



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

Institution Submitting Proposal	
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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:	No	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 22685 originally submitted December 15, 2022

Dear Dr. Fielder,

Prince George's Community College is requesting the addition of a new program, **Dance, A.A.** degree program. This degree is currently the General Studies, A.A. with Area of Concentration in Dance Performance and Choreography (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: 50.0301.

Proposed Program Description
The Associate of Arts (A.A.) in Dance degree is designed to transfer to a four-year institution so students may further their studies and advance their performance and choreographic skills or enter the field of Performing Arts as a dancer or a choreographer. This program provides students with relevant dance and choreographic opportunities through a structured curriculum comprised of classroom, studio, and stage experiences. In this program, there is an additional emphasis on how performance and choreography can stimulate creativity, cultural awareness, and social engagement.
Proposed Program Outcomes
Graduates of the Dance, A.A. degree program will be able to: <ol style="list-style-type: none">1. Execute dance techniques.2. Perform a support position within Performing Arts and Entertainment.3. Create individual and group choreographic works that incorporate self-expression and collaboration.4. Apply artistry, musicality, and choreographic intent in a dance performance.5. Examine societal and cultural differences through dance performance and choreography.6. Discuss past, current, and emerging trends in the dance world.
Proposed Courses
PAS 1000 First-Year Experience Credits: 1 (Institutional Requirement) EGL 1010 Composition 1: Expository Writing Credits: 3 (English General Education Requirement) DAN 1010 Introduction to Dance Credits: 3 (Arts/Humanities General Education Elective) or



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DAN 1020 Introduction to African America Dance Credits: 3 (Arts/Humanities General Education Elective) or

THE 1010 Introduction to Theatre Credits: 3 (Arts/Humanities General Education Elective)

DAN 1030 Dance History Credits: 3 (Program Requirement)

THE 2803 Crew Experience Credits: 1 (Program Requirement)

First course of the Modern Dance Sequence based on placement from the Modern Dance Elective Course List (see below)

First course of the Ballet Sequence based on placement from the Ballet Elective Course List (see below)

MAT 1130 Mathematical Ideas Credits: 3 (Mathematics General Education 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)

COM 1090 Interpersonal Communication Credits: 3 (Arts/Humanities General Education Elective) or

PHL 1010 Introduction to Philosophy: The Art of Questioning Credits: 3 (Arts/Humanities General Education Elective)

DAN 1050 Musical Concepts for Dance Credits: 3 (Program Requirement)

Second course of the Modern Dance Sequence based on placement from the Modern Dance Elective Course List (see below)

Second course of the Ballet Sequence based on placement from the Ballet Elective Course List (see below)

BIO 1010 General Biology Credits: 4 (Science with Lab General Education Requirement)

HST 1430 History of the United States Since 1877 Credits: 3 (Social Science General Education Elective) or

HST 1530 History of African Americans since 1877 Credits: 3 (Social Science General Education Elective)

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

POS 1010 American National Government Credits: 3 (Social Science General Education Elective)

DAN 1400 Dance Composition I Credits: 2 (Program Requirement)

Third course of the Modern Dance Sequence based on placement from the Modern Dance Elective Course List (see below)

Third course of the Ballet Sequence based on placement from the Ballet Elective Course List (see below)



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INT 1010 Introduction to Information Technology Credits: 3 (Computer Literacy General Education Requirement)

NTR 1010 Introduction to Nutrition Credits: 3 (Science No Lab General Education Requirement)

DAN 2400 Dance Composition II Credits: 2 (Program Requirement)

DAN 2500 Dance Performance Credits: 3 (Program Requirement)

Select DAN 2120: Intermediate Modern Dance II Credits: 2 (Program Elective)

OR if already taken, choose one course not previously taken from the list below:

DAN 2200 Intermediate Ballet I Credits: 2 (Program Elective)

DAN 2300 High Intermediate Ballet I Credits: 2 (Program Elective)

DAN 2320 High Intermediate Ballet II Credits: 2 (Program Elective)

DAN 2330 High Intermediate Ballet III Credits: 2 (Program Elective)

DAN 2340 High Intermediate Ballet IV Credits: 2 (Program Elective)

DAN 1021 African World Dance I Credits: 2 (Program Elective)

DAN 1024 Jazz Dance I Credits: 2 (Program Elective)

DAN 2021 African World Dance II Credits: 2 (Program Elective)

DAN 2024 Jazz Dance II Credits: 2 (Program Elective)

Modern Dance Elective List

DAN 1100 Beginning Modern Dance I Credits: 2 (Program Elective)

DAN 1120 Beginning Modern Dance II Credits: 2 (Program Elective)

DAN 2100 Intermediate Modern Dance I Credits: 2 (Program Elective)

DAN 2120 Intermediate Modern Dance II Credits: 2 (Program Elective)

Ballet Elective List

DAN 1200 Beginning Ballet I Credits: 2 (Program Elective)

DAN 1220 Beginning Ballet II Credits: 2 (Program Elective)

DAN 2200 Intermediate Ballet I Credits: 2 (Program Elective)

DAN 2220 Intermediate Ballet II Credits: 2 (Program Elective)

DAN 2300 High Intermediate Ballet I Credits: 2 (Program Elective)

DAN 2320 High Intermediate Ballet II Credits: 2 (Program Elective)

DAN 2330 High Intermediate Ballet III Credits: 2 (Program Elective)

DAN 2340 High Intermediate Ballet IV Credits: 2 (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,



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Clayton A. Railey, EdD

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

1. Name of Proposed Certificate/Degree Program: Dance, 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 Dance Performance and Choreography to a standalone degree of an Associate of Arts in Dance.

The Associate of Arts (A.A.) in Dance degree is designed to transfer to a four-year institution so students may further their studies and advance their performance and choreographic skills or enter the field of Performing Arts as a dancer or a choreographer. This program provides students with relevant dance and choreographic opportunities through a structured curriculum comprised of classroom, studio, and stage experiences. In this program, there is an additional emphasis on how performance and choreography can stimulate creativity, cultural awareness, and social engagement.

Prince George's Community College's mission is to provide affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community. The college's vision is to serve as the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success. The Dance program will be the county's first choice for higher education regarding dance. In a region where the arts are seeing rapid growth through the expansion of entertainment and conference venues, Prince George's Community College and its new Center for the Performing Arts are at the forefront of training and technology to prepare county citizens to become dynamic and contributing members of this field. Through the enriching of students' lives in Performing Arts through academics, skill development, and creativity, students will transform their lives to find a culturally relevant and artistic voice. This transformation results in students becoming a significant form of expression of humanity. Students become experts in a collaboration centered around motivating cultural dialog relevant to today's most challenging social issues. Students contribute to the community's ability to articulate their divergent voices as shepherds of cultural communication. Students become a mirror for examining our values, principles, and community.

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](#)

The Associate of Arts (A.A.) in Dance degree directly relates to the College's mission by contributing to the economic equity and cultural vibrancy of our community; providing the appropriate pathways for

students interested in the Performing Arts to find success in their academic and career goals; creating a dynamic experience for students, faculty, staff, and community through the presentation and education of the Performing Arts; and building community partnerships with local, state, and national Performing Arts entities for the benefit of our entire communities' divergent forms of expression and cultural identity. Specifically, the program includes academic offerings for students interested in pursuing careers in the Performing Arts field and is designed for students interested in developing their skills as dancers, dance instructors, or choreographers. Additionally, the program emphasizes the arts' role in developing socially progressive ideas. The program introduces a broad range of courses in the dance genre covering ballet, modern, dance improvisation, dance composition, and choreography. Additionally, the inclusion of general education courses provides thorough preparation in verbal, mathematical, and critical-thinking skills, which enable students to sample various subject matters and methodologies to inform their education and career choices. This program is designed to promote transfer to four-year programs in the State of Maryland.

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 this newly proposed program will be funded through the annual operating budget for Teaching, Learning, and Student Success. This new program will not require any additional expenditures outside those that are offset by increased tuition revenue from projected enrollment in the program (details are provided in Part L – Table 1). There are no new costs for equipment, instructional supplies, facilities, or staff. The program as is proposed can be fully staffed with both current full-time and adjunct faculty and staff to support its operations. Initially no additional expense will be incurred; however, additional faculty would be hired as necessitated by growth in enrollment (details are provided in Part L – Table 2.)

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

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

The proposed A.A. in Dance 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. While all courses in the program can be taught by existing faculty, the department intends to hire an additional faculty position to help implement the program (see Part L – Table 2 for further details), which serves as evidence of PGCC's commitment to ensuring the success of this new program.

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) will suffice, 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.

- 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.*

a. The A.A. in Dance degree program outcomes promotes a sense of cultural enrichment for students by using the performing arts to facilitate inspiration and foster advancement and the evolution of knowledge. The program's conceptual structure and the combination of class and studio modalities embody a sound pedagogical approach by developing physical skills, critical thinking, and fostering metacognition skills.

b. Throughout the program, there is a sustained emphasis on writing skills, verbal skills, and communication techniques for socio-economic and ethnologically diverse populations. Students are provided with resources from the college that foster student success and program completion. This includes the Tutoring/Writing Center, Math Center, and Academic Advising to list a few. The program will create transfer opportunities for the state's four-year institutions that have a desire to serve the diverse demographics within the region.

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:

1. Describe potential **industry** or industries, **employment** opportunities, and expected **level of entry** (ex: mid-level management) for graduates of the proposed program. According to the U.S. Bureau of Labor Statistics, the following list adequately highlights the industries and employment opportunities of each category for graduates. There is no specific entry level as the type of opportunities and specific job descriptions determine the level.

Industry	Employment (1)	Percent of industry employment
Performing Arts Companies	3,080	3.02
Drinking Places (Alcoholic Beverages)	1,210	0.43
Other Amusement and Recreation Industries	860	0.08
Other Schools and Instruction	740	0.19
Spectator Sports	440	0.40

Industries with the highest concentration of employment in Dancers:

Industry	Employment (1)	Percent of industry employment
Performing Arts Companies	3,080	3.02
Drinking Places (Alcoholic Beverages)	1,210	0.43
Spectator Sports	440	0.40
Independent Artists, Writers, and Performers	150	0.31
Other Schools and Instruction	740	0.19

Top paying industries for Dancers:

Industry	Employment (1)	Percent of industry employment
Promoters of Performing Arts, Sports, and Similar Events	150	0.13
Colleges, Universities, and Professional Schools	60	(7)
Other Schools and Instruction	740	0.19
Performing Arts Companies	3,080	3.02
Independent Artists, Writers, and Performers	150	0.31

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

The Washington DC region is emerging as an upcoming vibrant region. This geographic area is home to casinos (MGM National Harbor, Live! Casino & Hotel Maryland, and Horseshoe Casino Baltimore), theme/amusement parks (Six Flags, King's Dominion, Hershey Park, and Busch Gardens), and numerous theater venues (Kennedy Center for the Performing Arts, the Strathmore, Merriweather Post Pavilion, and Fillmore Silver Springs) that will need to fill dance positions in this burgeoning economy.

A recent search on Indeed.com listed 50 jobs under “Dance”. [Dance Jobs Listings](#)

Further, the evidence shows that there is work for dancers in the Arts and Entertainment industry with the 40,532 businesses listed as “Performers (not otherwise classified)”. Locally, those numbers break down as follows:

Dance Businesses: 0.2% (1 out of 388)

Dance Employees: 0.0% (1 out of 3,684)

Maryland:

Dance Businesses: 0.3% (7 out of 2,492)

Dance Employees: 0.9% (84 out of 9,229)

Virginia:

Dance Businesses: 0.1% (4 out of 2,964)

Dance Employees: 0.8% (80 out of 10,100)

Data from the Bureau of Labor Statistics’ Occupational Employment Statistics reveals the following:

DC Metro Area (DC-VA-MD-WV):

Dancers: 0.031 Employment per 1,000 Jobs, Location Quotient of 0.44

Choreographers: 0.119 Employment per 1,000 Jobs, Location Quotient of 3.18

Below is a recent table from the U.S. Bureau of Labor Statistics, occupational employment and wage statistics:

Area: District of Columbia Period: May 2020			
Occupation (SOC code)	Employment(1)	Hourly mean wage	Annual mean wage(2)
Dancers(272031)	90	27.15	(4) -
Choreographers(272032)	60	45.67	95000

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

Dance: Job Description, Duties, and Salary Info

Dancers that pursue college-level study in their field have a variety of options to consider. Dance is a competitive field that requires intense physical training. According to the U.S. Bureau of Labor Statistics (BLS), most dancers begin this training very young. Dancers can travel with professional companies, perform in stage shows and choreograph productions. They may specialize in one or more styles of dance, such as ballet, modern dance, ethnic dance, musical theater, or jazz dance. Many colleges offer dance programs to those who wish to pursue a performance or teaching career in this field. Graduates use a dance degree to pursue opportunities as choreographers or dance instructors. Degree programs are available at the associate's, bachelor's, master's, and doctoral degree levels for students interested in studying dance. Choosing a degree path may depend on whether a student plans to concentrate more on performance, choreography, or teaching and how far they want to go in their career. Dance curricula vary by school and degree type, but courses usually aren't limited to dance training alone. Course requirements can also include social sciences, history, humanities, mathematics, and nutrition. Generally, dance programs require an audition before admission. Being knowledgeable about dance terminology and familiar with different styles of dance is also important. When considering a career in dance, it's important to understand the different levels and types of degrees. More information about studying in the field of dance is below:

Occupational Outlook Handbook > Entertainment and Sports >


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Dancers and Choreographers

[Summary](#) | [What They Do](#) | [Work Environment](#) | [How to Become One](#) | [Pay](#) | [Job Outlook](#) | [State & Area Data](#) | [Similar Occupations](#) | [More Info](#)

Summary

Quick Facts: Dancers and Choreographers	
2016 Median Pay ?	\$16.85 per hour
Typical Entry-Level Education ?	See How to Become One
Work Experience in a Related Occupation ?	See How to Become One
On-the-job Training ?	Long-term on-the-job training
Number of Jobs, 2016 ?	20,400
Job Outlook, 2016-26 ?	4% (Slower than average)
Employment Change, 2016-26 ?	900



There are many different types of dance, such as ballet, tango, modern dance, tap, and jazz.

What Dancers and Choreographers Do

Dancers and choreographers use dance performances to express ideas and stories. There are many types of dance, such as ballet, tango, modern dance, tap, and jazz.

Work Environment

About one-third of dancers worked in performing arts companies in 2016, and approximately 1 in 4 were self-employed. About one-half of choreographers worked in dance schools in 2016, and approximately 1 in 4 choreographers were self-employed.

How to Become a Dancer or Choreographer

Education and training requirements vary with the type of dancer; however, all dancers need many years of formal training. Nearly all choreographers began their careers as dancers.

Pay

The median hourly wage for choreographers was \$23.19 in May 2016.

The median hourly wage for dancers was \$13.74 in May 2016.

Job Outlook

Overall employment of dancers and choreographers is projected to grow 4 percent from 2016 to 2026, slower than the average for all occupations. A continued interest in dance and in pop culture may provide opportunities in dance schools and in venues outside of dance companies. However, dancers and choreographers face intense competition, and the number of applicants is expected to vastly exceed the number of job openings.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Dancers and Choreographers*, on the Internet at <https://www.bls.gov/ooh/entertainment-and-sports/dancers-and-choreographers.htm> (visited September 23, 2021).

Dancers

Wages & Employment Trends

Median wages (2016) \$13.74 hourly

State wages 

Employment (2014) 13,000 employees

Projected growth (2014-2024) ■■■ Average (5% to 8%)

Projected job openings (2014-2024) 4,800

State trends 

Top industries (2014) [Arts, Entertainment, and Recreation](#)
[Accommodation and Food Services](#)

Source: Bureau of Labor Statistics [2016 wage data](#) and [2014-2024 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2014-2024). "Projected job openings" represent openings due to growth and replacement.

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"27-2031.00 - Dancers." O*NET OnLine, 23, September 2021., www.onetonline.org/link/summary/27-2031.00.

Choreographers

Wages & Employment Trends

Median wages (2016) \$23.19 hourly, \$48,240 annual

State wages 

Employment (2014) 7,000 employees

Projected growth (2014-2024) ■■■ Average (5% to 8%)

Projected job openings (2014-2024) 2,700

State trends 

Top industries (2014) [Educational Services](#)
[Arts, Entertainment, and Recreation](#)

Source: Bureau of Labor Statistics [2016 wage data](#) and [2014-2024 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2014-2024). "Projected job openings" represent openings due to growth and replacement.

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"27-2032.00- Choreographers." O*NET OnLine, 23 September 2017, www.onetonline.org/link/summary/27-2032.00

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

27-2031 Dancers

Perform dances. May perform on stage, for broadcasting, or video recording.

[National estimates for Dancers](#)

[Industry profile for Dancers](#)

[Geographic profile for Dancers](#)

National estimates for Dancers:

Employment estimate and mean wage estimates for Dancers:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
7,370	8.0 %	\$ 25.08	(4)	3.3 %

Percentile wage estimates for Dancers:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 11.68	\$ 13.77	\$ 18.58	\$ 29.21	\$ 48.76

[\(4\)](#)

Industry profile for Dancers:

Industries with the highest published employment and wages for Dancers are provided. For a list of all industries with employment in Dancers, see the Create Customized Tables function.

Industries with the highest levels of employment in Dancers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Performing Arts Companies	3,080	3.02	\$ 26.97	(4)
Drinking Places (Alcoholic Beverages)	1,210	0.43	\$ 22.17	(4)
Other Amusement and Recreation Industries	860	0.08	\$ 21.34	(4)
Other Schools and Instruction	740	0.19	\$ 27.48	(4)
Spectator Sports	440	0.40	\$ 21.04	(4)

Industries with the highest concentration of employment in Dancers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Performing Arts Companies	3,080	3.02	\$ 26.97	(4)
Drinking Places (Alcoholic Beverages)	1,210	0.43	\$ 22.17	(4)
Spectator Sports	440	0.40	\$ 21.04	(4)
Independent Artists, Writers, and Performers	150	0.31	\$ 26.42	(4)

Other Schools and Instruction	740	0.19	\$ 27.48	(4)
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Top paying industries for Dancers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Promoters of Performing Arts, Sports, and Similar Events	150	0.13	\$ 38.87	(4)
Colleges, Universities, and Professional Schools	60	(7)	\$ 28.84	(4)
Other Schools and Instruction	740	0.19	\$ 27.48	(4)
Performing Arts Companies	3,080	3.02	\$ 26.97	(4)
Independent Artists, Writers, and Performers	150	0.31	\$ 26.42	(4)

Choreographers

Create new dance routines. Rehearse performance of routines. May direct and stage presentations.

[National estimates for Choreographers](#)

[Industry profile for Choreographers](#)

[Geographic profile for Choreographers](#)

National estimates for Choreographers:

Employment estimate and mean wage estimates for Choreographers:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
3,580	11.6 %	\$ 25.00	\$ 52,000	4.4 %

Percentile wage estimates for Choreographers:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 10.18	\$ 14.14	\$ 21.00	\$ 30.33	\$ 48.68
Annual Wage (2)	\$ 21,180	\$ 29,420	\$ 43,680	\$ 63,080	\$ 101,250

Industry profile for Choreographers:

Industries with the highest published employment and wages for Choreographers are provided. For a list of all industries with employment in Choreographers, see the Create Customized Tables function. Industries with the highest levels of employment in Choreographers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Other Schools and Instruction	2,160	0.54	\$ 23.35	\$ 48,560
Performing Arts Companies	890	0.87	\$ 28.46	\$ 59,200
Colleges, Universities, and Professional Schools	60	0.00	\$ 25.08	\$ 52,170
Elementary and Secondary Schools	50	0.00	\$ 17.45	\$ 36,300
Independent Artists, Writers, and Performers	40	0.09	\$ 20.71	\$ 43,070

Industries with the highest concentration of employment in Choreographers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Performing Arts Companies	890	0.87	\$ 28.46	\$ 59,200
Other Schools and Instruction	2,160	0.54	\$ 23.35	\$ 48,560
Independent Artists, Writers, and Performers	40	0.09	\$ 20.71	\$ 43,070
Elementary and Secondary Schools	50	0.00	\$ 17.45	\$ 36,300
Colleges, Universities, and Professional Schools	60	0.00	\$ 25.08	\$ 52,170

Top paying industries for Choreographers:

Industry	Employment (1)	Percent of industry employment
Performing Arts Companies	890	0.87
Colleges, Universities, and Professional Schools	60	(7)
Other Schools and Instruction	2,160	0.54
Independent Artists, Writers, and Performers	40	0.09
Other Amusement and Recreation Industries	(8)	(8)
Choreographers	27-2032	4.6 6.1 1.5 32.1 1.0
Show/hide Example Job Titles		

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 listed on the website, most community colleges in the state of Maryland offer Fine and Performing Arts degrees. However, only the following community colleges offer similar Dance degrees: Community College of Baltimore County (CCBC), Howard Community College (HCC), and Anne Arundel Community College (AACC). Some similarities with HCC and AACC are that all offer a degree with the associate's requirement of 60 credits and include some similar technique courses. At PGCC, a difference is an emphasis placed on ballet and modern dance training within each semester and supplemental theory courses that mimic the first two years at four-year institutions. This emphasizes the dance training in the above-mentioned techniques that most four-year institutions seek. CCBC offers an A.F.A. which is different because it contains fewer General Education requirements, so although the students receive technical training, the number of program requirements make it harder to complete in two-year and their degree contains fewer general education credits that will transfer to a four-year institution.

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

The program will provide an additional pathway for students who wish to pursue advanced degrees in the liberal arts field. Specifically, the program includes academic offerings for students interested in pursuing careers in the Performing Arts field and is designed for students interested in the development of their dance skills as dancers, dance instructors, or choreographers. The program emphasizes the role the arts play to assist in developing socially progressive ideas and introduces a broad range of courses in the dance genre, covering ballet, modern, dance improvisation, dance composition, and choreography. Additionally, the inclusion of general education courses provides thorough preparation in verbal, mathematical, and critical-thinking skills, which enable students to sample various subject matters and methodologies to inform their education and career choices. The A.A. degree in Dance is designed to promote transfer to four-year programs in the State of Maryland.

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.

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.

While Prince George’s Community College is considered a majority-minority institution, an opportunity exists to collaborate with Coppin State University in programs and performances. With the opening of the college’s new Center for Performing Arts, the college is firmly positioned to begin articulation discussions and the proposal of 2+2 programs with four-year partners.

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 originate 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. The final step in the approval process for new programs or substantial modification is from the College’s Board of Trustees, before submission to MHEC for approval.

Faculty who will oversee the program:

Humanities Department Chair, Professor Ennis Allen, and Professor Kevin Veiga, Dance Program Academic Coordinator.

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

Graduates of the Dance, A.A. program will be able to:

1. Execute dance techniques.
2. Perform a support position within Performing Arts and Entertainment.
3. Create individual and group choreographic works that incorporate self-expression and collaboration.
4. Apply artistry, musicality, and choreographic intent in a dance performance.
5. Examine societal and cultural differences through dance performance and choreography.
6. Discuss past, current, and emerging trends in the dance world.

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.

4. 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.

DAN-1030: Dance History (Program Requirement)

Credits: 3

This course examines the development of dance as a performing art in western society from the 17th to the 21st century. Students examine significant developments of dance and performance as they pertain to the choreographer and the dancer. Students identify major figures in Ballet and Modern dance and their significant contributions in dance and performance, including the emerging trends of the 21st century. Additionally, students discuss significant works of choreography from a technical, cultural, or societal perspective. Finally, students research the role of a dance company or artist and the impact it has on the performing art world.

THE-2803: Crew Experience (Program Requirement)

Credits: 1

THE 2803 provides students studying Theatre Performance, Theatre Design, Entertainment Technology, or Dance the opportunity to engage in practicum application of backstage operations in support of events. Explorations in the divergent roles and functions of backstage personnel are undertaken.

DAN-1050: Musical Concepts for Dance (Program Requirement)

Credits: 2

This course provides a fundamental understanding of musical concepts and skills in application to movement, dance composition, and performance. Students identify terms and symbols on musical scores, classify the elements of musical time, and examine the elements of melody. Additionally, students use musical texture in movement phrases and perform a choreographic study highlighting musical form and structure.

DAN-1400: Dance Composition I (Program Requirement)**Credits: 2**

This course is the first level of dance composition methods with a focus on the use of improvisational dance techniques in application to solo and duet compositions. Students describe and research current techniques and artists in this field. Furthermore, students apply, execute, and perform learned techniques and musical concepts as a tool for creative expression and problem-solving. Students explore the qualities of space (the expanse we live in), time (tempo), and energy (force-generating movement). Additionally, students learn fundamental choreographic devices to perform a final self-created dance solo and duet.

DAN-2400: Dance Composition II (Program Requirement)**Credits: 2**

This course is the second level of dance composition methods focusing on improvisational dance techniques in application to trio or group compositions. Students analyze a prominent dance artist's compositional ideas of structure and apply these methods to a dance study. Students execute an intermediate to high intermediate level of dance techniques that enhance the compositional structure. Students demonstrate an intermediate level of compositional skills with the elements of space, time, and energy through increased use of choreographic devices. Students explore and experiment with sound/music based on choice and need, then create a score for their individual work. The course concludes with a student-created performance of a trio or group dance.

DAN-2500: Dance Performance (Program Requirement)**Credits: 3**

This course provides an opportunity to rehearse and perform choreography created by faculty members and guest artists in the production of a dance concert. Students execute movement and choreography, demonstrate appropriate rehearsal practices and procedures, including improvisation and composition skills, as needed, and apply production concepts in a dance performance.

DAN-1100: Beginning Modern Dance I (Program Elective)**Credits: 2**

This course is a beginning level of modern dance technique as derived in part from the principles of the American founders of modern dance, such as Doris Humphrey, Martha Graham, and Lester Horton. Students learn about body placement and alignment, breath support, parallel and turn-out positioning of the legs. Emphasis is on developing a full range of spinal movement. Furthermore, students demonstrate a minimum of four exercises that include elements of the following: dynamic body alignment, movement with spatial awareness, musicality (rhythm), and energy. Additionally, students

work collaboratively to create one 16 count phrase demonstrating self-expression and creativity. These components are executed at a fundamental skill level. Students discuss a modern dance performance for its historical significance. A final class performance emphasizes learned components throughout the semester that highlights a beginner's level of accomplishment.

DAN-1120: Beginning Modern Dance II (Program Elective)

Credits: 2

A second-level beginner's course in modern dance technique where students continue to explore body placement and alignment, breath support, parallel and turn-out positioning of the legs. The class incorporates movement activities with a full range of the spine which demonstrates a greater understanding of the head-tail connection. Students execute a minimum of five exercises that incorporate greater movement potential with the addition of level changes, weight shift, the use of relevés, and balances. Additionally, students are introduced to fundamental improvisational skills and create one 16 count phrase demonstrating these skills through self-expression and creativity. These components are executed at a beginning skill level. Students view a professional modern dance performance and discuss some of the technical skills exhibited by the dancers that apply to the class. A final class performance emphasizes learned components throughout the semester that highlights a second-level beginner's accomplishments.

DAN-1200: Beginning Ballet I (Program Elective)

Credits: 2

A beginning level of classical ballet technique with emphasis on the execution and demonstration of the fundamental principles of static and dynamic body alignment that include breath support, foot articulation, natural turn-out (90 degrees, or 45 degrees for each leg), stance, weight distribution, and squareness. Students demonstrate the positions of the feet (1st, 2nd, and 3rd positions) and arms (preparatory, 1st, 2nd, and 5th). Students execute plie, tendu, degage, and rond de jambe exercises at the barre in the basic standard directions of the feet (front, side, and back). Students will demonstrate movement principles of vocabulary. Students discuss a professional performance of classical ballet on its historical significance to the genre.

DAN-1220: Beginning Ballet II (Program Elective)

Credits: 2

A second level beginning classical ballet technique. Students are expected to be familiar with fundamental ballet terminology and the beginning barre exercises of plies, tendu, degage, and rond de jambe. In this course, students demonstrate additional fundamental principles of static and dynamic body alignment, weight transfer skills, lift (pull-up), counter pull, and leg extensions of 45 degrees or more. Work at the barre will focus on refining core strength, leg strength through increased repetition, length of exercise, and directionality. Students learn and demonstrate 3rd and 4th positions of the arms, 4th and 5th positions of the feet, and turn out, when appropriate, is increased. In the center, students repeat exercises from the barre and learn an adagio phrase that highlights ballet poses, arm and feet

positions, directionality, and balance. Additionally, students execute beginning jumps from 1st and 2nd positions and a 2-step combination of learned material that focus on stage direction. Students view and discuss a performance of classical ballet that incorporates an adagio phrase and pas de deux. Finally, students perform a beginning-level choreographed ballet dance.

DAN-2200: Intermediate Ballet I (Program Elective)

Credits: 2

This course is an intermediate level of study in the classical ballet technique. At the barre, students focus on counterbalance, aplomb, épaulement, balancé and leg extensions of 90 degrees while executing exercises to the front (devant) and to the back (derriere) that includes dégagé with pas-de-cheval, petit battement frappé, développé, rond-de-jambe à terre, and grand battement. Center work will emphasize the eight positions of the body, an adagio sequence of 32 counts, and a single pirouette turns. In the center, students demonstrate a 3-step petit allegro combination and, across the floor, a 2-step grand allegro combination that demonstrates musicality and elevation. Students view a performance of classical ballet and compare/contrast an adagio and petit/grand allegro section. A final class performance will emphasize the learned components throughout the semester that highlights an intermediate level of accomplishment.

DAN-2100: Intermediate Modern Dance I (Program Elective)

Credits: 2

This course is a first-level intermediate modern dance technique derived in part from the principles of the American founders of modern dance, emphasizing movement vocabulary. Students demonstrate additional 16-32 count movement exercises that focus on stamina, spinal connectivity, and musicality. Students execute two movement phrases with a focus on level changes and spatial design. Students attend a live modern dance performance and evaluate the production based on the dancers' technical display and choreographic intent. Lastly, there is a final class performance that emphasizes performance techniques.

DAN-2220: Intermediate Ballet II (Program Elective)

Credits: 2

This course is a second level intermediate study of the classical ballet technique. Students execute, at the barre, exercises in combination focusing on greater complexity of two or more steps, multiple patterns, and greater precision. Emphasis placed on balances on one leg, relevés on one leg, and extensions of 90 degrees or above. In the center, students demonstrate a center adagio sequence of 32 counts to include a single leg balance, a leg extension of 90 degrees, or greater, to the front, à la seconde, and arabesque positions. Additionally, students demonstrate a pirouette combination with a double pirouette en dehors and a single pirouette en dedans. Across the floor students execute combinations of sequencing three or more steps demonstrating musicality, multiple elevations, and a

change of direction. Students view a performance of classical ballet and analyze a dance section on the dancers' technical abilities and performance qualities. A final class performance to emphasize the learned components throughout the semester that highlight a second level intermediate skill.

DAN-2120: Intermediate Modern Dance II (Program Elective)

Credits: 2

This course is a second-level intermediate modern dance technique derived in part from the principles of the American founders of modern dance. Students demonstrate two 24-48 count movement exercises emphasizing the range of motion of the limbs and rhythmic changes. Students execute two supplemental movement phrases of intricate design, incorporating the dynamic movement principles of space, time, and energy. Students attend a live modern dance performance and evaluate it based on the choreographic intent of the artistic director. Lastly, there is a final class performance that emphasizes musical intricacies.

DAN-2300: High Intermediate Ballet I (Program Elective)

Credits: 2

This course is an entry-level high intermediate study of the classical ballet technique. At the barre, students execute exercises with a minimum of three-step combinations in multiple patterns. Emphasis is placed on balances on one leg, relevés on one leg, and 90 degrees or above extensions. In the center, students demonstrate two musically phrased center adagio sequences to include single-leg balances and a leg extension of 90 degrees, or greater, in a minimum of two positions. Additionally, students demonstrate a pirouette combination with a double pirouette en dehors and a double pirouette en dedans. In the center, students execute a petit allegro of 24 counts that focuses on musicality. Across the floor, students execute a grand allegro of 24 counts with an emphasis on elevation. Students evaluate a professional performance of classical ballet on the technical challenges of performing a grand pas de deux. There is a final class performance that highlights an entry-level high intermediate skill at the end of the course.

DAN-2320: High Intermediate Ballet II (Program Elective)

Credits: 2

This course is a second-level high intermediate study of the classical ballet technique. Students continue to master their previous training at the barre while executing exercises that include four or more step combinations in multiple patterns and directions. Emphasis is placed on complexity and length to challenge and engage the students' knowledge of terminology and accuracy. If necessary, students continue to work on pointe work at the barre with increased difficulty and preparation for some center work. Students demonstrate a traditional classical adagio variation highlighting musicality and artistry. Also, in the center, students execute a 24-count petit allegro highlighting musicality. Across the floor,

students demonstrate a traditional grand allegro variation in a single-floor crossing. Students perform a classical adagio variation and additional classroom choreography in a final public performance.

DAN-2330: High Intermediate Ballet III (Program Elective)

Credits: 2

This course is a third-level high intermediate study of classical ballet technique. Students' execution at the ballet barre is high, and they can execute a complete barre sequence on one side without stoppage. Any necessary pointe work is further incorporated to expand on ankle strength and balance. In the center, students demonstrate a more extended traditional classical adagio variation highlighting leg extensions and multiple turns. Pointe work is included, if necessary, to challenge the student further. Students execute a 32-count petit allegro highlighting endurance. Across the floor, students demonstrate a traditional grand allegro variation with multiple-floor crossings. Students perform the learned extended-length classical adagio variation and additional classroom choreography in a final public performance.

DAN-2340: High Intermediate Ballet IV (Program Elective)

Credits: 2

This course is the final-level high intermediate study of classical ballet technique. Student's execution at the ballet barre is high, and they can execute a complete barre sequence on both sides without stoppage. Any necessary pointe work from the previous level is used for added strength and control. In the center, students create an adagio combination incorporating previously learned components of classical ballet techniques. Students have the option to work en pointe to increase the difficulty of the phrase. Students create a petit allegro combination that emphasizes musicality and artistry. Across the floor, students create a grand allegro variation featuring elevation and a change of direction. Students perform all their created components of the class in a final public performance.

DAN-1021: African World Dance I (Program Elective)

Credits: 2

This course is an introduction to the cultural dance traditions of Africa, the Caribbean, and the related world dance forms of the African diaspora. Students execute footwork and torso movement that reflect the various musical rhythms of the African diaspora. Students describe the origins and cultural significance of dance, songs, and rhythms essential to the traditional practice of these dances. Additionally, students discuss a professional performance-related event for cultural significance and accuracy. Finally, students perform a dance that emphasizes learned components throughout the semester, and that highlights a beginner's level of accomplishment.

DAN-1024: Jazz Dance I (Program Elective)**Credits: 2**

This course is an introduction to the study of contemporary jazz dance techniques traced historically from the Afro-Caribbean and early American styles. Emphasis on the performance styles of Broadway, the concert stage, and the entertainment industry. Students learn about body placement and alignment, positions of the feet/arms, breath support, parallel and turnout positioning of the legs. Students demonstrate a combination of 5 warm-up exercises and movement phrases that highlight movements of the torso and hips. Students create a 16-count combination highlighting self-expression and creativity. Students describe jazz dance technique styles of the past and present. Additionally, students discuss a professional jazz dance performance attendance for historical or stylized significance. Finally, students perform a choreographed dance of learned components that highlights a beginner's level of accomplishment.

DAN-2021: African World Dance II (Program Elective)**Credits: 2**

This course is a second-level introduction to the world dance forms of Africa, the Caribbean, and the African diaspora. Students' execution of footwork and torso movement increase in length and complexity by combining multiple steps related to traditional movement origins. Students research and describe the cultural traditions of a self-chosen related dance form. Finally, students perform an African dance technique that highlights a second-level beginner's accomplishments.

DAN-2024: Jazz Dance II (Program Elective)**Credits: 2**

This course is a second-level introduction to the study of contemporary jazz dance techniques traced historically from the Afro-Caribbean and early American styles. Course emphasis is on the performance styles of Broadway, the concert stage, and the entertainment industry. Students demonstrate spatial awareness in placement and alignment in the class, positions of the arms and feet, and rhythmic accuracy while executing warm-up exercises and movement phrases. Students execute a 32-count movement phrase that highlights level changes, rhythmic variety, and technical precision. Students create a 24-count combination highlighting self-expression and creativity. Additionally, students discuss a professional jazz dance performance for technical and rhythmic accuracy. Finally, students perform a choreographed group dance highlighting level change, technique, rhythmic precision, and individually created movements.

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

Composition:

EGL-1010: Composition I: Expository Writing Credits: (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:

DAN-1010: Introduction to Dance (Arts/Humanities General Education Elective)

Credits: 3

This course provides an exploration of the aesthetic and socio-cultural aspects that shape dance as an art form and entertainment, from its early historical origins to contemporary trends. A survey of the theories and styles of dance encompassing cultural and social dances from around the world to traditional western dance genres of ballet, modern, jazz, tap, and musical theatre dance are covered. The student learns how to classify dance as an art form and entertainment, identify artistic and social norms of world dance, recognize the creative and social impact of the dance genres, demonstrate dance movements, describe stylistic traits, and identify choreographic elements of dance.

DAN-1020: Introduction to African American Dance (Arts/Humanities General Education Elective)

Credits: 3

This course provides a survey of the role of African Americans in the development of dance in America. Particular focus is placed on artists, their philosophies, and contributions in ballet, jazz, modern, tap, hip hop, traditional, commercial dance, and film. Students describe the influences of the early Africans and their connection to song and dance in dance development in America. Students will identify major African American artists and their concepts of creativity and aesthetics in various dance genres of the concert stage and film. Students will recognize the compositional form and how African American artists interpret philosophical and aesthetic views through choreography. Students will learn, practice, and then demonstrate basic dance techniques that highlight African American dance influences. Students discuss the cultural and social impact of these dance artists through viewing a contemporary performance. Furthermore, students will recognize individuals and dance companies' political and social effects on race and class in America.

THE-1010: Introduction to Theatre (Arts/Humanities General Education Elective)

Credits: 3

THE 1010 provides a comprehensive survey of theatre through the explorations of the art of acting, the art of directing, and the art of playwrighting. Further, students survey the history of theatre, explore the various areas of theatrical production and design, and examine the personnel, occupations, and duties required for the stage. Students also study the process of performing a theatre performance critique.

COM-1090: Interpersonal Communication (Arts/Humanities General Education Elective)

Credits: 3

This foundational study of human communication takes place in a survey course designed to explore everyday relationships in various settings. This course provides foundational awareness of interpersonal communication and engages in skill-building practices to enhance students' capabilities. Students learn the basics of interpersonal communication skills and how they affect one's communication style. Emphasis is placed on communication dynamics and climate and conflict management strategies.

PHL-1010: Introduction to Philosophy: The Art of Questioning (Arts/Humanities General Education Elective)

Credits: 3

Asking and answering the basic and meaningful questions of life and clarifying one's thinking with self, others, laws, nature, and God.

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-1010: General Biology (Science with Lab General Education Requirement)

Credits: 4

An introduction to biology for non-science majors with both lecture and laboratory components. Surveys ecology, the 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.

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

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:

HST-1430: History of the United States since 1877 (Social Science General Education Elective)

Credits: 3

This course is a survey of American History from Reconstruction through the 1970s. The course examines the nation's political development during that period. It also focuses on the social and economic impact on the nation of industrialization and urbanization. The course looks at the means by which various groups, who were excluded from the mainstream of American society, gained a foothold in the nation's decision-making process. It examines the major reform movements from the Progressive Era to the Civil Rights Movement of the 1950s and 1960s. The course also traces America's growth from a continental and regional power to super power status after World War II. It examines the impact of imperialism and American involvement in both World Wars on American foreign policy, and the development of the Cold War.

HST-1530: History of African Americans since 1877 (Social Science General Education Elective)

Credits: 3

This course surveys African-American History from the end of Reconstruction through the present. Particular emphasis is placed on describing and analyzing black Americans' efforts to counteract the inequalities their communities experienced largely as a result of racist Jim Crow laws and racial disenfranchisement. Moreover, it examines the Great Migration, the Harlem and Chicago Renaissances, the Post-World War II integrationist and Black Nationalist movements, and black political activism at the turn of the millennium. This course is designed to assist students in gaining an improved understanding of (and appreciation for) the myriad ways in which black Americans have impacted the cultural, political, social, and economic structures of the United States, and, in turn, how living within American society has impacted the evolution of African-American thought and action.

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

Credits: 3

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

POS-1010: American National Government (Social Science General Education Elective)

Credits: 3

A study of the Constitution and the American political system, including how power and authority are acquired and applied. Emphasis will be placed on Congress, the Presidency, and the Supreme Court, as well as on voting dynamics, political parties, interest groups, public opinion, and the media.

Computer Literacy:

INT-1010: Introduction to Information Technology (Computer Literacy Institutional Requirement)

Credits: 3

Introduction to Information Technology is a survey course in evolving information technology and its relevance to individuals and society. Students examine the categories of computing devices and different types of computer applications, software and their uses. Emphasis in this course is on enhancing students' skills in data analysis and programming. Additionally, students evaluate ethical principles related to privacy, security, intellectual property and how these apply to their academic and professional life. They also explore strategies to manage risks related to systems security threats. Lastly, students learn about the basic principles of connectivity and data communications.

Students possessing skills and knowledge in this area may receive credit for INT 1010 by passing the department's challenge exam (currently the three Internet and Computing Core Certification tests, known as IC3). Students who are already IC3 certified may receive credit for INT 1010 by presenting their three certificates to the transfer evaluator in the Office of Records and Registration.

6. 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.

7. 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.

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

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.](#)"

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

The 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.

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.

Only program courses have to be included (required and elective). Institutional requirements and general education courses do not need to be included.

In the last column, do not list any courses outside of this program.

<i>Faculty Name</i>	<i>Appointment Type</i>	<i>Terminal Degree</i>	<i>Academic Title/Rank</i>	<i>Status</i>	<i>Course(s) Faculty Member will teach in this Program</i>
Kevin Veiga	Tenure-track	M.F.A. Dance	Professor	Full-time	DAN-1030: Dance History; DAN-1050: Musical Concepts for Dance; DAN-1100:

					Beginning Modern Dance I; DAN-1120: Beginning Modern Dance II; DAN-2100: Intermediate Modern Dance I; DAN-2120: Intermediate Modern Dance II; DAN-1021: African World Dance I; DAN-2021: African World Dance II; DAN-1200: Beginning Ballet I; DAN-1220: Beginning Ballet II; DAN-1024: Jazz Dance I; DAN-2024: Jazz Dance II; DAN-1400: Dance Composition I; DAN-2400: Dance Composition II; DAN-2500: Dance Performance
Ariel Harper	Contract	M.F.A. Dance	Instructor	Adjunct	DAN-1030: Dance History; DAN-1024: Jazz Dance I; DAN-2024:

					Jazz Dance II; DAN-2100: Intermediate Modern Dance I; DAN- 2120: Intermediate Modern Dance II; DAN-2500: Dance Performance
Brandy Lee	Contract	M.F.A. Dance	Instructor	Adjunct	DAN-1200: Beginning Ballet I; DAN- 1220: Beginning Ballet II; DAN- 2200: Intermediate Ballet I; DAN- 2220: Intermediate Ballet II; DAN- 2300: High Intermediate Ballet I; DAN-2320: High Intermediate Ballet II; DAN- 2330: High Intermediate Ballet III; DAN-2340: High Intermediate Ballet IV; DAN-1030: Dance History
Jessica Featherson	Contract	M.F.A. Dance	Instructor	Adjunct	DAN-1021: African World Dance I; DAN- 2021: African World Dance II;

					DAN-1030: Dance History
Caroline Rocher Barnes	Contract	M.F.A. Dance	Instructor	Adjunct	DAN-1200: Beginning Ballet I; DAN- 1220: Beginning Ballet II; DAN- 2200: Intermediate Ballet I; DAN-2220: Intermediate Ballet II; DAN- 2300: High Intermediate Ballet I; DAN- 2320: High Intermediate Ballet II; DAN- 2330: High Intermediate Ballet III; DAN-2340: High Intermediate Ballet IV; DAN-1030: Dance History
Robert Berry	Tenure-track	M.F.A/Communication and Theater	Associate Professor	Full-time	THE-2803: Crew Experience
Gary Fry	Tenure-track	Ph. D. Interdisciplinary Studies, Humanities	Associate Professor	Full-time	THE-2803: Crew Experience

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 online accessible and extensive 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:

General Databases

- ProQuest
- Academic OneFile
- Credo Reference

General OneFile

- E-books
- EBook Central
- EBSCO Host Academic E-book Collection
- Gale Virtual Reference Library

Streaming Video

- Films on Demand
- VAST Academic Video Collection

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

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

This program will mainly be housed in the Center for Performing Arts. 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 an LTI (learning tools integration). Panopto is integrated into each Canvas section through as LTI to ensure student privacy as well as 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, and communicate with the instructor and other students.

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: RESOURCES for the A.A. Degree in Dance					
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)	\$78,246	\$86,940	\$93,702	\$102,396	\$109,158
a. Number of F/T Students	9	10	11	12	13
b. Annual Tuition/Fee Rate	\$4,830	\$4,830	\$4,830	\$4,830	\$4,830
c. Total F/T Revenue (a x b)	\$43,470	\$48,300	\$53,130	\$57,960	\$62,790
d. Number of P/T Students	18	20	21	23	24
e. Credit Hr. 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)	\$34,776	\$38,640	\$40,572	\$44,436	\$46,368
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (1 – 4)	\$78,246	\$86,940	\$93,702	\$102,396	\$109,158

Reallocated Funds: There are no reallocated funds for this program.
Tuition/Fee Revenue: Assuming modest growth in both full-time and part-time enrollments, and tuition and fees are assumed constant over the next five years, the table 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.
Grants, Contracts, & Other External Sources: This program does not use grants, contracts, or external sources for funding.
Other Sources: 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.

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$74,063	\$74,063	\$74,063	\$74,063	\$74,063
a. # FTE	1	1	1	1	1
b. Total Salary	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000
c. Total Benefits 3%	\$19,063	\$19,063	\$19,063	\$19,063	\$19,063
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0

3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$11,685	\$11,685	\$11,685	\$11,685	\$11,685
8. TOTAL (Add 1 – 7)	\$85,747	\$85,748	\$85,748	\$85,748	\$85,748

Faculty:

This program is supported by one full-time equivalent faculty. All faculty positions are posted as open rank positions, with faculty ranked and placed based upon their credentials. The funds listed in the table are the anticipated average salary and benefits for a new assistant professor for years 1 – 5.

Admin Staff:

This program will be housed in the Humanities, English, and Social Science division, which already has a dean, associate dean, department chair, and coordinator in place who will support the program.

Support Staff:

This program will be housed in the Humanities, English, and Social Science division. 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.

Technical Support and Equipment:

Within the Center for the Performing Arts, there are two dance studios built specifically for the dance program. Both studios are excellently equipped and contain the following amenities: sprung dance floors, Marley floor covering, portable and stationary ballet barres, full-length wall mirror, curtains to cover the mirrors, window shades, overhead lighting, state-of-the-art audio/visual equipment including multiple speakers and a projection system, floor mats, cubicles for storage, dance training and conditioning equipment.

Additionally, the larger studio is designed as a performance venue, complete with a light/soundboard, overhead light grid with dedicated light fixtures, and bench seating for an audience. There is locker storage outside the dance studios, including dedicated dressing rooms with lockers, showers, bathrooms, and make-up stations.

The two proscenium stage spaces include state-of-the-art performance technology A/V equipment, portable sprung flooring with a Marley dance floor, wing, curtains, fly space, light grid, state-of-the-art light package, backstage area, dressing rooms equipped with showers, bathrooms, make-up stations, and a green room.

Library:

Current library materials are sufficient for the needs of the students and faculty.

New or Renovated Space:

The program makes use of the new Center for Performing Arts, which opened in August 2019.

Other Expenses:

Revenues generated by the Center for Performing Arts by internal and external stakeholders will augment the costs regarding equipment, facilities maintenance, and show budgets required to the efforts of the academic programs. These projected expenses are listed under #7 – Other.

The dance budget falls under the inclusive Humanities Arts' budget and will augment the costs regarding equipment, supplies, costumes, etc. The total allocation for year one is \$49,043. This estimate per academic year is expected to increase by 6% each subsequent year based on current for the overall Humanities Arts' budget.

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). An additional report showing student achievement of the Program Learning Outcomes Assessment Report (PLOAR) and Student Core Competencies are published every year and analyzed to improve courses and to ensure program learning outcomes 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, but professional development in the discipline and participation in departmental, divisional, and college-wide activities is also assessed. The same criteria for evaluation are carried out for tenured members of the faculty, but once every three years. The above assessment process also provides administrators the opportunity to set out action plans for faculty improvement in teaching, professional development, and/or college service in order for each or any of those facets of the faculty member's career to be enhanced.

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 are 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 will 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 basis at 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 assures that programs that are offered in a distance format comply with current CRAC 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 by the following link: <https://nc-sara.org/directory>.

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

PAS-1000: First-Year Experience
EGL-1010: Composition 1: Expository Writing
THE-1010: Introduction to Theatre
EGL-1020: Composition II: Writing about Literature
EGL-1100: Composition II: Writing about Issues and Ideas
MAT-1130: Mathematical Ideas
COM-1090: Interpersonal Communication
PHL-1010: Introduction to Philosophy: The Art of Questioning
BIO-1010: General Biology
HST-1430: History of the United States Since 1877
HST-1530: History of African Americans since 1877
SOC-1010: Introduction to Sociology
POS-1010: American National Government
INT-1010: Introduction to Information Technology
NTR-1010: Introductory Nutrition