



May 1, 2025

Sanjay Rai, Ph.D.
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 certificate program to be offered by Cecil College:

<u>Program</u>	<u>Proposed HEGIS Code</u>	<u>Proposed CIP Code</u>
LDC Intelligent Learning Design	5608.01	13.1211

We have mailed a check for \$850 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

Academic Programs

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OWN YOUR FUTURE



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 #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Mary Way Bolt</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 1/2021

CECIL COLLEGE
NEW PROGRAM PROPOSAL
LOWER DIVISION CERTIFICATE in INTELLIGENT LEARNING DESIGN
PROPOSED HEGIS 5608.01 CIP 13.1211

A. Centrality to institutional mission statement and planning priorities:

Description of program. The Intelligent Learning Design certificate program provides knowledge and skills to create engaging, accessible, and effective learning experiences. Using the ADDIE model, the program covers foundational learning theories, instructional design principles, and cutting-edge applications of educational technologies; including Artificial Intelligence, Universal Design for Learning (UDL), digital accessibility standards, and formative and summative assessment strategies. Hands-on practice, collaboration, and reflective learning, culminating in the creation of a comprehensive online learning module, prepares students to design, implement, and evaluate instructional materials tailored to diverse learners in educational and corporate settings.

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. Having this program available at the undergraduate level fills a gap for existing professionals looking to grow in their education career or to transition to a design-based position. We anticipate that most students will already be employed and will have decided that time and cost are prohibitive factors for a full master's program. Cecil's program is more affordable, and each course is offered in a 7-week online session. This flexible program will be valuable to someone who is in the classroom with a bachelor's degree.

Societal needs. Quality training and development process lead to better instruction to meet the needs of diverse learners in a shifting education landscape. Training teachers and learning creators to make learning better and more inclusive leads to education that is more accessible, more modern, and focused on student learning outcomes.

Need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs. Currently, HBIs in Maryland do not offer undergraduate programs in online learning. Therefore, this program will not affect those institutions.

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 this program at a community college is an alternative way to keep postsecondary education affordable without compromising high-quality education. The chart below compares tuition at 4-year state institutions which have graduate-level instructional design programs with the cost of attending Cecil College.

Institution	Rate	Cost per credit 2024-25	Cost for 15 credits	Savings over 15 credits
Cecil College	In-county	\$135	\$2,025	-
Towson University	In-state (graduate)	\$531	\$7,965	\$5,940
University of Maryland Global Campus	In-state (graduate)	\$534	\$8,010	\$5,985
University of Maryland College Park	In-state (graduate)	\$844.56	\$12,668.40	\$10,634.40

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. The typical entry level education required for Training and Development Specialists and Training and Development Managers is a bachelor's degree. Program completers who are adding this certificate to a previously-earned bachelor's degree would most likely be hired as Training and Development Specialists. With previous K-12 teaching experience, completers could be hired as Training and Development Managers.

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
Training and Development Specialists	+10.9%
Training and Development Managers	+10.5%

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.

¹ <https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml>

Current and projected supply of prospective graduates. The College anticipates that most students for the Intelligent Learning Design certificate will be adult learners looking to expand their skillset in learning design for career change or advancement. In addition, these courses would count for continuing education requirements for educators. In addition, the College will continue its marketing outreach to the surrounding area to reach adult students who have been in the workforce.

D. Reasonableness of program duplication:

A review of MHEC's Program Inventory shows that there are no similar undergraduate certificate programs in Maryland. Towson University, Johns Hopkins University, Loyola University Maryland, University of Maryland Global Campus, University of Maryland College Park and University of Maryland Baltimore County have graduate degree or certificate programs.

Similarities and differences between the proposed program and the programs listed above. Cecil College's Intelligent Learning Design certificate is the only undergraduate certificate program in online learning design and technology in Maryland.

Justification for the proposed program. There are no other undergraduate certificate programs in Intelligent Learning Design 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)

Currently, HBIs in Maryland do not offer undergraduate programs in online learning. Therefore, this program will not affect those institutions.

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 Julie Eller, Instructional Design and Technology Coordinator and Dr. Dana Gullo, Associate Dean for Teaching, Learning, and Technology.

Faculty who will oversee the program. Dr. Nancy Norman-Marzella, Dean of Health, Human, and Business Sciences, will oversee this program.

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

- Apply Foundational Learning Design Theories and Models
- Utilize Educational Technology and AI Tools
- Develop Inclusive and Accessible Learning Materials
- Design, Implement, and Assess Learning Modules
- Critically Analyze and Solve Design Challenges
- Integrate Ethical Practices in Learning Design

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 Intelligent Learning Design certificate requires the following courses:

Course Code	Courses (15 Credits)	Credits
ILD 101	Introduction to Learning Design Theory	3
ILD 102	Online and Adaptive Course Design	3
ILD 103	Introduction to Learning Design practice	3
ILD 104	AI Solutions for Learning Design	3
ILD 105	Intelligent Learning Design Capstone	3

COURSE DESCRIPTIONS

ILD 101 Introduction to Learning Design Theory provides an overview of key concepts and theories in instructional design. Students will explore major learning theories, the ADDIE model, and the creation of measurable learning objectives using Bloom’s Taxonomy. The course emphasizes alignment, ensuring course components support student success. 3 credits. Credits: 3

ILD 102 Online & Adaptive Course Design equips students with skills to design accessible, engaging online learning experiences. Topics include Universal Design for Learning (UDL), digital accessibility standards, educational technologies, and e-learning tools. Students will create interactive activities and assessments, applying best practices to support diverse learners. Credits: 3 Prerequisite: ILD 101

ILD 103 Intro to Learning Design Practice emphasizes the hands-on application of instructional design principles using the ADDIE model. Students will explore needs analysis, learning goals, assessments, activities, prototypes, alignment, and evaluation. Credits: 3 Prerequisites: ILD 101 and ILD 102

ILD 104 AI Solutions for Learning Design explores the application of Artificial Intelligence (AI) in educational content creation, assessment, and ethical practices. Students will evaluate and apply AI tools to design engaging content, assess student outcomes, and address ethical considerations such as data privacy, equity, and fairness. Credits: 3 Prerequisites: ILD 103

ILD 105 Capstone is a project-based course designed to synthesize students’ knowledge and skills in learning design. Students will create a comprehensive online learning module tailored to the needs of an educational institution or corporate environment. The course emphasizes formative and summative assessments, peer collaboration, inclusive practices, feedback integration, and reflective practices. Students will implement their module in an LMS and gather actionable feedback through surveys and reflections. Credits: 3 Prerequisites: ILD 104

General education requirements Not applicable for lower division certificates.

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 this program 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 Master's 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
Julie Eller, Instruction Design and Technology Coordinator	M. Ed. Gratz College (Differentiated Instruction)	Part-time	ILD 101 Introduction to Learning Design Theory ILD 103 Intro to Learning Design Practice
Dana Gullo, Associate Dean of Teaching, Learning, and Technology	Ed.D. Wilmington University (Higher Education Leadership and Innovation)	Part-time	ILD 102 Online & Adaptive Course Design ILD 104 AI Solutions for Learning Design ILD 105 Capstone

The faculty for this program are full-time Cecil College staff who have the appropriate background in instructional design and technology.

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 Intelligent Learning Design Certificate: EBSCO Academic Search Complete, ProQuest Central, ProQuest Research Library, ProQuest Computer Science, EBSCO Business Source Premier, ProQuest Education, EBSCO ERIC, EBSCO Education Research Complete, ProQuest Psychology, ProQuest Sociology, ProQuest Social Science, EBSCO Teacher Reference Center, and ProQuest Telecommunications.

CCVM Library offers both a 22,000-volume physical book collection, and 260,000 volume online eBook collection for student use with texts directly related to courses required for the Intelligent Learning Design Certificate, 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)	\$21,600	\$27,800	\$34,320	\$41,160	\$58,110
a.	Number of F/T students	0	0	0	0	0
b.	Annualized Tuition/Fee Rate ²	\$4,725	\$4,865	\$5,005	\$5,145	\$5,215
c.	Total F/T Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d.	Number of P/T students	8	10	12	14	16
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)	\$21,600	\$27,800	\$34,320	\$41,160	\$58,110
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources (fees)	\$4,640	\$5,800	\$6,960	\$8,120	\$11,310
	Total (add 1-4)	\$26,240	\$33,600	\$41,280	\$49,280	\$69,420

Cecil College expects that this program will enroll 8 students in the first year, with subsequent modest growth. This program is designed to be completed on a part-time basis.

² Assumes Cecil County resident taking 35 credits per year.

³ Assumes Cecil County resident taking 20 credits per year.

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 35 credits per year; part-time students take 20 credits per year on average.

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$7,097	\$7,222	\$7,357	\$7,495	\$7,636
a.	# FTE	.05	.05	.05.	.05	.05
b.	Total Salary	\$4,975	\$5,050	\$5,125	\$5,202	\$5,280
c.	Total Benefits	\$2,122	\$2,172	\$2,232	\$2,293	\$2,356
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)	\$7,097	\$7,222	\$7,357	\$7,495	\$7,636

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 associate dean's load for this program (.05 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 (Watermark Course Evaluations and Surveys) and integrates course evaluations into the learning management system (Canvas). 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.