Credits: 3 (Humanities General Education Requirement)
BIO-1010 General Biology Credits: 4 (Science with lab General Education Elective) or
GEO-1010 Physical Geography Credits: 3 (Science with lab General Education Elective) and
GEO-1020 Physical Geography Lab Credits: 1 (Science with lab General Education Elective) or
PSC-1010 Introduction to Astronomy Credits: 3 (Science with lab General Education Elective) and
PSC-1020 Introduction to Astronomy Lab Credits: 1 (Science with lab General Education Elective)
PSY-1010 General Psychology Credits: 3 (Social Science General Education Elective) or
ANT-1010 Introduction to Physical Anthropology Credits: 3 (Social Science General Education Elective) or
ANT-1030 Introduction to Cultural Anthropology Credits: 3 (Social Science General Education Elective) or
SOC-1010 Introduction to Sociology Credits: 3 (Social Science General Education Elective)
ART-2900 Portfolio Development for Visual Arts Credits: 1 (**Program Requirement**)
ART-2720 African-American Art Credits: 3 (Program Elective) or
ART-2730 Integrated Arts Credits: 3 (Program Elective) or
ART-2740 Modern Art Credits: 3 (Program Elective)

Select 2 additional program elective courses from the same art track (see list below):

- **Commercial Art**
- **Art Organization**
- **Art Teaching**
- **Studio Art**



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PSC-1010 Introduction to Astronomy Credits: 3 (Science without lab General Education Elective) or
BIO-1110 Environmental Biology Credits: 3 (Science without lab General Education Elective)

or

GEO-1010 Physical Geography Credits: 3 (Science without lab General Education Elective) or

NTR-1010 Introductory Nutrition Credits: 3 (Science without lab General Education Elective)

PSY-1010 General Psychology Credits: 3 (Social Science General Education Elective) or

ANT-1010 Introduction to Physical Anthropology Credits: 3 (Social Science General Education Elective) or

ANT-1030 Introduction to Cultural Anthropology Credits: 3 (Social Science General Education Elective) or

SOC-1010 Introduction to Sociology Credits: 3 (Social Science General Education Elective) or

GEO-1090 World Regional Geography Credits: 3 (Social Science General Education Elective)

ART TRACKS

(9 credits, select any 3 courses from one of the chosen Art Tracks, substitutions from one of the other tracks is permitted):

Commercial Art Track

ART-1620 Digital Publication Credits 3 (Program Elective) or

ART-2410 Graphic Design I Credits: 3 (Program Elective) or

ART-2530 Drawing II Credits: 3 (Program Elective) or

ART-2650 Animation and Multimedia I Credits: 3 (Program Elective) or

ART-2570 Lettering, Typography Credits: 3 (Program Elective) or

ART-2610 Graphic Design II Credits: 3 (Program Elective) or

ART-2620 Digital Illustration Credits: 3 (Program Elective) or

ART-2750 Animation and Multimedia II Credits: 3 (Program Elective) or

ART-2670 3-D Digital Modeling and Animation Credits: 3 (Program Elective) or

ART-2780 Digital Photography II Credits: 3 (Program Elective) or

INT-1800 Internet and Web Technology Credits: 3 (Program Elective)

Art Organization Track (may substitute one of the other Art History Electives not previously taken)

ART 1620 Digital Publication Credits 3 (Program Elective) or

ART-2410 Graphic Design I Credits: 3 (Program Elective) or

ART-2780 Digital Photography II Credits: 3 (Program Elective) or

BMT – 1010 – Introduction to Business Credits: 3 (Program Elective) or

AFA-1010 Introduction to Africa-American Studies Credits: 3 (Program Elective) or

INT-1800 Internet and Web Technology Credits: 3 (Program Elective) or

Art Teaching Track

TED-2000 Foundations of Education Credits: 3 (Program Elective, highly recommended) or

ART-1550 Sculpture I Credits: 3 (Program Elective) or



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ART 1590 Watercolor I Credits: 3 (Program Elective) or
ART-1600 Ceramics I Credits: 3 (Program Elective) or
ART-2410 Graphic Design I Credits: 3 (Program Elective) or
ART-2530 Drawing II Credits: 3 (Program Elective) or
ART-2650 Animation and Multimedia I Credits: 3 (Program Elective) or
AFA-1010 Introduction to Africa-American Studies Credits: 3 (Program Elective)

Studio Art Track

ART-1540 Painting I Credits: 3 (Program Elective) or
ART-1550 Sculpture I Credits: 3 (Program Elective) or
ART-1590 Watercolor I Credits: 3 (Program Elective) or
ART-1600 Ceramics I Credits: 3 (Program Elective) or
ART-2530 Drawing II Credits: 3 (Program Elective) or
ART-2650 Animation and Multimedia I Credits: 3 (Program Elective) or
ART-2540 Painting II Credits: 3 (Program Elective) or
ART-2550 Sculpture II Credits: 3 (Program Elective) or
ART-2590 Watercolor II Credits: 3 (Program Elective) or
ART-2600 Ceramics II Credits: 3 (Program Elective) or
ART-2670 3-D Digital Modeling and Animation Credits: 3 (Program Elective) or
ART-2780 Digital Photography II Credits: 3 (Program Elective)

Total Proposed Number of Credits: 60

Prince George's Community College's Curriculum Committee and Board of Trustees have approved this new program. The additional MHEC paperwork is also included. A payment of eight hundred fifty dollars (\$850) has been forwarded to cover the new program fee. Feel free to contact me with any questions.

Respectfully,

Dr. Clayton Railey
EVP and Provost of Teaching, Learning, and Student Success
Prince George's Community College
301 Largo Rd
Largo, MD 20774
301-546-0406
raileyrca@pgcc.edu

NEW ACADEMIC DEGREE PROGRAMS, NEW STANDALONE CERTIFICATE PROGRAMS, AND SUBSTANTIAL MODIFICATIONS TEMPLATE

1. Name of Proposed Certificate/Degree Program: Art. A.A
2. Type of Proposal: New Certificate/Degree Program

PART A: Centrality to Institutional 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**.

For more information: [PGCC Mission Statement](#).

Prince George's Community College (PGCC) proposes replacing the Associate of Arts in General Studies with a Concentration in Art to a standalone degree, Associate of Arts in Art. This specific program will reside in the Humanities Department and the Division of Humanities, English and Social Sciences (HESS) within the Liberal and Creative Arts Academic and Career Pathway. Prince George's Community College's mission is to provide high quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to personal development, professional advancement, and economic prosperity. The college's vision is to serve as the region's premier center for dynamic teaching and learning, strategic partnerships, and community engagement that advances knowledge, economic equity, and lifelong personal development.

The Associate of Arts in Art prepares students for a career in the creative economy and for transfer to a bachelor's degree program in art. Required courses in the program focus on visual literacy, digital literacy, color theory, 2D & 3D design, visual perspective, formal and conceptual analysis, and contextualization of art. Students are encouraged to explore traditional studio media and/or digital media. They are introduced to theories, history and practices associated with the arts that stress critical thinking, problem solving, and professional practices. The program provides opportunities for the development of an understanding and appreciation of how art impacts and enriches their everyday lives and their community. Students have the option to select elective courses that align with four tracks of the creative economy: commercial art, arts organization/management, arts teaching, and studio art. Students complete the program by developing a competitive portfolio for entry into workforce or for transfer.

The A.A. in Art degree 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 transferring to four-year degree programs or to step into the workforce with a competitive portfolio. The program is specifically designed to give students a solid core of required courses that closely match the foundation courses at most four-year degree programs. Building on this solid foundation, the program offers a series of electives that provide students options to choose their path towards the creative economy. Students are provided advising that highlights which courses fit best into four main creative arts pathways/tracks specific to the economy in our region. Additionally, the inclusion of Liberal Arts General Education core of courses provides thorough preparation in writing, verbal, mathematical, scientific, and critical-thinking

skills, which enable students to sample various subject matters and methodologies to inform their education and career choices.

The application process for art is unique in that often students who apply to a four-year degree program have to apply first to the institution and then second to the art program. Most competitive programs require a portfolio to apply, and all of them use a portfolio to select scholarships within the program. Many schools will allow students to take the foundational core classes and then require them to apply for a specialty area for the last two years (painting, sculpture, photography, graphic design, etc.). A key benefit of the A.A. in Art degree is its affordable cost with courses that align with the foundational courses that students focus on in the first two years. When that is coupled with the opportunity to develop a competitive portfolio, community colleges like PGCC are able to provide equitable access and opportunity to students.

The timetable for a student to complete the program is two years. A student who enters this program of study will graduate with necessary technical, problem solving, reasoning, and personal skills, as well as a portfolio to be competitive for transfer or in applying for a job. The college's mission emphasizes that students will receive high quality learning experiences that support personal, professional, and educational development.

A key catalyst for this proposal came from the administration at PGCC. During the 2021-2022 academic year, the PGCC administration asked each program to evaluate whether they should be a standalone degree or a General Studies concentration. They provided a framework for evaluation that focused on how many program-specific courses were being required in the program. Since the Associate of Arts degree in General Studies with a concentration in Art had more than 16 program-specific courses, the Art program was advised to develop a standalone associate's degree. Additionally, our Art Advisory Board recommended the Art program to move to create an A.A. in Art degree and the full-time art faculty voted to move in that direction. The administration for PGCC has actively directed the need for this new arts degree.

Concentrations and Pathways

There are no specific concentrations. With the art field currently utilizing a lot of cross over from traditional to digital practices, here at PGCC we want students to have the ability to build what they need while helping them get a solid foundation. The PGCC Art program has identified four main pathways/tracks in the creative economy that students could follow to help them select the courses that best match the skills they will need: Commercial Art, Arts Organizations, Art Teaching, and Studio Art. Program required courses match and align with the foundational requirements of transfer schools. The electives provide options to select courses that match one of the four pathways. These pathways will be designated in our catalogue, on our website, promotional materials, Art program offices, and at the Advising offices here at PGCC. Students will have the opportunity to build a unique portfolio that they can use to transfer or step into the workforce with that fits the pathway they are working towards.

Creative Economy Pathways:

- Commercial Art (Graphic Design, Media Production, Web, Animation, Illustration)
- Arts Organization (Non-Profit Arts, For Profit Arts, Museums, Art Gallery, Local Government Arts Councils, Community Organization)
- Art Teaching (K-12 or Educational Director at an Art Center or Museum.)

- Studio Art (Exhibit and Sell Work in Gallery, Operate Artist Studio and Artists Workshops, or Utilize Online Platform.)

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

For more information: [FY2022-2025 Vision, Mission, and Strategic Goals](#) and [Vision 2030 Strategic Imperatives](#)

2022-2025 PGCC Goals

The first goal is Enhancing Equitable Access and Value for Enrolling at PGCC. This is defined as maximizing county-wide access to and completion of the College’s workforce and transfer programs and degrees. Tuition at Prince George’s Community College (tuition and fees) are \$1,957 for in county resident and \$3,097 for in state residents per semester. This is notably less when compared with the four-year programs that many of our students transfer to (Morgan State University - \$5,477, Coppin State University - \$4,648, Bowie State University - \$5,646, Frostburg State University - \$6,700, Towson University - \$6,962, University of Maryland Eastern Shore - \$5,418, University of Maryland University College - \$7,200, University of Maryland College Park - \$8,824, University of Baltimore \$7,014, Montgomery College \$8,070). This makes the program an affordable option for students.

Specifically, the A.A in Art as a standalone art degree will provide more program required courses that match the transfer needs of students and align with the freshman and sophomore years of PGCC’s transfer partner four-year schools. This ease of transfer will provide added value to our courses because they can be used with transfer schools. Upon consultation with the state four-year art programs, several of them indicated a willingness to develop transfer agreements, should we successfully shift to the A.A in Art degree, as it matches their programs better.

The second goal is to Optimize Pathways to Graduation, Transfer, or Workforce. This is defined as enabling students to define, plan and achieve their academic and career goals in a timely manner, excel throughout their academic lifecycle, and subsequently thrive at the baccalaureate level or in the workplace. As mentioned above, the PGCC Art program has developed four creative economy pathways with courses in the A.A in Art. Guiding and advising students about the pathways helps the students realize which specific art courses they need to take to prepare them for the direction they are moving towards. The PGCC Art program has developed an Arts Advisory Board that is helping the program find and develop partnerships in each of the pathways. This will help students to have resources to access the creative economy or find outside mentorship as they transfer to a four-year degree.

Goal three is Ensure Learning and Achievement through High Impact Practices. This is defined as continuously design, implement, and scale optimal conditions and environments for student learning success in all modalities so as to ensure programs and courses encourage academic rigor, integrate relevant supports, build academic capacity, and improve learning. The PGCC Art program is moving into a new art space in the updated Marlboro Hall that will be active Fall 2024. In addition to new and industry standard art labs/studios, we will also have two new exhibition spaces within the Art Gallery. The gallery is being developed as teaching and learning spaces for students to get experience and practice in the handling and presenting of art. This is a key skillset that is highly utilized in the creative

economy. The PGCC Art program plans to develop internships and/or work studies for students to get in-depth experience.

Goal four is Reimagining Workforce Innovation and Partnerships.

This is defined as PGCC being recognized as a collaborative regional partner in advancing economic mobility for everyone through innovative workforce development initiatives, strategic alliances, and community partnerships which enrich student learning and skill development, respond to the emerging needs of businesses and industries, and contribute to the region's economic growth.

A key way the PGCC Art program will meet this goal is utilizing the Advisory Board for the Art program to connect each pathway with workforce and community partners. The Advisory Board plays a vital role in linking the PGCC Art program to key partnerships and collaborations that help build and develop our ability to connect and help Prince George's County. One example of this has already started with the Prince George's County Public Schools (PGCPS.) The PGCC Art program has formalized this partnership to better help prepare students to be college ready while meeting K-12 needs. The Art program met with Elizabeth Stuart-Whitehead, Instructional Supervisor for Visual Arts in the Prince Georges County Public Schools, to identify how PGCC can help arts students become college ready. Additionally, the meeting between the two let to identifying a need to cultivate and develop more students to be art teachers to fill a growing teacher shortage. This matches the Maryland State Education Association report that was released in February. In its survey the report found that a majority of teachers felt teacher burn-out and shortages was a serious concern. 60% felt the impacts of the pandemic and said they were more likely to leave teaching or retire early.

<https://marylandeducators.org/poll-crushing-workloads-burning-out-educators-right-to-bargain-for-smaller-classes-would-improve-retention/>

Fitting within in the Art program's Arts Teaching Pathway they invited Jemil Miller, who is a Visual Arts Resource Teacher in the Prince George's County Public Schools, to be their PGCPS representative on the Arts Advisory Board. This is a key example of how PGCC wants to create strategic partnerships. Jemil is helping us to develop and guide ways the PGCC Art program can meet the needs Elizabeth Stuart-Whitehead identified. One outcome of this partnership is a recently developed portfolio development day for high school students within the county here at PGCC. With administration approval, PGCC is providing space, resources (in particular Arts faculty), and a lunch for all participating PGCPS students. PGCPS has committed to providing the time and buses for students to be transported to the college. The first Portfolio Development Day took place in October 2022. This will allow PGCC to help students realize how their artwork fits and could be developed to become college ready. The PGCC Art program will continue to seek partnerships like this for the other pathways utilizing the Arts Advisory Board to help continue development of other appropriate connections.

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

All costs of the current Associate of Arts in General Studies with an area of Concentration in Art program are funded through the annual operating budget for Teaching, Learning, and Student Success. That funding will be used for this newly proposed standalone program. This program will not require any additional expenditures outside those that are offset by increased tuition revenue from

projected increased enrollment in the program (details are provided in Part L – Table 1). This new program can be implemented without the development of new courses, and therefore does not require dedicated financial support. There are no new costs for equipment, instructional supplies, facilities, or faculty and staff.

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

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

The proposed AA in Art program has the necessary support at the department, division, and institutional level to operate successfully. The Humanities department that will house the degree is well-established at PGCC, with an existing cadre of full-time tenured/tenure-track faculty, as well as qualified adjunct faculty, available to teach the program courses (see the table in Part I for a full listing of faculty), and administrative support personnel. All courses in the program can be taught by existing faculty.

As outlined in Parts K and L, PGCC is confident that the existing administrative and technical supports and physical facilities available to the department and college as a whole are sufficient to ensure the program's viability – the department is not seeking any capital investments or specialized facilities, since current classroom/office space in the Center for Performing Arts (CPA) and other buildings on campus will suffice while Marlboro Hall is under construction, nor is it seeking any additional administrative positions or technology supports to successfully deliver the program. At the college level, E-Learning Services and our Technology Help Desk are able to provide comprehensive technical assistance to faculty and students.

The Art program will be housed in Marlboro Hall. Currently the building is under major renovation and will include state of the art facilities that will open Fall 2024. The new and updated learning environment will provide students the opportunity to obtain hands-on experience using industry relevant equipment coupled with a vibrant and thorough curriculum. A prime example is the two new exhibition spaces that are included in the Marlboro Hall rebuild. These spaces will allow students the opportunity to work and develop professional skills. Additionally, portfolio development resources will help students present their work in a professional and competitive manner. Both the curriculum and the learning resources are designed to help students at an affordable price be competitive. The \$87.5 million dollar rebuild is a clear indication of the support by the state and Prince George's County. That is coupled with the commitment the administration here at PGCC has provided to outfit the program with the appropriate equipment and tools for the art spaces. PGCC Art faculty have been invited and have met with the design team for the rebuild to provide the information and input needed to create a tailored space unique to the Art Program's needs.

PGCC has already committed to building state of the art and industry standard art labs/studios in Marlboro Hall. There is a specific building budget that has already been approved. Within that budget the Art program has been allocated funding to update and develop industry standard spaces. PGCC has provided the Art program access to work with the architects and planners to provide input and guidance into the relevant and specific unique needs of the Art program. This space will be active Fall of 2024 and will include a new printmaking space, enhanced digital arts/photography space, in addition to updated sculpture, ceramics, 2D Design, 3D Design, Painting, Drawing, and Graphic Arts labs. The college is retrofitting each of these spaces with new equipment that will update the Art program, including new computers. The funding for this operation has already been

approved. Over the next five years, PGCC will see the development of these spaces and the benefits of the utilized spaces.

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

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

PART 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.*

Need for this Program

The state of Maryland saw a 7.4% increase in its overall population. The U.S. Census Bureau (2020) data states for Prince George's County there are 967,201 citizens reflecting an increase of 12% since 2010. 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 (2020) the population of Prince George's County is 59.8.% African American; 7.7% Hispanic/Latino; 14.3% Caucasian; 4.3% Asian American; .9% Native American or Alaskan native; 0.1% Native Hawaiian or other Pacific Islander; and 4.1% who identify as 2 or more races. This highly diverse population translates to a highly diverse workforce. Trends in PGCC's student population reflect the demographic patterns of its primary service area, Prince George's County, with 66.4% of credit students enrolled identifying as Black/African American, 14.9% Hispanic or Latino, 4.19% Asian, 3.57% Caucasian, 3.55% two or more races, .28% American Indian or Alaska Native, and .13% Native Hawaiian or other Pacific Islanders.

Currently, in the Prince George's County region, Prince George's Community College would be the only institution of higher education offering the Associate of Arts in Art. The closest programs with a similar type degree are both Anne Arundel Community College and Harford Community College, both of which are in different counties and service areas. Given the diverse population, increase to the population in Prince George's County, the strong arts economy in the region (more information on this later), it is important for PGCC to provide students with a clear and effective Arts degree. The proposed A.A in Art degree supports the institutional strategic goals by empowering students to succeed as they transfer to four-year schools and contribute to the creative economy.

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

The 2022 Maryland State Plan for Higher Education outlines three primary goals for the postsecondary community in Maryland:

Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Student Success: Promote and implement practices and policies that will ensure student success.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

This new program proposal aligns most closely with the **Student Success** goals, and specifically with **Priority 6:** Improve systems that prevent timely completion of an academic program.

As is stated on Page 54 of the Plan, transfer continues to be a challenge in Maryland. PGCC intends to change this program from a general studies area of concentration to a standalone AA degree for the specific reason of enhancing successful transfer and eliminating challenges for students. The proposed standalone program is an affordable transfer degree option for students, providing required courses that match the transfer needs of students and align with the freshman and sophomore years of Maryland’s public four-year institutions.

After the successful completion of all application steps, each student in this program is given an individual academic degree plan and assigned a college advisor who is specifically trained in the transfer process. This advisor, along with program faculty and staff, will help students navigate through the program and through the transfer process.

Additionally, the curriculum for the program is designed with a multiplicity of educational tools and resources to support the diverse learners at the College. Some courses offered are accessible in both in-person and online formats, which allows ease of access and flexibility to students enrolled in the program. In addition to the online format, some program courses are also offered in a structured remote format (synchronous) to allow greater flexibility to both students and program faculty. Remote tutoring and advising resources are also available for students as an ongoing effort to support and promote program success and timely completion by all students.

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

The Arts in Maryland

The arts play an important role in Maryland. Based on the FY 2020 Economic Impact Report provided by the Maryland State Arts Council (MSAC) and despite the Covid-19 pandemic, MSAC grantees supported: \$20.6 Million in state and local tax revenue, 10,624 full-time equivalent jobs, \$328.2 million in salaries, with a total economic impact of \$828.7 million. They found that for every \$1 spent by MSAC grantees there was an additional \$2.20 in economic activity statewide. Even within the

Covid-19 pandemic, the arts have played an important role in generating economic activity within the state.

<https://msac.org/sites/default/files/2022-01/FY20EIReport.pdf>

State wages for the arts range depending on the type of occupation. Below are the statistics for Arts, Design, Entertainment, Sports, and Media Occupations. It is important to note the employment of artists and designers spans into several different sectors (from teaching to consulting.) While below are the State of Maryland Occupational Employment and Wage Estimates for 2021 for this category, the Art programs students at PGCC follow a wide range of occupational paths that go beyond the specific categories listed.

| Occupation | Occ. code | Est. empl. | Empl %RSE | Mean wage | Mean %RSE | Entry wage | Exp. wage | 10th pct | 25th pct | Median wage | 75th pct |
|---|-----------|------------|-----------|-----------|-----------|------------|-----------|----------|----------|-------------|----------|
| Arts, Design, Entertainment, Sports, and Media Occupations | 27-0000 | 29,340 | 2.20 | 66,420 | 1.50 | 34,229 | 82,516 | 29,383 | 38,718 | 59,866 | 81,014 |
| | | | | 31.93 | | 16.46 | 39.67 | 14.13 | 18.61 | 28.78 | 38.95 |
| Art and Design Workers | 27-1000 | 8,810 | 1.59 | 59,352 | 0.52 | 31,744 | 73,156 | 29,255 | 36,298 | 49,608 | 77,459 |
| | | | | 28.53 | | 15.26 | 35.17 | 14.07 | 17.45 | 23.85 | 37.24 |
| Art Directors | 27-1011 | 300 | 15.10 | 88,737 | 3.40 | 56,381 | 104,915 | 49,512 | 64,928 | 81,418 | 105,824 |
| | | | | 42.66 | | 27.11 | 50.44 | 23.80 | 31.22 | 39.14 | 50.88 |
| Fine Artists, Including Painters, Sculptors, and Illustrators | 27-1013 | | 63.70 | 66,366 | 18.40 | 44,175 | 77,462 | 30,933 | 55,556 | 62,994 | 77,268 |
| | | | | 31.91 | | 21.24 | 37.24 | 14.87 | 26.71 | 30.29 | 37.15 |
| Special Effects Artists and Animators | 27-1014 | 380 | 21.90 | 83,799 | 4.10 | 51,562 | 99,917 | 49,499 | 61,242 | 78,510 | 100,550 |
| | | | | 40.29 | | 24.79 | 48.04 | 23.80 | 29.44 | 37.75 | 48.34 |
| Artists and Related Workers, All Other | 27-1019 | 440 | 3.80 | 104,822 | 1.70 | 73,099 | 120,684 | 64,126 | 87,194 | 107,141 | 124,134 |
| | | | | 50.40 | | 35.14 | 58.02 | 30.83 | 41.92 | 51.51 | 59.68 |
| Commercial and Industrial Designers | 27-1021 | 280 | 14.00 | 61,842 | 4.60 | 41,355 | 72,085 | 36,552 | 47,633 | 60,820 | 74,827 |
| | | | | 29.73 | | 19.88 | 34.66 | 17.57 | 22.90 | 29.24 | 35.97 |
| Floral Designers | 27-1023 | 540 | 8.00 | 33,392 | 3.00 | 27,059 | 36,558 | 24,464 | 28,796 | 33,835 | 36,575 |
| | | | | 16.05 | | 13.01 | 17.58 | 11.76 | 13.84 | 16.27 | 17.58 |
| Graphic Designers | 27-1024 | 3,230 | 5.90 | 64,598 | 2.50 | 36,600 | 78,597 | 30,386 | 43,237 | 61,936 | 80,081 |
| | | | | 31.06 | | 17.60 | 37.79 | 14.61 | 20.79 | 29.78 | 38.50 |

| | | | | | | | | | | | |
|---|---------|-------|-------|--------|-------|--------|---------|--------|--------|--------|---------|
| Interior Designers | 27-1025 | 960 | 11.30 | 63,299 | 5.00 | 40,516 | 74,690 | 37,021 | 47,233 | 57,303 | 78,032 |
| | | | | 30.43 | | 19.48 | 35.91 | 17.80 | 22.71 | 27.55 | 37.52 |
| Merchandise Displayers and Window Trimmers | 27-1026 | 2,150 | 11.90 | 37,009 | 2.70 | 28,171 | 41,429 | 28,347 | 29,385 | 35,537 | 38,310 |
| | | | | 17.79 | | 13.54 | 19.92 | 13.63 | 14.13 | 17.09 | 18.42 |
| Set and Exhibit Designers | 27-1027 | 140 | 35.10 | 63,544 | 10.10 | 37,940 | 76,346 | 37,597 | 39,265 | 61,930 | 82,451 |
| | | | | 30.55 | | 18.24 | 36.70 | 18.08 | 18.88 | 29.77 | 39.64 |
| Designers, All Other | 27-1029 | 270 | 20.30 | 64,152 | 6.90 | 43,960 | 74,248 | 38,598 | 50,605 | 61,966 | 70,900 |
| | | | | 30.84 | | 21.13 | 35.70 | 18.56 | 24.33 | 29.79 | 34.09 |
| Entertainers and Performers, Sports and Related Workers | 27-2000 | 6,320 | 2.20 | 65,694 | 0.90 | 30,632 | 83,225 | 24,977 | 35,875 | 50,274 | 80,325 |
| | | | | 31.58 | | 14.73 | 40.01 | 12.01 | 17.25 | 24.17 | 38.62 |
| Actors | 27-2011 | 890 | 11.90 | | 20.60 | | | | | | |
| | | | | 31.92 | | 18.63 | 38.56 | 14.88 | 22.28 | 24.17 | 24.17 |
| Producers and Directors | 27-2012 | 1,730 | 5.50 | 83,271 | 2.10 | 45,440 | 102,187 | 37,427 | 57,837 | 78,510 | 100,188 |
| | | | | 40.03 | | 21.85 | 49.13 | 17.99 | 27.81 | 37.75 | 48.17 |

<https://www.dlrr.state.md.us/lmi/wages/md/page0020.htm>

The Arts Regionally (DMV)

Because of the proximity to Washington D.C. and Virginia it is important to also look at the statistics related to the arts for the DMV region. Below are some relevant statistics provided by the U.S. Bureau of Labor Statistics (<https://www.bls.gov/oes/current/oes270000.htm>)

Some key things to note:

The D.C. Metropolitan area, which is considered the DMV, is one of the highest providers of art related jobs and one of the highest paying. The D.C. Metropolitan area provides the third highest annual mean wage. This region leads the nation in art opportunities and compensation that makes having an A.A. in Art degree so vital to increasing equitable access to the industry. The statistics also indicate that there are real and tangible jobs that students can access and support themselves through.

States with the highest concentration of jobs and location quotients in Arts, Design, Entertainment, Sports, and Media Occupations:

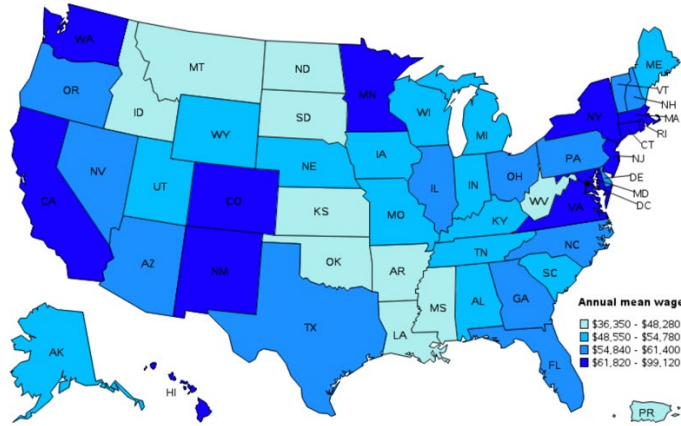
| State | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|--------------------------------------|--------------------------------|------------------------------|---------------------------------------|------------------|--------------------------------------|
| District of Columbia | 36,160 | 54.63 | 4.24 | \$ 47.65 | \$ 99,120 |

| | | | | | |
|----------------------------|---------|-------|------|----------|-----------|
| New York | 191,400 | 22.08 | 1.71 | \$ 42.87 | \$ 89,160 |
| California | 291,090 | 17.61 | 1.37 | \$ 40.32 | \$ 83,870 |
| Colorado | 36,660 | 13.99 | 1.09 | \$ 30.63 | \$ 63,720 |
| Utah | 21,200 | 13.64 | 1.06 | \$ 25.00 | \$ 51,990 |

Top paying states for Arts, Design, Entertainment, Sports, and Media Occupations:

| State | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|--------------------------------------|--------------------------------|------------------------------|---------------------------------------|------------------|--------------------------------------|
| District of Columbia | 36,160 | 54.63 | 4.24 | \$ 47.65 | \$ 99,120 |
| New York | 191,400 | 22.08 | 1.71 | \$ 42.87 | \$ 89,160 |
| California | 291,090 | 17.61 | 1.37 | \$ 40.32 | \$ 83,870 |
| Connecticut | 19,330 | 12.28 | 0.95 | \$ 36.18 | \$ 75,250 |
| Massachusetts | 45,970 | 13.54 | 1.05 | \$ 34.94 | \$ 72,680 |

Annual mean wage of arts, design, entertainment, sports, and media occupations by state, May 2021



Blank areas indicate data not available.

Not only does D.C. have one of the highest concentrations of employment and compensation in the arts, the annual mean wage is high in both Maryland and Virginia. Below is an example of how the metropolitan region compares with other areas.

Metropolitan areas with the highest employment level in Arts, Design, Entertainment, Sports, and Media Occupations:

| Metropolitan area | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|--|----------------|------------------------------|-----------------------|------------------|----------------------|
| New York-Newark-Jersey City, NY-NJ-PA | 187,390 | 21.59 | 1.68 | \$ 43.69 | \$ 90,870 |
| Los Angeles-Long Beach-Anaheim, CA | 162,760 | 28.46 | 2.21 | \$ 43.69 | \$ 90,870 |
| Washington-Arlington-Alexandria, DC-VA-MD-WV | 67,270 | 22.94 | 1.78 | \$ 42.52 | \$ 88,440 |
| Chicago-Naperville-Elgin, IL-IN-WI | 53,960 | 12.75 | 0.99 | \$ 29.61 | \$ 61,590 |
| Atlanta-Sandy Springs-Roswell, GA | 40,760 | 15.75 | 1.22 | \$ 30.56 | \$ 63,570 |
| San Francisco-Oakland-Hayward, CA | 38,990 | 17.39 | 1.35 | \$ 42.80 | \$ 89,010 |
| Boston-Cambridge-Nashua, MA-NH | 36,930 | 14.29 | 1.11 | \$ 36.33 | \$ 75,560 |
| Dallas-Fort Worth-Arlington, TX | 35,120 | 9.79 | 0.76 | \$ 28.80 | \$ 59,910 |
| Miami-Fort Lauderdale-West Palm Beach, FL | 33,560 | 13.69 | 1.06 | \$ 29.97 | \$ 62,340 |
| Seattle-Tacoma-Bellevue, WA | 29,990 | 15.64 | 1.21 | \$ 36.75 | \$ 76,440 |

Below are some of the occupational projections from 2020-2030 for some of the arts industry related jobs. Please note that the arts overlap with several other fields or there are a large number of independent artists working outside of a specific employment category listed below.

Table 1.7 Occupational projections, 2020-30, and worker characteristics, 2020 (Numbers in thousands)

| 2020 National Employment Matrix title | 2020 National Employment Matrix code | Employment , 2020 | Employment, 2030 | Median annual wage, 2021 ⁽¹⁾ | Typical education needed for entry |
|---------------------------------------|--------------------------------------|-------------------|------------------|---|------------------------------------|
|---------------------------------------|--------------------------------------|-------------------|------------------|---|------------------------------------|

| | | | | | |
|--|---------|---------|----------|-----------|--------------------|
| Advertising, marketing, promotions, public relations, and sales managers | 11-2000 | 803.8 | 874.7 | \$128,160 | — |
| Education and childcare administrators | 11-9030 | 560.3 | 608.2 | \$95,010 | — |
| Agents and business managers of artists, performers, and athletes | 13-1011 | 18.7 | 27.3 | \$78,410 | Bachelor's degree |
| Educational instruction and library occupations | 25-0000 | 9,134.7 | 10,055.2 | \$57,220 | — |
| Postsecondary teachers | 25-1000 | 1,621.4 | 1,795.5 | \$78,300 | — |
| Art, drama, and music teachers, postsecondary | 25-1121 | 109.3 | 120.3 | \$75,940 | Master's degree |
| Preschool teachers, except special education | 25-2011 | 469.6 | 556.0 | \$30,210 | Associate's degree |
| Kindergarten teachers, except special education | 25-2012 | 121.3 | 131.1 | \$60,900 | Bachelor's degree |
| Elementary school teachers, except special education | 25-2021 | 1,371.1 | 1,472.9 | \$61,400 | Bachelor's degree |
| Middle school teachers, except special and career/technical education | 25-2022 | 598.5 | 643.3 | \$61,320 | Bachelor's degree |
| Career/technical education teachers, middle school | 25-2023 | 11.5 | 12.4 | \$61,820 | Bachelor's degree |
| Secondary school teachers, except special and career/technical education | 25-2031 | 998.8 | 1,077.0 | \$61,820 | Bachelor's degree |
| Career/technical education teachers, secondary school | 25-2032 | 72.3 | 77.5 | \$61,820 | Bachelor's degree |

| | | | | | |
|--|---------|---------|---------|----------|-----------------------------------|
| Adult basic education, adult secondary education, and English as a Second Language instructors | 25-3011 | 48.3 | 45.9 | \$59,720 | Bachelor's degree |
| Self-enrichment teachers | 25-3021 | 336.7 | 415.9 | \$43,580 | High school diploma or equivalent |
| Substitute teachers, short-term | 25-3031 | 536.9 | 604.6 | \$30,100 | Bachelor's degree |
| Tutors and teachers and instructors, all other | 25-3097 | 385.0 | 445.2 | \$46,890 | Bachelor's degree |
| Librarians, curators, and archivists | 25-4000 | 271.6 | 291.3 | \$49,060 | — |
| Archivists | 25-4011 | 8.1 | 9.0 | \$60,050 | Master's degree |
| Curators | 25-4012 | 13.4 | 16.3 | \$60,110 | Master's degree |
| Museum technicians and conservators | 25-4013 | 13.5 | 16.3 | \$47,630 | Bachelor's degree |
| Librarians and media collections specialists | 25-4022 | 143.5 | 156.5 | \$61,190 | Master's degree |
| Library technicians | 25-4031 | 93.1 | 93.2 | \$36,970 | Postsecondary nondegree award |
| Other educational instruction and library occupations | 25-9000 | 1,828.5 | 1,985.9 | \$30,460 | — |
| Instructional coordinators | 25-9031 | 190.4 | 208.9 | \$63,740 | Master's degree |
| Teaching assistants | 25-9040 | 1,471.7 | 1,598.3 | \$29,550 | — |
| Teaching assistants, postsecondary | 25-9044 | 165.4 | 176.0 | \$38,040 | Bachelor's degree |
| Teaching assistants, except postsecondary | 25-9045 | 1,306.3 | 1,422.3 | \$29,360 | Some college, no degree |

| | | | | | |
|---|---------|---------|---------|-----------|-----------------------------------|
| Educational instruction and library workers, all other | 25-9099 | 157.0 | 169.5 | \$46,300 | Bachelor's degree |
| Arts, design, entertainment, sports, and media occupations | 27-0000 | 2,662.2 | 3,011.4 | \$51,190 | — |
| Art and design workers | 27-1000 | 849.6 | 886.7 | \$48,220 | — |
| Artists and related workers | 27-1010 | 209.2 | 236.9 | \$80,990 | — |
| Art directors | 27-1011 | 98.5 | 109.4 | \$100,890 | Bachelor's degree |
| Craft artists | 27-1012 | 9.6 | 10.9 | \$35,930 | No formal educational credential |
| Fine artists, including painters, sculptors, and illustrators | 27-1013 | 25.9 | 30.4 | \$60,820 | Bachelor's degree |
| Special effects artists and animators | 27-1014 | 62.4 | 72.3 | \$78,790 | Bachelor's degree |
| Artists and related workers, all other | 27-1019 | 12.6 | 13.8 | \$61,580 | No formal educational credential |
| Designers | 27-1020 | 640.4 | 649.8 | \$46,370 | — |
| Commercial and industrial designers | 27-1021 | 31.5 | 33.3 | \$77,030 | Bachelor's degree |
| Fashion designers | 27-1022 | 27.8 | 28.0 | \$77,450 | Bachelor's degree |
| Floral designers | 27-1023 | 42.3 | 33.8 | \$29,880 | High school diploma or equivalent |
| Graphic designers | 27-1024 | 254.1 | 261.4 | \$50,710 | Bachelor's degree |
| Interior designers | 27-1025 | 87.0 | 86.9 | \$60,340 | Bachelor's degree |

| | | | | | |
|--|---------|-------|-------|----------|-----------------------------------|
| Merchandise displayers and window trimmers | 27-1026 | 136.4 | 142.4 | \$32,060 | High school diploma or equivalent |
| Set and exhibit designers | 27-1027 | 29.7 | 32.4 | \$54,860 | Bachelor's degree |
| Designers, all other | 27-1029 | 31.6 | 31.6 | \$62,310 | Bachelor's degree |

Footnote:

⁽¹⁾ Data are from the Occupational Employment and Wage Statistics program, U.S. Bureau of Labor Statistics. Wage data cover non-farm wage and salary workers and do not cover the self-employed, owners and partners in unincorporated firms, or household workers. Note: Data is unavailable for values denoted with a "-". Source: Employment Projections program, U.S. Bureau of Labor Statistics

Part 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.

For more information: [Institution Program Inventory](#) and [Degree Trend Data](#)

According to the Maryland Higher Education Commission's (MHEC) Academic Program Inventory list, most community colleges in the state of Maryland offer a type of Fine and Performing Arts degrees (https://mhec.maryland.gov/institutions_training/Pages/searchstate.aspx.) The A.A. in Art degree would be the only arts degree in the Prince George's County region. The closest other programs with a similar type degree are Howard Community College, Anne Arundel Community College, and Harford Community College, all of which are in different counties and service areas. Given that Prince George's County is such a diverse and highly populated county, the program serves a significant portion of the population in the state of Maryland and in the DMV region. PGCC already offers a General Studies with a concentration in Art degree. There have been no notable issues with competition between other associate degree programs. The A.A. in Art would replace this AoC degree and continue to meet the needs of the county's large population. A few advantages for students in this program include tuition cost, availability of state-of-the-art equipment and teaching/learning spaces, and proximity to key local creative arts opportunities.

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

Based on the number of required courses required in the Associate Degree in General Studies with a Concentration in Art, the administration at PGCC has recommended it be replaced with a standalone Arts degree. PGCC's Associate of Arts in Art will provide the required foundation and preparation in art. Regionally, it also serves the large and active Prince George's County population and regional economic needs for art related fields.

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

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

PGCC does not anticipate that this program will have any impact on the implementation or maintenance of high-demand programs at HBIs. PGCC anticipates establishing articulation agreements with Maryland HBIs.

PART 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.

Prince George's Community College is considered a majority-minority institution, and the A.A. in Art degree is intended for transfer. As indicated previously, PGCC's tuition and access to the creative arts economy are important resources to help receive the competitive foundation and preparation to be successful at a four-year program. Specifically, it helps those students who are not able to afford to attend a four-year institution or have not had access to key learning resources. Here is a list of HBIs currently offering bachelor's degrees in the field of study, who we are seeking partnership with going forward:

Maryland

Bowie State University
Coppin State University
Morgan State University
University of Maryland Eastern Shore

Washington D.C.

Howard University
University of the District of Columbia

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

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

Establishment of the Program:

PGCC has an established process for curriculum development and revision which is driven by the faculty and overseen by the Office of the Executive Vice-President & Provost for Teaching, Learning & Student Success. Program proposals are originated by faculty at the department level. After a proposal is approved by the department chair and division dean, it moves through several steps in the approval process including Assessment Committee, Curriculum Committee, General Education Committee (as applicable), and Executive Vice President & Provost. For new programs, the final step in the internal approval process is from the College's Board of Trustees.

Faculty who will oversee the program:

Academic Coordinator for Art – Josh Ostraff
Humanities Department Chair – Ennis Allen

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

Graduates of the Associate of Arts in Art will be able to:

1. Identify the basic components of visual literacy through the elements and principles of art, design, and color.
2. Compose original two-dimensional, three-dimensional, or four-dimensional works of art using various conceptual and perceptual sources.
3. Create art and design using traditional and/or digital materials, media, techniques, and equipment that utilize elements and principles of art, design, and color.
4. Evaluate works of art using formal and conceptual analysis.
5. Explain the significance of art within historical, cultural, social, and economic contexts.

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 Research, Assessment, and Effectiveness (RAE) office manages the assessment cycle and determines when courses are assessed. Assessment instruments are aligned to the course outcomes and peer reviewed by the Teaching, Learning, and Assessment Committee (TLAC). The assessment instruments are administered and the data analyzed to generate a Student Learning Outcome Assessment Report (SLOAR). The SLOAR is used to develop an action plan including re-assessment, and the results are reviewed. Course-level assessment is a part of program-level assessment to determine how students are meeting program outcomes.

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

PAS-1000: First Year Experience (Institutional Requirement)

Credits: 1

This course assists incoming students in making a successful transition to college. Students focus on those behaviors and attitudes that are needed to achieve academic success. Students learn specific academic success skills/strategies and discover resources that are necessary to succeed in their college courses. Students engage in an exploration of the programs of study offered and design goals for learning that lead to an educational and career/professional plan.

ART-1510: Two-Dimensional Design (Program Requirement)

Credits: 3

This course introduces the organization of visual elements on a two-dimensional plane. The elements of art and principles of design are examined through lectures, demonstrations, and related studio problems for students to explore and solve. Students will develop techniques for handling a variety of art materials.

ART-1530: Drawing I (Program Requirement)

Credits: 3

Introduction to basic drawing techniques through the exploration of the human figure and natural and man-made forms. A variety of drawing tools and materials are introduced.

ART-1780: Digital Photography I (Program Requirement)

Credits: 3

This course is a general introduction to the terms and technologies employed in digital photography. Students will utilize digital cameras, scan film and photographs, manipulate images, and produce finished prints with laser and inkjet printers. Students must have access to a digital camera for use in this course.

ART-2510: Three-Dimensional Design (Program Requirement)

Credits: 3

A continuation of ART-1510 Two-dimensional Design. The visual elements and principles of three-dimensional design will be explored with an emphasis on visual and critical thinking. Students will be introduced to materials and methods for developing a work of art in three-dimensional space and they will learn how to apply the principles of design to work that has multiple points of view. Students also will learn how to consider aesthetic and conceptual issues as well as solve technical problems in the creation of original art work. Through class critiques, students will gain experience in written and verbal analysis of their own work and the work of their peers.

ART-2520: Color Theory and Application (Program Requirement)

Credits: 3

Introduces students to the history, psychology and physics of color by building on concepts introduced in ART 1510, Basic Design. In all disciplines, a working knowledge of color principles is vital in creating effective, successful works of art. Through lectures, studio projects and museum visits, students will develop a vocabulary of color and a working understanding of various color systems. In the studio, students will create original artworks that explore aesthetic color relationships and the psychological application of color. Through class critiques and written assignments, students will learn how to evaluate and discuss their own work as well as the work of their peers.

ART-2900: Portfolio Development (Program Requirement)**Credits: 1**

A studio course which provides a structured approach to portfolio development. It will enable students to assemble a coherent body of artwork for academic transfer and/or employment opportunities. Students will prepare a portfolio in their area of specialization, in a variety of formats. This course is the culminating experience for the Visual Communication/Graphic Design A.A.S. program. Students must complete a minimum of 46 credits in relevant coursework with a 2.00 cumulative GPA prior to enrollment in this course.

ART-1540: Painting I (Program Elective)**Credits: 3**

An introduction to basic techniques and theories of painting. Emphasis is on learning the skill of painting and application of materials. Students explore the basic elements of two-dimensional art as a means to create interesting compositions, manipulate space, and develop solid forms. The course is designed for beginners with little or no experience in painting. Proficiency in drawing is beneficial but not critical to successful completion of this course.

ART-1550: Sculpture I (Program Elective)**Credits: 3**

Introduction to basic sculptural techniques. Elements and principles of 3-D art are emphasized through practice in bronze casting, welding, carving, and fabrication. Development of ideas will be encouraged through critique of and historic references to specific sculptures and artists.

ART-1590: Watercolor I (Program Elective)**Credits: 3**

An introductory course in basic watercolor painting. Emphasis is on techniques and traditional watercolor materials used by today's watercolorists. Includes composition, color concepts and history of watercolor painting. Students will attend lecture and demonstration classes and create their own paintings.

ART-1600: Ceramics I (Program Elective)**Credits: 3**

A beginner's studio course designed to teach ceramics as a creative craft and art form. The student is encouraged to explore ceramics as a form of three-dimensional expression and to be actively engaged in the complete cycle of ceramic production: production of clay, construction of forms, decoration and firing. Students are expected to acquire knowledge of and to test various glazes.

ART-1620: Digital Publication Design (Program Elective)**Credits: 3**

Designed to acquaint the student with the fundamentals of publication and print media design. Hands-on training will be provided using a variety of digital media and hardware current to the graphic design profession. Students will gain experience in taking a print media project from concept to page layout and production.

ART-2410: Graphic Design I (Program Elective)**Credits: 3**

Provides a survey of the design principles and artistic concepts that produce quality commercial art. Students will acquire hands-on experience in taking a variety of projects from concept development

to final output. Training will be provided in the various production skills and techniques used by graphic design professionals.

ART-2530: Drawing II (Program Elective)

Credits: 3

An advanced studio course that emphasizes further development of individual drawing skills, a thorough understanding of drawing principles, and a greater exploration of the various drawing materials and techniques. The human figure, landscape, and manmade objects are the source of investigation.

ART-2540: Painting II (Program Elective)

Credits: 3

An advanced studio course that stresses further development of individual painting skills and techniques and a broader understanding of color theory. Students are encouraged to explore complex issues and to develop greater understanding of the medium.

ART-2550: Sculpture II (Program Elective)

Credits: 3

This course offers the student the opportunity to more thoroughly explore concepts of three-dimensional art. Emphasis is placed on independent selection of materials and their aesthetic implications and how they relate to contemporary sculptural images.

ART-2570: Lettering Typography & Layout (Program Elective)

Credits: 3

Designed to deepen the student's understanding of fundamental publication and presentation design. The overall goal of the course is to expand the student's ability to explore creative solutions for text based visual information.

ART-2590: Watercolor II (Program Elective)

Credits: 3

This advanced course will cover watercolor techniques in depth. Students work with more refined techniques of the medium: large paper format and watercolor monoprints and a more independent approach to their own work.

ART-2600: Ceramics II (Program Elective)

Credits: 3

Emphasis on designing forms in clay using hand-building and wheel-throwing techniques. Advanced glaze theory, clay bodies and firing techniques explored in depth.

ART-2610: Graphic Design II (Program Elective)

Credits: 3

Graphic Design II provides students with advanced concepts used in the creation of advertising art, Web-based graphics, broadcast graphics, interactive multimedia, electronic publishing and print media. This course expands the survey of design principles and artistic concepts to a more global perspective.

ART-2620: Digital Illustration (Program Elective)**Credits: 3**

Provides a survey of computer-based methods of producing artwork used commercially. This includes extensive use of object oriented and image processing software packages. Projects may include package design, editorial support illustration, logo/icon design, creative web pages, statistical charts and graphs, and technical illustration.

ART-2650: Animation and Multimedia I (Program Elective)**Credits: 3**

Focuses on two-dimensional animation and multimedia, with an emphasis on creativity, originality and experimentation. Various software packages will be utilized to create animated sequences complete with sound and special effects.

ART-2670: 3-D Digital Modeling/Animation (Program Elective)**Credits: 3**

Focus is on three-dimensional modeling and animation techniques, with an emphasis on creativity, originality, and experimentation. Various software packages will be used to create 3-D stills and animated sequences complete with sound and special effects. A survey of modeling techniques and examples from a variety of industries will be provided. Students also will be expected to have an aptitude for learning a variety of software packages.

ART-2720: African-American Art (Program Elective)**Credits: 3**

Beginning with the West and Central African cultures, this course traces the artistic explorations and achievements of African-American artists from the seventeenth-century artisans through the prolific period of the Harlem Renaissance to post modern and contemporary fine arts. The course examines the historical, economic, social, and cultural trends that have influenced African-American art. Students investigate the African-American artists' visual voice through the historical Black experience that propels it. The assignments within the course advance the development of college-level reading, writing, and critical thinking skills through the examination and interpretation of the crafts and fine arts presented throughout the course.

ART-2730: Integrated Arts (Program Elective)**Credits: 3**

Introduces the student to the areas of visual arts, dance, music, theatre, and film through an exploration of representative works in these disciplines. The student will experience a variety of artistic performances and exhibitions that will enhance self-expression and develop a better understanding of the human experience. The assignments within the course advance the development of college-level reading, writing, and critical thinking skills through the integration, analysis, and appreciation of the arts.

ART-2740: Modern Art (Program Elective)**Credits: 3**

Introduction to art and architecture from the late 19th century to the present. Visual arts from traditional works to conceptual, installation, video and performance art are analyzed in terms of style, iconography, and technique as well as their political, social and economic significance. The history and philosophy of the various movements and their relationship to contemporary thought and culture will be explored.

ART-2750: Animation and Multimedia II (Program Elective)**Credits: 3**

A continuation of ART 2650. Student will explore advanced vector drawing, computer animation techniques, Web interface design, interactivity, and digital and video/audio production. Course exercises will include 2-D animations, screen-based graphics, and digital video presentations.

ART-2780: Digital Photography II (Program Elective)**Credits: 3**

This course is a continuation of ART 2580, Digital Photography I. Students will explore complex techniques and contemporary concerns associated with advanced electronic imaging. The students will utilize digital cameras; film and flatbed scanners to digitize negatives, slides, and photographs; manipulate images; and produce finished prints with laser and inkjet printers. Students must have access to a 35mm or digital camera for use in the course.

AFA-1010: Introduction to Africa-American Studies (Program Elective)**Credits: 3**

An introduction to the interdisciplinary study of the life and culture of persons of African heritage in the United States. Explores the cultural and historic ties to various African peoples and the multicultural context.

BMT-1010: Introduction to Business (Program Elective)**Credits: 3**

This course is a gateway course into the basics of business enterprise, its organization and its role in a free society. Emphasis is placed on business environments, marketing, and the use of technology in business. Students explore economic systems and conditions, the global environment, and components of business, such as corporate and social responsibility. Students are introduced to various components of human resources management such as structure, leadership, motivation, and teaming. Students learn about financial management in terms of assets, liabilities, and equity.

INT-1800: Internet and Web Technology (Program Elective)**Credits: 3**

Provides an overview of the Internet and the major applications, relevant standards and protocols, and ethical issues associated with it. Students will learn to develop a website using storyboarding techniques and HTML and manage it via FTP. Hands-on projects that utilize new and emerging communication technologies will be explored.

TED-2000: Foundations of Education (Program Elective)**Credits: 3**

A study of schools in the United States from historical, philosophical, political, and sociological perspectives. Current issues and practices in education are explored, looking at factors that influence schools, teaching, and learning.

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

Composition:

EGL-1010: Composition I: Expository Writing (English General Education Requirement)

Credits: 3

University-parallel freshman English. Fundamentals of effective prose writing, including research-based informative, analytical, and argumentative essays.

EGL-1020: Composition II: Writing About Literature (English General Education Elective)

Credits: 3

Second semester composition using literature as the subject for discussion and writing. Study various kinds of literature (e.g., drama, poetry, short story).

EGL-1100: Composition II: Writing About Issues and Ideas (English General Education Elective)

Credits: 3

Reading analyzing, and writing about contemporary issues, demonstrating clear reasoning and persuasive writing skills. A continuation and extension of the rhetorical principles and composition skills addressed in EGL-1010. Students develop and sharpen critical thinking and writing skills, applying them to materials from various disciplines with an emphasis on evidence-based analysis, evaluation, interpretation, and persuasive presentation of conclusions.

Humanities:

ART-2700: Art Survey I (Arts/Humanities General Education Requirement)

Credits: 3

A survey of art and architecture from prehistoric times through Gothic art. Works of painting, sculpture, and architecture are analyzed both in terms of their style, iconography, and technique and in terms of their significance within the historical, social, religious, and economic context in which they were produced.

ART-2710: Art Survey II (Arts/Humanities General Education Requirement)

Credits: 3

Survey of art and architecture from the Renaissance to the 20th century. Works of painting, sculpture, and architecture are analyzed both in terms of their style, iconography, and technique and in terms of their significance within the historical, social, religious, and economic context in which they were produced.

Mathematics:

MAT-1130: Mathematical Ideas (Mathematics General Education Requirement)

Credits: 3

The course covers a broad range of topics in both historical and modern mathematics. An emphasis is placed on the applications of these topics with calculator/computer technology incorporated. The topics include: sets and logic, probability and statistics, base 10 and other bases, financial mathematics, and voting methods. The objective of the course is to provide an overview of mathematics and its applications in such a way that students gain an appreciation of its current value and past contributions. Math 1130 is a terminal course and is not intended to prepare students for calculus, science, engineering, technology, or business courses.

Science:

BIO-1011: General Biology (Science with Lab General Education Elective)

Credits: 4

An introduction to biology for non-science majors with both lecture and laboratory components. Surveys ecology, chemistry of life, cell physiology, human organ systems, genetics, and molecular genetics. The ability to think critically and to draw conclusions based on evidence will be emphasized.

GEO-1010: Physical Geography (Science with Lab General Education Elective) or (Science No Lab General Education Elective)

Credits: 4

Study of nature's environment, including the basic systems of the atmosphere, hydrosphere, and lithosphere, and how they interact.

GEO-1020: Physical Geography Lab (Science with Lab General Education Elective)

Credits: 1

Laboratory work complementary to the theories and principles of GEO-1010 (Physical Geography). Climate, the biosphere, and the earth's landforms.

PSC-1010: Introduction to Astronomy (Science with Lab General Education Elective) or (Science No Lab General Education Elective)

Credits: 3

In this course, students explore the foundations of astronomy. Students examine how the solar system, galaxy, and universe have been perceived throughout history and explore the tools and methods astronomers use. Students investigate the origin, components, and evolution of the solar system (including the planets, moons, and the sun), stars, galaxies, and the universe as a whole.

PSC-1020: Introduction to Astronomy Laboratory (Science with Lab General Education Elective)

Credits: 1

This course is a laboratory experience in astronomy for non-science majors. Labs include actual astronomical observations and techniques for studying spectra, planetary characteristics, stars, and galaxies.

BIO-1110: Environmental Biology (Science No Lab General Education Elective)

Credits: 3

Survey of basic scientific principles needed to understand current environmental problems and evaluate alternatives for solving those problems.

NTR-1010: Introductory Nutrition (Science No Lab General Education Elective)

Credits: 3

Nutrition 1010 addresses basic information about nutrients and their functions in the body as well as known and hypothesized relationships between diet and chronic disease. The course explores the US Government's dietary guidance system and information appearing on food labels. Scientific evidence is used to evaluate the accuracy of nutrition statements made by the media. Students identify the anatomical structures of the gastrointestinal system and the natural processes of nutrient metabolism. Students examine their eating habits, lifestyle, and family medical history to determine

personal risk factors for nutrition related illness. This course will teach students how to make healthy dietary choices and reduce their risk for chronic diseases.

Social Sciences:

ANT-1010: Introduction to Physical Anthropology (Social Sciences General Education Elective)

Credits: 3

ANT 1010 introduces the student to the field of physical anthropology with a focus on major topics commonly investigated by physical anthropologists. This course is designed to demonstrate the intersection of biology and human behavior through the exploration of humans' place in nature, including genetics, evolutionary theory, primate behavior, human physical variation and culture.

ANT-1030 Introduction to Cultural Anthropology (Social Sciences General Education Elective)

Credits: 3

Anthropological approaches to culture, language, and social organization, including religious belief, gender role, family form, and economic life.

PSY-1010 General Psychology (Social Sciences General Education Elective)

Credits: 3

University-parallel introductory course which surveys the field of psychology, including the study of behavior, cognitive processes, the concepts of memory, perception and sensation, consciousness, personality development, psychological disorders, psychotherapy, and social behavior.

SOC-1010 Introduction to Sociology (Social Sciences General Education Elective)

Credits: 3

Survey of sociological concepts and their application to culture, socialization, social organizations, and social change.

GEO-1090: World Regional Geography (Social Sciences General Education Elective)

Credits: 3

Nations as components of regional environments. Politics, economics, and ecology in the developed and developing worlds.

Computer Literacy:

ART-1570 Intro to Computer Graphics (Meets Institutional Requirement for Information Literacy)

Credits: 3

Designed to provide a survey of the role of the computer in visual communication design. Students will receive basic training on the primary types of software and peripherals with which designers must be familiar. This includes painting-type (raster) software as well as structured graphics (vector) applications. Students will be encouraged to develop creative approaches to projects coupled with increased technical proficiency.

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

There are no specialized accreditation or graduate certification program associated with this program.

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

There is no contract with any other institution or non-collegiate organization associated with this program.

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

Clear, complete, and timely information on the curriculum, course and degree requirements will be posted in the [college catalog](#) after MHEC approval. Each program has a dedicated page in the college catalog where the program description will be located. The nature of faculty and student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services are located in the course syllabus, college catalog and/or the Learning Management System. Financial aid resources, costs and payment policies are located on the college website under "[Paying For College.](#)"

7. 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 PGCC Office of Communications and Marketing will create brochures, flyers and electronic marketing (e-marketing) materials necessary to promote and advertise the program to potential students. The Office of Communications and Marketing department provides communications materials that create awareness and visibility to efforts to promote the program both internally and externally. The internal process of creating recruitment and advertising materials follows the internal process used by the Office of Communications and Marketing. The information regarding prior learning can be found on the College website: [Transfer Credit Policies and Procedures](#)

PART H: Adequacy of Articulation

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

For more information: [Transfer Agreements](#) and [Articulation Agreements](#)

This program does not have any articulation agreements with programs at partner institutions at this time. We have been told should our proposal pass for an Associate of Arts in Art degree that several schools are interested in developing an articulation agreement.

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

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

Notes:

1. Under Appointment Type, all adjuncts are Contract.
2. Under Terminal Degree, list title and field but NOT institution name.
3. In the last column, do not list any courses outside of this program. Only program courses have to be included (required and elective). Institutional requirements and general education courses are not to be included.

| Faculty Name | Appointment Type | Terminal Degree | Academic Title/Rank | Status | Course(s) Faculty Member will teach in this Program |
|---------------------|-------------------------|--------------------------------------|----------------------------|---------------|---|
| Joshua Ostraff | Tenure-track | M.F.A. Studio Arts | Professor | Full-time | ART-1530: Drawing I, ART-2530: Drawing II, ART-1540: Painting I, ART-2540: Painting II, ART-1510: Two-Dimensional Design, ART-2520: Color Theory and Application, ART-1590: Watercolor I, ART-2590: Watercolor II |
| Sarah Wegner | Tenured | M.F.A. Sculpture | Professor | Full-time | ART-1550: Sculpture I, ART-2550: Sculpture II, ART-2510: Three-Dimensional Design, ART-1510: Two-Dimensional Design |
| Tom Berault | Tenured | M.F.A. Photography | Professor | Full-time | ART-1780: Digital Photography I, ART-2780: Digital Photography II |
| John Stephan | Tenured | M.F.A. – Three-Dimensional Animation | Professor | Full-time | ART-1570: Introduction to Computer Graphics, ART-2650: Animation and Multimedia I, |

| | | | | | |
|-----------------------|--------------|--|---------------------|-----------|--|
| | | | | | ART-2750: Animation and Multimedia II ART-2670: 3-D Digital Modeling and Animation, ART-2620: Digital Illustration |
| Andreia Douglas | Tenure-track | M.A. Education - concentration in curriculum Development for Adult Education | Associate Professor | Full-time | ART-2410: Graphic Design I, ART-2610: Graphic Design II, ART-1620: Digital Publication Design, ART-2570: Lettering Typography & Layout, ART-1510: Two-Dimensional Design |
| Michele Bazemore | Tenured | M.F.A. - Printmaking & Design | Professor | Full-time | ART-2410: Graphic Design I, ART-2610: Graphic Design II, ART-1620 Digital Publication Design, ART-2570: Lettering Typography & Layout, ART-1510: Two-Dimensional Design |
| Heather Ossandon | Tenure-track | M.F.A. – Fine and Studio Arts, Ceramics | Professor | Full-time | ART-1600: Ceramics I, ART-2600: Ceramics II, ART-2510: Three-Dimensional Design, ART-1510: Two-Dimensional Design, ART-1530: Drawing I, ART-2530: Drawing II |
| Ann Stoddard | Contract | M.F.A. – Sculpture Printmaking | Instructor | Adjunct | ART-1530: Drawing I, ART-2530: Drawing II, ART-1540: Painting I, ART-2540: Painting II |
| Bahareh Jalehmahmoudi | Contract | MFA Visual Arts | Instructor | Adjunct | ART-1510: Two-Dimensional Design, |

| | | | | | |
|-----------------|----------|--|------------|---------|---|
| | | | | | ART-1530: Drawing I, ART-2530: Drawing II |
| Barbara Parks | Contract | M.F.A. Graphic Design | Instructor | Adjunct | ART-2410: Graphic Design I, ART-2610: Graphic Design II, ART-1620: Digital Publication Design, ART-2570: Lettering Typography & Layout, ART-2900: Portfolio Development for Visual Arts |
| Brian Kelley | Contract | M.F.A. - Painting | Instructor | Adjunct | ART-1510: Two-Dimensional Design, ART-1530: Drawing I, ART-2530: Drawing II, ART-1540: Painting I, ART-2540: Painting II |
| Bruce Gugliuzza | Contract | M.F.A. - Sculpture | Instructor | Adjunct | ART 1550 Sculpture I, ART 2550 Sculpture II |
| Epp Meisner | Contract | M.F.A. – Fine Arts and Interior Design | Instructor | Adjunct | ART-1510: Two-Dimensional Design, ART-1530: Drawing I, ART-2530: Drawing II, ART-1540: Painting I, ART-2540: Painting II |
| Eric Niebhur | Contract | M.F.A. – Fine Art | Instructor | Adjunct | ART-1530: Drawing I, ART-2530: Drawing II |
| Jerry Truong | Contract | M.F.A. – Visual Arts | Instructor | Adjunct | ART-2620 Digital Illustration |
| Joan Bevelaqua | Contract | M.F.A. - Painting | Instructor | Adjunct | ART-2520: Color Theory and Application, ART-1510: Two-Dimensional Design, ART-1590: Watercolor I, |

| | | | | | |
|-----------------------|----------|-------------------------------------|------------|---------|--|
| | | | | | ART-2590: Watercolor II |
| John Vogel | Contract | M.A. – Integrated Design | Instructor | Adjunct | ART-1570: Introduction to Computer Graphics |
| Kendra Miller | Contract | M.A. – Arts Administration | Instructor | Adjunct | ART-2720: African America Art, ART-2740: Modern Art, ART-2730: Integrated Arts |
| Kristina Johnson-Khan | Contract | M.F.A. - Painting | Instructor | Adjunct | ART-1510: Two-Dimensional Design, ART-2520: Color Theory and Application |
| Pamela King | Contract | M.A. – Art History | Instructor | Adjunct | ART-2720: African America Art, ART-2740: Modern Art |
| Prince Razario | Contract | M.F.A. – New Media and Digital Arts | Instructor | Adjunct | ART-1570: Introduction to Computer Graphics, ART-2650: Animation and Multimedia I, ART-2750: Animation and Multimedia II |
| Selin Balci | Contract | M.F.A. – Mixed Media/Installation | Instructor | Adjunct | ART-1510: Two-Dimensional Design, ART-1530: Drawing I, ART-2530: Drawing II, ART-2730: Integrated Arts |
| Thomas Paradis | Contract | M.F.A. - Photography | Instructor | Adjunct | ART-1510: Two-Dimensional Design, ART-1780: Digital Photography I, ART-2780: Digital Photography II |
| Tom Xenakis | Contract | M.F.A. - Painting | Instructor | Adjunct | ART-1530: Drawing I, ART-2530: Drawing II |
| Russell Prigodich | Contract | M.F.A. – Fine Arts | Instructor | Adjunct | ART-1510: Two-Dimensional Design, |

| | | | | | |
|------------------|--------------|---------------------------------|------------|-----------|--|
| | | | | | ART-1550: Sculpture I ART-2550: Sculpture II, ART-1600: Ceramics I, ART-2600: Ceramics II, ART-2510: Three-Dimensional Design, ART-1530: Drawing I, ART-2530: Drawing II |
| Iyelli Ichili | Tenure-track | Ph.D. History | Professor | Full-time | AFA-1010: Introduction to African-American Studies |
| Charles Perry | Tenure-track | D. A. Management | Professor | Full-time | BMT-1010: Introduction to Business |
| Homayoun Sharafi | Tenure-track | D.A. Community College Teaching | Professor | Full-time | INT-1800: Internet and Web Technology |
| Kiah Udoh | Contract | M. Ed - Leadership | Instructor | Adjunct | TED-2000: Foundations of Education |

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.*

The College provides opportunities for continuous teaching improvement through ongoing training for full- and part-time faculty year-round on a variety of evidence-based best practices related to:

- pedagogy to meet the needs of a diverse student population, using a variety of modalities
- pedagogy specific to distance education
- the learning management system (Canvas)

Concentrated training is offered during professional development periods in August, October, and January.

PART J: Adequacy of Library Resources (as outlined in COMAR [13B.02.03.12](#)).

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

The library maintains extensive, online-accessible databases, journals, and e-texts. Students may request holdings and inter-library loans either by email or in person. Additionally, the library will provide journals and publications specifically related to the various professions in the field.

The PGCC library has extensive online resources available to students, including:

- Credo Reference
- EBook Central
- EBSCO Host Academic E-book Collection Gale Virtual Reference Library
- Information Science (Gale OneFile)
- ProQuest General Database
- PubMed Database
- 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

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

1. 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:

This program will mainly be housed in the Center for Performing Arts and Marlboro Hall. Current buildings, classroom and office spaces, and teaching and learning equipment are sufficient to support this program. All facilities and equipment are subject to routine cleaning, inspection, and maintenance.

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***

Prince George's Community College provides access to its electronic mailing system (Microsoft 365 Outlook) to its full-time and part-time faculty members. Each faculty member's school email address uses the domain @pgcc.edu. Faculty receive emails from both students and colleagues via the Outlook system. Students enrolled in credit programs are issued a school email address upon enrollment. Each Prince George's Community College student email address uses the domain @students.pgcc.edu.

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

Each course offered at the College is created in a Canvas shell that allows remote access during a given semester. Each faculty member, full-time or part-time, is given access to each class that he/she is assigned to teach via the Canvas Learning Management System (LMS). Within the learning management system, faculty are able to see who is enrolled in the course, create a gradebook, create discussion boards, upload various content formats, and communicate with individual or groups of students. Zoom is integrated into each Canvas course through LTI (learning tools integration). Panopto is integrated into each Canvas section through LTI to ensure student privacy as well as to provide streaming technology in accordance with the best practices for video.

After successfully enrolling in a course at Prince George’s Community College, each student is provided access to each course that he/she is enrolled for the given semester. Access to the course is granted four days prior to the official start of the course. Within the learning management system, students can access all course content posted by the instructor, access graded assignments, communicate with the instructor and other students, and receive technical support if needed.

PART 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 | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Reallocated Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2. Tuition/Fee Revenue (c + g below) | \$425,040 | \$468,510 | \$502,320 | \$517,776 | \$536,130 |
| a. Number of F/T Students | 48 | 55 | 60 | 62 | 65 |
| b. Annual Tuition/Fee Rate | \$4,830 | \$4,830 | \$4,830 | \$4,830 | \$4,830 |
| c. Total F/T Revenue (a x b) | \$231,840 | \$265,650 | \$289,800 | \$299,460 | \$313,950 |
| d. Number of P/T Students | 100 | 105 | 110 | 113 | 115 |
| e. Credit Hour Rate | \$161 | \$161 | \$161 | \$161 | \$161 |

| | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| f. Annual Credit Hours | 12 | 12 | 12 | 12 | 12 |
| g. Total P/T Revenue (d x e x f) | \$193,200 | \$202,860 | \$212,520 | \$218,316 | \$222,180 |
| 3. Grants, Contracts & Other External Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Other Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL (Add 1 – 4) | \$425,040 | \$468,510 | \$502,320 | \$517,776 | \$536,130 |

| |
|--|
| <i>Reallocated Funds:</i> There are no reallocated funds for this program. |
| <i>Tuition/Fee Revenue:</i> Assuming modest growth in both full-time and part-time enrollments, and tuition and fees are assumed constant over the next five years, the chart displays the overall financials for the program. The in-county tuition rate of \$114 per credit and a fee of \$47 per credit for a total of \$161 per credit have been used to calculate revenue; with 30 credits per year for full-time students, and an average of 12 credits per year for part-time. |
| <i>Grants, Contracts, & Other External Sources:</i> This program does not use grants, contracts, or external sources for funding. |
| <i>Other Sources:</i> There are no other sources used for funding. |

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 | | | | | |
|--------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1. Faculty (b + c) below | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2. Admin Staff (b + c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|------------------------------------|-----|-----|-----|-----|-----|
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Support Staff (b + c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Technical Support and Equipment | \$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 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL (Add 1 – 7) | \$0 | \$0 | \$0 | \$0 | \$0 |

| |
|---|
| <p><i>Faculty:</i> No new faculty are needed for this program. There are a number of qualified full-time and adjunct faculty currently employed by the College to teach General Education and required program courses in the specific disciplines.</p> |
| <p><i>Admin Staff:</i> This program will be housed in the Humanities Department, as part of the Division of Humanities, English, and Social Sciences, which already has a dean, associate dean, department chair, and coordinator in place who will support the program. No additional administrative staff is necessary.</p> |
| <p><i>Support Staff:</i> This program will be housed in the Humanities Department. Office associates support the department as a whole, and not individual programs, so it is not expected that any new support staff will be needed.</p> |
| <p><i>Technical Support and Equipment:</i> There is no additional or new technical support or equipment needed for this program. Current technical support and equipment is sufficient for the needs of the students and faculty.</p> |
| <p><i>Library:</i> Current library materials are sufficient for the needs of the students and faculty.</p> |

New or Renovated Space:

Prince George's Community College opened an 87.5-million-dollar expansion and renovation project of Marlboro Hall in January 2020 with an expected completion date in 2024. The new facilities will provide an important industry standard and relevant art labs/studios. It also includes outdoor and indoor exhibition spaces with a committed art gallery. The budget for these renovated spaces has already been allocated and will not require additional funding.

Other Expenses:

There are no other expenses required or needed for this program.

Part 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**.

Prince George's Community College has identified three sets of learning outcomes for its students: course, program, and the College's Core Competencies (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 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 publicly distributed every semester in the Student Learning Outcomes Assessment Report (SLOAR). Additional reports include the annual Program Learning Outcomes Assessment Report (PLOAR) and the Student Core Competencies Report. Data from these reports is used to improve courses and to ensure program learning outcomes and student core competencies are met.

Non-tenured faculty members are evaluated yearly by students and administrators. 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, and professional development in the discipline and participation in departmental, divisional, and college-wide activities are also assessed. The same criteria for evaluation are carried out for tenured members of the faculty, but once every four 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.

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.

Complete program assessment takes place every four 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. The college has a five-year program review cycle which entails program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

PART 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 and success**, and the institution's **cultural diversity goals and initiatives**.

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 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 and a significant Hispanic/Latino student population, 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 with the racial makeup of the region's workforce. 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 include:

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

In sum, the College will continue to engage with community partners and stakeholders who represent the diversity of the region.

PGCC has a Diversity, Equity and Inclusion office and a number of programs geared to special populations, including Diverse Male Student Initiatives (DMSI), Women of Wisdom (W.O.W.), and Vocational Support Services. Additionally, interactive workshops and cultural diversity events are available on an ongoing bases as both the main campus and the extension centers. Furthermore, a Truth, Racial Healing, and Transformation (TRHT) Campus Center organizes Listening Sessions and Racial Healing Circles. Each of these initiatives focuses on improving the retention and success of minority students.

Part 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.

This is a new program. Therefore, a low-productivity self-analysis is not applicable here.

PART 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**.

Prince George's Community College is eligible to provide Distance Education by the Maryland Higher Education Commission (MHEC). Please see File 22293.

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

Prince George's Community College provides assurance that programs that are offered in a distance format comply with current C-RAC guidelines. Please find a copy of the institution's accreditation status for offering distance learning through MSCHE at the following link: <https://www.msche.org/institution/0175/>. The college also participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA) as evidenced on the following link: <https://nc-sara.org/directory>.

The program offers the following courses in a distance learning format:

ART-1010: Introduction to Arts
PAS-1000: First Year Experience
EGL-1010: Composition I: Expository Writing
EGL-1020: Composition II: Writing about Literature
EGL-1100: Composition II: Writing About Issues and Ideas
BIO-1010: General Biology
GEO-1010: Physical Geography
PSC-1010: Introduction to Astronomy
PSY-1010: General Psychology
ANT-1010: Introduction to Physical Anthropology
ANT-1030: Introduction to Cultural Anthropology
SOC-1010: Introduction to Sociology
INT-1800: Internet and Web Technology
BMT-1010: Introduction to Business
AFA-1010: Introduction to Africa-American Studies