



**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:	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 5, 2023

In response to 22689 originally submitted December 15, 2022

Dear Dr. Fielder,

Prince George's Community College is requesting the addition of a new program, Music, A.A. degree program. This degree is currently the General Studies, A.A. with Area of Concentration in Music (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: 50.0999.

Proposed Program Description

Students in the Music, A.A. program examine the areas of music theory, ear training, and **Western** music literature, while stressing critical thinking skills. **Additionally, students explore using technology and computer-based software in music.** Students participate in a music ensemble and applied lessons to improve their skills and knowledge on their respective instrument or voice. The **Music, A.A.** program prepares students to transfer into a bachelor's program in music at a four-year college or university.

Proposed Program Outcomes

Graduates of the **Music, A.A. degree** program will be able to:

1. Apply principles of music theory to the evaluation and interpretation of musical scores.
2. Describe the historical evolution of Western music as it relates to stylistic periods, performance practices, and representative composers and their works.
3. Utilize current technologies in performance, composition, notation, and distribution of music.
4. Apply technical and stylistic knowledge and skills to individual performances.
5. Apply technical and stylistic knowledge and skills to ensemble performances.

Proposed Courses

PAS-1000 First Year Experience Credits: 1 (Institutional Requirement)
EGL-1010 Composition I: Expository Writing Credits: 3 (English General Education Requirement)
ART-1010 Introduction to Art Credits: 3 (Arts/Humanities General Education Elective) or
PHL-1330 Ethics Credits: 3 (Arts/Humanities General Education Elective) or
THE -1010 Introduction to Theater Credits: 3 (Arts/Humanities General Education Elective) or
MUS-1005 Fundamentals of Music Theory Credits: 3 (Arts/Humanities General Education Elective)
MUS-1145 Music Theory I Credits: 2 (Program Requirement; Critical Course)



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MUS-1720 Musicianship I Credits: 1 (Program Requirement; Critical Course)

MUS-1500 Introduction to Music Technology Credits: 3 (fulfills Computer Literacy requirement) (Institutional Requirement)

MUS-1710 Applied Music: Level I Credits: 2 (Program Requirement)

MUS-1110 Jazz Ensemble Credits: 1 (Program Elective) (must be taken 4 times over 4 separate semesters) or

MUS-1030 Concert Choir Credits: 1 (Program Elective) (must be taken 4 times over 4 separate semesters) or

MUS-1130 Chamber Ensemble Credits: 1 (Program Elective) (must be taken 4 times over 4 separate semesters)

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)

MUS-1165 Music Theory II Credits: 2 (Program Requirement; Critical Course)

MUS-1740 Musicianship II Credits: 1 (Program Requirement; Critical Course)

MUS 1010 Music Appreciation Credits: 3 (Arts/Humanities General Education Requirement)

MUS-1210 Class Piano Credits: 1 (Program Elective Requirement)

MUS-1810 Applied Music: Level II Credits: 2 (Program Requirement)

MUS-2155 Music Theory III Credits: 2 (Program Requirement)

MUS-2110 Musicianship III Credits: 1 (Program Requirement; Critical Course)

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

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

MUS-2510 Digital Notation Credits: 3 (Program Elective) or

MUS-2520 Digital Audio Credits: 3 (Program Elective) or

MUS-2600 MIDI Sequencing Credits: 3 (Program Elective)

NTR-1010 Introductory Nutrition Credits: 3 (Science No Lab General Education Elective) or

BIO-1110 Environmental Biology Credits: 3 (Science No Lab General Education Elective)

MUS-2070 Applied Music: Level III Credits: 2 (Program Requirement)

MUS-2165 Music Theory IV Credits: 2 (Program Requirement)

MUS-2120 Musicianship IV Credits: 1 (Program Requirement; Critical Course)

BIO-1010 General Biology Credits: 4 (Science w/ Lab General Education Elective) or

PHY-1010 Introductory Physics I Credits: 4 (Science w/ Lab General Education Elective) or

GEO-1010 Physical Geography Credits: 3 (Science w/ Lab General Education Elective) and

GEO-1020 Physical Geography Lab Credits: 1 (Science w/ Lab General Education Elective)

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

PSY-2030 Child Psychology Credits: 3 (Social Science General Education Elective)

MUS-2080 Applied Music: Level IV Credits: 2 (Program Requirement)

Proposed Total Number of Credits: 60



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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,

Clayton A. Railey, D

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

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

1. Name of Proposed Certificate/Degree Program: Music, 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) is requesting to change the current program of General Studies with an Area of Concentration in Music to an Associates of Arts in Music. This specific program will reside in the Humanities Department and the Division of Humanities, English and Social Sciences (HESS) within the Liberal and Creative Arts Academic and Career Pathway. Students in the Music, A.A. program examine the areas of music theory, ear training, and Western music literature, while stressing critical thinking skills. Additionally, students explore using technology and computer-based software in music. Students participate in a music ensemble and applied lessons to improve their skills and knowledge on their respective instrument or voice. The degree is designed to provide a course of study that will allow students to transfer to a 4-year college or university to complete their studies and earn a bachelor's degree in their chosen specialty within the music field.

Prince George's Community College's mission is to provide high quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to personal development, professional advancement, and economic prosperity. The college's vision is to serve as the region's premier center for dynamic teaching and learning, strategic partnerships, and community engagement that advances knowledge, economic equity, and lifelong personal development. The A.A. in Art degree directly relates to the College's mission by enriching student's lives and contributing to the economic equity and cultural vibrancy of our 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](#)

2022-2025 PGCC Goals

The first goal is Enhancing Equitable Access and Value for Enrolling at PGCC. This is defined as maximizing county-wide access to and completion of the College's workforce and transfer programs and degrees. Tuition at Prince George's Community College (tuition and fees) are \$1,957 for in county resident and \$3,097 for in state residents per semester. This is notably less when compared with the

four-year programs that many of our students transfer to (Morgan State University - \$5,477, Coppin State University - \$4,648, Bowie State University - \$5,646, Frostburg State University - \$6,700, Towson University - \$6,962, University of Maryland Eastern Shore - \$5,418, University of Maryland University College - \$7,200, University of Maryland College Park - \$8,824, University of Baltimore \$7,014, Montgomery College \$8,070). This makes the program an affordable option for students.

Goal three is Ensure Learning and Achievement through High Impact Practices. This is defined as continuously design, implement, and scale optimal conditions and environments for student learning success in all modalities so as to ensure programs and courses encourage academic rigor, integrate relevant supports, build academic capacity, and improve learning. The PGCC Music program is currently operating in the Center for Performing Arts, and will also use space in the updated Marlboro Hall that will be active Fall 2024. The coursework, learning opportunities, and interaction with experienced and highly-skilled faculty that are available to students in this program help to highlight this goal.

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

All costs of the current Associate of Arts in General Studies with an area of concentration in Music program are funded through the annual operating budget for Teaching, Learning, and Student Success. That funding will be used for this newly proposed standalone program. This 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. However, additional adjunct faculty will 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 AA in Music program has the necessary support at the department, division, and institutional level to operate successfully. The Humanities department that will house the degree is well-established at PGCC, with an existing cadre of full-time tenured/tenure-track faculty, as well as qualified adjunct faculty, available to teach the program courses (see the table in Part I for a full listing of faculty), and administrative support personnel. All courses in the program can be taught by existing faculty.

As outlined in Parts K and L, PGCC is confident that the existing administrative and technical supports and physical facilities available to the department and college as a whole are sufficient to ensure the program's viability – the department is not seeking any capital investments or specialized facilities, since current classroom/office space in the Center for Performing Arts (CPA) 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.*

Prince George's County is the second most populous jurisdiction in the State of Maryland. The U.S. Census Bureau (2020) data states there are 967,201 citizens residing in Prince George's County Maryland. Additionally, the strategic location and proximity to the District of Columbia and the nation's capital fosters a steady employer base for county residents. According to the U. S. Census Bureau (2020) the population of Prince George's County is 64.4% African American; 19.5% Hispanic/Latino; 27.1% Caucasian; 4.4% Asian American; 1.2% Native American or Alaskan native; 0.2% Native Hawaiian or other Pacific Islander; and 2.7% Multiracial. This highly diverse population translates to a highly diverse workforce. Trends in PGCC's student population reflect the demographic patterns of its primary service area, Prince George's County, with 66.5% of credit students enrolled in fall 2020 identifying as Black/African American (PAR Hb). The percentage of Hispanic/Latino students rose from 10.5% of the credit student population in fall 2015 to 14.9% in fall 2020 (PAR Ha). PGCC continues to attract students in English for Speakers of Other Languages courses (5,662 students; PAR D) as well as first-generation college students, 51.7% of credit students in fall 2020 (PAR C). The College expects the A.A. degree in Music demographics to mirror that of the county.

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.

Prince George's Community College has implemented Academic and Career Pathways, based on the national Pathways model, for all credit and continuing education students. This program aligns with the Liberal and Creative Arts Academic and Career Pathway and leads to transfer programs in a wide variety of Music fields. Given the demographic growth and diverse population of the county, the addition of the A.A. degree in Music at Prince George's Community College (PGCC) will ensure the intellectual enhancement of students and therefore, the health and economic well-being of the county and surrounding areas.

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.

Students who complete their bachelor's degree have employment opportunities in several areas of music. These include music director and composer, musician and singers, music therapy, elementary and secondary music education, i.e., band, orchestra, choir and general music.

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

National Data by Occupation

Occupational Employment and Wages, May 2021

27-2041 Music Directors and Composers

Conduct, direct, plan, and lead instrumental or vocal performances by musical artists or groups, such as orchestras, bands, choirs, and glee clubs; or create original works of music.

[National estimates for Music Directors and Composers](#)

[Industry profile for Music Directors and Composers](#)

[Geographic profile for Music Directors and Composers](#)

National estimates for Music Directors and Composers:

Employment estimate and mean wage estimates for Music Directors and Composers:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
9,560	4.7 %	\$ 31.29	\$ 65,080	3.1 %

Percentile wage estimates for Music Directors and Composers:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 11.75	\$ 17.66	\$ 23.62	\$ 37.52	\$ 59.52
Annual Wage (2)	\$ 24,440	\$ 36,720	\$ 49,130	\$ 78,030	\$ 123,800

<https://www.bls.gov/oes/current/oes272041.htm>

Occupational Employment and Wages, May 2021

27-2042 Musicians and Singers

Play one or more musical instruments or sing. May perform on stage, for broadcasting, or for sound or video recording.

[National estimates for Musicians and Singers](#)

[Industry profile for Musicians and Singers](#)

[Geographic profile for Musicians and Singers](#)

National estimates for Musicians and Singers:

Employment estimate and mean wage estimates for Musicians and Singers:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
24,080	4.2 %	\$ 41.46	(4)	3.9 %

Percentile wage estimates for Musicians and Singers:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 11.47	\$ 18.12	\$ 30.49	\$ 55.09	\$ 88.77

<https://www.bls.gov/oes/current/oes272042.htm>

Occupational Employment and Wages, May 2021

29-1129 Therapists, All Other

All therapists not listed separately.

[National estimates for Therapists, All Other](#)

[Industry profile for Therapists, All Other](#)

[Geographic profile for Therapists, All Other](#)

National estimates for Therapists, All Other:

Employment estimate and mean wage estimates for Therapists, All Other:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
13,490	5.3 %	\$ 31.26	\$ 65,030	2.1 %

Percentile wage estimates for Therapists, All Other:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 17.79	\$ 22.59	\$ 28.61	\$ 37.42	\$ 47.35
Annual Wage (2)	\$ 37,010	\$ 46,980	\$ 59,500	\$ 77,830	\$ 98,490

<https://www.bls.gov/oes/current/oes291129.htm>

EMSI Regional Data:

Music Directors: 2020 median wage is \$63,657 while the national median wage is \$49,375.

Area	2018	2028	Change	% Change
DC, MD, VA	1,099	1,178	78	7.1%
National Average	1,180	1,201	22	1.8%

Musicians and Singers: 2020 median wage is \$54,792 while the national median wage is \$54,752.

Area	2018	2028	Change	% Change
DC, MD, VA	3,826	3,981	155	4.1%
National Average	4,187	4,064	-123	-2.9%

Music Therapists: 2020 median wage is \$56,500 while national average is \$47,715.

Area	2018	2028	Change	% Change
DC, MD, VA	381	373	-8	-20%
National Average	430	471	41	9.4%

Music Teachers: 2020 median wage is \$43,604 while national average is \$41,077.

Area	2018	2028	Change	% Change
DC, MD, VA	9,661	10,679	1,018	10.5%
National Average	9,191	9,191	649	7.6%

* Emsi Q1 2022 Data Set | www.economicmodeling.com

- 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.

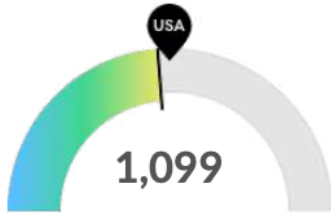
According to O*NET OnLine, 29% of the jobs in the occupation code for musicians and singers (27-2042.00) will require a Bachelor's degree. Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training. Students can receive this training after completing PGCC's program and transferring to one of Maryland's four-year public institutions that offer music programs (<https://www.onetonline.org/link/summary/27-2042.00>).

According to the Bureau of Labor Statistics, national employment in 2021 across the occupation of musicians and singers (code 27-2042.00) measured in number of employees was 151,300. By 2031, this is projected to grow by 4%, to 157,700, with 20,800 job openings (<https://www.onetonline.org/link/summary/27-2042.00>). In Maryland, 2020 employment was 1,130, and is projected to grow by 8% by 2030, to 1,220 employees, with 140 job openings (<https://www.onetonline.org/link/localtrends/27-2042.00?st=MD>).

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

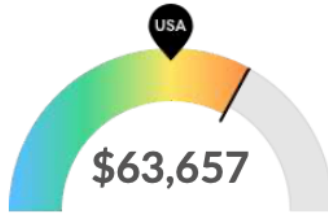
Executive Summary

Light Job Posting Demand Over an Average Supply of Regional Jobs Musical Directors and Composers



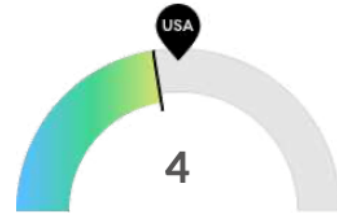
Jobs (2018)

Washington-Arlington-Alexandria, DC-VA-MD-WV is about average for this kind of job. The national average for an area this size is 1,180* employees, while there are 1,099 here.



Compensation

Earnings are high in Washington-Arlington-Alexandria, DC-VA-MD-WV. The national median salary for Music Directors and Composers is \$49,375, compared to \$63,657 here.



Job Posting Demand

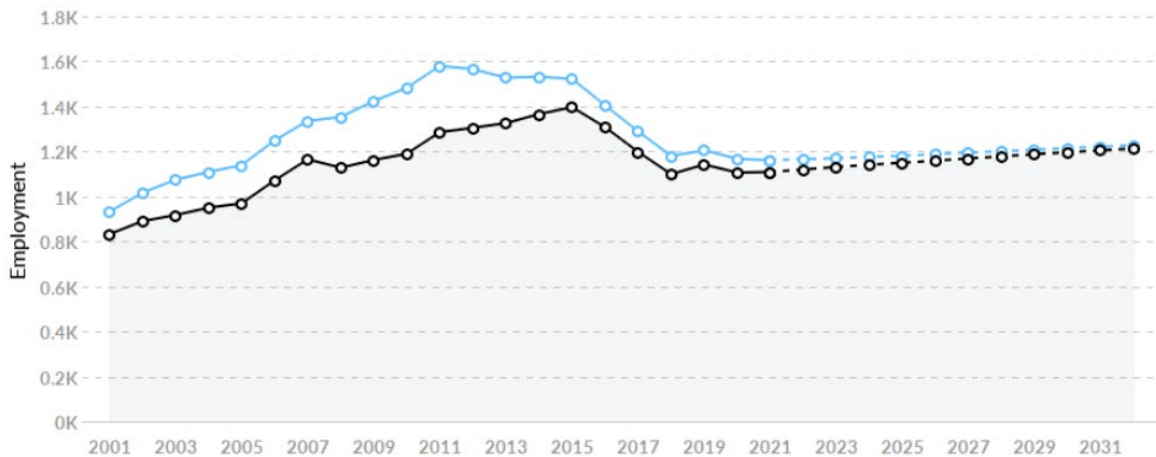
Job posting activity is low in Washington-Arlington-Alexandria, DC-VA-MD-WV. The national average for an area this size is 5* job postings/mo, while there are 4 here.

*National average values are derived by taking the national value for Music Directors and Composers and scaling it down to account for the difference in overall workforce size between the nation and Washington-Arlington-Alexandria, DC-VA-MD-WV. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is About Equal to the National Average

An average area of this size typically has 1,180* jobs, while there are 1,099 here.



Region	2018 Jobs	2028 Jobs	Change	% Change
● Washington-Arlington-Alexandria, DC-VA-MD-WV	1,099	1,178	78	7.1%
● National Average	1,180	1,201	22	1.8%

*National average values are derived by taking the national value for Music Directors and Composers and scaling it down to account for the difference in overall workforce size between the nation and Washington-Arlington-Alexandria, DC-VA-MD-WV. In other words, the values represent the national average adjusted for region size.

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Rockville United Church	16	Music Directors	43
Fannie Mae	8	Directors of Music Arts	12
Artstream	3	Software Development Enginee...	10
CompHealth	3	Choir Directors	8
Fairfax County Public Schools	3	Choral Music Directors	6
Guitar Center Stores	3	Directors of Liturgy and Music	6
Music Ministry	3	Ministers of Music	6
Northern Virginia Community Co...	3	Vocal Music Directors	5
Sawyer Recruiting	3	Conductors	4
The Salvation Army	3	DevOps Managers	4

Job Posting Activity



215 Unique Job Postings

The number of unique postings for this job from Jan 2018 to Mar 2022.



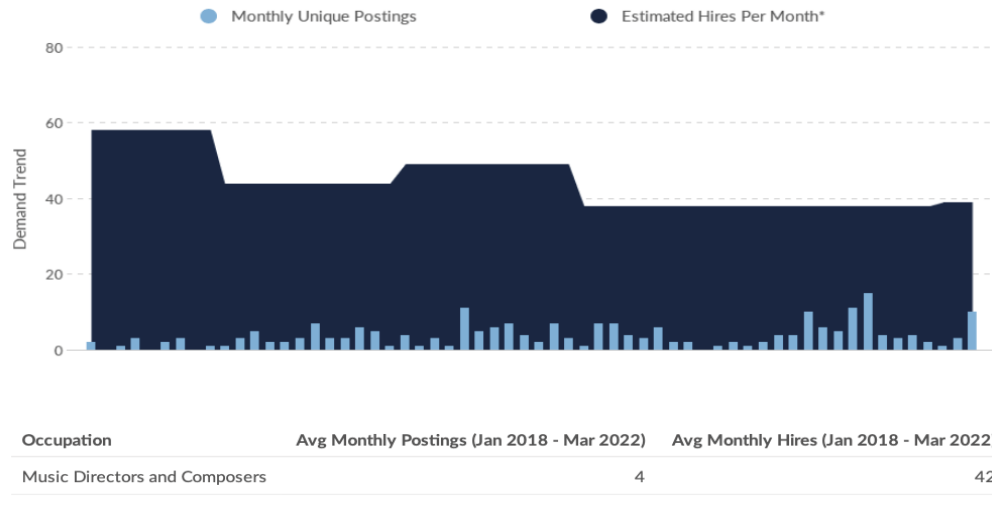
96 Employers Competing

All employers in the region who posted for this job from Jan 2018 to Mar 2022.



More Hires Than Postings

More hires than postings may mean this position is filled via other methods.



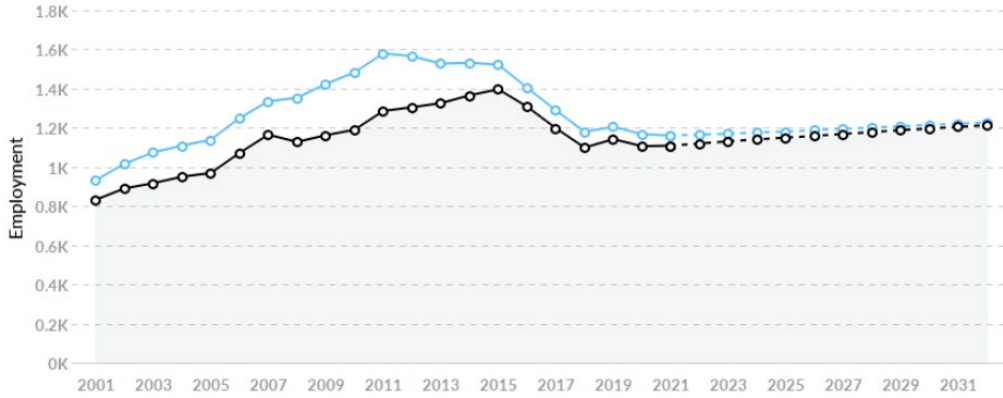
These charts represent the regional performance metrics for the occupation. The first chart shows a high percentage of regional hires, the second shows a moderate percentage, and the third shows a low percentage. The values represent the national average adjusted for region size.

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Jobs

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An average area of this size typically has 1,180* jobs, while there are 1,099 here.



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● National Average	1,180	1,201	22	1.8%

*National average values are derived by taking the national value for Music Directors and Composers and scaling it down to account for the difference in overall workforce size between the nation and Washington-Arlington-Alexandria, DC-VA-MD-WV. In other words, the values represent the national average adjusted for region size.

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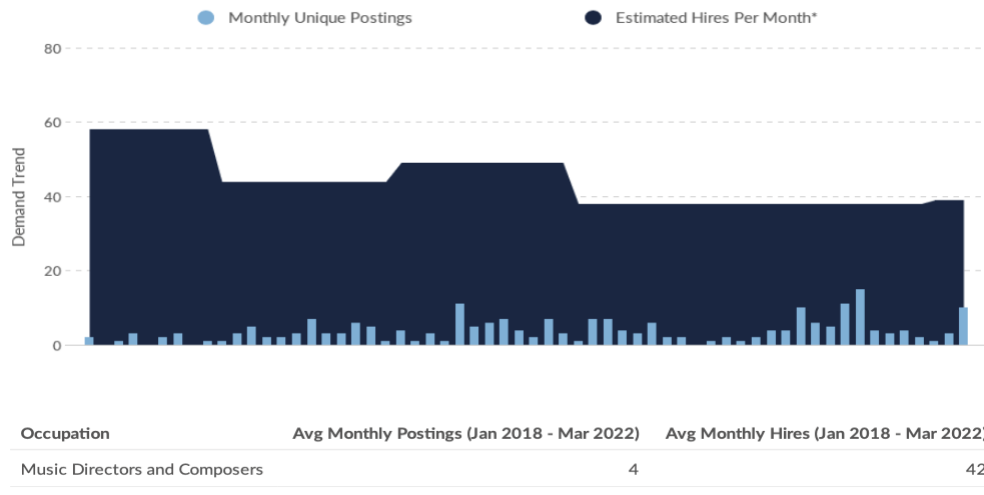
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More Hires Than Postings

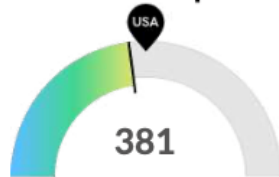
More hires than postings may mean this position is filled via other methods.



Executive Summary

Light Job Posting Demand Over a Thin Supply of Regional Jobs

Music Therapists



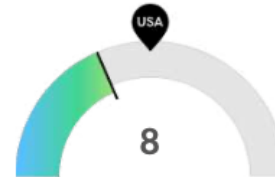
Jobs (2018)

Washington-Arlington-Alexandria, DC-VA-MD-WV is not a hotspot for this kind of job. The national average for an area this size is 430* employees, while there are 381 here.



Compensation

Earnings are high in Washington-Arlington-Alexandria, DC-VA-MD-WV. The national median salary for Music Therapists is \$47,715, compared to \$56,500 here.



Job Posting Demand

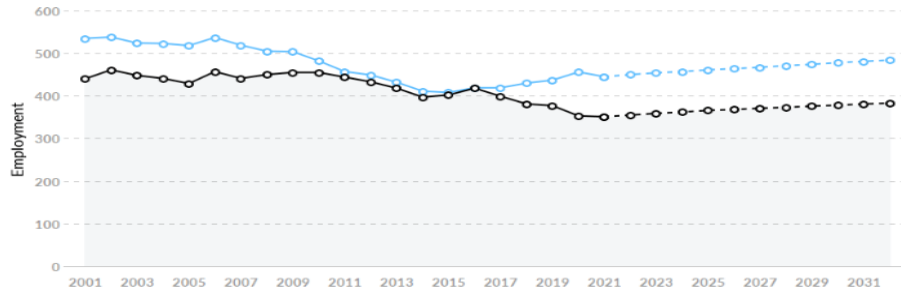
Job posting activity is low in Washington-Arlington-Alexandria, DC-VA-MD-WV. The national average for an area this size is 12* job postings/mo, while there are 8 here.

*National average values are derived by taking the national value for Music Therapists and scaling it down to account for the difference in overall workforce size between the nation and Washington-Arlington-Alexandria, DC-VA-MD-WV. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Lower Than the National Average

An average area of this size typically has 430* jobs, while there are 381 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2018 Jobs	2028 Jobs	Change	% Change
● Washington-Arlington-Alexandria, DC-VA-MD-WV	381	373	-8	-2.0%
● National Average	430	471	41	9.4%

*National average values are derived by taking the national value for Music Therapists and scaling it down to account for the difference in overall workforce size between the nation and Washington-Arlington-Alexandria, DC-VA-MD-WV. In other words, the values represent the national average adjusted for region size.

Job Posting Activity



416 Unique Job Postings

The number of unique postings for this job from Jan 2018 to Mar 2022.



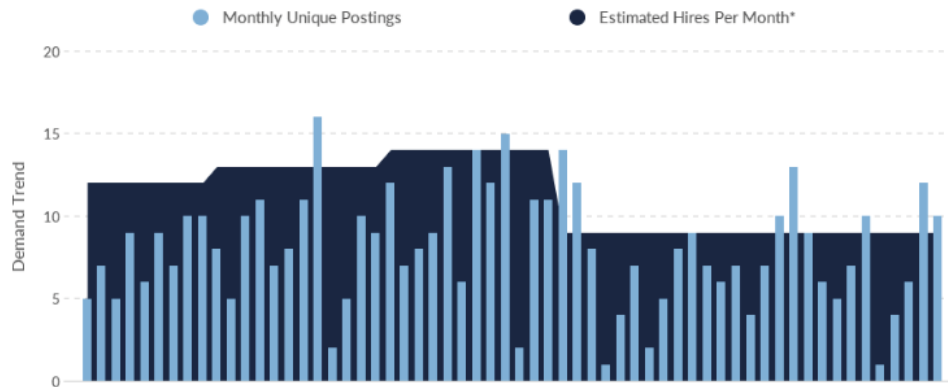
124 Employers Competing

All employers in the region who posted for this job from Jan 2018 to Mar 2022.



More Hires Than Postings

More hires than postings may mean this position is filled via other methods.

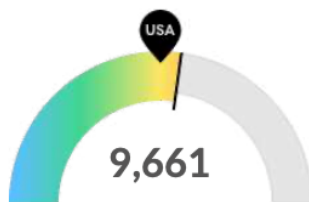


Occupation	Avg Monthly Postings (Jan 2018 - Mar 2022)	Avg Monthly Hires (Jan 2018 - Mar 2022)
Recreational Therapists	8	11

Top Companies	Unique Postings	Top Job Titles	Unique Postings
HCA Healthcare	39	Recreation Therapists	77
MedStar Health	38	Activity Therapists	50
Inova Health System	20	Child Life Specialists	48
Universal Health Services	15	Music Therapists	47
Brookdale Senior Living	14	Rehabilitation Therapists	29
Children's National Health Syste...	13	Therapeutic Mentors	27
Gilead Sciences	13	Activities Coordinators	26
Adventist Health	9	Therapeutic Specialists	23
Advanced Behavioral Health	8	Resident Programs Coordinators	12
Children's National Medical Cen...	7	Lead Therapists	7

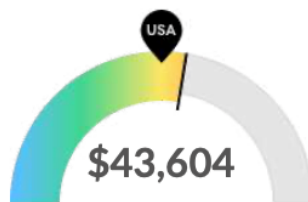
Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs Music Teachers



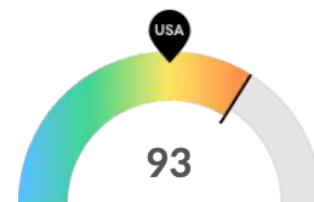
Jobs (2018)

Washington-Arlington-Alexandria, DC-VA-MD-WV is a hotspot for this kind of job. The national average for an area this size is 8,542* employees, while there are 9,661 here.



Compensation

Earnings are about average in Washington-Arlington-Alexandria, DC-VA-MD-WV. The national median salary for Music Teachers is \$41,077, compared to \$43,604 here.



Job Posting Demand

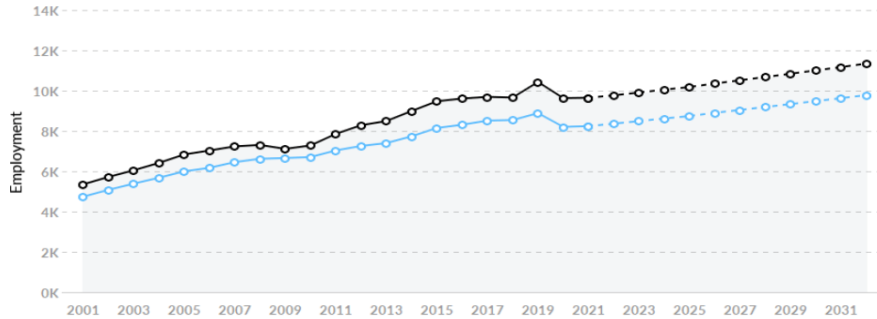
Job posting activity is high in Washington-Arlington-Alexandria, DC-VA-MD-WV. The national average for an area this size is 57* job postings/mo, while there are 93 here.

*National average values are derived by taking the national value for Music Teachers and scaling it down to account for the difference in overall workforce size between the nation and Washington-Arlington-Alexandria, DC-VA-MD-WV. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

An average area of this size typically has 8,542* jobs, while there are 9,661 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2018 Jobs	2028 Jobs	Change	% Change
● Washington-Arlington-Alexandria, DC-VA-MD-WV	9,661	10,679	1,018	10.5%
● National Average	8,542	9,191	649	7.6%

*National average values are derived by taking the national value for Music Teachers and scaling it down to account for the difference in overall workforce size between the nation and Washington-Arlington-Alexandria, DC-VA-MD-WV. In other words, the values represent the national average adjusted for region size.

Job Posting Activity



4,760 Unique Job Postings

The number of unique postings for this job from Jan 2018 to Mar 2022.



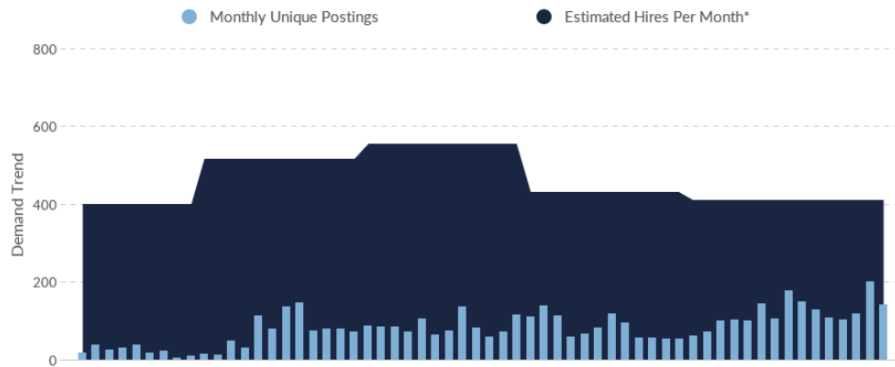
581 Employers Competing

All employers in the region who posted for this job from Jan 2018 to Mar 2022.






















More Hires Than Postings

More hires than postings may mean this position is filled via other methods.



Occupation	Avg Monthly Postings (Jan 2018 - Mar 2022)	Avg Monthly Hires (Jan 2018 - Mar 2022)
Self-Enrichment Teachers	93	475

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Music & Arts	231 	Music Teachers	579 
Montgomery County Public Sch...	174 	Art Teachers	328 
Bach To Rock	112 	Dance Instructors	227 
Forbes Music Company	96 	Piano Teachers	165 
Guitar Center Stores	55 	Life Enrichment Assistants	151 
Fairfax County Public Schools	49 	Music Instructors	147 
Little Scholars	49 	Gymnastics Instructors	115 
Ica Language Services	44 	Dance Teachers	107 
Corporate Division	42 	Piano Instructors	90 
Moon School Of Music	39 	Martial Arts Instructors	88 

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, four other community colleges in Maryland offer associate's degrees in music. Several other community colleges offer lower division certificates in music and music performance. The Community College of Baltimore County offers a lower division certificate in Music Production and Audio Recording Technology, which should not be considered as similar to this program.

Anne Arundel Community College offers a 60-credit Music-Arts and Sciences Transfer A.A. degree for students interested in pursuing professional training, transferring to a four-year institution or gaining personal enrichment by concentrating in music. This program offers similar courses to PGCC's program in music theory and class piano, as well a variety of applied music course choices for various instruments. Other similarities include ensemble electives in orchestra (chamber), jazz, and concert choir. Anne Arundel's program appears to offer a wider variety of instruments than PGCC's program. PGCC's program offers courses in musicianship, digital notation, digital audio, and MIDI sequencing that Anne Arundel's program does not offer.

Carroll Community College offers a 60-credit associates of fine arts (A.F.A.) in Music that is designed to equip graduates with both the musical and theoretical skills essential for transfer into baccalaureate music programs at four-year colleges and universities. This program is very similar to PGCC's program in that it offers courses in fundamentals of music, music theory, musicianship,

and applied study of various instruments. PGCC's program offers courses in digital notation, digital audio, and MIDI sequencing that Carroll's program does not offer.

Cecil College offers a 60-credit Music with Areas of Concentration, A.A.S. program. The concentrations in this program are audio technology, music, music education, and voice. The course offerings are very similar to PGCC's proposed program, although it differs by the selection of the concentration, and the Cecil program is not intended to transfer.

Montgomery College offers a 66-credit Music Area of Concentration A.A. degree program. This is a transfer program for students planning to earn a Bachelor's degree in music, music education, or music performance. All courses are similar to what PGCC offers in this proposed program. It is notable that this program is six credits more than PGCC's program.

Cecil College offers a 15-credit certificate program in Music Performance. The only required courses in this program are music theory I and II and piano, with other instrumental electives.

Hagerstown Community College offers an 18-credit certificate in Commercial Music. The only courses offered that are similar to PGCC course offerings are introduction to music technology, and music theory I and II.

Montgomery College also offers a 36-credit certificate in Music that consists of music courses that are required in music degree programs. It appears to consist of several music theory, applied music instrument and chorus courses that are similar to PGCC's courses. This program, like Montgomery's degree program, also includes courses in ear training and sight-singing that PGCC does not offer.

Several other colleges in Maryland offer similar degrees in music at the Bachelor's, Master's, and Doctoral levels. PGCC's program will serve the students in Prince George's County and provide students the opportunity to transfer into these programs at our four-year public partner institutions.

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

The Associates of Arts in Music is a vital degree for a student seeking a bachelor's degree in music education, performance, history or composition. We have realigned some of the core courses to closely follow that of the 4-year schools. Our degree will make the transfer to these schools easier and more cost efficient.

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.

Several HBIs including Bowie State University, Coppin State University, Morgan State University and the University of Maryland Eastern Shore offer bachelor's degree programs in the field of music. The A.A. in Music program at PGCC will allow students to complete their first 60 credits of study closer to their home and then transfer to an HBI.

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 with 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 a substantial modification is from the College's Board of Trustees, before submission to MHEC for approval.

Faculty who will oversee the program:

Dr. Keith Umbach, Music Academic Program Coordinator, and Ennis Allen, Department Chair for Business and Entrepreneurship

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

Graduates of the Music A.A. program will be able to:

1. Apply principles of music theory to the evaluation and interpretation of musical scores.
2. Describe the historical evolution of Western music as it relates to stylistic periods, performance practices, and representative composers and their works.
3. Utilize current technologies in performance, composition, notation, and distribution of music.

4. Apply technical and stylistic knowledge and skills to individual performances
5. Apply technical and stylistic knowledge and skills to ensemble performances.

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 College's Research, Assessment and Effectiveness (RAE) office manages the assessment cycle and determines when programs are assessed. Course-level assessment is a part of program-level assessment to determine how students are meeting program outcomes. The College uses an all-in-one approach to assessment and 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) and Program Learning Outcome Assessment Report (PLOAR). The SLOAR and PLOAR are used to develop an action plan including re-assessment and the results are reviewed.

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.

MUS-1145: Music Theory I (Program Requirement) New Course

Credits: 2

Music Theory I introduces students to practices musicians use to understand and communicate the language of music. Students explore fundamentals of music such as diatonic harmony, all inversions of triads and seventh chords, key signatures, major and minor scales, figured bass, non-chord tones, phrase analysis, cadences, foundational counterpoint, and chord connection. Students learn basics of four-part writing procedures within a diatonic framework. The concepts in this course draw on examples from the Common Practice Era (1600-present.) Students perform basic keyboard excerpts related to their course material.

MUS-1720: Musicianship I (Program Requirement) New Course

Credits: 1

This course introduces students to the application of sight-singing and dictation techniques of diatonic melodies. Students sing melodies comprised of stepwise motion and triadic leaps in both the major and minor mode using basic rhythms in both simple and compound meters. Students are introduced to melodic dictation, focusing on 4-measure melodies, and begin to develop their working memory. Students are also introduced to simple harmonic progressions, and develop basic dictation techniques focusing only on outer voices of an SATB setting. Students develop singing skills that focus on accurate rhythm, pitch, and implementation of solfege syllables.

MUS-1710: Applied Music – Level I (Program Requirement)**Credits: 2**

This course provides private individual instruction in a single instrument including but not limited to voice, piano, organ, guitar, electric bass, double bass, drum set, band and orchestral instruments at the novice level in accordance to the National Association of Schools of Music standards. Students learn essentials of musical exercises and performance. Students learn how to execute major scales and major arpeggios both as warm-up exercises and within the context of musical repertoire. Students are taught how to successfully sight-read music at the novice level. Students prepare and perform repertoire from different time periods from the Common Practice Era (1600-present) adhering to appropriate artistic techniques for the respective time periods. Students perform the repertoire covered in their individual lessons multiple times in front of their peers and faculty throughout the semester during student seminars. A performance jury examination is required at the end of the course.

MUS-1165: Music Theory II (Program Requirement) New Course**Credits: 2**

This course is a continuation of MUS 1145 Music Theory I. Music Theory II continues with the studies and principles of diatonic harmony including secondary triads, non-harmonic tones, dominant and supertonic seventh chords, inversions, keyboard, and secondary dominant. Students explore all the harmonic functions as well as phrase structure, various cadences, and chord progressions.

MUS-1740: Musicianship II (Program Requirement) New Course**Credits: 1**

This course continues from Musicianship I, focusing on sight-singing and dictation techniques of diatonic melodies of increased levels of difficulty. Students are introduced to melodies that utilize skips outlining a V7 chord as well as dissonant melodic skips above or below a tonic pitch. Students continue to develop their working memory and are introduced to 8-measure melodic dictation. Students transcribe melodies that may include stepwise motion as well as skips outlining tonic and V7 chords in both the major and minor mode using rhythms at the subdivision level of the 16th note in simple and compound meters. Students are also introduced to rhythmic syncopation and continue to develop techniques for harmonic dictation, including inner voices of an SATB setting.

MUS-1210: Class Piano (Program Requirement)**Credits: 1**

Class Piano is designed for beginners and non-piano majors and focuses on the development of basic keyboard skills. Students learn to play major and minor scales, basic technical exercises to develop finger independence, and I-IV-V-I chord progressions in various keys. Additionally, students are taught methods for successful sight-reading and melody harmonization. Students also learn how to perform basic elementary-level piano music.

MUS-1810: Applied Music Level II (Program Requirement)**Credits: 2**

This is a continuation of MUS 1710. This course provides private individual instruction in a single instrument including but not limited to voice, piano, organ, guitar, electric bass, double bass, drum set, band and orchestral instruments at the intermediate level in accordance to the National Association of Schools of Music standards. Students learn essentials of musical exercises and performance. Students learn how to execute major scales and major arpeggios both as warm-

up exercises and within the context of musical repertoire. Students are taught how to successfully sight-read music at the intermediate level. Students prepare and perform repertoire from different time periods from the Common Practice Era (1600-present) adhering to appropriate artistic techniques for the respective time periods. Students perform the repertoire covered in their individual lessons multiple times in front of their peers and faculty throughout the semester during student seminars. A performance jury examination is required at the end of the course.

MUS-2155: Music Theory III (Program Requirement) New Course

Credits: 2

This course is a continuation of MUS-1165. In this course, students continue with four-part choral writing including non-harmonic tones, various seventh chords, inversions, and modulations to explore all the harmonic functions. Classical forms and contemporary compositions are studied, including those created by students. Students perform advanced keyboard excerpts related to their course material.

MUS-2110: Musicianship III (Program Requirement) New Course

Credits: 1

This course continues from Musicianship II, focusing on sight-singing and dictation techniques of diatonic melodies of increased levels of difficulty. Students are introduced to chromaticism within melodic phrases, including chromatic embellishment, tonicizing the dominant, and modulation to the dominant or relative major. Students are introduced to contrasting 8-measure phrases in their melodic dictation that also features chromatic embellishment. Rhythmic dictations feature increased levels of syncopation from MUS-1740. Students are also introduced to harmonic dictation that includes modal mixture and chromatic embellishment continue to develop techniques for harmonic dictation, including inner voices of an SATB setting.

MUS-2070: Applied Music Level III (Program Requirement)

Credits: 2

This course is a continuation of MUS-1810. This course provides private individual instruction in a single instrument including but not limited to voice, piano, organ, guitar, electric bass, double bass, drum set, band and orchestral instruments at the proficient level in accordance to the National Association of Schools of Music standards. Students continue to learn the essentials of musical exercises and performance. Students learn how to execute major and minor scales and arpeggios at multiple octaves both as warm-up exercises and within the context of musical repertoire. Students are taught how to successfully sight-read music at the proficient level. Students prepare and perform repertoire from different time periods from the Common Practice Era (1600-present) adhering to appropriate artistic techniques for the respective time periods. Students perform the repertoire covered in their individual lessons multiple times in front of their peers and faculty throughout the semester during student seminars. Students also perform during the end-of-semester Honors Recital. A performance jury examination is required at the end of the course.

MUS-2165: Music Theory IV (Program Requirement) New Course

Credits: 2

This course is a continuation of MUS-2155. In this course, students continue with four-part choral writing including augmented-six chords, foreign modulation, extended chords, and Neapolitan chords. Twentieth-century techniques employing musical analysis modes, non-diatonic scales

(pentatonic, octatonic, and whole tone), and serial tone rows are studied. Students harmonize a given melody on the keyboard.

MUS-2120: Musicianship IV (Program Requirement) New Course

Credits: 1

This course continues from Musicianship III, focusing on sight-singing and dictation techniques of chromatic melodies of increased levels of difficulty. Students are introduced to melodies that modulate to closely-related keys other than the dominant or relative major. Students transcribe 8-measure parallel and contrasting phrases that feature chromaticism, modulation, and rhythmic syncopation. Students are introduced to complex meter, diatonic modes, pentatonic scales, and the chromatic scale. Harmonic dictations include modal mixture, and chromatic chords including common-tone diminished seventh chords and Augmented 6th chords.

MUS-2080: Applied Music Level IV (Program Requirement)

Credits: 2

This is a continuation of MUS-2070. This course provides private individual instruction in a single instrument including but not limited to voice, piano, organ, guitar, electric bass, double bass, drum set, band and orchestral instruments at the accomplished level in accordance to the National Association of Schools of Music standards. Students continue to learn essentials of musical exercises and performance. Students learn how to execute major and minor scales and arpeggios at multiple octaves both as warm-up exercises and within the context of musical repertoire. Students are taught how to successfully sight-read music at the accomplished level. Students prepare and perform repertoire from different time periods from the Common Practice Era (1600-present) adhering to appropriate artistic techniques for the respective time periods. Students perform the repertoire covered in their individual lessons multiple times in front of their peers and faculty throughout the semester during student seminars. Students also perform during the end-of-semester Honors Recital. A performance jury examination is required at the close of each semester.

MUS-1110: Jazz Ensemble (Program Elective)

Credits: 1

The Jazz Ensemble consists of multiple instrumentalists in various sections performing music in the jazz idiom. Students explore various forms and styles of jazz through rehearsal and performance in the large instrumental ensemble format. Emphasis is placed on playing techniques suitable for a jazz ensemble member, including intonation, diction, phrasing, musicality, balance, blend, sound production, and stylistically appropriate period practice. Initial rehearsals focus on part learning, while subsequent rehearsals address instrumental techniques. Students perform a concert at the end of the semester.

MUS-1030: Concert Choir (Program Elective)

Credits: 1

The Concert Choir course is a non-auditioned mixed chorus where students explore and perform choral literature selected from the Renaissance Period to the present. Students develop musical skills such as accurate pitch, diction, phrasing, musicality, balance, blend, vocal production, and correct period practices.

MUS-1130: Small Chamber Ensemble (Program Elective) New Course

Credits: 1

The Small Chamber Ensemble is a group of instrumentalists performing music in a variety of idioms. Students explore the various forms and styles of music through rehearsal and performance in the small chamber ensemble format. Emphasis is placed on playing techniques suitable for a chamber ensemble member, such as accurate pitches, diction, phrasing, musicality, balance, blend, sound production, and correct period practices. Initial rehearsals focus on part learning, while subsequent rehearsals address instrumental techniques.

MUS-2510: Digital Notation (Program Elective)

Credits: 3

This course covers technologies utilized in creating and publishing printed music using the computer and music notation software. Students produce printed vocal scores that include notation and lyrics and instrumental scores that accommodate transposing instruments. Students gain proficiency with state-of-the-art music publishing techniques. Careers that involve the use of digital music notation will be explored.

MUS-2520: Digital Audio (Program Elective)

Credits: 3

This course introduces students to digital audio and methods of editing and manipulating it utilizing computer systems and specialized software/hardware. Topics of study include fundamentals of acoustics, audio recording, editing and restoration, signal processing, dithering, format conversion, and audio mastering. Students learn techniques of filtering, extracting, and sonically editing audio clips with the purpose of correcting mistakes and abnormalities. Additionally, this course covers different musical file format types and their use in various web-based media distribution outlets. Concerns about copyright of artists' music and performances in digital formats are explored.

MUS-2600: MIDI Sequencing (Program Elective)

Credits: 3

This course is an introduction to the Musical Instrument Digital Interface (MIDI) and its applications. Students learn the history of MIDI and its various specifications and components. General MIDI, MIDI keyboards and interfaces, synthesizers and sound modules, sequencers and Digital Audio Workstations (DAW) are covered. Students compose music in a DAW using techniques such as recording, loop recording, quantizing, input quantizing, and transposing. Students learn editing techniques to remove errors and other problems within music.

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

Composition:

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

Credits: 3

University-parallel freshman English. Fundamentals of effective prose writing, including required essays and a research paper. English general education class.

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

Credits: 3

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

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

Credits: 3

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

Humanities:

ART-1010: Introduction to Art (Arts/Humanities General Education Elective)

Credits: 3

Introduces students to the visual arts. Through lecture, demonstration, and hands-on activities, students develop an appreciation for art and an understanding of the elements of art and principles of design, artistic styles, specific art techniques, and major historical movements in art. Artistic ability or experience is not required.

PHL-1330: Ethics (Arts/Humanities General Education Elective)

Credits: 3

Ethics involves personal decisions each student makes daily. The course will identify the various ethical/moral theories that affect those decisions. The course will involve current issues and concerns to strengthen a student's own ethical deliberations and how such deliberations may be applied to the student's designated career interests.

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.

MUS-1005: Fundamentals of Music Theory (Arts/Humanities General Education Elective)

Credits: 3

This course introduces students to the basic elements of music and is intended for students who lack a strong background in the fundamentals of musical elements and notation. Students learn note identification, staff notation, basics of rhythm and meter, major and minor key signatures, scale construction, triads and seventh chords, basic keyboard skills, and basic harmonic function. Students learn to read and write Western music notation and develop aural skills such as ear training and sight singing.

MUS-1010 Music Appreciation (Arts/Humanities General Education Requirement)

Credits: 3

Music appreciation is an introductory course to history of Western music from the Middle Ages to the 20th Century and beyond. Students explore music's various functionalities in order to gain a deeper understanding and appreciation for all types of music by examining basic music literacy and core musical elements such as melody, rhythm, harmony, form, and texture.

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 Elective)

Credits: 4

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

PHY-1010: Introductory Physics I ((Science with Lab General Education Elective)

Credits: 4

This course introduces the student to fundamental concepts and basic laws of classical mechanics, including laws of motion, force, energy, momentum, gravitation, heat, and thermodynamics using an algebra-based approach. PHY 1010 generally satisfies the requirement for many pre-professional programs (such as for pharmacy schools) and satisfies the science general education course requirement. This course is not intended for science/engineering majors.

GEO-1010: Physical Geography (Science with Lab General Education Elective)

Credits: 3

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

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

Credits: 1

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

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

Credits: 3

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

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

Credits: 3

Nutrition 1010 addresses basic information about nutrients and their functions in the body as well as known and hypothesized relationships between diet and chronic disease.

The course explores the US Government's dietary guidance system and information appearing on food labels. Scientific evidence is used to evaluate the accuracy of nutrition statements made by the media. Students identify the anatomical structures of the gastrointestinal system and the natural processes of nutrient metabolism. Students examine their eating habits, lifestyle, and family medical history to determine personal risk factors for nutrition related illness. This course will teach students how to make healthy dietary choices and reduce their risk for chronic diseases.

Social Sciences:

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

Credits: 3

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

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

Credits: 3

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

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

Credits: 3

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

PSY-2030: Child Psychology (Social Science General Education Elective)

Credits: 3

Physical, cognitive, social, emotional, and moral development of the child from conception until adolescence.

Computer Literacy:

MUS-1500: Introduction to Music Technology (Meets Computer Literacy Institutional Requirement)

Credits: 3

This course is an introduction to the various technologies used in music performance, composition, notation, recording, distribution, and education. Students learn the impact of these technologies over the course of music history. Students are also exposed to the basics of sound, acoustics, MIDI technology, and the makeup of the Digital Audio Workstation, and learn how all these topics coalesce into the creation of music of all types of and styles. This class also covers the trends of copyright laws and protections pertinent to the music industry.

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](#). 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 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 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>
Keith A. Umbach	Tenure-track	M. Ed Music Education/ Jazz Studies	Associate Professor	Full-time	MUS-1110: Jazz Ensemble; MUS-2510: Digital Notation; MUS-2520: Digital Audio; MUS-2600: MIDI Sequencing
Angelina Shumway	Tenured	Doctor Musical Arts Voice	Professor	Full-time	MUS-1030: Concert Choir; MUS-1145: Music Theory I; MUS-1720: Musicianship I; MUS-1165: Music Theory II; MUS-1740: Musicianship II
Richard Anatone	Tenure-track	Doctor of Arts (DA) in Piano Performance, cognate in Music Theory/Composition	Professor	Full-time	MUS-2155: Music Theory III; MUS-2110: Musicianship III; MUS-2165: Music Theory IV; MUS-2120: Musicianship IV
Nakia Verner	Contract	Doctor of Music Arts, Voice	Instructor	Adjunct	MUS-1710: Applied Lessons Level I; MUS-1810: Applied Lessons Level II; MUS-2070: Level III; MUS-2080: Level IV Applied Lessons
Kyung Hee Park	Contract	Doctor of Music Arts, Voice, Opera	Instructor	Adjunct	MUS:1030 Concert Choir;

					MUS-1710: Level I, MUS-1810: Level II Applied Lessons; MUS-2070: Level III, MUS-2080: Level IV Applied Lessons
Enrique Renosa Oviedo	Contract	Doctor of Music Arts, Violin	Instructor	Adjunct	MUS-1710: Level I, MUS-1810: Level II Applied Lessons; MUS-2070: Level III; MUS-2080: Level IV Applied Lessons; MUS-1130: Small Chamber Ensemble
Harriet Linnenbom	Contract	Master of Music Piano Performance	Instructor	Adjunct	MUS-1145: Music Theory I; MUS-1210: Class Piano; MUS-1710: Level I, MUS-1810: Level II Applied Lessons; MUS-2070: Level III, MUS-2080:
Philip Ravita	Contract	Doctor of Music Arts, Music Education	Instructor	Adjunct	MUS-1710: Level I, MUS-1810: Level II Applied Lessons; MUS-2070: Level III; MUS-2080: Level IV Applied Lessons; MUS-1130: Small Chamber Ensemble

Lori Fowser	Contract	Master of Music Clarinet Performance	Instructor	Adjunct	MUS-1710: Level I; MUS- 1810: Level II Applied Lessons; MUS- 2070: Level III; MUS-2080: Level IV Applied Lessons; MUS- 1130: Small Chamber Ensemble
Minkyung Kim	Contract	Master of Music Piano Performance	Instructor	Adjunct	MUS-1710: Level I; MUS- 1810: Level II Applied Lessons; MUS- 2070: Level III; MUS-2080: Level IV Applied Lessons
Denis Karp	Contract	Bachelor of Science, Flute	Instructor	Adjunct	MUS-1710: Level I; MUS- 1810: Level II Applied Lessons; MUS- 2070: Level III; MUS-2080: Level IV Applied Lessons; MUS- 1130 Small Chamber Ensemble
Reginald Cyntje	Contract	Master of Music Trombone Performance	Instructor	Adjunct	MUS-1710: Level I; MUS- 1810: Level II Applied Lessons; MUS- 2070: Level III; MUS-2080: Level IV Applied Lessons; MUS- 1130: Small

					Chamber Ensemble
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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:

Humanities, Literature, Philosophy

Academic Video Online- Humanities

Music Databases

Gale Literature

ProQuest

Academic OneFile

Credo Reference

E-books

eBook Academic Collection - North America

eBook Central - College Complete

O'Reilly Safari Learning Platform: Academic edition

Gale Virtual Reference Library

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: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$106,260	\$119,784	\$135,240	\$154,560	\$173,880
a. Number of F/T Students	12	14	16	18	20
b. Annual Tuition/Fee Rate	\$4,830	\$4,830	\$4,830	\$4,830	\$4,830
c. Total F/T Revenue (a x b)	\$57,960	\$67,620	\$77,280	\$86,940	\$96,600
d. Number of P/T Students	25	27	30	35	40
e. Credit Hour Rate	\$161	\$161	\$161	\$161	\$161
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$48,300	\$52,164	\$57,960	\$67,620	\$77,280
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$106,260	\$119,784	\$135,240	\$154,560	\$173,880

Reallocated Funds:

Operational Staff/Management of the Center for Performing Arts (CPA) will be primarily funded by Administrative and Financial Services under the direction of the Director of Auxiliary Services & Event Management to support all events within the CPA and are funded separately from Teaching Learning and Student Success, but possess job description line items which encapsulate requirements to support directly and indirectly the academic programs housed within the CPA. Therefore, the cost of personnel is not a direct expense associated with the educational programs, and exist for budgetary purposes as separate, and sole the responsibility of auxiliary services. 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 chart displays the overall financials for the program. The in-county tuition rate of \$114 per credit and a fee of \$47 per credit for a total of \$161 per credit have been used to calculate revenue; with 30 credits per year for full-time students, and an average of 12 credits per year for part-time.

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.

TABLE 2: PROGRAM EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c) below	\$64,704	\$64,704	\$64,704	\$64,704	\$64,704
a. Number of FTE	3	3	3	3	3
b. Total Salary	\$64,704	\$64,704	\$64,704	\$64,704	\$64,704
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	0	0	0	0	0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0

a. Number of FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support and Equipment	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$71,204.00	\$71,204.00	\$71,204.00	\$71,204.00	\$71,204.00

<p><i>Faculty:</i> The Courses for the Music A.A. program will be taught by three existing full-time music faculty. The projected adjunct load will be 18 courses (64 ECH). Adjuncts will need to be hired to support the program. The salary calculation per credit hour is based on the rate for a doctoral prepared adjunct (\$1,011 per credit hour). Since adjunct positions are not benefitted, fringe benefits were not calculated.</p>
<p><i>Admin Staff:</i> This program will be housed in the Humanities Department, as part of the Division of Humanities, English, and Social Sciences, which already has a dean, associate dean, department chair, and coordinator in place who will support the program.</p>
<p><i>Support Staff:</i> This program will be housed in the Humanities Department. Office associates support the department as a whole, and not individual programs, so it is not expected that any new support staff will be needed.</p>
<p><i>Technical Support and Equipment:</i> The equipment needs listed in line 4 of the table will be the replacement of instruments as needed and the purchase of sheet music and software for our piano lab.</p>
<p><i>Library:</i> Current library materials are sufficient for the needs of the students and faculty.</p>
<p><i>New or Renovated Space:</i> The building in which the program will be housed, the Center for Performing Arts, was opened in Fall 2019 and contains state-of-the art facilities specifically designed for the A.A. in Music Consequently, no additional space is needed.</p>
<p><i>Other Expenses:</i> There are no other expenses required or needed for this program.</p>

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 Student Core Competencies is published every year and analyzed to improve courses and to ensure program learning outcomes are met. This is the Program Learning Outcomes Assessment Report (PLOAR.)

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 are also assessed. The same criteria for evaluation are carried out for tenured members of the faculty, but once every four years. The above assessment process also provides administrators the opportunity to set out action plans for faculty improvement in teaching, professional development, and/or college service in order for each or any of those facets of the faculty member's career to be enhanced.

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

Complete program assessment takes place every four years, with progress toward achievement of improvement plans being evaluated every two years. Data regarding enrollment, retention, and graduation 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 provides assurance 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 on the following link: <https://nc-sara.org/directory>.

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

ANT-1030: Introduction to Cultural Anthropology
ART-1010: Introduction to Art
EGL-1010: Composition I: Expository Writing
EGL-1020: Composition II: Writing About Literature
EGL-1100: Composition II: Writing About Issues and Ideas
GEO-1010: Physical Geography
GEO-1020: Physical Geography Lab
MAT-1130: Mathematical Ideas
MUS-1010: Music Appreciation
PAS-1000: First Year Experience
PHL-1330: Ethics
PSY-1010: General Psychology
PSY-2030: Child Psychology
SOC-1010: Introduction to Sociology
THE -1010: Introduction to Theater