



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

Institution Submitting Proposal	Prince George's Community College
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Each action below requires a separate proposal and cover sheet.

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

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #0347237	Payment	\$850.00	Date	12/15/22
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 0347237	Amount:		Submitted:	

Department Proposing Program	Humanities	
Degree Level and Degree Type	Certificate	
Title of Proposed Program	Media Production	
Total Number of Credits	33	
Suggested Codes	HEGIS: 5008.02	CIP: 9.0199
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023	
Provide Link to Most Recent Academic Catalog	URL: https://catalog.pgcc.edu/	

Preferred Contact for this Proposal	Name:	Dr. Clayton Railey
	Title:	EVP and Provost of Teaching Learning, and Student Success
	Phone:	(301) 546-0406
	Email:	raileyca@pgcc.edu

President/Chief Executive	Type Name:	Dr. Falecia Williams
	Signature:	<i>Falecia Williams</i> Date: 12/15/2022
	Date of Approval/Endorsement by Governing Board:	12/08/2022



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

January 10, 2023

In response to 22696 originally submitted December 15, 2022

Dear Dr. Fielder,

Prince George's Community College is requesting the addition of a new program, **Media Production Certificate** program. We are requesting that this certificate (HEGIS: 5008.02; CIP: 09.0199) changes from an embedded to a stand-alone certificate.

Proposed Program Description

The Media Production Certificate prepares students to utilize current technology to produce, shoot, and edit **audio**, video and multimedia productions. It is geared toward people who may need to gain production skills for their current position or to those pursuing a career change. Students gain technical knowledge and training **in audio and video production** with a background in mass media history and trends.

The Media Production Certificate prepares students for careers such as filmmaker, videographer, podcaster, audio producer, social media specialist, video editor, camera operator, or audio mixer among other media occupations. The program allows students to choose the Video and Film Production Track, Audio Production Track, or Emerging and Social Media Track. Most of the courses in this program can be used as part of the Mass Communication Associate of Arts (A.A.) program.

Proposed Program Outcomes

Graduates of the **Media Production Certificate** program will be able to:

- 1. Examine the history of mass media.**
- 2. Apply audio, video, computer graphics, and social media principles and practices in the production of media content.**
- 3. Utilize industry standard media technology in the creation of a variety of audio, video and multimedia productions.**
- 4. Evaluate current trends, artistic principles, and functional practices in media production.**

Proposed Courses

PROGRAM CORE COURSES (required for all Media Production Certificate students)

TRF-1310 Introduction to Mass Communication (Credits: 3) (Program Requirement; Critical Course)

TRF-1330 Television Production I (Credits: 3) (Program Requirement; Critical Course)

TRF-1410 Introduction to Audio Production (Credits: 3) (Program Requirement; Critical Course)



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TRF-1510 Introduction to Emerging Media (Credits: 3) (Program Requirement; Critical Course)

VIDEO and FILM PRODUCTION TRACK

ART-1570 Introduction to Computer Graphics (Credits: 3) (Program Requirement) (Program Elective) **OR**

ART-1780 Digital Photography I (Credits: 3) (Program Elective)

TRF-2040 Introduction to Broadcast News (Credits: 3) (~~Program Requirement; Critical Course~~) **(Program Elective) OR**

TRF-2240 Writing for Film and Video (Credits: 3) (Program Elective)

TRF-2310 Introduction to Film (Credits: 3) **(Program Requirement; Critical Course)**

TRF-2330 Television Production II (Credits: 3) (Program Requirement; Critical Course)

TRF-2340 Digital Video Editing (Credits: 3) **(Program Requirement; Critical Course)**

TRF-2410 Advanced Audio Production (Credits: 3) (Program Elective) OR

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

TRF-2930 Television Radio Film Internship III (Credits: 3) (Program Elective)

TRF-2510 Social Media Production (Credits: 3) (Program Elective) OR

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

TRF-2800 Media Production Experience (Credits: 3) (Program Elective)

AUDIO PRODUCTION TRACK

TRF-2330 Television Production II (Credits: 3) (Program Requirement; ~~Critical Course~~)

TRF-2410 Advanced Audio Production (Credits: 3) (Program Requirement; Critical Course)

MUS-1500 Introduction to Music Technology (Credits: 3) (Program Requirement)

MUS-2520 Digital Audio (Credits: 3) (Program Requirement)

TRF-2040 Introduction to Broadcast News (Credits: 3) (~~Program Requirement; Critical Course~~) **(Program Elective) OR**

TRF-2310 Introduction to Film (Credits: 3) (~~Program Requirement~~) **(Program Elective)**

TRF-2510 Social Media Production (Credits: 3) (Program Elective) OR

TRF-2800 Media Production Experience (Credits: 3) (Program Elective)

TRF-2340 Digital Video Editing (Credits: 3) (~~Program Requirement~~) **(Program Elective) OR**

TRF-2930 Television Radio Film Internship III (Credits: 3) (Program Elective)

EMERGING and SOCIAL MEDIA TRACK

ART-1570 Introduction to Computer Graphics (Credits: 3) (~~Program Requirement~~) **(Program Elective) OR**

ART-1780 Digital Photography I (Credits: 3) (Program Elective)

TRF-2240 Writing for Film and Video (Credits: 3) (Program Elective) OR

TRF-2310 Introduction to Film (Credits: 3) (~~Program Requirement~~) **(Program Elective)**

TRF-2330 Television Production II (Credits: 3) (Program Requirement; Critical Course)

TRF-2410 Advanced Audio Production (Credits: 3) **(Program Requirement)**



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TRF-2510 Social Media Production (Credits: 3) **(Program Requirement; Critical Course)**
TRF-2040 Introduction to Broadcast News (Credits: 3) ~~(Program Requirement; Critical Course)~~
(Program Elective) OR
TRF-2930 Television Radio Film Internship III (Credits: 3) (Program Elective)
TRF-2340 Digital Video Editing (Credits: 3) ~~(Program Requirement)~~ **(Program Elective) OR**
TRF-2800 Media Production Experience (Credits: 3) (Program Elective)

Total Proposed Number of Credits: 33

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

Respectfully,

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

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

1. Name of Proposed Certificate/Degree Program: Media Production Certificate
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](#).

This proposal is to request a change of the current **Media Production Certificate** program from an embedded to a stand-alone certificate, and to include specialties or tracks of interest.

The Media Production Certificate program prepares students to utilize current technology to produce, shoot, and edit audio, video and multimedia productions. It is geared toward people who may need to gain production skills for their current position or to those pursuing a career change. Students gain technical knowledge and training in audio and video production with a background in mass media history and trends.

The Media Production Certificate prepares students for careers such as filmmaker, videographer, podcaster, audio producer, social media specialist, video editor, camera operator, or audio mixer among other media occupations. The program allows students to concentrate in the areas of **Video Production Emphasis, Audio Production Emphasis, or Emerging and Social Media Emphasis**.

Most of the courses in this program can be used as part of the General Studies, AA with an Area of Concentration in Mass Communication program. The Media Production Certificate program will continue to carry out the college's mission 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."

As the program already exists, we are proposing a change in the program to introduce three new specialties or areas of emphasis: **Video Production, Audio Production, and Emerging and Social Media**. It will continue to be paid with student tuition and institutional funds, and continue to receive the administrative, financial, and technical support that it has received from the institution thus far.

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

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

The revised Media Production Certificate supports the institution's strategic goals by empowering students to succeed as they enter the workforce and contribute to the creative economy. Specifically, the program aligns with the College's *Strategic Goal #1: Enhancing equitable access and value for enrolling at PGCC*. PGCC has defined this as maximizing county-wide access to and completion of the College's workforce and transfer programs and degrees. The proposed certificate is an affordable career degree option for students, providing courses that train students in the latest media production techniques.

The program also aligns with *Strategic Goal #2: Optimizing pathways to graduation, transfer, or entering the workforce*. This has been defined as enabling students to define, plan and achieve their academic and career goals in a timely manner, excel throughout their academic lifecycle, and subsequently thrive at the baccalaureate level or in the workplace. As a career degree the program provides the necessary courses that will help students to make considerable inroads to beginning their career in media production, or in changing from their current careers. Students are also provided advising that highlights best career options.

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.)

This program does not require any additional expense to the college. There is no additional cost to students or the college for this program.

4. Provide a description of the **institution's commitment** to:
 - a. *ongoing administrative, financial, and technical support of the proposed program*

Administrative, financial, and technical support already in place will also support this program.

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

Students may elect to continue with the program as described in the college catalog issued for the academic year in which study in that curriculum began or they may elect to graduate under the active catalog.

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 largest county in Maryland, with a population of 967,201 according to the 2020 US Census data. The county population is highly diverse, with 64.1% of residents listed as African American; 20.4% Hispanic/Latino; 27.2% Caucasian; 4.4% Asian American; 1.3% Native American or Alaskan native; 0.2% Native Hawaiian or other Pacific Islander; and 2.8% Multiracial. While 87.2% of residents age 25 or older are high school graduates, 70.9% of the civilian labor force is 16 and older, and 67.4% are women. The strategic location and proximity of Prince George's County to the District of Columbia and the nation's capital fosters a steady employer base for county residents.

(Source:

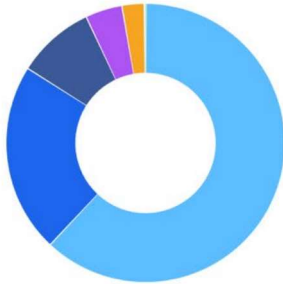
<https://www.census.gov/quickfacts/fact/table/princegeorgescountymaryland,MD/PST045221>)

Trends in PGCC's student population reflect the demographic patterns of its primary service area, Prince George's County, with 66.4% of credit students enrolled identifying as Black/African American, 14.9% Hispanic or Latino, 4.19% Asian, 3.57% Caucasian, 3.55% two or more races, .28% American Indian or Alaska Native, and 0.13% Native Hawaiian or other Pacific Islanders.

Prince George's Community College is perfectly poised to serve this population by offering expanded educational opportunities and choices for minority and educationally disadvantaged students.

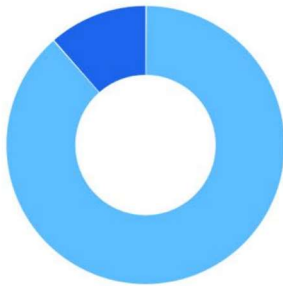
The Media Production Certificate program outcomes promote a sense of cultural enrichment for students by using media and technology to facilitate inspiration and application of agency. Students will be able to use these avenues to survey, comprehend, and contribute to significant discourse by using their knowledge, skills, and self-expression. Throughout the program, there is an emphasis on professional writing skills, verbal skills, technical skills, and communication techniques for socio-economic and ethnologically diverse populations. The program's conceptual structure and the combination of classroom and laboratory activities aids in developing critical-thinking and metacognition skills. As a result, the program will increase the pool of students pursuing careers in the Media Production field, therefore increasing the diversity of workers in the field in this region. The chart below illustrates the current ethnicity and gender breakdown of *Audio and Video Technicians* in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a report by EMSI Data (2022, https://drive.google.com/drive/folders/1ritF35KI9_ZJDSngJkjbckkqBHSuD9Mt, p. 14). In the region, people employed in these occupations are 61.9% white and overwhelmingly male (88.5%).

Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	61.9%	1,165
Black or African American	22.0%	414
Hispanic or Latino	9.0%	170
Asian	4.3%	80
Two or More Races	2.6%	48
American Indian or Alaska Native	0.1%	3
Native Hawaiian or Other Pacific Islander	0.1%	1

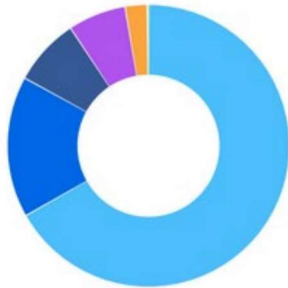
Occupation Gender Breakdown



	% of Jobs	Jobs
Males	88.5%	1,664
Females	11.5%	217

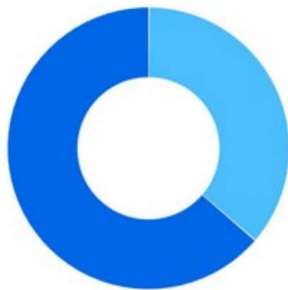
In addition, the chart below illustrates the current ethnicity and gender breakdown of *Media and Communication Workers* in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a report by EMSI Data (2022, https://drive.google.com/drive/folders/1ritF35KI9_ZJDSngJkbckkqBHSuD9Mt, p. 14). In the region, people employed in these occupations are 66.7% white, and mostly female (63.8%).

Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	66.7%	31,363
Black or African American	16.2%	7,621
Hispanic or Latino	7.7%	3,628
Asian	6.7%	3,129
Two or More Races	2.5%	1,188
American Indian or Alaska Native	0.1%	69
Native Hawaiian or Other Pacific Islander	0.1%	28

Occupation Gender Breakdown



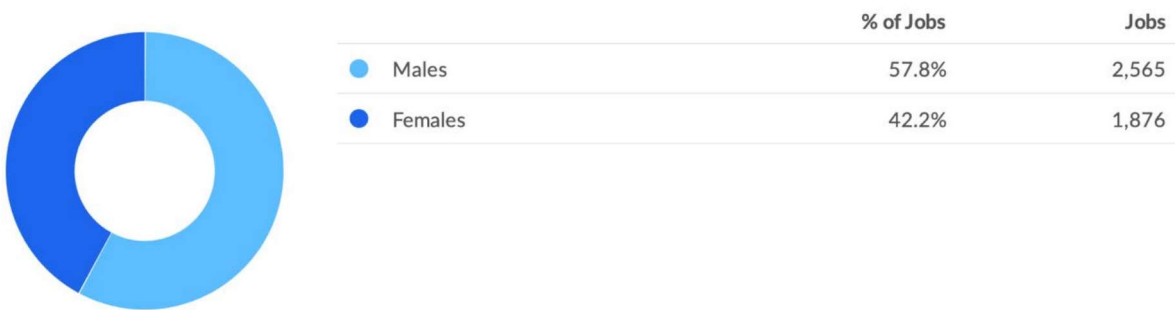
	% of Jobs	Jobs
Males	36.2%	17,044
Females	63.8%	29,982

Similarly, the chart below illustrates the current ethnicity and gender breakdown of *Producers and Directors* in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a report by EMSI Data

Occupation Race/Ethnicity Breakdown



Occupation Gender Breakdown



(2022, https://drive.google.com/drive/folders/1ritF35KI9_ZJDSngJkbckkqBHSuD9Mt, p. 14). In the region, people employed in these occupations are 68.3% white, and mostly male (57.8%). PGCC is the only community college in Prince George’s County, and as such it serves the mostly minority student population in the county. It is the only college in the county that offers career degrees in Media Production. When employed, graduates of the program will contribute to the regional diversity of employees in the field.

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 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 52 of the Plan, institutions should be rethinking their focus on traditional 60-credit associate's degrees and incorporating more "stackable credentials" that allow students to build unique portfolios of skills and knowledge in less time and for a lower cost. The courses in this certificate program represent concrete, measurable outcomes that translate into skills that will assist students in obtaining gainful and meaningful employment.

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.

This new program also aligns with **Priority 7**: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.

Through successful completion of the course work in this certificate program, students will learn audio and video production skills and tools that will serve them in many aspects of their lives and help them to develop as contributing and engaged members of the local, state, national, and world communities (page 56 of the Plan.)

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.

Media Production is a growing field that offers many promising careers in the media, entertainment, and communication industries. Students obtaining the Media Production Certificate will be well-equipped to pursue a career in the occupations of Audio and Video Technicians, Multimedia Specialists, Producers, Directors, Broadcast Announcers, Radio Disc Jockeys, and other Media and Communication positions. The table below provides a list of top job titles and top companies hiring in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a 2022 report by EMSI Data for *Audio and Video Technicians* (2022,

https://drive.google.com/drive/folders/1ritF35KI9_ZJDSngJkjbckkqBHSuD9Mt, p. 10):

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Audio Visual Services Group	247	Audiovisual Technicians	1,036
Marriott International	100	Audiovisual Specialists	151
General Dynamics	68	Audio Visual Managers	147
US Government	54	Instructional Systems Specialists	138
Leidos	47	Video Technicians	112
United States Department of De...	34	Video Production Specialists	87
Aramark	33	Video Teleconference Technicia...	85
Sodexo	32	Audio/Video Technicians	58
Freeman Group	30	Video Engineers	58
Audio Visual Services	28	Assistant Directors of Event Tec...	46

The table below provides a list of top job titles and top companies hiring in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a 2022 report by EMSI Data for *News Producers and Directors* in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a report by EMSI Data (2022, https://drive.google.com/drive/folders/1ritF35KI9_ZJDSngJkbckkqBHSuD9Mt, p. 10):

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Sinclair Broadcast Group	177	Associate Producers	456
NBC	120	Producers	374
Fox News Network	108	Video Producers	342
Weta	108	Digital Producers	243
Disney	93	News Producers	237
Sirius XM Radio	83	Executive Producers	155
Spectrum	71	Multimedia Producers	128
Fox	70	Podcast Producers	77
National Public Radio	70	Paid Media Managers	50
TEGNA	54	Media Managers	48

The table below provides a list of top job titles and top companies hiring in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a 2022 report by EMSI Data for *Media and Communication Workers* in the Washington-Arlington-Alexandria, DC-VA-MD-WV area as per a report by EMSI Data (2022, https://drive.google.com/drive/folders/1ritF35KI9_ZJDSngJkbckkqBHSuD9Mt, p. 8):

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Leidos	1,390	Technical Writers	8,236
Booz Allen Hamilton	919	Communications Specialists	3,167
US Government	843	Proposal Writers	2,257
LanguageLine Solutions	830	Public Affairs Specialists	1,493
General Dynamics	637	Linguists	1,121
CACI International	571	Communications Associates	951
ICF International	514	Technical Writers/Editors	879
SOS International	444	Technical Editors	808
AECOM	426	Copywriters	748
SAIC	425	Technical Proposal Writers	635

Offering the revised Media Production Certificate could earn our students entry level positions in some of the jobs listed in the EMSI Data charts above.

The tables below, extracted from the Bureau of Labor Statistics, show the Washington Metropolitan Area ranks first in highest concentration of jobs and third in top paying metropolitan areas for *Camera Operators, Television, Video, and Film*. (<https://www.bls.gov/oes/current/oes274031.htm#st>)

States with the highest concentration of jobs and location quotients in Camera Operators, Television, Video, and Film:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	330	0.50	3.51	\$ 39.48	\$ 82,110
Vermont	110	0.38	2.66	\$ 21.54	\$ 44,810
California	5,360	0.32	2.25	\$ 30.63	\$ 63,700
Connecticut	470	0.30	2.09	\$ 35.53	\$ 73,910
Georgia	1,170	0.27	1.86	\$ 26.55	\$ 55,210

States with the highest concentration of jobs and location quotients in Audio and Video Technicians:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	540	0.82	2.27	\$ 35.95	\$ 74,770
Hawaii	390	0.70	1.96	\$ 33.50	\$ 69,680
New York	4,910	0.57	1.58	\$ 31.16	\$ 64,800
California	8,930	0.54	1.50	\$ 30.24	\$ 62,890
Massachusetts	1,800	0.53	1.48	\$ 30.93	\$ 64,340

Top paying states for Audio and Video Technicians:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Washington	930	0.29	0.81	\$ 36.44	\$ 75,790
District of Columbia	540	0.82	2.27	\$ 35.95	\$ 74,770
Hawaii	390	0.70	1.96	\$ 33.50	\$ 69,680
Missouri	1,030	0.38	1.05	\$ 31.38	\$ 65,270
New York	4,910	0.57	1.58	\$ 31.16	\$ 64,800

The tables below, show the Washington Metropolitan Area ranks first in highest concentration of jobs and third in highest employment level for *Producers and Directors*.

(<https://www.bls.gov/oes/current/oes272012.htm#st>)

Metropolitan areas with the highest employment level in Producers and Directors:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Los Angeles-Long Beach-Anaheim, CA	36,850	6.44	6.57	\$ 69.04	\$ 143,610
New York-Newark-Jersey City, NY-NJ-PA	25,960	2.99	3.05	\$ 55.31	\$ 115,050
Washington-Arlington-Alexandria, DC-VA-MD-WV	3,650	1.24	1.27	\$ 44.70	\$ 92,970
San Francisco-Oakland-Hayward, CA	3,650	1.63	1.66	\$ 59.93	\$ 124,650
Atlanta-Sandy Springs-Roswell, GA	3,490	1.35	1.37	\$ 35.12	\$ 73,060
Miami-Fort Lauderdale-West Palm Beach, FL	2,580	1.05	1.07	\$ 38.41	\$ 79,900
Chicago-Naperville-Elgin, IL-IN-WI	2,460	0.58	0.59	\$ 36.10	\$ 75,090
Dallas-Fort Worth-Arlington, TX	1,810	0.50	0.51	\$ 36.30	\$ 75,510
Boston-Cambridge-Nashua, MA-NH	1,720	0.66	0.68	\$ 45.17	\$ 93,950
Philadelphia-Camden-Wilmington, PA-NJ-DE-MD	1,520	0.57	0.58	\$ 40.22	\$ 83,660

Hence, offering the revised version of the Media Production Certificate will increase the chances of our students of landing a position that will help them thrive in the communities in which they live.

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

In addition, the tables below, show the Washington Metropolitan Area ranks first in highest concentration of jobs and second in top paying states for *Audio and Video Technicians*.

(<https://www.bls.gov/oes/current/oes274011.htm#st>)

Top paying metropolitan areas for Camera Operators, Television, Video, and Film:

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
New York-Newark-Jersey City, NY-NJ-PA	1,710	0.20	1.37	\$ 45.33	\$ 94,290
Austin-Round Rock, TX	250	0.23	1.61	\$ 38.66	\$ 80,410
Washington-Arlington-Alexandria, DC-VA-MD-WV	560	0.19	1.31	\$ 36.46	\$ 75,850
Seattle-Tacoma-Bellevue, WA	(8)	(8)	(8)	\$ 36.34	\$ 75,580
Durham-Chapel Hill, NC	30	0.10	0.67	\$ 34.82	\$ 72,430
Bridgeport-Stamford-Norwalk, CT	40	0.10	0.71	\$ 34.15	\$ 71,030
San Francisco-Oakland-Hayward, CA	320	0.14	0.99	\$ 33.64	\$ 69,970
Dallas-Fort Worth-Arlington, TX	300	0.08	0.58	\$ 33.06	\$ 68,770
Phoenix-Mesa-Scottsdale, AZ	(8)	(8)	(8)	\$ 32.74	\$ 68,100
Tampa-St. Petersburg-Clearwater, FL	100	0.08	0.53	\$ 32.72	\$ 68,060

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

States with the highest concentration of jobs and location quotients in Producers and Directors:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	2,240	3.38	3.44	\$ 45.23	\$ 94,080
New York	27,140	3.13	3.19	\$ 54.27	\$ 112,870
California	45,630	2.76	2.81	\$ 65.75	\$ 136,770
Connecticut	2,140	1.36	1.39	\$ 52.34	\$ 108,860
New Mexico	990	1.27	1.30	\$ 50.53	\$ 105,100

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

States with the highest concentration of jobs and location quotients in Camera Operators, Television, Video, and Film:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
District of Columbia	330	0.50	3.51	\$ 39.48	\$ 82,110
Vermont	110	0.38	2.66	\$ 21.54	\$ 44,810
California	5,360	0.32	2.25	\$ 30.63	\$ 63,700
Connecticut	470	0.30	2.09	\$ 35.53	\$ 73,910
Georgia	1,170	0.27	1.86	\$ 26.55	\$ 55,210

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: [Academic Program Inventory](#) and [Degree Trend Data](#)

Three other community colleges in Maryland have a similar certificate with similar courses:

Anne Arundel Community College: Media Production (27 credits)

Community College of Baltimore County: Digital Media Production (21 credits)

Montgomery College: Media Production (16 credits)

PGCC's program will serve the students in Prince George's County who are interested in this field.

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

At 33 credits, PGCC's proposed certificate program in Media Production is much more robust and offers a wider variety of specialized courses than our neighboring colleges. A stand-alone certificate will allow students to pursue specialized tracks in Video and Film Production, Audio Production, and Emerging and Social Media.

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**.

This is not a transfer program. 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.

This is not a transfer program. Therefore, the proposed program will not impact the uniqueness and institutional identities and missions of HBIs.

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:

Academic Coordinator for Mass Communication – Dr. Sherelle Williams
Humanities Department Chair – Ennis Allen

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

Graduates of the Media Production Certificate will be able to:

1. Examine the history of mass media
2. Apply audio, video, computer graphics, and social media principles and practices in the production of media content

3. Utilize industry standard media technology in the creation of a variety of audio, video and multimedia productions
4. Evaluate current trends, artistic principles, and functional practices in media production

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**

TRF-1310: Introduction to Mass Communication (Program Requirement)

Credits: 3

In this course students learn the foundations of mass media industries, including print, audio, broadcast, video, film, and digital media. Students examine the history, economics, current landscape, future directions, and job opportunities of the mass media industries. Additionally, students explore contemporary issues in media as well as how media affects society, culture, and politics and vice versa.

TRF-1330: Television Production I (Program Requirement)

Credits: 3

This course is an introduction to video production, emphasizing the techniques of television studio production and basic field techniques with practice in student productions. Students learn basic production terminology, camera composition and movements, use of various microphones and audio control, lighting techniques, and graphics in a studio environment. Additionally, students conduct studio interviews and create demonstration productions.

TRF-1410: Introduction to Audio Production (Program Requirement)

Credits: 3

This course focuses on all aspects of audio for mass mediated communication. Subject areas include the origins and techniques of programming, scriptwriting, announcing, studio production, and station operation. Students gain experience in the latest techniques and tools for effective audio production. Students apply these techniques in the production of a variety of audio segments, such as a public service announcement, an aircheck and a show that contains talk and/or music, a newscast, music sweep, and a commercial cluster.

TRF-1510: Introduction to Emerging Media (Program Requirement)

Credits: 3

This course explores newer media, such as interactive gaming, social media, convergence, and new technologies. Students survey delivery methods of messages from various sources, utilizing different technologies (the internet, electronic devices, mobile phones, etc.) as well as theories of mass media messaging as they relate to the new delivery platforms. The effects of emerging media on society, culture and politics is considered, as well as legal implications of emerging media.

TRF-2330: Television Production II (Program Requirement)**Credits: 3**

Television production emphasizing field production and editing. This hands-on course includes instruction on the use of field cameras, location lighting, and audio equipment to produce several projects, as well as best practices in producing and directing on location. Students learn the field production process from concept to completion, including idea creation, pre-production, maintaining production notebooks, script breakdowns, basic scripts/outlines, scheduling, basic budgets, production, and post-production techniques.

MUS-1500: Introduction to Music Technology (Program Requirement)**Credits: 3**

This course is an introduction to the various technologies used in music performance, composition, notation, recording, distribution, and education. Students examine the impact of these technologies on music history, culture, and society. Students learn how basics of sound, acoustics, MIDI technology, and the Digital Audio Workstation can create music of all types and styles. This course also covers the trends of copyright laws and protections pertinent to the music industry.

MUS-2520 Digital Audio (Program Requirement)**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.

TRF-2310: Introduction to Film (Program Requirement, or Program Elective – Depending on Track Selection)**Credits: 3**

This course examines the historical, artistic and sociological trends of the cinema, supplemented by film viewing and analysis. Students will learn about the business phases of film, film theory, film narrative, genres, and elements of film structure (including cinematography, editing, sound design, acting, and production design). Students will also discuss the differences between independent film and films produced in mainstream Hollywood.

TRF-2340: Digital Video Editing (Program Requirement, or Program Elective – Depending on Track Selection)**Credits: 3**

An introduction to the theory and practice of post-production techniques and aesthetics, while exploring key terms, functions, and concepts of non-linear editing. Students will learn the equipment

and processes used to manipulate video and audio using professional nonlinear editing software. Topics also include general practices and organizing techniques, rough cuts, continuity, edit types, transitions, trimming, applying effects, filters, sound editing, titles, the fine cut, and exporting the final project.

TRF-2410: Advanced Audio Production (Program Requirement, or Program Elective – Depending on Track Selection)

Credits 3

This course provides instruction on audio production for radio, podcasting, television, film, and emerging media. Using the most contemporary equipment and techniques, students plan, produce, edit, and distribute multi-track, edited audio artwork. Students examine several aspects of audio editing, including (but not limited to) legal parameters for podcasting, ethical responsibilities of adding audio to video, and the sociological impact of the effective use of natural sound, audio phasing, and balance manipulation.

TRF-2510: Social Media Production (Program Requirement, or Program Elective – Depending on Track Selection)

Credits: 3

This course explores and applies effective communication techniques in personal branding and business marketing strategies, utilizing online story-sharing vehicles and digital media. Students study Facebook, Twitter, Instagram, Snapchat, Tiktok, WhatsApp, podcasts, wikis, and other mass mediated sharing services. Topics also include a look at how society, culture, and politics affect social media messaging, and the laws and regulations that impact social media.

TRF-2040: Introduction to Broadcast News (Program Elective)

Credits: 3

In this course students examine broadcast news for radio and television from a theoretical, philosophical and practical perspective. Students analyze and evaluate both the content and the delivery of news. In addition, students learn how to report news themselves from beginning to end. They study electronic news gathering and develop techniques for interviewing. Additionally, they write broadcast news, with a focus on story developing, reporting, and editing. Lastly, they examine ethical standards in journalism related to broadcast news.

TRF-2240: Writing for Film and Video (Program Elective)

Credits: 3

In this course, students receive instruction on the fundamentals of writing scripts for a variety of fiction and non-fiction film, video, and multimedia productions. Coursework includes work on writing treatments and proposals, script formats, pitches, and script analysis. Writing for narrative projects is explored, including instruction on dramatic structure, story, theme, plot, character development and writing dialogue. Non-fictional script techniques for commercials, public service announcements (PSA's), promotional, and educational productions are also studied.

TRF-2930: Television Radio Film Internship III (Program Elective)

Credits: 3

In this course, students complete a comprehensive practical experience at an entry-level position in a Television, Radio, or Film setting under supervision. Students establish various performance and learning goals and apply course content in a practical setting to achieve these goals. Additionally, students enhance their professional skills in the workplace. Students create a professional portfolio to

document their internship and/or academic experience. Internships can be paid (with a minimum of 192 on-site hours) or nonpaid (with a minimum of 96 on-site hours). Internship sites may be selected from placements offered by the College or proposed by the student. All placements must be approved by the department chair prior to course registration. Students must have completed a minimum of 15 credits, 6 of which must be in their respective discipline and meet the program's requirement for internship eligibility. Students must also meet the department's requirement for GPA.

ART-1570: Introduction to Computer Graphics (Program Elective)

Credits: 3

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

6 studio hours.

ART-1780: Digital Photography I (Program Elective)

Credits: 3

This course is a general introduction to the terms and technologies employed in digital photography. Students will utilize digital cameras, scan film and photographs, manipulate images, and produce finished prints with laser and inkjet printers. Students must have access to a digital or 35mm camera for use in this course.

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

Credits: 3

Course content focuses on two-dimensional animation and multimedia, with an emphasis on creativity, originality, and experimentation. Various software packages will be utilized to create animated sequences complete with sound and special effects. Students will be expected to have an aptitude for learning a variety of software packages.

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

Credits: 3

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

TRF-2800: Media Production Experience (Program Elective) – New Course

Credits: 3

In this course, students complete a major production under the guidance of a faculty member. Students select an audio, visual or social media format for their final production, which incorporates knowledge and skills from previous courses. Students focus on a particular medium to demonstrate their application of advanced skills. Students begin with pre-production (including idea creation, proposals/treatments, scripts, locations, budgets, scheduling and organization, and/or campaign development), and then produce the project (in the studio, field, or on a social media platform) using camera and/or audio techniques. Finally, students edit and produce or launch a finished project.

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

As a certificate program, this program does not have any general education requirements.

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 not have any articulation agreements with programs at partner institutions.

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

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

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

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

<i>Faculty Name</i>	<i>Appointment Type</i>	<i>Terminal Degree</i>	<i>Academic Title/Rank</i>	<i>Status</i>	<i>Course(s) Faculty Member will teach in this Program</i>
N. Louis Holder	Tenure-track	M.Ed., Sport & Recreation Administration	Assistant Professor	Full-time	TRF-1310: Introduction to Mass Communication; TRF-2040: Introduction to Broadcast News
Louis Del Rhoden	Tenure-track	M.S., Organizational Communication	Associate Professor	Full-time	TRF-1310: Introduction to Mass Communication; TRF-1410: Introduction to Audio Production; TRF-1510: Introduction to Emerging Media; TRF-2410: Advanced Audio Production; TRF-2510: Social Media Production
Sherelle Williams	Tenured	Ph. D., Mass Communication and Media Studies	Associate Professor	Full-time	TRF-1330: Television Production I; TRF-2330: Television Production II; TRF-2310 Introduction to Film; TRF-2340: Digital Video Editing;

					TRF-2800: Media Production Experience; TRF-2930: TV Radio Film Internship III; TRF-2240: Writing for Film and Video
John Stephan	Tenured	M.F.A. – Three-Dimensional Animation	Professor	Full-time	ART-1570: Introduction to Computer Graphics, ART-2650: Animation and Multimedia I, ART-2750: Animation and Multimedia II
Tom Berault	Tenured	M.F.A. Photography	Professor	Full-time	ART-1780: Digital Photography I
Keith Umbach	Tenure-track	M. Ed. Music Education/Jazz Studies	Associate Professor	Full-time	MUS-1500: Introduction to Music Technology; MUS-2520: Digital Audio

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:

- **Streaming Video Collections**– Streaming Video collections add thousands of video titles to the library’s existing collection. It gives access to the library's collection online, using whatever mobile media available to the user, without limits on material availability or operating hours of the library (<https://pgcc.libguides.com/videos>)
- **Communications and Mass Media (Gale OneFile)** – Meets the needs of researchers with journal articles on all aspects of the communications field, including advertising, public relations, linguistics, and literature. (https://go-gale-com.ezproxy.pgcc.edu/ps/start.do?p=PPCM&u=pgcc_main)
- **Films on Demand** – A digital video delivery service that allows you to view streaming videos from Films Media Group anytime, anywhere, 24/7. (https://fod-infobase-com.ezproxy.pgcc.edu/nd_Home.aspx)
- **Swank Digital Campus This** – Digital Campus, provided by Swank Motion Pictures, Inc.® was created for professors and administrators to enhance curriculum by providing students with access to course-related films. Through Digital Campus, students can conveniently view assigned films - freeing up valuable class time and eliminating the time constraints of sharing copies. (<https://pgcc.libguides.com/videos/swankdigitalcampus>)

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)	\$112,056	\$142,002	\$171,948	\$201,894	\$231,840
a. Number of F/T Students	10	15	20	25	30
b. Annual Tuition/Fee Rate	\$4,830	\$4,830	\$4,830	\$4,830	\$4,830
c. Total F/T Revenue (a x b)	\$48,300	\$72,450	\$96,600	\$120,750	\$144,900
d. Number of P/T Students	33	36	39	42	45
e. Credit Hour Rate	\$161	\$161	\$161	\$161	\$161
f. Annual Credit Hours	12	12	12	12	12

g. Total P/T Revenue (d x e x f)	\$63,756	\$69,552	\$75,348	\$81,144	\$86,940
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$112,056	\$142,002	\$171,948	\$201,894	\$231,840

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

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

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

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

<p><i>Faculty:</i> No additional faculty are needed for the program.</p>
<p><i>Admin Staff:</i> This program will be housed in the Humanities Department, 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> There is no additional or new technical support or equipment needed for this program. Current technical support and equipment is sufficient for the needs of the students and faculty.</p>
<p><i>Library:</i> Current library materials are sufficient for the needs of the students and faculty.</p>
<p><i>New or Renovated Space:</i> There is no new or renovated space needed for this program. Current classroom space is sufficient for the needs of the students and faculty.</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 Program Learning Outcomes Assessment Report (PLOAR) and Student Core Competencies are published every year and analyzed to improve courses and to ensure program learning outcomes are met.

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

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

Complete program assessment takes place every four years, with progress toward achievement of improvement plans being evaluated every two years. Data regarding enrollment, retention, and graduation are collected and analyzed against program outcomes, courses offered, and other variables. Each program must have an advisory board consisting of professionals in the field assist in the construction and analysis of program review data. The college has a five-year program review cycle which entails program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

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

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

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations, contributing to the economic equity and cultural vibrancy of our community. The mission of Prince George's Community College is compatible with the State's minority achievement goals. The College provides accessible and affordable education, and it is committed to diversity. With a majority African American student body and a significant Hispanic/Latino student population, Prince George's Community College is well positioned to provide opportunities for students traditionally underrepresented in higher education. Moreover, the graduates of this program will further align with the racial makeup of the region's workforce. The College will continue to recruit a diverse student base from both public and private schools and the local community. In addition to working with and relying on the college's student recruiting professionals, additional activities to recruit a diverse body of students will include:

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

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

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

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

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

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

PART P: Adequacy of Distance Education Programs (as outlined in [COMAR 13B.02.03.22](#))

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

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

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

Prince George's Community College 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 course in a distance learning format:

Program courses:

TRF-1310: Introduction to Mass Communication