October 15, 2024

Dr. Sanjay Rai
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Rai:

Enclosed for the Commission's review is a proposal for a new concentration with in an existing associate degree offered by Cecil College.

| **Program** | **HEGIS Code** | **CIP Code** |
|---|---|---|
| **AAS Sports Management** | **5099.20** | **31.0504** |
| **AoC ESports Management** | | |

We have mailed a check for $250 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.

Sincerely,

Christy Dryer, DNP
Vice President of Academic Programs

## 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<br>No | Payment Type: | R*STARS #<br>Check # | Payment Amount: | Date Submitted: |
|---|---|---|---|---|---|

| Department Proposing Program | |
|---|---|
| Degree Level and Degree Type | |
| Title of Proposed Program | |
| Total Number of Credits | |
| Suggested Codes | HEGIS:      CIP: |
| Program Modality | On-campus    Distance Education (fully online)    Both |
| Program Resources | Using Existing Resources    Requiring New Resources |
| Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03) | 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: *Mary Way Bolt*    Date: |
| | Date of Approval/Endorsement by Governing Board: |

Revised 1/2021

**CECIL COLLEGE**
**NEW CONCENTRATION PROPOSAL**
**AAS SPORTS MANAGEMENT, ESPORTS MANAGEMENT CONCENTRATION**
**PROPOSED HEGIS 5099.20 CIP 31.0504**

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

*Description of program*.  The popular worlds of athletics, Esports and business team up to bring the fast-growing field of sports and Esports management to Cecil College students. This program is designed for students seeking a complete framework of business concepts and skills directly related to sports and Esports management. Students will realize the role a sports manager plays in various sports settings and understand management, accounting, and leadership skills to build a foundation in their chosen sports environment.

*How program relates to institution's approved mission*. By introducing students to this field, 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.

*How the program supports the institution's strategic goals.*  Cecil College's 2021-2025 Strategic Plan includes four priorities: advance student access, equity, and success; enhance academic excellence; optimize workforce development; and expand community partnerships and engagement.  This program supports the priority of enhancing academic excellence by maintaining high standards in credit and non-credit instructional programs while ensuring currency in career and transfer programs that allow students to explore, define, and achieve their goals.

*Affirm the program is an institutional priority.* The College is committed to administrative, financial, and technical support for this program and to continuing this program to allow enrolled students to complete it.

*How the proposed program will be adequately funded for at least the first five years of program implementation.*  The program will be funded by tuition and fees revenue.  More detail is provided in section L below.

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

*Need for the advancement and evolution of knowledge.* Many students interact with games and competitions on a daily basis.  This program will give them insight into how gaming, competition, marketing, and management are run.  They will learn about gaming in history and its effect on modern culture.  The topics covered will give them the foundation to organize groups, manage small businesses, and participate in competition.

*Societal needs.* Esports is one of the fastest growing sports.  The viewership of major esports events competes with major national or international leagues.  In fact, 6.4 million people worldwide watched the League of Legends World Championship in 2023 (https://esportsinsider.com/2023/12/most-viewed-esports-events-2023).  IBAI, an esports commentator and twitch streamer, has over 359 million total views (https://twitchtracker.com/channels/hours-watched). Esports is expected to generate $1.6B in 2024 (https://www.statista.com/topics/3121/esports-market/#topicOverview).  Esports has a huge following that is ever-expanding.  This is a great opportunity for people of all backgrounds to have a major impact on the future of esports.

*Need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.* Many colleges compete in esports, including HBIs. The HBCU Esports league is dedicated specifically to students at HBIs (https://www.hbcuesports.co/). Esports is a relatively new field, so most academic programs are in their infancy. Coppin State University offers an upper division certificate in Esports Management, and all four of Maryland's HBIs have bachelor's degree programs in business administration. Because Cecil's AAS program in Sports Management, concentration in Esports Management may lead to transfer to these degree program, graduates could choose to apply to their programs.

*Consistency with the Maryland State Plan for Postsecondary Education.* Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 1 (Student Access) and specifically, priority 1 (affordability of postsecondary education in Maryland) of the 2022 Maryland State Plan for Education. Completing two years of college at a community college is an alternative way to keep postsecondary education affordable without compromising high-quality education. 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 Business Administration programs with the cost of attending Cecil College.

| Institution | Rate | Cost per credit 2024-25 | Cost for 60 credits | Savings over 2 years |
|---|---|---|---|---|
| Cecil College | In-county | $135 | $8,100 | - |
| Coppin State University | In-state | $213 | $12,780 | $4,680 |
| University of Maryland Eastern Shore | In-state | $237 | $14,220 | $6,120 |
| Bowie State University | In-state | $268 | $16,080 | $7,980 |
| Frostburg State University | In-state | $304 | $18,240 | $10,140 |
| Salisbury University | In-state | $321 | $19,260 | $11,160 |
| Towson University | In-state | $322 | $19,320 | $11,220 |

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

*Potential industries, employment opportunities, and expected level of entry for graduates.* An Esports Management degree prepares graduates to manage and/or compete in small to large esports competitions, to run a small business related to gaming and competition, as well as to organize groups of people for most industries. While positions related to esports competitions generally require esports competition experience but have no degree requirements, esports coaching positions at colleges and universities usually require a bachelor's degree, and some marketing positions prefer postsecondary study. Small business management positions may require a bachelor's degree or have no degree requirements. Positions as meeting or event planners usually require a bachelor's degree.

*Market demand and availability of openings, showing quantifiable and reliable data on educational and training needs and the anticipated number of vacancies expected over the next five years.*

Maryland's Department of Labor, Licensing and Regulation projects a moderate increase from 2022-2032 in the number of openings for these types of positions.[1]

| Field | 2022-2032 Percent Change in openings in Maryland |
|---|---|
| Advertising, Marketing, Promotions, Public Relations and Sales Managers | +8.5% |
| Meeting, Convention and Event Planning | +12.5% |

These data show that these fields are in demand in Maryland.  Therefore, it is likely that graduates will be able to obtain employment in their chosen field.

*Current and projected supply of prospective graduates.*  To maintain enrollment in our programs with our current and projected supply of prospective students, Cecil College will leverage its partnership with Cecil County Public Schools (CCPS). CCPS graduates on average 1,100 students each year from the five local high schools. On average, 25% of these graduates enroll at Cecil College. Furthermore, the Maryland Blueprint is allowing more "college-ready" students to be exempt from placement assessments and enroll at college level courses. By enrolling more well-prepared students, we project improved retention rates and potentially increased enrollment. The Admissions Office recruits students from CCPS and regional high schools (Delaware and Pennsylvania) through college fairs, open houses, high school visits, mailings, regional marketing campaigns, tours, and other activities.

D.    **Reasonableness of program duplication:**

A review of MHEC's Program Inventory shows that there are no similar Associate degree programs in Maryland.

*Similarities and differences between the proposed program and the programs listed above.* Cecil College's Esports Management concentration is unique and there are no similar associate degree programs in Maryland at this time.

*Justification for the proposed program.*  This program does not duplicate any program in Maryland.

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)**

Coppin State University offers an upper division certificate in Esports Management, and all four of Maryland's HBIs have bachelor's degree programs in business administration.  Because Cecil's AAS program in Sports Management, concentration in Esports Management, may lead to transfer to these degree program, graduates could choose to apply to their programs.

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[1] https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml

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

*How the proposed program was established.*  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.  This degree was designed by Daniel Krukosky, Chair of the Visual Communications department, and Jon Cone, Assistant Professor of Visual Communications.

*Faculty who will oversee the program.* Daniel Krukosky, Chair of the Visual Communications Department, will oversee this program.

*Student learning outcomes.*  Upon successful completion of this program, students will be able to:

- Apply basic accounting principles to prepare accurate financial statements.
- Formulate strategies to lead and manage organizations, facilities, and events.
- Assess the economic, technical, legal and sociocultural environments of a business as it relates to Esports.
- Explain the impact Esports has in society.
- Solve problems using analytical reasoning as they relate to Esports management and Esports.

*Assessment of student achievement.*  The College's Academic 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 learning achievement of learning outcomes is documented through department annual reports that are submitted to the Dean and the Associate Dean of Academic Assessment and Development.

*Program requirements.*  The proposed Area of Concentration in Esports Management requires the following courses:

| Course Code | Courses (40 Credits) | Credits |
|---|---|---|
| ACC 101 | Accounting 1 | 3 |
| BUS 103 | Introduction to Business | 3 |
| BUS 131 | Principles of Management | 3 |
| BUS 210 | Business Law | 3 |
| BUS 216 | Organizational Leadership | 3 |
| ECO 222 | Economics – Macro | 3 |
| EGL 211 | Technical Writing | 3 |
| ESP 101 | Introduction to Esports Management | 3 |
| ESP 201 | Contemporary Issues in Esports | 3 |
| SPM 200 | Sports Facilities and Event Management | 3 |
| VCP 151 | Introduction to Game Design | 4 |
| ELECT | Select 6 credits: BUS 212 Principles of Marketing (3 credits) | 6 |

| COM 101 Introduction to Communication Studies (3 credits) | |
| VCP 116 Digital Imaging I (2 credits) | |
| VCP 117 Digital Imaging II (2 credits) | |
| VCP 144 Web Design I – Design Fundamentals (3 credits) | |
| VCP 210 Video Production I (4 credits) | |
| VCP 218 Intro to 3D Modeling and Animation (4 credits) | |
| VCP 219 3D Character Creation (4 credits) | |

## COURSE DESCRIPTIONS

**ACC 101 Accounting I** introduces the concepts and practices used in financial accounting. Topics studied include the use of journals and ledgers as well as the preparation of financial statements. Additional topics studies include cash, accounts and notes receivable, merchandise inventory, depreciation, current liabilities, and principles. Procedures for maintaining the records for service and merchandise firms are emphasized. Credits: 3

**BUS 103 Introduction to Business** provides an overview of the major functional areas of business and our economic systems. Organizational areas include business systems, management, human resources, marketing, production, and operations and information. Blended throughout the course are business-world trends of the growth of international business, the significance of small business, the continuing growth of the service sector, the need to manage information and communication technology and the role of ethics and social responsibility. This course should be taken early in the student's program. Credits: 3

**BUS 131 Principles of Management** introduces the various principles and theories associated with management. Ethical and practical considerations are integrated through the use of lectures and the studying of management cases. Credits: 3

**BUS 210 Business Law** covers topics including the sources of law, the regulatory environment, and the growing legal considerations involved with commercial activity. Emphasis is placed on contract law, personal property law, sales, and the use of the uniform commercial code. Case analysis and outside reading assignments are also used throughout the course. Credits: 3 Prerequisite(s): EGL 093

**BUS 212 Principles of Marketing** emphasizes the growing field of marketing. Topics studied include product service planning, marketing information management, purchasing, pricing, promotion, selling, risk management, finance, and distribution. Applicable ethics to this field are studied and discussed. In addition to the class lectures, videos and films are used to emphasize the principles. Students participate in case analysis and various marketing projects. Familiarity with computer applications, including Internet operations and some word processing, is essential for success in this course. Credits: 3

**BUS 216 Organizational Leadership** is a study of the characteristics and traits constituting effective leadership and its impact on organizations. Students will review the history of leadership, the various theories of leadership, and topics on organizational behavior, personality, and attitudes related to work. Additional topics studied include work motivation, interpersonal communication, use of teams and groups in organizations, and group dynamics. Also included is a review and discussion of past and current writings of various leaders. Credits: 3

**COM 101 Introduction to Communication Studies** is a foundation for theories of communication focusing specifically on relational, group, public, and cultural communication contexts. Students will practice written and oral communication skills as informed by communication theory. Credits: 3 Corequisite(s): EGL 101

**ECO 222 Economics – Macro** is the study of large-scale economic phenomena. Emphasis is placed on the impact of government, inflation, unemployment, and fiscal and monetary policies. International trade and currency considerations as comparative economic systems are included. Credits: 3 Prerequisite(s): MAT 092 or MAT 097

**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): "C" or higher in EGL 101

**ESP 101 Introduction to Esports Management** introduces students to esports. The history, development, management, and media are broadly covered. Students explore how to produce, promote, and manage esports teams and events. Credits: 3

**ESP 201 Contemporary Issues in Esports** examines the current events of esports by analyzing the history, ethics, and economic influences on the industry. The legitimacy of gaming as a sport, the influence of sociocultural issues such as gender, and the commercial viability of esports are studied. Students will problem-solve issues through written assignments, class discussion, and projects. Credits: 3

**SPM 200 Sports Facilities and Event Management** will examine facility management including the financing, managing, and operating of sports arenas, parks & recreation areas and other venues and the events held at these facilities. Credits: 3 Prerequisite(s): SPM 101 or ESP 101

**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 144 Web Design I – Design Fundamentals** provides an overview of the major design considerations for well-balanced website construction to include the planning cycle, web technologies, usability, site structure, and navigation styles. Emphasis is placed on design issues as each category is explored using HTML, CSS and basic JavaScript. Students will plan, design, and publish one fixed-width and one responsive website. Credits: 3 Prerequisite(s): EGL 093

**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 210 Video Production I** introduces students to the techniques of video production. Emphasis is placed on problem-solving scenarios and hands-on experience. Several short video programs are directed and produced. Students have the opportunity to work on an individual basis as well as in teams. Credits: 4

**VCP 218 Intro 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

**VCP 219 3D Character Creation** covers 3D modeling and animation techniques relevant to producing high-quality textured characters viewable in live-video situations such as games. Anatomical structure,

geometric pitfalls, topological requirements, basic rigging, and motion-capture animation is covered. Emphasis is placed on converting hi-resolution details into a lo-resolution character optimized for real-time situations. Credits: 4

*General education requirements.* In addition, Esports Management students take the following General Education requirements:

| General Education Requirements (20 credits) | | General Education Code | Credits |
|---|---|---|---|
| ECO 221 | Economics – Micro | SS | 3 |
| EGL 101 | College Composition | E | 3 |
| MAT (choose 1) | MAT 125 Applied Calculus<br>MAT 127 Introduction to Statistics<br>MAT 128 Introduction to Statistics II<br>MAT 191 Precalculus<br>MAT 201 Calculus I with Analytic Geometry | M | 4 |
| PSY or SOC or POS ELECT | Psychology, Sociology, or Political Science Elective | SS | 3 |
| SCI ELECT | Science Elective with lab | S/SL | 4 |
| SPH (choose 1) | SPH 121 Interpersonal Communications<br>SPH 141 Public Speaking | H | 3 |

## COURSE DESCRIPTIONS

**ECO 221 Economics-Micro** is the study of economic behavior of individual households and firms and the determination of the market prices of individual goods and services. The basics of demand, supply, elasticity, price theory, and factor markets is stressed and students are shown how to graph and explain basic economic relationships. Credits: 3 Prerequisite(s): MAT 092 or MAT 097

**EGL 101 College Composition (E)** 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. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

**MAT 125 Applied Calculus (M)** is an introductory study of differential and integral calculus with emphasis on techniques and applications. This course introduces students to the mathematical techniques for limits, differentiation, and integration of algebraic, logarithmic, and exponential functions.

Applications of differentiation and integration are studied.  This course is not intended for STEM majors. Credits: 4 Prerequisite(s): EGL 093 and MAT 092 or MAT 095 or MAT 097

**MAT 127 Introduction to Statistics** introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. Credits: 4 Prerequisite(s): EGL 093, MAT 093 or MAT 095 or MAT 097, a Grade of C or better in MAT 093 or MAT 095

**MAT 128 Introduction to Statistics II** addresses the design of experiments and analysis of variance, nonparametric statistics, categorical data analysis, simple linear regression, multiple regression and model building, quality control charts, and time series analysis. The emphasis is on applications using data sets from a variety of sources and disciplines including newspapers, periodicals, journals, the Web and many of the disciplines that students may encounter in their college education. Students will gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. Credits: 4 Prerequisite(s): MAT 127

**MAT 191 Precalculus (M)** prepares the student for the study of calculus, discrete mathematics, and other mathematics intensive disciplines through the study of algebraic, exponential, logarithmic, and trigonometric functions. Topics include functions, laws of logarithms, trigonometric and inverse trigonometric functions, trigonometric identities, solutions of trigonometric equations, and the Laws of Sines and Cosines. A problem-solving approach utilizes applications and a graphing calculator throughout the course. Credits: 4 Prerequisite(s): Grade of C or better in MAT 093 or MAT 098, EGL 093

**MAT 201 Calculus I with Analytic Geometry (M)** introduces students to the mathematical techniques for limits (including L'Hospital's Rule), differentiation, and integration of algebraic, trigonometric, inverse trigonometric, logarithmic, exponential, hyperbolic, and inverse hyperbolic functions. Applications of differentiation and integration are studied. Credits: 4 Prerequisite(s): EGL 093 and grade of C or better in MAT 191

**SPH 121 Interpersonal Communications** is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what contributes to effective communicating, as well as what contributes to messages miscommunicated. It also provides students with practice in verbal and listening skills. Students relate communication learning to all areas of life and career skills. Classroom discussions, activities, and experiments on a variety of topics are used as a basis for students' growing awareness of perception and skills in communication. Credits: 3 Corequisite(s): EGL 093

**SPH 141 Public Speaking (H)** is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, researching, writing, and delivering of multiple types of public address.  To emphasize the characteristics of effective public speaking, the course also provides models of and practice with constructive criticism. Credits: 3 Corequisite(s): EGL 093

*Specialized accreditation of graduate certification requirements for this program and its students.*  Not applicable.

*Contracts.* Cecil College does not contract with another institution or non-collegiate organization to provide this program.

*Providing information to students.*  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.

*Accuracy in advertising.* 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.

## H.    Adequacy of articulation

Cecil College is exploring opportunities to develop articulation agreements for the Esports concentration with four-year institutions.

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

*Narrative demonstrating quality of program faculty.* Cecil College faculty hold a degree commensurate with the level of the proposed program. All full-time faculty hold at least a Masters degree, including graduate level work in the field in which they provide instruction. Part-time faculty possess the same or equivalent qualifications. Details on credentials for faculty who teach courses in this program are provided in the table below.

| Faculty Member | Credentials | Status | Courses Taught |
|---|---|---|---|
| John Climent, Professor of Mathematics | Ph.D. University of Delaware (Mathematics) | Full-time | MAT 128 Introduction to Statistics II |
| Jonathan Cone, Assistant Professor | M.F.A. Rochester Institute of Technology (Film and Animation) | Full-time | ESP 101 Introduction to Esports Management<br>ESP 201 Contemporary Issues in Esports<br>VCP 144 Web Design I – Design Fundamentals<br>VCP 151 Introduction to Game Design<br>VCP 218 Intro to 3D Modeling and Animation<br>VCP 219 3D Character Creation |
| Allan Drach, Assistant Professor of Mathematics | M.A. Villanova University (Mathematics) | Full-time | MAT 201 Calculus I with Analytic Geometry |
| Anne Edlin, Professor of Mathematics | Ph.D. Temple University (Mathematics) | Full-time | MAT 191 Precalculus |
| Adele Foltz, Associate Professor of Business | M.B.A. Wesley College (Business) | Full-time | ACC 101 Accounting I |
| Craig Frischkorn, Professor of English | Ph.D. SUNY Buffalo (English) | Full-time | SPH 121 Interpersonal Communication |
| Christopher Gaspare, Assistant | M.A. Washington College (English) | Full-time | EGL 101 College Composition<br>EGL 211 Technical Writing |

| Faculty Member | Credentials | Status | Courses Taught |
|---|---|---|---|
| Professor of English | | | |
| Daniel Krukosky, Assistant Professor | M.S. Wilmington University (Internet and Networking Design and Technology) | Full-time | VCP 116 Digital Imaging I<br>VCP 117 Digital Imaging II<br>VCP 210 Video Production I |
| Mark Krysiak, Lecturer in Business | M.B.A. University of Baltimore (Business) | Full-time | BUS 131 Principles of Management<br>BUS 212 Principles of Marketing |
| Carlos Lampkin, Assistant Professor of Business | M.B.A. Wilmington University (Business) | Full-time | ECO 221 Economics – Micro<br>ECO 222 Economics - Macro |
| Elizabeth Leavy, Assistant Professor of Mathematics | M.S. Rutgers University (Applied Mathematics) | Full-time | MAT 125 Applied Calculus |
| Jennifer Levi, Professor of English | Ph.D. University of Delaware (English) | Full-time | SPH 141 Public Speaking |
| Kim Sheppard, Professor of Mathematics | M.S. Clemson University (Mathematics) | Full-time | MAT 127 Introduction to Statistics |
| Candace Vogelsong, Associate Professor of Business | M.B.A. Wilmington College (Business) | Full-time | BUS 103 Introduction to Business<br>BUS 210 Business Law<br>BUS 216 Organizational Leadership |
| Lauren Leighton | M.A. Hofstra University (Industrial organizational Psychology) | Part-time | COM 101 Introduction to Communication Studies |
| Lisa Reynolds | M.B.A. Goldey-Beacom College (Business Administration) | Part-time | SPM 200 Sports Facilities and Event Management |

*Ongoing pedagogy training for faculty.* Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's Catalyst - The Center for Teaching and Learning offers regular monthly workshops on refining pedagogical techniques, course design, and identifying technologies to improve face-to-face, hybrid, HyFlex, and online teaching. These trainings include sessions on how to effectively use the College's learning management system, Canvas. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics.

**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 books and scholarly articles from institutions nationwide.

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 85 online databases that support programs offered at Cecil College. The following databases may help most with varying aspects of the Associate of Applied Science in Sports Management with an Esports Management Concentration: EBSCO Academic Search Complete, ProQuest Research Library, ProQuest Accounting, Tax, & Banking Collection, ProQuest Arts & Humanities, ProQuest Asian & European Business Collection, ProQuest Business Market Research Collection, EBSCO Business Source Premier, ProQuest Canadian Business & Current Affairs, ProQuest Global Breaking Newswires, ProQuest Hoover's Company Profiles, ProQuest International Newsstream, Gale Opposing Viewpoints in Context, ProQuest Psychology, ProQuest Social Science, ProQuest Sociology, EBSCO Regional Business News, ProQuest US Newsstream, JSTOR, ProQuest Career and Technical Education, and ProQuest Computer Science.

CCVM Library offers both a 21,000-volume physical book collection, and 254,000 volume online eBook collection for student use with texts directly related to courses required for the Associate of Applied Science in Sports Management with an Esports Management Concentration 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 several course 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)**

*Physical facilities, infrastructure and instruction equipment.* 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, Canvas, which can provide on-line learning to supplement courses. All students and faculty are provided with College email addresses.

The North East campus computer lab provides computers and technology resource staff, during regular lab hours, to assist students.  The Academic Success 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 math as well as reading and writing assignments in any subject.  Free subject matter tutoring is also available to all students upon request.

*Access to email and a learning management system.* The College-wide course management system, Canvas, provides on-line learning to supplement courses. All students and faculty are provided with College email addresses.

**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

|     | Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----|---------------------|--------|--------|--------|--------|--------|
| 1.  | Reallocated funds | $0 | $0 | $0 | $0 | $0 |
| 2.  | Tuition/Fee Revenue (c + g below) | $45,900 | $64,496 | $82,940 | $103,488 | $122,180 |
| a.  | Number of F/T students | 5 | 8 | 10 | 13 | 15 |
| b.  | Annualized Tuition/Fee Rate[2] | $3,780 | $3,892 | $4,004 | $4,116 | $4,172 |
| c.  | Total F/T Revenue (a x b) | $18,900 | $31,136 | $40,040 | $53,508 | $52,580 |
| d.  | Number of P/T students | 10 | 12 | 15 | 17 | 20 |
| e.  | Credit Hour Rate | $135 | $139 | $143 | $147 | $149 |
| f.  | Annualized Credit Hour Rate[3] | $2,700 | $2,780 | $2,860 | $2,940 | $2,980 |
| g.  | Total P/T Revenue (d x e x f) | $27,000 | $33,360 | $42,900 | $49,980 | $59,600 |
| 3.  | Grants, Contracts & other External Sources | $0 | $0 | $0 | $0 | $0 |
| 4.  | Other Sources (fees) | $10,875 | $15,080 | $18,850 | $23,055 | $26,825 |
|     | **Total (add 1-4)** | **$56,775** | **$79,576** | **$101,790** | **$126,543** | **$149,005** |

Cecil College expects that this program will enroll fifteen students in the first year, with subsequent growth of five students per year.   Based on enrollment trends at the College from the past several years, we expect that approximately 60 to 70 percent of these students will enroll part-time.

We are projecting tuition increases of 2% each year.  Other sources of revenue include Student Development fees ($8/credit) and Consolidated fees ($21/credit).  On average, full-time Cecil students take 28 credits per year; part-time students take 20 credits per year on average.

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[2] Assumes Cecil County resident taking 28 credits per year.
[3] Assumes Cecil County resident taking 20 credits per year.

**TABLE 2: EXPENDITURES**

|  | Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| 1. | Faculty (b + c below) | $19,143 | $19,436 | $19,739 | $20,048 | $20,362 |
| a. | # FTE | .22 | .22 | .22 | .22 | .22 |
| b. | Total Salary | $16,161 | $16,404 | $16,649 | $16,899 | $17,152 |
| c. | Total Benefits | $2,982 | $3,032 | $3,090 | $3,149 | $3,210 |
| 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 |
|  | **Total (Add 1-7)** | **$19,143** | **$19,436** | **$19,739** | **$20,048** | **$20,362** |

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Faculty FTE is estimated based on the department chair load for this program (.02 FTE), plus the load for a full-time faculty member to teach two Esports courses per year (.2 FTE).

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 3.5% 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).**

*Procedures for evaluating courses, faculty, and student learning outcomes.* 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 (Canvas) 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.

*Evaluating the program's educational effectiveness*: *Student learning outcomes*. The College's Academic 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.

*Evaluating the program's educational effectiveness*: *Student retention rates.* Student retention rates are regularly monitored by the division dean.

*Evaluating the program's educational effectiveness*: *Student and faculty satisfaction*. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years. Student satisfaction is measured through an annual Graduate Exit survey.

*Evaluating the program's educational effectiveness*: *Cost-effectiveness*. The cost-effectiveness of this program is regularly monitored by the division dean and the vice president of academic programs.

**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.

The College has several programs and clubs for minority students. The Peer-to-Peer Mentorship program for all underrepresented students pairs new students with more seasoned students to assist them in finding academic resources to help them succeed. Underrepresented students are also highly encouraged to attend at least one leadership conference or event each semester. Some of the conferences students have attended in the past include: West Chester University Latinx Communities Conference; Male Students of Color Conference at Montgomery College; Student Leadership Conference; The National Association for the Advancement of Colored People (NAACP) Banquet; Community College Student Advocacy Day in Annapolis; and The Alpha Phi Alpha Fraternity Inc. Scholarship Banquet. The Multicultural Student Union, a student club at the College, sponsors annual celebrations and values diversity in social, cultural, educational, and volunteer activities.

The Cecil College Library's Diversity & Inclusivity Subject Guide collects resources on topics such as: gender equality, LGBTQ+, people with disabilities, various cultural communities, and inequalities in social services. Resources include articles, websites, videos, etc. that are freely available on the web, as well as resources such as e-books and database articles which are only available to the College Community.

**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).

*Affirmation and evidence that the institution is eligible to provide Distance Education.* On October 26, 2018, the Maryland Higher Education Commission informed Cecil College that our application to provide

distance education offerings in the State of Maryland had been approved. The Middle States Commission on Higher Education has approved Cecil College's request to offer programs by distance education in 2012.

*Assurance that institution complies with C-RAC guidelines*. Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.