



PRINCE GEORGE'S
COMMUNITY COLLEGE

pgcc.edu

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

May 25, 2022

Dear Dr. Fielder,

Prince George's Community College is requesting the addition of a new program, **Recording Arts & Sciences Associate Arts in Science (AAS)**. degree program. This program will address a need in the community and provide students with the tools and knowledge to enter the recording field after graduation.

Recording Arts and Sciences, Associate of Arts in Science degree program
Proposed Program Description
The recording arts and sciences program prepares students for a career in music recording, producing, mixing and editing. Students will apply their knowledge of engineering and acoustics to software and hardware applications used in music production. This scientific approach will be combined with developing students' artistic skills through focusing on music theory and songwriting. Furthermore, students will also explore music business and entrepreneurship. This program's emphasis on music production techniques will prepare graduates to enter the music field ready to make an impact on the entertainment industry.
Proposed Program Outcomes
1. Apply sound engineering principles to solve audio engineering problems
2. Apply music production, engineering or acoustic principles to music creation
3. Evaluate the sound components during the recording process to achieve the desired musical production
4. Demonstrate industry safety procedural standards in the studio environment.
5. Utilize principles of song structure and music theory.
6. Apply general business principles in copyright, publishing and marketing to the music business
Proposed Courses
PAS-1000 First Year Experience Credits: 1 (Institutional Requirement) EGL-1010 Composition I: Expository Writing Credits: 3 (English General Education Requirement)
MUS-1015 Guitar Class Credits: 1 (Program Elective) (or) MUS-1210 Class Piano Credits: 1 (Program Elective)



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MAT-1250 Applied College Algebra Credits: 3 (Math General Education Requirement)
INT-1010 Introduction to Information Technology Credits: 3 (Computer Literacy General Education Course)
MUS-1500 Introduction to Music Technology Credits: 3 (Program Requirement; Critical Course)
MUS-1120 Survey of American Popular Music Credits: 3 (Arts/Humanities General Education Requirement)
EGL-1340 Writing about Technical Topics Credits: 3 (English General Education Requirement)
MUS-1250 Sight Singing and Ear Training Credits: 1 (Program Requirement)
MUS-1260 Songwriting I Credits: 3 (Program Requirement)
MUS-1410 Commercial Music Theory Credits: 3 (Program Requirement; Critical Course)
MUS-1530 Pro Tools Fundamentals 101 & 110 Credits: 3 (Program Requirement; Critical Course)
MUS-1560 Recording Technology I Credits: 3 (Program Requirement; Critical Course)
PSY- 1010 General Psychology Credits: 3 (Social Science General Education Requirement)
MUS-1550 Digital Music Production Techniques Credits: 3 (Program Requirement)
PSC-1010 Introduction to Astronomy Credits: 3 (Science No Lab General Education Requirement)
MUS-1570 Recording Technology II Credits: 3 (Program Requirement; Critical Course)

MUS-2520 Digital Audio Credits: 3 (Program Elective)
(or)
MUS-2600 MIDI Sequencing Credits: 3 (Program Elective)

MUS-2000 Music Business & Entrepreneurship Credits: 3 (Program Requirement; Critical Course)
MUS-2560 Recording Technology III Credits: 3 (Program Requirement; Critical Course)
MUS-2570 Live Sound Reinforcement Credits: 3 (Program Requirement; Critical Course)
MUS-2930 Audio Engineering Internship Credits: 3 (Program Requirement; Critical Course)

Proposed Total Number of Credits: 60

Prince George's Community College's Curriculum Committee 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



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Prince George's Community College

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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 No	Payment Type:	R*STARS Check	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 (<i>fully online</i>)	
Program Resources	Using Existing Resources		Requiring New Resources	
Projected Implementation Date	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:				

Revised 6/13/18



ACADEMIC PROGRAM PROPOSAL

Recording Arts & Sciences, A.A.S.

A. Centrality to Institutional Mission and Planning Priorities:

Prince George's Community College proposes offering an A.A.S. degree in the Recording Arts & Sciences. This specific program will reside in the Humanities, English and Social Sciences Division within the *Liberal and Creative Arts Academic and Career Pathway*.

Prince George's Community College's mission is to provide affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community. The college's vision is to serve as the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success.

The A.A.S. degree in the Recording Arts & Sciences directly relates to the College's mission by contributing to the economic equity and cultural vibrancy of our community. The program will include academic offerings for students interested in pursuing careers in the area audio/visual, music production and post-production fields. The program is specifically designed for students interested in developing their skills as a recording or live sound engineer, music producer, mix engineer, mastering engineer, post-production engineer, or audio/visual technician, through a structured curriculum comprised of classroom, laboratory, and studio experiences. This program provides students realistic opportunities for growth and enrichment. Additionally, the inclusion of general education courses provides thorough preparation in verbal, mathematical, and critical-thinking skills, which enable students to sample various subject matters and methodologies to inform their education and career choices. This program is designed for students to enter the field with a robust set of technical skills sought by employers.

The opening of the new Center for Performing Arts has afforded the College a space to create a program that offers students the opportunity to obtain hands-on experience using state of the art equipment coupled with a rigorous, dynamic curriculum. Additionally, students who have obtained the technical skills in the workplace will be able to complete the Recording Arts and Sciences program with a sought-after degree in the music industry.

The timetable for a student to complete the program is two years. A student who enters this program of study, will graduate with necessary technical, problem solving, reasoning and personal skills to be an asset to any future employer. The college's mission emphasizes that students will receive high quality learning experiences that support personal, professional, and educational development.

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

Prince George's County is the second most populous jurisdiction in the State of Maryland. The U.S. Census Bureau (2017) data states there are 912,756 citizens reflecting an increase of 5.7% since 2010. Additionally, the strategic location and proximity to the District of Columbia and the nation's capital fosters a steady employer base for county residents. According to the U. S. Census Bureau (2016) the population of Prince George's County is 65.0% African American; 17.8% Hispanic/Latino; 13.1%

Caucasian; 4.6% Asian American; 1.1% 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 70.7% of credit students enrolled in fall 2018 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 12.4% in fall 2018 (PAR Ha). PGCC continues to attract students in English for Speakers of Other Languages courses (5,854 students; PAR D) as well as first-generation college students, 51.7% of credit students in spring 2018 (PAR C). The College expects the A.A.S. degree in Recording Arts & Sciences demographics to mirror that of the county.

Currently, there are only three colleges in the state of Maryland (Johns Hopkins, University of Maryland Baltimore County and Frederick Community College) that offer a degree in music production. None of those colleges are located in Prince George's county or points south. Once students earn the A.A.S. degree in Recording Arts and Sciences, they will be able to move directly into the job market with the employer's desired skills.

There are several factors that impact this field of study and employment opportunity outlook. Over the last five years, large studios have closed and smaller to midsize studios have been utilized, but understaffed. In addition, Covid-19 has all, but halted large productions and businesses have had to run operations from virtual locations. Thus, sparking the need for employees in the industry to access and utilize skills from a remote/home office. Consequently, there has been an increased need for engineers to work these smaller project studios.⁴

Today's culture of music making has captivated the student's imagination to creating their own musical art. Many of the current PGCC students are interested in pursuing careers in contemporary music and music production. The addition of the new Center for Performing Arts allows the college to offer new academic programming to students. This new degree program will fill the needs of students who desire to pursue a career in this creative and rewarding field.

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

The Recording Arts and Sciences is a growing field that offers many promising careers in the entertainment industry. Further, the field contains much crossover with various media including radio, television, theater, and music production. Students achieving this degree will be well-equipped to pursue a career in the field of Broadcasting and Sound Engineering, which is projected to grow 9% between 2019-2029; this is "much faster" than the average of all occupations according to the Bureau of Labor Statistics (BLS).¹ The field also offers many jobs with competitive salaries. The 2019 national median salary was \$45,510.² Many jobs have salaries in and around the greater DMV area that are significantly higher than this. Additionally, jobs in the field of Broadcasting and Sound Engineering only require a postsecondary nondegree award or an associate's degree.³

However, students interested in further study and more specialized skills may consider pursuing a Bachelor of Music in Recording Arts and Sciences at the Peabody Institute at Johns Hopkins University or a Bachelor of Arts in Music Technology at the University of Maryland-Baltimore County.

¹ <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm#tab-1>

² <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm#tab-5>

³ <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm#tab-4>

⁴ <https://www.soundmaximum.com/recording-studio-statistics>

Broadcasting and Sound Engineering Technicians are also known by a variety of other job titles, including “Recording Engineer,” “Sound Editor,” and “Sound Engineering Technicians.”⁴ These technicians are typically involved in setting up and operating audio and video equipment including: microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment.⁵ There are also many different avenues and venues for this type of work, including radio programs, television broadcasts, concerts, sound recordings, movies, sporting events, meetings, conventions, presentations, and news conferences. Additionally, this field is typically broken into several sub-categories, each with their own specific job descriptions and duties. This category consists of “Broadcasting and Sound Engineering Technicians”, “Recording Engineer,” “Sound Editor,” and “Sound Engineering Technicians” (see below).

Sound Engineer Technicians

Sound Engineer Technicians are also known as *audio engineers* and *sound mixers* and are involved primarily with computer software and equipment that records, manipulates, synchronizes, or reproduces sound. They may record an initial performance or event, and combine and/or manipulate audio to create a finalized product.⁶ Industries looking for these types of technicians include theater, video, film, TV, podcasts, sporting events, performing arts, and other productions.⁷ Maryland is among the top five states with the highest concentration of this type of job with an annual mean wage of \$48,290, and Washington, DC is among the top paying states with an annual mean salary of \$72,210. Connecticut and New York are the top two paying states for this job field in the Mid-Atlantic. The cities of Los Angeles and New York are considered the recording studio capitols of the United States.⁴

⁴ https://www.bls.gov/soc/2018/major_groups.htm

⁵ <https://www.onetonline.org/link/summary/27-4011.00>

⁶ <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm#tab-2>

⁷ <https://www.bls.gov/oes/current/oes274014.htm>

⁸ <https://www.soundmaximum.com/recording-studio-statistics>

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Motion Picture and Video Industries	3,360	0.78	\$41.47	\$86,250
Sound Recording Industries	3,340	17.99	\$31.63	\$65,790
Radio and Television Broadcasting	830	0.39	\$26.55	\$55,230
Performing Arts Companies	760	0.57	\$30.22	\$62,850
Independent Artists, Writers, and Performers	510	0.95	\$22.48	\$46,770

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Sound Recording Industries	3,340	17.99	\$31.63	\$65,790
Independent Artists, Writers, and Performers	510	0.95	\$22.48	\$46,770
Motion Picture and Video Industries	3,360	0.78	\$41.47	\$86,250
Performing Arts Companies	760	0.57	\$30.22	\$62,850
Manufacturing and Reproducing Magnetic and Optical Media	60	0.54	\$21.36	\$44,420

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Motion Picture and Video Industries	3,360	0.78	\$41.47	\$86,250
Spectator Sports	30	0.02	\$37.39	\$77,770
Employment Services	130	(7)	\$34.24	\$71,220
Computer Systems Design and Related Services	90	(7)	\$33.74	\$70,170
Advertising, Public Relations, and Related Services	80	0.02	\$32.87	\$68,370

Audio and Video Technicians

A/V Technicians assist in setting up and operating audio and video equipment, connecting wires and cables, and working with sound and mixing boards. This is a very promising career choice for those living in the DMV area, as the District of Columbia is among the highest concentration of jobs and location quotients for this occupation, and is also the top paying state in the country for this job, with an annual mean wage of \$69,030,⁸ and an annual mean wage of \$50,760 in MD.⁹ Additionally, there are many industries that utilize this job, ranging from radio and TV broadcasting, motion pictures, performance arts and sporting events, colleges and universities, software publishers, and more. A simple Google job search results in many jobs ranging from larger companies and organizations

⁸ <https://www.bls.gov/oes/current/oes274011.htm#st>

⁹ https://www.bls.gov/oes/current/oes_md.htm

(NPR, Fox News, Middle East Broadcasting News), to small companies (By Light Professional IT Services, Edge Technologies, First Baptist Church of Glenarden).

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Rental and Leasing Services (5322, 5323, and 5324 only)	15,080	4.34	\$23.61	\$49,100
Motion Picture and Video Industries	9,510	2.22	\$30.57	\$63,580
Promoters of Performing Arts, Sports, and Similar Events	4,680	2.98	\$23.20	\$48,250
Colleges, Universities, and Professional Schools	3,700	0.12	\$23.40	\$48,670
Radio and Television Broadcasting	3,680	1.71	\$24.35	\$50,650

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Sound Recording Industries	900	4.82	\$23.79	\$49,480
Independent Artists, Writers, and Performers	2,460	4.62	\$23.20	\$48,250
Rental and Leasing Services (5322, 5323, and 5324 only)	15,080	4.34	\$23.61	\$49,100
Promoters of Performing Arts, Sports, and Similar Events	4,680	2.98	\$23.20	\$48,250
Performing Arts Companies	3,450	2.58	\$23.39	\$48,650

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Software Publishers	130	0.03	\$37.54	\$78,090
Other Miscellaneous Manufacturing	(8)	(8)	\$34.24	\$71,210
Securities, Commodity Contracts, and Other Financial Investments and Related Activities	40	(7)	\$33.18	\$69,010
Nonresidential Building Construction	(8)	(8)	\$32.69	\$67,990
Legal Services	250	0.02	\$31.03	\$64,540

Broadcast Technicians

Broadcast Technicians also known as *broadcast engineers*, set up, operate, and maintain equipment that regulates the signal strength, clarity, and ranges of sounds and colors for radio and/or TV broadcasts. Unlike the A/V Technicians, they operate transmitters for the broadcast of radio and TV, and also utilize various computer software for editing audio and video.¹⁰ Leading industries for this job include radio and TV broadcasting, motion pictures, and sound recordings, cable and other subscription programming, telecommunications, religious organizations, state government with an OES designation, and more. The job market is very promising for this job, especially in the DC and New York area, as they are the top two highest concentrated states for this job. Significantly, Washington DC, and Maryland are among the top

¹⁰ <https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm#tab-2>

five top paying states with an annual mean wage of \$75,840 and \$63,700 respectively. New Jersey, New York, and Virginia are among the other three states in this list, making it a good choice for those who would like to remain fairly local.¹¹ Ultimately, the Washington-Arlington-Alexandria metropolitan area and the Baltimore-Columbia-Towson metropolitan area are among the highest top paying metropolitan areas for this job, with the former being among the highest employment level in this occupation. Companies interested in broadcast engineers range from national and local television and radio studios to smaller organizations like public access, churches and HR consulting firms like Latitude Inc.

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Radio and Television Broadcasting	20,110	9.35	\$21.20	\$44,090
Motion Picture and Video Industries	1,910	0.44	\$29.93	\$62,260
Cable and Other Subscription Programming	1,180	2.21	\$25.28	\$52,570
Colleges, Universities, and Professional Schools	1,060	0.03	\$24.97	\$51,930
State Government, excluding schools and hospitals (OES Designation)	810	0.04	\$19.59	\$40,750

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Radio and Television Broadcasting	20,110	9.35	\$21.20	\$44,090
Cable and Other Subscription Programming	1,180	2.21	\$25.28	\$52,570
Motion Picture and Video Industries	1,910	0.44	\$29.93	\$62,260
Sound Recording Industries	70	0.37	(8)	(8)
Spectator Sports	360	0.24	\$22.03	\$45,820

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Federal Executive Branch (OES Designation)	50	(7)	\$47.65	\$99,100
Motion Picture and Video Industries	1,910	0.44	\$29.93	\$62,260
Telecommunications	310	0.04	\$29.17	\$60,670
Religious Organizations	70	0.04	\$27.41	\$57,000
Promoters of Performing Arts, Sports, and Similar Events	170	0.11	\$26.54	\$55,210

¹¹ <https://www.bls.gov/oes/current/oes274012.htm>

Career Paths within the Broadcasting Industry

Radio and TV broadcasting is strong in Maryland, as well as the greater area that includes New York. A simple search for radio jobs in the Maryland area alone yields many jobs for *broadcasting engineer, on-air mixers, board operators, radio frequency and mixed signal engineers, and radio technicians*, to name a few. Additionally, TV and Radio broadcasters are represented by the National Association of Broadcast Employees and Technicians (NABET), a labor union that represents approximately 12,000 workers organized into 35 locals (Local 31 is Maryland’s chapter). The NABET website has a great resource for current jobs in radio and television in over 30 broadcasting stations in MD, DC, NY, and VA alone. In addition to radio and television, live sports broadcasting, church services, and podcasting is a fruitful career path, with many possible careers. Google Jobs searches in the greater Maryland region provide many results for Full-time work for audio engineers in these different industries.

Comparison of Jobs in States with Large Cities

The following three charts provide a comparison of current data supplied by the BLS for the three jobs listed above (Sound Engineering Technicians, Audio and Video Technicians, and Broadcast Technicians). From the BLS website:

*These estimates do not include self-employed workers.
 The relative standard error (RSE) is a measure of the reliability of a survey statistic.
 The smaller the relative standard error, the more precise the estimate.
 The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.*

State	Employment	Employment RSE	Employment per 1000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
California	4160	10.6%	0.239	2.73	\$29.30	\$38.10	\$79,240	7.9%
New York	1830	11.6%	0.192	2.19	\$30.33	\$38.17	\$79,400	6%
Maryland	350	27.8%	0.131	1.49	\$18.28	\$23.22	\$48,290	7.3%
Pennsylvania	270	17.4%	0.045	0.51	\$20.96	\$24.91	\$51,810	6.6%
Illinois	240	20.3%	0.040	0.46	\$26.89	\$29.79	\$61,950	11%
Massachusetts	160	22.6%	0.045	0.51	\$25.58	\$28.25	\$58,750	5.7%
D.C.	80	19.4%	0.117	1.33	\$33.83	\$34.72	\$72,210	4.8%

Table. Current employment data surrounding Sound Engineering Technicians in various states

State	Employment	Employment RSE	Employment per 1000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
California	13,610	7.3%	0.783	1.55	\$24.90	\$29.38	\$61,120	3.7%
New York	7760	6.5%	0.815	1.62	\$25.69	\$28.04	\$58,320	2.2%
Illinois	2930	15.2%	0.486	0.97	\$19.03	\$21.49	\$44,710	5.1%

Pennsylvania	2280	9%	0.386	0.77	\$22.94	\$23.59	\$49,060	2.5%
Massachusetts	1960	8.5%	0.541	1.08	\$27.04	\$27.07	\$56,300	1.7%
Maryland	1070	13.6%	0.398	0.79	\$22.73	\$24.41	\$50,760	2.7%
D.C.	850	24.5%	1.178	2.34	\$30.51	\$33.19	\$69,030	2.2%

Table. Current employment data surrounding Audio and Video Technicians in various states

State	Employment	Employment RSE	Employment per 1000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
New York	4710	13.5%	0.495	2.54	\$25.59	\$27.80	\$57,820	2.5%
California	3750	7.8%	0.216	1.11	\$18.96	\$22.36	\$46,500	2.7%
Illinois	1040	19.5%	0.172	0.88	\$16.24	\$21.17	\$44,030	7.2%
Pennsylvania	750	10.9%	0.127	0.65	\$19.67	\$20.63	\$42,900	4.5%
Massachusetts	640	16.3%	0.177	0.91	\$17.92	\$20.86	\$43,400	4.7%
D.C.	520	12.9%	0.714	3.66	\$39.40	\$36.46	\$75,840	5.1%
Maryland	420	14.1%	0.157	0.81	\$27.38	\$26.82	\$55,790	6.4%

Table. Current employment data surrounding Broadcast Technicians

D. Reasonableness of Program Duplication:

According to the Maryland Higher Education Commission’s (MHEC) Academic Program Inventory listed on the website, most community colleges in the state of Maryland offer Fine and Performing Arts degrees. However, the only community colleges offering an Associate Degree in Audio Production is Frederick Community College. Montgomery College offers a certificate in Audio Production. Prince George’s program will offer courses in advanced audio recording, mixing and mastering, live sound reinforcement along with music business and entrepreneurship. Additionally, the College will also offer an Avid Pro Tools User certification upon completion of Pro Tools Fundamentals 101 and 110. This certification is not offered at any other community college in Maryland.

There are several colleges in the state of Maryland that offer a similar certificate. However, this new degree program feeds into what is offered at the Peabody Institute at John Hopkins. It is a five-year dual major bachelor’s degree. Similarly, Frederick College and University of Maryland Baltimore County both offer some course similarities like Digital Audio Workstation, recording techniques, computer music but the degree in its entirety is not the same.

A few advantages for students in this program include tuition cost and the availability of state-of-the-art equipment and teaching/learning spaces. With the lack of an institution south of the Prince George’s County to the border of southern Maryland, PGCC will be the only college offering such a program. This will mean the potential for a rapid increase in enrollment.

College	Program	Degree / Certificate
Frederick Community College	Audio Production	A.A.S. Degree Certificate
University of Maryland Baltimore County	Music Production and Audio Recording Technology	Certificate
Peabody Institute Johns Hopkins	Recording Arts & Sciences	Bachelor's degree
Montgomery College	Audio Production	Certificate
Cecil College	Audio Technology	Certificate

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

As illustrated above, no Historically Black College or University currently offers a Recording Arts & Sciences degree. The A.A.S. in Recording Arts & Sciences should have no impact concerning the uniqueness and institutional identities and missions of the HBIs in Maryland.

F. Relevance to the identity of Historically Black Institutions (HBIs)

While Prince George's Community College is considered a majority- minority institution, currently our degree is not intended for transfer at this time and with no HBIs currently offering bachelor's degrees in the field of study, an immediate partnership is not forthcoming.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

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

Prince George's Community College opened an 89-million-dollar expansion and renovation of the former Queen Anne Fine Arts Building in Fall 2019. The new facilities have undergone extensive design to support student success in the artistically divergent and technologically advanced environments the Performing Arts, —this includes the discipline of Recording Arts & Sciences.

There is stakeholder interest regarding internal and exterior community groups to ensure Prince George's Community College has a robust Performing Arts Program in place, with a particular emphasis on Recording Arts & Sciences. The training and experience the students will receive prepares them for many opportunities such as recording engineer, mix or mastering engineer. Post-production or video game sound creation. With the recent shift away from large corporately owned studios and to home or project studios where individuals can be their own boss by owning and operating smaller studio setups.

Prince George's Community College currently does not provide a degree in the discipline of Recording Arts & Sciences. Currently, our public, private, and homeschooled high school populations in Prince George's County must turn elsewhere, specifically towards out-of-county institutions, which in turn causes the burden of higher tuition rates than one would experience studying at Prince George's Community College.

In the fall of 2017, Prince George's Community College hired an academic coordinator to collaborate with the department chair and the division dean to develop and create a music technology program. The academic coordinator is responsible for developing the curriculum of study for this program and will be responsible for hiring the necessary staff to have all courses covered by appropriately trained personal.

After seeing the plans on how the renovations of the former Queen Anne would include a fully equipped recording studio with an entire floor of the building dedicated to the department of music. The opportunity to offer a recording degree and use music students as the recording artists was a perfect connection for both groups of students to gain valuable experience.

2. Describe the educational objectives and intended student learning outcomes.

Below, outcomes for the General Studies A.A.S. degree in Recording Arts & Sciences are listed. After each program outcome, the courses that address those program outcomes are listed.

Upon program completion, the graduate will:

1. Apply sound engineering principles to solve audio engineering problems. **MUS 1500, MUS 1550, MUS 1560, MUS 1570, MUS 2520, MUS 2560, MUS 2570, MUS 2600, MUS 2930, PHY 1030, MAT 1250**
2. Apply music production, engineering, or acoustic principles to music creation. **MUS 1500, MUS 1550, MUS 1560, MUS 1570, MUS 2000, MUS 2520, MUS 2560, MUS 2570, MUS 2600, MUS 2930, PHY 1030, MAT 1250, EGL 1340**
3. Evaluate the sound components during the recording process to achieve the desired musical production. **MUS 1120, MUS 1015, MUS 1210, MUS 1410, MUS 1550, MUS 1560, MUS 1570, MUS 2520, MUS 2560, MUS 2570, MUS 2600, MUS 2930**
4. Demonstrate industry safety procedural standards in the studio environment. **MUS 1015, MUS 1210, MUS 1500, MUS 1550, MUS 1560, MUS 1570, MUS 2000, MUS 2520, MUS 2560, MUS 2570, MUS 2930**
5. Utilize principles of song structure and music theory. **MUS 1120, MUS 1015, MUS 1210, MUS 1410, MUS 1550, MUS 1560, MUS 1570, MUS 2520, MUS 2560, MUS 2600, MUS 2570, MUS 2930**
6. Apply general business principles in copyright, publishing, and marketing to the music business

**MUS 1120, MUS 1015, MUS 1210, MUS 1410, MUS 1550, MUS 1560, MUS 1570,
MUS 2520, MUS 2560, MUS 2600, MUS 2570, MUS 2930**

3. Explain how the institution will:

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

All assessments are administered with a variety of tools. These include demonstration and written quizzes, recording projects, written evaluations, performance reviews/critiques, group projects, and end-of-term performance recordings.

b) document student achievement of learning outcomes in the program

Currently the College utilizes the Blackboard Learning Management System to support formal grading of student's completed work. Students submit projects and assignments in a variety of ways to assess achievement. This can include, in-class written or demonstrative presentations, audio presentations, live performance evaluation, and Blackboard (LMS) submissions.

4. Below is a list of course descriptions required for the program.

EGL 1010 - Composition I: Expository Writing (3 credits)

University-parallel freshman English. Fundamentals of effective prose writing, including required essays and a research paper. English general education class. Prerequisite: Reading proficiency and writing proficiency or C grade or higher in EGL-0100 or ESL-0202. (Honors version available.) Students must enroll in EGL-1010 within the first 18 credits of their credit-bearing load.

EGL 1340 – Writing about Technical Topics (3 credits)

Preparation of various types of technical business, government, and scientific communications, including presentations. Creation of commonly used documents such as letters, memoranda, and résumés, as well as various types of reports such as progress reports, recommendation reports, and proposals. Development of clear, concise, and accurate style for communicating complex information, with emphasis on audience, purpose, and presentation choices. A continuation and extension of the rhetorical principles and composition skills addressed in EGL-1010.

Prerequisite(s): EGL-1010 with grade of C or higher.

INT 1010- Introduction to Information Technology (3 credits)

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

MAT 1250 Applied College Algebra (3 credits)

This course emphasizes real world applications of algebra and is intended primarily for students who are not majoring in a scientific or technical field. Students will solve equations and inequalities and model data with a variety of functions algebraically and with technological tools. Other topics include analyzing polynomial, rational, exponential, and logarithmic functions; solving systems of linear equations with matrices; matrix algebra; and linear programming.

Prerequisite(s): Appropriate mathematics placement, or completion of MAT-0104 /1040 with grade of C or higher.

Corequisite(s): MAT-0125C only as needed. 3 class/1 rec. hr.

MUS 1120 Survey of American Popular Music (3 credits)

This course is a survey of the evolution of American popular music. Genres like jazz, blues, latin, country, and rock styles, along with the contributions of important performers, and musical techniques involved in the creation and performance of blues-based music are explored. This course introduces students to the history of American popular music as it evolved in the United States. Students discuss the historical and societal issues that have influenced the various developments within the genre and sub-genres of the music.

MUS 1015 Guitar Class (1 credit)

This course provides guitar instruction for beginners on elements such as music reading, scales, chords, repertory. Students explore the basics of playing the guitar such as proper hand position and strum techniques. Students use sheet music/tablature to play scales and songs in this course.

OR

MUS 1210 Class Piano I (1 credit)

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 perform elementary-level piano music.

MUS 1250 Sight Singing and Ear Training (1 credit)

This course offers an in-depth study and application of sight singing techniques of diatonic melodies in both the major and minor mode in both simple and compound meters using musical scores. Students are exposed to the movable do solfeggio system and learn basic techniques and methodologies of melodic, harmonic, and rhythmic dictation. Additionally, students develop sight singing skills that focus on proper rhythm, pitch, and solfege syllables.

Prerequisites: MUS 1155 or MUS 1410 with a grade of C or higher

MUS 1260 Songwriting (3 credits)

This course is designed to develop a student's songwriting skills. Students learn basic skills and techniques of the many styles of modern popular music. The topics covered include melodic construction in 12 bar blues and AABA standard form, harmonic progressions starting with simple I-IV-V-I progression and moving to more complex harmonic activity. Lyric writing and revision are addressed, along with rhythmic displacement.

Prerequisites: MUS 1410 Commercial Music Theory or MUS 1155 Music Theory I with a grade of C or higher or permission from academic coordinator or chair

MUS 1410 Commercial Music Theory (3 credits)

This course is a foundation of music theory underlying commercial/popular music. Samples of commercial/popular music are used throughout the course as models for discussion and analysis. The course includes the study (written, aural, and performed) of bass and treble clefs, relationships of tonal centers, key signatures, and construction. Students study the formulas for constructing major, minor, and modal scales. Basic rhythmic skills including syncopation are explored. Students construct intervals, triads, and seventh chords (and their inversions) and apply the circle of fifths. Special applications include writing form charts, lead sheets, chord charts and transpositions. Students play melodies and chords in all keys at the piano from written symbols commonly used amongst commercial/popular musicians.

MUS 1500 Introduction to Music Technology (3 credits)

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 1530 Pro Tools Fundamentals 1010 and 110 (3 credits)

This course combines the 2-part training of the Avid's Pro Tools Digital Audio Workstation. Students learn the processes of recording and editing digital audio, MIDI data, plugin instruments, mixing in the box and exporting to a permanent recording destination are some of the items students learn in the course. File and hard drive management is also emphasized. The material covered in the course comes directly from Avid's Pro Tools 101 & 110 users manuals. PGCC is a certified Avid Learning Partner and as part of this course, students have the opportunity to take the Avid exams to become Certified Pro Tools Users.

Completion of the Avid Certification exams is not required to receive credit for this course.

Prerequisites MUS - 1500 with a grade of C or higher

MUS 1550 Digital Music Production Techniques (3 credits)

Students utilize both MIDI and digital audio to create an original composition using Digital Audio Workstation (DAW) software. Students begin with creating sessions and learn to manage track assignments. Through using proper signal flow/connections they learn how to troubleshoot sound playback issues. Additionally, students learn to use digital audio and MIDI plug-ins to enhance their recorded tracks, and mix and master files for distribution. Finally, students explore file management options.

Prerequisites: MUS - 1500, with a C or higher or permission from academic coordinator or chair

MUS 1560 Recording Technology I (3 credits)

This course introduces students to studio recording processes and procedures. Students learn the basics of acoustics and psychoacoustics. Next, students learn how these affect microphone design and placement techniques, consoles and stereo recording principles, signal flow, gain staging, and patch bays. Additionally, students practice studio safety procedures. Students conduct hands-on recording sessions of various different musical instruments, ensembles and genres.

Prerequisite: MUS - 1410 Comm Music Theory, MUS - 1500 Introduction to Music Technology, and MUS - 1530 Pro Tools Fundamentals 101 & 110

MUS 1570 Recording Technology II (3 credits)

This course is a continuation of MUS - 1560, students deepen their knowledge and skills related to microphone design and placement techniques, consoles and stereo recording principles, signal flow, gain staging, and patch bays. Additionally, students operate a multitrack recording, outboard gear, and monitoring and mixing systems. Students continue to practice studio safety procedures. Students conduct more complex hands-on recording sessions of various musical instruments, ensembles and genres. Students are engaged in more independent work with more technical responsibility included in their projects.

Prerequisites: MUS - 1560 Recording Technology I with a grade of C or higher

MUS 2000 Music Business and Entrepreneurship (3 credits)

This course gives students an overview of the music industry, the role of a producer, and the essentials of a sound business plan. Students build and plan the components of a business plan and strategies for success. Students discover the different ways to find employment and how to prepare the tools to land that first job in the music field. Additionally, students are exposed to the workings of record companies and streaming services along with the uses and functions of copyright and trademark. Students also learn to use social media tools to enhance and promote their brand.

MUS 2520 Digital Audio (3 credits)

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.

Prerequisites: MUS-1500 or INT-1010 with a grade of "C" or higher, or permission from area coordinator or chair

OR

MUS 2600 MIDI Sequencing (3 credits)

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.

Prerequisites: MUS-1500 or INT-1010 with grade of C or higher, or permission of area coordinator or chair.

MUS 2560 Recording Technology III (3 credits)

This course is a continuation of MUS – 1570 and students further expand their knowledge and skills of advanced microphone placement techniques, consoles and stereo recording principles, signal flow, gain staging, patch bay, multitrack recording, and outboard gear. Mixing and mastering skills include real-time and dynamic effects and achieving a proper balance and blend of the mix. Students independently manage a recording project from start to finish. Students focus on recording a performance, which they mix and master to produce a final media for distribution.

Prerequisites: MUS - 1570 Recording Technology II with a grade of C or higher

MUS 2570 Live Sound Reinforcement (3 credits)

This course takes students from the basic concepts of DJ/sound reinforcement for small venues, through system setup and operation. Students learn physics of sound, microphone types and uses, small format digital audio mixer concepts, amplifier/speaker systems, microphone placement and system operation. Students learn how to apply these concepts and

skills to a full live sound setup, managing this setup during the performance, and the proper equipment striking procedures.

Prerequisite: MUS - 1570 Recording Technology II with a grade of C or higher

MUS 2930 Audio Engineering Internship (3 credits)

In this course, students complete a comprehensive practical experience at an entry-level position in an audio engineer 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.

Prerequisites: Permission from the academic coordinator

PAS 1000 – First Year Experience (1 credit)

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.

PSY 1010 General Psychology (3 credits)

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.

PSC 1010 Introduction to Astronomy (3 credits)

In this course, students explore the foundations of astronomy. Students examine how the solar system, galaxy, and universe have been perceived throughout history and explore the tools and methods astronomers use. Students investigate the origin, components, and evolution of the solar system (including the planets, moons, and the sun), stars, galaxies, and the universe as a whole. This course fulfills a general education requirement for non-science majors. Honors version available.

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

General Education Requirements

Semester	Course Title	Alternate Course	Credits
01	PAS 1000 First Year Experience (Institutional Requirement)		01
01	EGL 1010 Composition 1: Expository Writing (GE)		03
01	INT-1010 Introduction to Information Technology (GE)		03
01	MAT 1250 Applied College Algebra (GE)		03
02	MUS 1120 Survey of American Popular Music (GE)		03
02	EGL 1340 Writing about Technical Topics (GE)		03
02	PSY 1010 General Psychology (GE)		03
03	PSC 1010 Introduction to Astronomy (GE)		03
Total Credits			22

All new students are required to take PAS 1000 as an institutional requirement (IR)

Area of Concentration

Semester	Course Title	Alternate Course	Credits
01	MUS 1015 Guitar Class	MUS 1210 Piano Class	01
01	MUS 1500 Introduction to Music Technology		03
01	MUS 1410 Commercial Music Theory		03
02	MUS 1250 Sight Singing and Ear Training		01
02	MUS 1530 Pro Tools Fundamentals 101 & 110		03
02	MUS 1560 Recording Technology I		03
03	MUS 1260 Songwriting I		03
03	MUS 1550 Digital Music Production Techniques		03
03	MUS 1570 Recording Technology II		03
03	MUS 2600 MIDI Sequencing	MUS 2520 Digital Audio	03
04	MUS 2000 Music Business & Entrepreneurship		03
04	MUS 2560 Recording Technology III		03
04	MUS 2570 Live Sound Reinforcement		03
04	MUS 2930 Audio Engineering Internship		03
Total Credits			38

The general education requirements will be met by the following courses in the program curriculum, as prescribed in COMAR, Title 13B:

English (6 credits required of A.A.S. degrees)	
English.....	6
EGL 1010 Composition I: Expository Writing (3)	
EGL 1340 Writing About Technical Topics (3)	
Humanities (3 credits required of A.A.S. degrees)	
Humanities.....	3
MUS 1120 Survey of American Popular Music (3)	
Information Technology (3 credits required of A.A.S. degrees)	
Information Technology	3
INT 1010 Introduction to Information Technology (3)	
Mathematics (3 credits required of A.A.S. degrees)	
Mathematics.....	3
MAT 1250 Applied College Algebra (3)	
Science (one 3- or 4 - credit course required of A.A.S. degrees)	
Science	3
PSC 1010 Introduction to Astronomy (3)	
Social Science (3 credits required of A.A S. degrees)	
Social Sciences	3
PSY 1010 General Psychology.....	

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

There are currently no accreditation or graduate certifications required of this program of study.

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

There are currently no contracts with other institutions or non-collegiate organizations.

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.

In the online college catalog, all the information pertaining to this program is available for students to view all the program requirements and course information connected to this program. The most appropriate evidence of assurance will be provided through each course’s syllabus. The college has provided a general use template that provides all the necessary steps to help ensure student success. Please see the link attached to a MUS 1550

Digital Music Production Techniques course syllabus. On each course's Blackboard home page, students are provided links to academic support services, financial aid resources, costs and payment policies, technical support, eLearning services, and Library services.

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 Creative Services Office designs and produces print media that publicizes important program-specific material. The Marketing and Communication Department distributes any advertising, recruiting, and admissions material through various media outlets. The Humanities Department has a dedicated full-time multimedia specialist position to assist with creating recruitment social media, videos, and pictures. Examples include creating promotional videos, advertising for course of study opportunities, posting flyers about recording arts & sciences program and pictures on the PGCC website, calendar, and social media pages, email correspondent to current, and new potential students.

H. Adequacy of Articulation

The A.A.S. degree does not have any transfer partners currently. This degree will be considered a terminal degree.

I. Adequacy of Faculty Resources

Name	Terminal Degree/Field	Rank	Courses Taught	Credits
Keith A. Umbach (Full-time)	MME in Music Education/ Jazz Studies	Associate Professor	<ul style="list-style-type: none"> • MUS 1500 Introduction to Music Technology 3 • MUS 1530 Pro Tools 101 & 110 3 • MUS 1550 Digital Music Production Techniques 3 • MUS 1560 Record Technology I 3 • MUS 1560 Record Technology II 3 • MUS 2000 Music Business & Entrepreneurship 3 • MUS 2560 Recording Technology III 3 • MUS 2570 Live Sound Reinforcement 3 • MUS 2520 Digital Audio 3 • MUS 2600 MIDI Sequencing 3 	
Dr. Richard Anatone	Doctor of Arts (DA) in Piano Performance,	Professor	<ul style="list-style-type: none"> • MUS-1120 Survey of American Popular Music 3 • MUS 1250 Sight Singing and Ear 3 	

(Full-time)	cognate in Music Theory/Composition		Training <ul style="list-style-type: none"> • MUS 1260 Songwriting I • MUS 1410 Commercial Music Theory 	1 3 3
Dr. Phil Ravita (part-time)	D.M.A Music Education	Adjunct Professor	<ul style="list-style-type: none"> • MUS 1015 Guitar Class 	1

J. Adequacy of Library Resources

The PGCC library has been consulted regarding provisions and resources for A.A.S Recording Arts & Sciences. The PGCC library is highly committed to procuring literature and technical information specific to the learning and employment expectations for students and graduates. The library maintains online accessible and extensive databases, journals, and E-texts. Students may request holdings and inter-library loans either by E-mail or in person. Additionally, the library will provide journals and publications specifically related to the various Public Health professions.

The PGCC library has extensive online resources available to students:

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

Streaming Video

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

- Prince George's Community College has sufficient classroom and office space to accommodate the program.
- The Center for Performing Arts (CPA) provides an educational environment that allows the college to create a comprehensive academic recording arts & sciences program
- The venue will comprise of approximately 173, 618 GSF and will include the following:
- Number of classrooms- 5
- Number of offices for faculty and staff
- Recording Studio Suite which includes control room, rack room, live space and three isolation booths
- Music technology lab that feature 21 student workstations, one mixing station, and teacher workstation
- Recital Hall which will be used for live sound reinforcement and large ensemble recording
- Two performance theaters and a Blackbox theater where recording of performance can take place

L. Adequacy of Financial Resources with Documentation

The proposed program is expected to generate revenue in excess of expenses from the first year. The proposed program will be housed within the new Center for Performing Arts (CPA). The proposed program will be utilizing revenue generated by the use of the CPA by internal and external stakeholders to augment the costs concerning equipment, facilities maintenance, and show budgets required to support the efforts of the s A.A.S. degree in Recording Arts and Sciences.

Table 1

TABLE 1: RESOURCES for the General Studies A.A. degree Area of Concentration in Recording Arts and Sciences					
<u>Resource Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds #	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g)	\$38,505.00	\$38,505.00	\$56,400.00	\$60,120.00	\$78,015.00
a. Number of F/T Students	5	5	8	8	11
b. Annual Tuition/Fee Rate	\$4,725	\$4,725	\$4,725	\$4,725	\$4,725
c. Total F/T Revenue (a x b)	\$23,625.00	\$23,625.00	\$37,800.00	\$37,800.00	\$51,975.00
d. Number of P/T Students	8	8	10	12	14
e. Credit Hr. Rate	\$155	\$155	\$155	\$155	\$155
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$14,880.00	\$14,880.00	\$18,600.00	\$22,320.00	\$26,040.00
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (1 – 4)	\$38,505.00	\$38,505.00	\$56,400.00	\$60,120.00	\$78,015.00

1. Reallocated Funds

Operational Staff/Management of the 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.

2. Tuition and Fee Revenue

Tuition and fees are assumed constant over the next five years. The in-county tuition rate of \$107 per credit and a fee of \$48 per credit for a total of \$155 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.

3. Grants and Contracts

Program development and implementation is not dependent on grants, contracts or external funding.

4. Other Sources

No additional sources of funding are expected.

Total Year:

The proposed program is expected to generate revenue in excess of expenses from the first year as indicated in **Table 1**.

Table 2

TABLE 2: EXPENDITURES for the A.A.S. degree in Recording Arts & Sciences					
<u>Expenditure Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$21,480.00	\$21,480.00	\$21,480.00	\$59,782.23	\$59,782.23
a. # FTE	24 ECH	24 ECH	24 ECH	30 ECH	30 ECH
b. Total Salary	\$21,480.00	\$21,480.00	\$21,480.00	\$58,041.00	\$58,041.00
c. Total Benefits 3%	\$0	\$0	\$0	\$1,741.23	\$1,741.23
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
8. TOTAL (Add 1 – 7)	\$21,480.00	\$21,480.00	\$21,480.00	\$58,041.00	\$58,041.00

M. Adequacy of Provisions for Evaluation of Program

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 collected and analyzed to improve courses and to ensure program-learning outcomes are met.

Complete program assessment takes place every five years, with progress toward achievement of improvement plans being evaluated every two years. Data regarding enrollment, retention, and graduation is collected and analyzed against program outcomes, courses offered, and other variables. Each program must have an advisory board consisting of professionals in the field assist in the construction and analysis of program review data.

Students and administrators evaluate non-tenured faculty members yearly. 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.

Prince George's Community College (PGCC) has developed a comprehensive system to assess student learning that is organized, well documented, and has continued to improve since spring 2012. The system is founded on the existence of clear statements defining the skills, knowledge, and values that students are expected to acquire in their educational experiences at the College. These statements or learning outcomes, which are publicized in the College Catalog and in master course syllabi, establish well-defined, shared expectations for faculty, students, and the community. In doing so, the learning outcomes ensure consistency across the diversity of educational experiences offered at the College. They also provide the basis for measuring the quality of program and course offerings, as well as for developing targeted interventions for continuous improvement. Prince George's Community College has identified three sets of learning outcomes for its students: course, program, and 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 institutional learning outcomes encapsulate the foundational skills, knowledge, and values that every graduate of an associate degree is expected to achieve.

The College has identified six institutional learning outcomes, called the Student Core Competencies:

1. Communication
2. Scientific and Quantitative Reasoning
3. Critical Reasoning
4. Information Literacy
5. Culture
6. Ethics

The Student Core Competencies are specifically addressed in the General Education coursework and appear throughout the curriculum at PGCC.

Evidence of student learning is collected through embedded assessments that students have to complete as part of their regular coursework. These assessments, which are used in the calculation of student grades, are designed to provide direct demonstrations of students' skills, knowledge, and values. Frequently used assessments include multiple-choice exams, written assignments, artistic artifacts or performances, and clinical demonstrations. With the exception of multiple-choice exams, assessments are evaluated and scored with the aid of rubrics. All sections of the same course are required to use either the same assessment or variations of the same assessment. Data collected in the classroom are aggregated across sections and used to simultaneously measure student achievement of course outcomes, program outcomes, and the Student Core Competencies. These data are stored in an assessment management system, called Tk20, which provides multiple data reports easily accessible to faculty and administrators.

Program Assessment

Prince George's Community College has a five-year cycle for completing the assessment of every program outcome and every Student Core Competency. Prior to the beginning of each cycle, faculty design an assessment plan for every program of study offered by their department. The assessment plan indicates which program outcome(s) will be assessed each semester along with the list of courses where those outcomes are addressed. Whenever a department offers General Education courses such as English 1010, a second assessment plan is developed. This assessment plan lists one or more Student Core Competencies and the General Education courses where those Student Core Competencies are addressed. Thus, for example, the English Department has an assessment plan for addressing the English program outcomes and another one for addressing foundational skills such as communication and information literacy. Departments are expected to assess all courses in their assessment plan(s) during the five-year cycle. For each course included in an assessment plan, faculty adhere to the following sequence:

1. Prior to assessing a course, faculty create assessment materials to measure student achievement of course outcomes and submit these materials for review to the Assessment Coaches and the Teaching Learning and Assessment Committee (TLAC)
2. The Assessment Coaches and the TLAC examine the materials to ensure that they are appropriately rigorous and reflect best practices for assessment;
3. Once the assessments are approved, faculty implement the assessment in the following semester. Data are then collected and entered into Tk20, allowing the College to store, track, analyze, and disseminate data to all stakeholders;
4. The semester following data collection, The Office of Research, Assessment, and Effectiveness (RAE) analyzes the data and releases a 188 report of its findings;
5. Faculty discuss the findings and use preset performance criteria or benchmarks to determine whether an Action Plan needs to be developed to address any areas of concern;
6. When an action plan is needed, changes are implemented in the following semesters and the course is later reassessed. The assessment data 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. Assessment data are discussed within each department for course and program improvement, leading to changes in individual courses and in the content and structure of the curriculum. Furthermore, the data are also discussed by a General Education Taskforce, with representatives from TLAC, charged with improving teaching and assessment of the Student Core Competencies.

The College relies on a plethora of training guides, regular face-to-face training sessions, and a series of online assessment modules to ensure that all faculty are equipped with the knowledge and skills they need to engage in the discussion and use of assessment findings.

Course Assessment and Evaluation

Each semester, the RAE office reports the results of every action plan implemented to improve student learning the previous semester. Results are published in a document called the Action Plan Success Report, which allows faculty to see if the changes introduced in their courses following the initial assessment produced the desired impact. The report is available to the entire PGCC community on the College's intranet.

Although these action plans are focused on improving performance in the classroom, the clear alignment of course outcomes to program outcomes and to the Student Core Competencies mean that changes implemented at the course level can have a significantly broader impact. Beyond measuring student achievement every semester, the assessment system is aimed at capturing students' skill development over time and building a better understanding of how small changes in each course can lead to larger aggregate changes in learning at the program and institutional levels.

N. Consistency with the State's Minority Student Achievement Goals

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 college serves over 38,904 students representing over 43 countries. 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 (70.9%), 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 the racial makeup of the region's workforce.

As Prince George's County is the second most populous jurisdiction in the state of Maryland, Prince George's Community College serves a diverse demographic that mirrors Prince George's County. 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 Web site and catalogue); and
- clear communication about the integrated nature of the academic work with practical experience and professional networking opportunities.

Questions regarding diversity are crucial to the utility of the Recording Arts & Sciences program. The incorporation of social justice as part of the program's outcomes acknowledges the complexity of diversity as it might encompass not only age, gender, or ethnicity, but also address societal challenges regarding physical mobility, neurodiversity, and socio-economic status. The Recording Arts & Sciences program will explore social justice issues both within the classroom, laboratory, and in the recording studio. Ultimately, the College will continue to engage with community partners and stakeholders who represent the diversity of the region.

O. Relationship to Low Productivity Programs Identified by the Commission

No low productivity programs are related to this program.

P. Adequacy of Distance Education programs

Prince George's Community College has a number of alternative delivery formats including online and hybrid courses available to students. Since this is a new program evaluations are forthcoming to determine the feasibility of alternative delivery formats for courses associated with the program.

