



September 22, 2020

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

Dear Dr. Fielder:

Enclosed for the Commission's review is a proposed substantial modification for an existing Lower Division Certificate offered by Cecil College:

**LCD Visual Communications – Simulation Design and Gaming  
HEGIS Code 5007.12; CIP Code 10.0304**

We have enclosed a check for \$50 to cover the Commission's fee for this review.

Should you have any questions or require additional information, please contact Dr. Colleen Flewelling, Associate Dean for Academic Assessment and Development, at 443-674-1948 or [cflewelling@cecil.edu](mailto:cflewelling@cecil.edu).

Sincerely,

Christy Dryer, DNP  
Vice President of Academic Programs

**Academic Programs**

One Seahawk Drive • North East, MD 21901 • 410-287-1000 • [www.cecil.edu](http://www.cecil.edu)

---

**OWN YOUR FUTURE**



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

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

***Each action below requires a separate proposal and cover sheet.***

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

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education ( <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>Mary Way Bolt</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 3/2019

**CECIL COLLEGE  
SUBSTANTIAL MODIFICATION PROPOSAL  
LDC VISUAL COMMUNICATIONS – SIMULATION DESIGN AND GAMING  
HEGIS 5007.12 CIP 10.0304**

**A. Centrality to institutional mission statement and planning priorities:**

Cecil College’s Lower Division Certificate in Visual Communications – Simulation Design and Gaming provides a high-quality, hands-on, career education in designing computer and video games for learning, simulations, and gaming. The certificate program courses can be used in satisfying degree requirements.

This program directly supports Cecil College’s mission to provide a supportive learning environment to students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce.

**B. Critical and compelling regional or Statewide need as identified in the State Plan:**

The lower division certificate in Visual Communications – Simulation and Gaming prepares students for employment or for further study in a Visual Arts program at a four-year institution. Students’ expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at 4-year state institutions which have Visual Arts programs with the cost of attending Cecil College. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 2 (Success) of the Maryland State Plan for Education.

Institution	Rate	Cost per credit 2020-21	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	\$125	\$7,500	-
Morgan State University	In-state	\$250	\$15,000	\$7,500
Frostburg State University	In-state	\$276	\$16,560	\$9,060
Towson University	In-state	\$299	\$17,940	\$10,440
University of Maryland Baltimore County	In-state	\$361	\$21,660	\$14,160

**C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:**

A Visual Communications – Simulation Design and Gaming certificate prepares students for employment in positions such as multimedia artists and animators. Maryland’s Department of Labor projects an increase from 2018-2028 in the number of openings for these types of positions.<sup>1</sup>

<sup>1</sup> <http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml>

Field	2018-2028 Percent Change in openings in Maryland
Multimedia Artists and Animators	+5.1%

**D. Reasonableness of program duplication:**

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals there is one other lower division certificate offered in this field in Maryland.

Institution	Field	Level
Montgomery College	Computer Gaming and Simulation	Lower Division Certificate
Anne Arundel Community College	Game Development	Lower Division Certificate
Frederick Community College	Game Programming	Lower Division Certificate

Because the closest gaming certificate program is located at Anne Arundel Community College (68 miles from North East, MD), this degree at Cecil College will allow students in Cecil County a more accessible and affordable option to study addictions and chemical dependency counseling nearby their residence.

**E. Relevance to high-demand programs at Historically Black Institutions (HBIs)**

We anticipate there will be no impact on the implementation or maintenance of high-demand programs at HBI’s.

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

Bachelor’s degree programs in the arts are offered at University of Maryland Eastern Shore, Morgan State University, and Bowie State University. Because Cecil’s lower division certificate program in Visual Communications – Simulation and Gaming may be used for transfer, graduates could choose to attend any of these institutions.

**G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:**

The following information on degree requirements, learning outcomes, and course descriptions will be made available to students in the college catalog, which is available on the Cecil College website. Students may also consult with advisors and faculty members to learn about these programs.

Information about new programs is clearly and accurately represented in advertising, recruiting, and admissions materials. The College’s Academic Programs unit widely shares information about the requirements for new or changed degrees in MHEC-approved programs. The Admissions and Marketing departments use this information to update application and inquiry forms, internal recruitment products, and other marketing materials.

Faculty at Cecil College design all courses and programs, which are then presented to the Academic Affairs Committee, a committee comprised primarily of faculty, for approval.

**Changes Made to Visual Communications – Simulation Design and Gaming  
Certificate Requirements**  
*(changes are italicized)*

OLD Program Requirements		NEW Program Requirements	
Course Number and Title	Cr	Course Number and Title	Cr
<i>DAP 119 Computer Animation</i>	<i>3</i>	<i>VCP 151 Introduction to Game Design</i>	<i>4</i>
		<i>VCP 218 Intro 3D Modeling and Animation</i>	<i>4</i>
EGL 101 College Composition	3	EGL 101 College Composition	3
<i>EGL 211 Technical Writing</i>	<i>3</i>	<i>EGL 112 Scriptwriting I OR EGL 211 Technical Writing</i>	<i>3</i>
VCP 116 Digital Imaging I	2	VCP 116 Digital Imaging I	2
VCP 117 Digital Imaging II	2	VCP 117 Digital Imaging II	2
VCP 136 Multimedia Production I	4	VCP 136 Multimedia Production I	4
<b>Total Credits</b>	<b>17</b>	<b>Total Credits</b>	<b>22</b>

The revised certificate in Visual Communications – Simulation Design and Gaming requires the following courses:

Course Code	Courses (22 Credits)	Credits
VCP 151	Introduction to Game Design	4
VCP 218	Introduction to 3D Modeling and Animation	4
EGL 101	College Composition (E)	3
EGL 112 OR EGL 211	Scriptwriting I OR Technical Writing	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 136	Multimedia Production I	4

Total Credits: 22

**COURSE DESCRIPTIONS**

**EGL 101 College Composition** teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library’s resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. Credits: 3

Prerequisite(s): C or higher in COL 081 and EGL 093 OR appropriate score on Cecil College-approved placement metric

**EGL 112 Scriptwriting I** introduces the concepts and practices used in writing fictional and commercial scripts for film and television. Topics studied include the use of literary sources (finding, adapting, and writing), storyboards, shot composition, editing, camera angles, lighting, and sound. Additional topics studied include framing the story and evaluating the methods and strategies of successful film directors. Procedures for developing the creative process are emphasized, including personal introspection, broad inquiry, group collaboration, and maximizing the impact of a film upon its audience. Credits: 3  
Prerequisite(s): EGL 101

**EGL 211 Technical Writing** entails the study and practice of written communications in professional settings. In an ongoing workshop, students will be asked to think critically about rhetorical situations; analyze and address case studies; collaborate with team members; research, design, and write effective, ethical texts; develop multiple literacies for multiple audiences; respond constructively to peer writers; present texts through a variety of electronic media; and improve oral presentation and discussion skills. Credits: 3 Prerequisite(s): EGL 101

**VCP 101 Photography I** introduces the art and craft of photography. Students learn digital camera operation, digital scanning, and print production. Emphasis is placed on visual thinking and visual communication. Students complete weekly lab assignments in addition to class activities, to produce a portfolio of fine black and white and color photographs. Credits: 4

**VCP 116 Digital Imaging I** introduces the student to the creation and manipulation of electronic imagery. Students learn to import digital images; scan film, prints, and artwork; create and manipulate images; prepare images for print, and use in many other applications. Credits: 2

**VCP 117 Digital Imaging II** introduces students to basic graphic design concepts and intermediate digital imaging techniques. Students produce a portfolio of work including: a retouched image, a special effects image, a magazine cover, business cards, letterhead, high dynamic range (HDR), panoramic and personal project prints. Credits: 2 Prerequisite(s): VCP 116

**VCP 136 Multimedia Production I** introduces students to the development of interactive and new media design. Utilizing industry-standard software students learn how to produce responsive designs that interact with the viewer. The principles of object oriented programming are taught using ActionScript 3 and JavaScript in the Adobe Flash and Edge Animate environments. Usability, typography, composition, user interface design, color, and overall visual communication and aesthetics are emphasized. Students will produce a final interactive portfolio that demonstrates their understanding of usability design. Credits: 4 Prerequisite(s): VCP 117

**VCP 151 Introduction to Game Design** provides an introduction to computer game development, starting from concept development to implementation of a playable game prototype. Aesthetic and technical aspects of computer game development are covered, including game mechanics, story development, content creation, and game programming. Credits: 4 Prerequisite(s): VCP 117

**VCP 218 Introduction to 3D Modeling and Animation** introduces students to the basics of 3D content creation. Practical and theory-based concepts relating to three-dimensional design is discussed. Students produce models, apply motion, light, and render image sequences. Credits: 4

Upon successful completion of this program, students will be able to:

- Develop a production process to complete consistent quality designs in an appropriate amount of time
- Utilize a variety of industry standard hardware and software to produce aesthetically pleasing designs
- Produce two-dimensional and three-dimensional content that is optimized for animation, film, or interactive media
- Develop basic computer code that is appropriate for multimedia and interactive presentations
- Create a portfolio that demonstrates solid foundational art skills as well as intermediate-level technical knowledge.

Cecil College does not contract with another institution or non-collegiate organization in providing this program.

**H. Adequacy of articulation**

Cecil College is does not currently have formal articulation agreements for this certificate.

**I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).**

Faculty Member	Credentials	Status	Courses Taught
Jonathan Cone, Assistant Professor	M.F.A. Rochester Institute of Technology (Film and Animation)	Full-time	VCP 151 Introduction to Gamde Design VCP 136 Multimedia I VCP 218 Intro to 3D Modeling and Animation
Craig Frishkorn, Professor of English	Ph.D. SUNY Buffalo (English)	Full-time	EGL 112 Scriptwriting I
Christopher Gaspare, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 College Composition EGL 211 Technical Writing
Daniel Krukosky, Assistant Professor	M.S. Wilmington University (Internet and Network Design and Technology)	Full-time	VCP 116 Digital Imaging I VCP 117 Digital Imaging II

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College’s instructional technologist offers regular workshops on using technologies to improve both face-to-face and online teaching. In addition, each semester she offers the Quality Matters-based Professional Development for Online Teaching (PDOT) course on best practices in online teaching. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics. In 2018-19, Cecil College also piloted the Faculty Guild professional development program with selected full-time and part-time faculty; six additional faculty members participated in this program in 2019-20.

**J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).**

Cecil College's Cecil County Veterans Memorial Library is a member of Maryland Digital Library (MDL) and the Maryland Community College Library Consortium (MCCLC). CCVM Library has reciprocal borrowing privileges with other community college libraries within the state of Maryland. CCVM Library also subscribes to Inter-Library Loan, where students and faculty can request physical books, eBooks, and scholarly articles from institutions in other states.

Simulation Design and Gaming students can make an appointment to meet one-on-one or in groups with the Instructional Librarian for assistance with the following: narrowing down a research topic, finding articles in the library databases, finding books and eBooks, evaluating resources, and crafting citations. The Instructional Librarian also visits classes upon request to teach library information sessions tailored to class projects and curricula.

The library subscribes to approximately 84 online databases that cover most disciplines offered at Cecil College. The following databases may help most with varying aspects of the Simulation Design and Gaming Certificate: Academic Search Complete, ProQuest Computer Science, ProQuest Arts and Humanities, ProQuest Business Market Research Collection, Business Source Premier, ProQuest Career and Technical Education, JSTOR, and ProQuest Social Science.

CCVM Library offers both a physical book collection and an online eBook collection for student use related to computer science, as well as a list of open resources on its Open Educational Resources (OER) LibGuide that both students and faculty can utilize. The library also has a number of program required textbooks on reserve for students to use in the library. CCVM Library staff welcomes and encourages faculty to submit requests for books, multi-media resources, and databases to support student projects and teacher instruction throughout the academic year.

**K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)**

All students have the opportunity to utilize all physical facilities on campus including the Library; the Arts and Sciences Building; the Engineering and Math Building; Physical Education Complex; and the Technology/Conference Center, housing the computer lab, a student lounge / dining area and a Conference Center.

The department has sufficient dedicated office space for program faculty, staff, and students. Faculty offices include a desk and multiple chairs available for private conferences with students and/or faculty, bookshelves for department resources, and a locked file cabinet to secure program materials.

There is also dedicated office space for adjunct faculty. The adjunct offices are equipped with computers, desks, chairs, and telephones.

Multiple conference rooms are available for faculty meetings and or private conferences with students in the Engineering and Math Building, the Arts and Science Building, and the Physical Education Complex.

Available technology includes state-of-the-art smart classrooms with interactive white boards, projection systems, immediate capture and documentation cameras, wireless internet access, and the College-wide course management system, Blackboard, which can provide on-line learning to supplement courses.



The North East campus computer lab, housed in the Technology Center, provides 28 computers and technology resource staff, during regular lab hours, to assist students. The Writing Center is a free service to all Cecil College students. Tutors are available during a variety of day and evening hours to assist students with reading and writing assignments in any subject. Free subject matter tutoring is also available to all students upon request.

**L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)**

1. Complete [Table 1: Resources \(pdf\)](#) and [Table 2: Expenditure\(pdf\)](#). [Finance data\(pdf\)](#) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

**TABLE 1: RESOURCES**

	<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1.	Reallocated funds	\$0	\$0	\$0	\$0	\$0
2.	Tuition/Fee Revenue (c + g below)	\$7,500	\$11,974	\$14,985	\$18,167	\$23,354
a.	Number of F/T students	0	1	1	1	2
b.	Annualized Tuition/Fee Rate <sup>2</sup>	\$4,125	\$4,249	\$4,376	\$4,507	\$4,643
c.	Total F/T Revenue (a x b)	\$0	\$4,249	\$4,376	\$4,507	\$9,285
d.	Number of P/T students	3	3	4	5	5
e.	Credit Hour Rate	\$125	\$129	\$133	\$137	\$141
f.	Annualized Credit Hour Rate <sup>3</sup>	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
g.	Total P/T Revenue (d x e x f)	\$7,500	\$7,725	\$10,609	\$13,659	\$14,069
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$930	\$1,344	\$1,654	\$1,964	\$2,378
	<b>Total (add 1-4)</b>	<b>\$8,430</b>	<b>\$13,318</b>	<b>\$16,639</b>	<b>\$20,131</b>	<b>\$25,732</b>

Current enrollment in this certificate program has averaged 3 students over the past four years. Cecil College expects that this modified program will enroll three students in its first year, with modest growth thereafter.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees (\$8/credit) and Registration fees (\$75/semester). On average, full-time Cecil students take 33 credits per year; part-time students take 20 credits per year on average.

<sup>2</sup> Assumes Cecil County resident taking 35 credits per year.

<sup>3</sup> Assumes Cecil County resident taking 20 credits per year.



**TABLE 2: EXPENDITURES**

	<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1.	Faculty (b + c below)	\$3,553	\$3,612	\$3,673	\$3,735	\$3,797
a.	# FTE	0.03	0.03	0.03	0.03	0.03
b.	Total Salary	\$2,364	\$2,399	\$2,435	\$2,472	\$2,509
c.	Total Benefits	\$1,189	\$1,213	\$1,238	\$1,263	\$1,288
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
	<b>Total (Add 1-7)</b>	<b>\$3,553</b>	<b>\$3,612</b>	<b>\$3,673</b>	<b>\$3,735</b>	<b>\$3,797</b>

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Faculty FTE is based on the expected administrative load for the department chair. Because enrollment in the degree programs is significantly higher than in the certificate program, we estimate that 3% (.03 FTE) of the department chair’s time will be devoted to this program.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 2.5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

**M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).**

Faculty members are evaluated every semester by students enrolled in their courses. The College uses an electronic survey process (Evaluation Kit) and students are required to complete the evaluation within a specified time frame at the end of the semester or they are locked out of the learning management system (Blackboard) until they complete the survey. This has resulted in a very high response rate for all courses. In addition, faculty members are assessed in the classroom by the appropriate dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter. Student course evaluations are an important component in the College’s process of monitoring student satisfaction.

All faculty members are contractually obligated to complete an annual report that includes assessment results. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years.

The College's Assessment Plan requires that each learning goal for an academic program be reviewed at least once every four years. These assessments are used to make improvements to the program. In addition, the College has an established Comprehensive Program Review process through which programs evaluate their strengths, opportunities, and cost effectiveness every eight years.

Student retention rates are regularly monitored by the division dean.

**N. Consistency with the State's minority student achievement goals** (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Cecil College embraces the value of diversity, and strives to continuously foster inclusiveness, and has identified "Graduates will illustrate knowledge of ...the Diversity of Human Cultures" as one of the institution's six General Education learning goals.

**O. Relationship to low productivity programs identified by the Commission:**

This program is not related to low productivity programs identified by the Commission.

**P. If proposing a distance education program, please provide evidence of the  Principles of Good Practice** (as outlined in COMAR 13B.02.03.22C).

Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.