PROPOSAL FOR:

_____ NEW INSTRUCTIONAL PROGRAM

__X__ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

__X__ WITHIN EXISTING RESOURCES or _____ REQUIRING NEW RESOURCES

Cecil College
Institution Submitting Proposal

Fall 2017
Projected Implementation Date

Associate of Fine Arts	**Art and Design**
Award to be Offered	Title of Proposed Program
1002.01	**50.0702**
Suggested HEGIS Code	Suggested CIP Code
Visual Communications, Fine Arts, and Performing Arts	**Daniel Krukosky**
Department of Proposed Program	Name of Department Head

Rebecca Walker	**rwalker@cecil.edu**	**443-674-1948**
Contact Name	Contact E-Mail Address	Contact Phone Number

Mary Way Bolt   _3/30/17_____ President/Chief Executive Approval
Signature and Date

_____ **February 23, 2017** _____ Date Endorsed/Approved by Governing Board

Associate of Fine Arts
Art and Design

	General Education Requirements	*General Education Code*	*Credits*
ART 101	Fundamentals of Design	H	3
ART 141	Survey of Art History	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT	Math Elective	M	3
PSY 101 or SOC 101	Introduction to Psychology Introduction to Sociology	SS	3
SCI	Science Elective with Lab	SL	4
	Program Requirements		
ART 130	Drawing I	H	3
ART 140	Painting I	H	3
ART 160	Beginning Ceramics	H	3
ART 201	Three-Dimensional Design	H	3
ART 293	Professional Portfolio Production		3
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
	Associate of Fine Arts Concentration Requirements and Electives [1]		19

Total Credits Required in Program: 60

Areas of Concentration

Students may declare one or more areas of concentration in Drawing and Painting, Ceramics and Sculpture, Graphic Design, Photography and Digital Arts, Art History, Interactive and Motion Arts, and Studio Arts. It is recommended that students contact the fine arts program coordinator and art faculty to identify transfer institutions and art concentrations before selecting electives.

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[1] Art electives are chosen to tailor the program of study to specific transfer goals. It is recommended that students contact the fine arts program coordinator and art faculty to identify transfer institutions and art concentrations before selecting electives.

Drawing and Painting Concentration

The Drawing and Painting concentration is designed for students who want to pursue careers as visual artists in fine arts related fields including drawing, painting, and illustration.

ART 105	Illustration, Materials and Techniques		3
ART 110	Color	H	3
ART 179	Surface Design for Ceramics		3
ART 183	Digital Illustration I		4
ART 230	Drawing II	H	3
ART 231	Portrait Drawing		3
ART 232	Figure Drawing		3
ART 240	Painting II	H	3
ART 260	Intermediate Ceramics	H	3
ART 291	Portfolio Production I		1
ART 292	Portfolio Production II		2
ART	Art Elective		1-4

Graphic Design Concentration

The Graphic Design concentration is designed for students who want to pursue careers as visual artists in graphic design and related fields.

Graphic Design Concentration Requirements			
ART 110	Color	H	3
VCP 118	Digital Imaging III		4
Graphic Design Concentration Electives			
ART 105	Illustration, Materials and Techniques		3
ART 152	Sculpture	H	3
ART 183	Digital Illustration I		4
ART 230	Drawing II	H	3
ART 232	Figure Drawing		3
ART 291	Portfolio Production I		1
ART 292	Portfolio Production II		2
ART	Art Elective		1-4
VCP 101	Photography I		4
VCP 119	Digital Imaging IV		4
VCP 136	Multimedia Production I		4

	Studio Arts Concentration		
The Studio Arts concentration is designed for students who want to pursue careers as visual artists and art educators.
ART 105	Illustration, Materials and Techniques		3
ART 152	Sculpture	H	3
ART 179	Surface Design for Ceramics		3
ART 194	Wheel-Thrown Ceramics I	H	3
ART 230	Drawing II	H	3
ART 240	Painting II	H	3
ART 260	Intermediate Ceramics	H	3
ART 291	Portfolio Production I		1
ART 292	Portfolio Production II		2
ART	Art Elective		1-4
VCP 101	Photography I		4

Program Outcomes:

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

- Describe visual concepts and express them using appropriate artistic vocabulary in written and oral presentations
- Demonstrate creativity in visual, technical, and conceptual problem-solving
- Apply technical skills and competency in a wide range of art media and techniques
- Solve visual problems in a manner that reflects individual creativity, technical expertise, and an understanding of historical and contemporary art
- Demonstrate a work ethic that reflects a dedication to process and the intelligent development of a personal aesthetic
- Write and speak with clarity, think critically and analytically, and express one's ideas about a personal artistic vision and the vision of others
- Use the critique process and self-reflection to develop a fine art professional portfolio for transfer or career development

Additional Outcomes – Area of Concentration in Art History

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

- Demonstrate a broad understanding of artists, themes, theories and artwork crucial to various cultures and art historical time periods.
- Demonstrate analytical skills such as observation and inductive reasoning in interpreting works of art both as formal structures and in relation to social and cultural contexts.
- Respond verbally and in written format to art historical and theoretical material.

- Demonstrate an understanding of design history, theory, and criticism.

Additional Outcomes – Area of Concentration in Interactive and Motion Arts

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

- Demonstrate hand and digital drawing, animation, video, storyboarding with imagery and narrative, and the development of 2D character design and 3D environments.
- Use 2D and 3D software programs including applications such as modeling, animation, illustration, video, sound, photography, and print to express ideas and solve design problems.
- Identify and explain the influence of major historical and contemporary theories, works and ideas on social, interactive and mobile media.
- Recognize the functions, methods, vocabulary and roles that are unique to the programmer, the designer, and the artist within the individual and collaborative design process.

Additional Outcomes – Area of Concentration in Photography and Digital Arts

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

- Use tools, materials, equipment, techniques, technologies, and processes to work from concept to finished product in photography and digital arts. This includes the use of digital technologies, cameras, film, lighting, digital imaging software, and printing.
- Demonstrate the use of 2D and 3D software programs including applications such as modeling, animation, illustration, video, sound, photography, print and web authoring.
- Demonstrate an understanding of design principles with emphasis on composition, color, and lighting.
- Demonstrate an understanding of photographic history and theory, the relationship of photography to the visual art disciplines, and its influence on culture.
- Professionally document and exhibit a body of work that demonstrates artistic voice, concept, and technical skills in photography and digital arts.

Additional Outcomes – Area of Concentration in Studio Arts

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

- Demonstrate proficiency working with a wide range of art materials, tools, and techniques to create work from concept to finished product.
- Use design principles to realize a specific aesthetic and conceptual intent.
- Demonstrate comprehension of art with a historical and contemporary context.

Side by Side Comparison

Comparison of General Education Requirements	
Original Program	**Modified Program**
ART 101 Fundamentals of Design	ART 101 Fundamentals of Design
ART 141 Survey of Art History	ART 141 Survey of Art History
EGL 101 English Composition	EGL 101 English Composition
EGL 102 Composition and Literature	EGL 102 Composition and Literature
MAT Math Elective	MAT Math Elective
PSY 101 or SOC 101 Intro to Psychology or Sociology	PSY 101 or SOC 101 Intro to Psychology or Sociology
SCI Science Elective with Lab	SCI Science Elective with Lab

Summary:
- **There are no changes to the General Education Requirements**

Comparison of Program Requirements	
Original Program	**Modified Program**
ART 130 Drawing I	ART 130 Drawing I
ART 140 Painting I	ART 140 Painting I
ART 160 Beginning Ceramics	ART 160 Beginning Ceramics
ART 201 Three-Dimensional Design	ART 201 Three-Dimensional Design
VCP 116 Digital Imaging I	VCP 116 Digital Imaging I
VCP 117 Digital Imaging II	VCP 117 Digital Imaging II
ART 230 Drawing II	
ART 242 Survey of Modern Art History	
ART 293 Professional Portfolio Production	ART 293 Professional Portfolio Production

Summary:
- **Two courses (ART 230 and ART 242) were moved from Program Requirements to Program Electives to give students more choices in focusing their studies**

Comparison of Concentration & Elective Courses	
Original Program **13 Credits in Studio Electives**	**Modified Program** **19 Credits in Concentration Requirements and Electives**
ART 105 Illustration, Materials and Techniques	ART 105 Illustration, Materials and Techniques
ART 110 Color	ART 110 Color
ART 150 Art Appreciation & Museum Studies	ART 150 Art Appreciation & Museum Studies
ART 152 Sculpture I	ART 152 Sculpture I
ART 167 Ceramics Japanese Raku	ART 167 Ceramics Japanese Raku

Course Descriptions:

ART 101 Fundamentals of Design (H)
Fundamentals of Design I provides an introductory study of two-dimensional design. It deals with the organization of the graphic elements in effective, unified designs, whether in photography, fine arts, commercial art or everyday life. Included is a brief introduction to color theory. This course is valuable for persons anticipating a career in art, photography, media technology, or education. 3 credits

ART 105 Illustration, Materials, and Techniques
Illustration, Materials and Techniques is a studio course which introduces students to a variety of materials and techniques appropriate for use in the field of illustration. Topics may include: charcoal, graphite pencil, color pencil, pastel, inks, markers, scratchboard, various paints, printmaking techniques, collage and airbrush. Previous experience in drawing is highly recommended before enrolling for this course. 3 credits
Pre-requisite: Previous drawing experience

ART 110 Color (H)
Color is a studio course which serves as an introduction to the varied relationships and qualities of color in regard to the visual world. Assignments explore both physical and psychological aspects of color theory. This course is valuable for anyone interested in the fine/commercial arts, or anyone interested in understanding how color can affect our behavior and observations. 3 credits

ART 130 Drawing I (H)
Drawing I introduces students to basic drawing concepts, techniques, materials and the development of observational skills. The course focuses on descriptive value, composition, visual and spatial relationships, linear and aerial perspective, volumetric forms, subject and content using a variety of black and white media. Course includes vocabulary development, critical analysis activities, and reference to historic and contemporary models of drawing. Emphasis is on observational drawing. 3 credits

ART 140 Painting I (H)
Painting I introduces students to various approaches to painting in oils in the studio. It is intended for the beginning painter with little or no background in painting. Technical skills are developed through demonstrations, structured assignments, lectures, and critiques. 3 credits

ART 141 Survey of Art History (H)
Survey of Art History is a survey course which explores art forms and aesthetic intentions from prehistory to the present. The course of study parallels the development of Western Civilization and emphasizes the relationship of art forms to that development. Major emphasis is on painting, sculpture, and architecture. The course may include museum trips. 3 credits
Pre-requisite: EGL 093

ART 150 Art Appreciation and Museum Studies (H)
Art Appreciation and Museum Studies is a discussion/lecture course with travel to museums, galleries, and/or artists' studios to view works of art. Topics may include historical context of

ART 180 Basic Photography

Basic Photography introduces students to the fundamental aesthetics and techniques of photography, to the practice of creative thinking, and to communication through visual imagery. Digital cameras and digital imaging works stations are available for student use in class. 3 credits

ART 182 Sculpture II

Sculpture II is a continuation of ART 152 Sculpture I, which explores various materials and techniques used in creating sculpture. Emphasis is placed on the further development of technical skills, aesthetic understanding, solutions to sculptural problems, and a personal approach to sculpture. Students will explore their ideas from the initial sketch, through model development, to project completion. This course will integrate techniques learned in other art disciplines. 3 credits
Pre-requisite: ART 152

ART 183 Digital Illustration I

Digital Illustration I teaches traditional illustration methods combined with computer illustration techniques to enable students to learn contemporary professional illustration practices. Emphasis is placed on creative concept development, composition, design, research, workflow, drawing techniques for hand and computer, and portfolio production. Topics include: fine art illustration, still life illustration, product illustration, book illustration, and editorial illustration. Previous drawing experience is preferred. 4 credits

ART 194 Wheel-thrown Ceramics (H)

Wheel-Thrown Ceramics introduces students to the pottery wheel with emphasis on the skill development of throwing techniques. The course will focus on the development of personal style, perfection of thrown forms and craftsmanship. A wide range of pottery forms and surface treatments will be studied and applied to the work made. Students will be given a foundation in the history, aesthetic, and technical aspects of working with clay on the potter's wheel. Students will explore the pottery wheel as a tool for construction in conjunction with other building techniques. 3 credits

ART 196 Wheel-thrown Ceramics II

Wheel-Thrown Ceramics II expands on the skills introduced in Wheel-Thrown Ceramics. Emphasis is placed on advanced techniques for throwing and decorating surfaces. The course encourages developing a personal style as well as refining craftsmanship and thrown forms. Students will utilize the pottery wheel as a tool for construction in conjunction with other building techniques. Students are expected to explore the creative potential of the medium in relationship to concepts, aesthetics and function. 3 credits
Pre-requisite: ART 194

ART 201 Three-Dimensional Design (H)

Three-Dimensional Design is a studio course that introduces students to various aspects of three-dimensional design. Students deal with the application of design concepts to three-dimensional problems. Individual creative approaches to materials and techniques are encouraged. 3 credits
Pre-requisite: ART 101

the refinement of forms and craftsmanship. This course includes an introduction to glaze mixing and firing theory. 3 credits
Pre-requisite: ART 160

ART 261 Advanced Ceramics
Advanced Ceramics expands on personal approaches to clay building and decorating from Intermediate Ceramics. This course focuses on the further development of skills, ideas, style, areas of special interest, and on the refinement of forms and craftsmanship. Experimentation with form development, surface decoration, and personal symbolism is emphasized. 3 credits
Pre-requisite: ART 260

ART 291 Portfolio Production I
Portfolio Production I provides an opportunity for advanced art students to concentrate on building portfolios in individual areas of interest to further their educational, career and personal goals. Students will create a focused body of artwork to produce a portfolio. 1 credit
Pre-requisite: EGL101

ART 292 Portfolio Production II
Portfolio Production II provides an opportunity for advanced art students to concentrate on building an in-depth portfolio in individual areas of interest to further their educational, career and personal goals. Students will create a focused body of artwork to produce a portfolio.
2 credits
Pre-requisite: EGL101

ART 293 Professional Portfolio Production
Professional Portfolio Production enables art majors who have completed 18 credit hours of art courses to concentrate on creating a Capstone Portfolio of artwork, images, and written documentation to prepare for application to a transfer institution and/or for personal or career goals. With guidance from an instructor, students create a cohesive body of work to produce a professional portfolio and a capstone art exhibit that is presented to the community. 3 credits Pre-requisite: EGL101

ART 296 Wheel-Thrown Ceramics III
Wheel-Thrown Ceramics III expands on the skills introduced in Wheel-Thrown Ceramics II. Emphasis is on the further development of thrown forms and surface decoration techniques. Students will create a body of work demonstrating refinement of thrown forms, craftsmanship, advanced throwing techniques. 3 credits
Pre-requisite: ART 196

EGL 101 Freshman Composition (E)
Freshman 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

images; prepare images for use in web documents; and make archival inkjet prints with Adobe Photoshop. 4 credits

VCP 117 Digital Imaging II
Digital Imaging II students learn to make composite artwork by working with masks and layers and to create a Web photo gallery and animated GIF's in Photoshop. Adobe InDesign is introduced along with basic graphic design concepts. Students produce a portfolio of work including: a retouched image, a special effects image, a magazine cover, business cards, letterhead, CD disk insert, and five personal project prints. 2 credits
Pre-requisite: VCP 116

VCP 118 Digital Imaging III
Digital Imaging III advances the student's graphic design capabilities by using Adobe Illustrator and Adobe InDesign, two advanced professional graphic design programs to combine words and images on the printed page in order to provide real-world skills essential for graphic design careers. Students will create and manipulate images, and combine graphics such as text into page layouts. Students will learn the process of creating professional business cards, brochures and logos from concept to print. 4 credits
Prerequisite: VCP 117

VCP 119 Digital Imaging IV
Digital Imaging IV introduces the student to web page design. Students use Adobe Photoshop, Dreamweaver and Flash to conceive and create effective web sites that are easy to use and that meet the demands of the target market. 4 credits
Pre-requisite: VCP 118

VCP 136 Multimedia Production I
Multimedia Production I introduces students to the development of new media design. Students learn different types of multimedia tools and when to use them: QuickTime, Motion, Flash and DVD Studio Pro. They also gain an understanding of how to create artwork for multimedia productions and when to use one application over another: Illustrator, Photoshop, Image Ready, Flash, and AfterEffects. Students may use any additional tools at their disposal: Final Cut Pro, Apple Cinema Tools. Traditional art skills are emphasized: knowledge of typography, design, user interface, layout, composition, form, color and overall visual communication and thinking. Students learn the process and methodologies of multimedia development while complete weekly assignments and a final project. 4 credits
Prerequisites: VCP 117 and VCP 101 or VCP 210

VCP 151 Introduction to Game Design
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. 4 credits
Pre-requisites: VCP 218 and VCP 136

marketplace, and create opportunity for economic growth; artists and designers can effectively communicate complex data and scientific information to multiple stakeholders and broad audiences; the tools and methods of design offer new models for creative problem-solving and interdisciplinary partnerships in a changing world; artists and designers are playing an integral role in the development of modern technology; and artists and designers are playing a key role in manufacturing"

The proposed program will address Goal 4 of the 2013 Maryland State Plan for Postsecondary Education, a/k/a Maryland Ready: "Maryland will seek to be a national leader in the exploration, development and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement and improve learning outcomes and completion rates." As noted above, art and design is considered an innovative program of study that is essential for economic development. Also, since the AFA is the recognized credential for transfer to a Bachelor of Fine Arts (B.F.A.) program at a four-year college, providing this degree program will encourage students to complete their studies for the first two years at the community college before transferring to a four-year college.

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

Degrees in art prepare students for a number of fields including art directors, craft and fine artists, interior designers, graphic designers, multimedia artists and animators, photographers, industrial designers, archivists, curators, and museum workers, architects, film editors, postsecondary teachers, high school teachers, middle school teachers, elementary school teachers, and teacher assistants.

The Town of Elkton in Cecil County is a designated Arts & Entertainment District. Maryland's Arts & Entertainment (A & E) Districts help develop and promote community involvement, tourism and revitalization through tax-related incentives that attract artists, arts organizations and other creative enterprises. Only twenty-two A&E Districts have been established since the program began in 2001. "And, the most recent economic impact study shows that in fiscal year 2013, 20 Maryland A&E Districts collectively supported an estimated 5,144 new jobs that paid $149 million in wages. During the same year, new jobs combined with A&E District festivals and events supported more than $458 million in state GDP and $36 million in state and local tax revenue[2]." On April 8, 2015, the Elkton Arts & Entertainment District received a Cecil County Tourism Award for Project of the Year: "First Friday's in Elkton." First Friday's in Elkton attracts people to a variety of businesses and galleries downtown the first Friday of each month and is co-sponsored by the Town of Elkton and the Cecil County Arts Council.

Projected job openings obtained from the Maryland Department of Labor, Licensing, and Regulation indicate the following related openings through 2022 for the State of Maryland, and projections through 2020 for the Susquehanna Workforce Investment region (which includes Cecil and Harford Counties):

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[2] Maryland State Arts Council, Arts & Entertainment Districts, retrieved from: http://www.msac.org/programs/arts-entertainment-districts.

Whereas art and design provide real solutions for our everyday lives, distinguish United States products in a global marketplace, and create opportunity for economic growth;

Whereas artists and designers can effectively communicate complex data and scientific information to multiple stakeholders and broad audiences;

Whereas the tools and methods of design offer new models for creative problem-solving and interdisciplinary partnerships in a changing world;

Whereas artists and designers are playing an integral role in the development of modern technology;

Whereas artists and designers are playing a key role in manufacturing; and

Whereas May would be an appropriate month to designate as `STEM-to-STEAM Month': Now, therefore, be it

Resolved, That the House of Representatives—

> *(1) recognizes the importance of art and design in the Science, Technology, Engineering, and Mathematics (STEM) fields;*

> *(2) supports the designation of `STEM-to-STEAM Month';*

> *(3) encourages the inclusion of art and design in the STEM fields during reauthorization of the Elementary and Secondary Education Act;*

> *(4) encourages the inclusion of art and design in the STEM fields during reauthorization of the Higher Education Act; and*

> *(5) encourages the Secretary of Commerce, the Secretary of the Department of Education, the Chairman of the National Endowment for the Arts, and the Director of the National Science Foundation to develop a STEM to STEAM Council representative of artists, designers, education and business leaders, and Federal agencies in order to facilitate a comprehensive approach to incorporate art and design into the Federal STEM programs[3]."*

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[3] Library of Congress, House Resolution 51, retrieved from http://thomas.loc.gov/cgi-bin/query/z?c113:H.RES.51

students a general liberal arts education that prepares them for a bachelor's degree program at a four-year college or university. As noted in COMAR 13.02.03.09 Section A, *"Ordinarily, proposed programs in undergraduate core programs consisting of basic liberal arts and sciences disciplines are not considered unnecessarily duplicative."*

C. Determination of Duplication.

(1) In determining whether a program is unreasonably duplicative, the Secretary shall consider:
(a) The degree to be awarded; AFA
(b) The area of specialization; Art and Design
(c) The purpose or objectives of the program to be offered;

The Associate of Fine Arts in Art and Design provides foundation coursework that parallels the first two years of a Bachelor of Fine Arts degree (BFA). Students may declare multiple concentrations, creating an artistic portfolio of work for transfer to a college, university, or art school. An intensive studio-based curriculum stresses the development of artistic technique and critical thinking. The option to study a variety of disciplines prepares students for continued study, leading to careers in the following visual arts fields: fine arts, art education, animation, art therapy, graphic design, curatorial studies, advertising, fashion design, and interior design. It is recommended that students contact the fine arts program coordinator and art faculty to identify transfer institutions and art concentrations before selecting electives.

Program Outcomes are listed on pages 7-10 of this proposal.

(d) The specific academic content of the program;

The curriculum for the program is outlined on page 3 of this proposal. The changes in the curriculum from the original proposal and the current modification is outlined on pages 10-12 of this proposal. The course descriptions are provided on pages 13 – 20 of this proposal.

(e) Evidence of equivalent competencies of the proposed program in comparison to existing programs; and

The program outcomes for Cecil College's AFA Art and Design program are equivalent to the only other similar program in the state. Below is a side-by-side comparison of program outcomes between Montgomery College's AFA Studio Art and Cecil College's AFA Art and Design program.

(architecture, graphic, industrial, interior, fashion,) and fine art (painting, sculpture, printmaking, textiles, crafts) and a wide range of related disciplines.

(b) Accessibility;

Cecil College is an inclusive, open access institution committed to academic excellence. A supportive learning environment is offered to the diverse student body as they build the skills and knowledge to achieve academic success.

Applicants who meet one of the following criteria are admitted to Cecil College:

- have graduated from an accredited high school;
- have earned a diploma in General Educational Development (GED);
- have completed the seventh grade and have attained Scholastic Aptitude Test (SAT) scores as defined in this catalog or an equivalent score on a nationally-accepted college entrance examination;
- have met the criteria to participate in early admissions programs; (See Selective Admissions: Credit Programs.)
- have not completed an accredited high school program nor received an acceptable diploma or certificate. **Note:** Non-graduates of high school are admitted and enrolled according to open admission policies and procedures. Non-high school graduates must meet with an advisor prior to registration.

(c) Alternative means of educational delivery including distance education;

Due to the nature of the program (studio arts), classes are held on campus.

(d) Analysis of enrollment characteristics;

Cecil College's AFA Art and Design was originally approved by the Maryland Higher Education Commission in October 2015, so we do not have much data on enrollment patters. However, we have better data for several relevant Arts & Sciences Transfer program options. The data is as follows:

Enrollment Trends					
Program	2011/12	2012/13	2013/14	2014/15	2015/16
Arts & Sciences Transfer – Ceramics Option	6	4	7	11	11
Arts & Sciences Transfer – Drawing/Painting	17	18	20	21	21
Arts & Sciences Transfer – Graphic Design	16	17	11	10	13
Associate Fine Arts – Art and Design (New in 2015)					3
TOTAL	39	39	38	42	45

(e) Residency requirements;

An associate's degree requires the completion of a minimum of 60 credit hours in college-level courses, of which 30 credits must be earned by direct classroom instruction and laboratory

Faculty Member	Credentials	Status	Courses Taught
Jonathan Cone Assistant Professor, Visual Communications	M.F.A., Rochester Institute of Technology	Full-time	VCP 151 Introduction to Game Design VCP 218 Introduction to 3D Modeling and Animation VCP 219 3D Modeling for Real-Time Environments
Margaret Creshkoff, Adjunct Instructor	MFA, Instituto Allende/University of Guanajuato	Part-time	ART 152 Sculpture ART 182 Sculpture II ART 201 Three-Dimensional Design
Floyd Dean, Adjunct Professor	A.A., Art Institute of Pittsburgh Owner, Dean's Digital Imagery	Part-time	VCP 211 Studio Photography II
Mark Donohue Assistant Professor	M.F.A. University of Delaware	Full-time	ART 105 Illustration, Materials and Techniques ART 110 Color ART 130 Drawing I ART 140 Painting I ART 141 Survey of Art History ART 150 Art Appreciation and Museum Studies ART 230 Drawing II ART 231 Portrait Drawing ART 232 Figure Drawing ART 240 Painting II
Veronica Dougherty Professor, Biology	Ph.D. University of Connecticut	Full-time	Science Elective with Lab
Ann Edlin Professor, Mathematics	Ph.D. Temple University	Full-time	Math Elective
Craig Frischkorn Professor of English	Ph.D., English State University of New York at Buffalo	Full-time	EGL 101 Freshman Composition
Adam Jacono Assistant Professor, Visual Communications	M.F.A. East Carolina University	Full-time	VCP 101 Photography I VCP 111 Studio Photography

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

Cecil College's Cecil County Veterans Memorial Library supports the proposed Associate of Fine Arts – Art and Design through databases and print collections.

Students have 24/7 remote access to CCVML databases and on-campus access to the databases six days a week during the fall and spring semesters and summer sessions. Students can access EbscoHOST's Database - Art & Architecture Complete which includes the following journals: Animation, Art Education, Ceramics Monthly, Curator, Fashion Theory, Interior Design, Sculpture Journal and Sculpture Review. In addition, the online JSTOR collection currently offers access to 456 titles in Art & Art History.

The library has a substantial circulating collection of art books to support the existing AA and AFA degree programs.

In print periodicals the library subscribes to Aperture, Ceramics Technical, and Professional Photographer.

The library's print collection can be supplemented through inter-library loan and convenient access to seven Cecil County Public Library branches.

The library staff always welcomes and encourages faculty to submit requests for books, multimedia resources, and recommendations for databases to support their programs throughout the academic year. The library staff strives to honor faculty requests in a timely manner. Most often book and multimedia requests can be fulfilled within a month dependent upon the vendor. Online resources are typically more costly and may not be available due to budgetary constraints within a fiscal year, but strongly considered for the next budget cycle.

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

The Fine Arts Program maintains and supports studios and equipment for two-dimensional and three-dimensional art disciplines. The current facilities are adequate to initiate the Associate of Fine Arts Degree Program.
- The Drawing and Painting Studio is a spacious room equipped with materials and equipment for students to work in a variety of media. The studio includes computers, scanner, printer, design software, and Internet access for classroom research.
- The Ceramics Studio is equipped with three Cone Art electric kilns, an outdoor Olympic Raku gas kiln, a slab roller, an extruder, two pugmills, and ten Brent electric wheels. The studio is equipped for throwing, hand building, slip casting, mold making and glazing. A separate Art Studio provides space and ample natural light for additional 2-D and 3-D design courses.
- Art students can use the Visual Communications Lab for digital illustration, photography, graphic design, web design, multimedia production, and video editing. The lab includes digital still and video cameras, commercial and video studios, printers, and high end imaging computer workstations.

Cecil College – AFA Art and Design
Projected Revenues

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	N/A	N/A	N/A	N/A	N/A
2. Tuition revenue (c+g below)	$33,100	$38,400	$49,000	$57,600	$66,200
a. Number of F/T students	7	8	10	12	14
b. Annual Tuition/Fee Rate	$100/credit	$100/credit	$100/credit	$100/credit	$100/credit
c. Total F/T Revenue (a * 33 * b)	$23,100	$26,400	$33,000	$39,600	$46,200
d. Number of P/T students	5	6	8	9	10
e. Credit Hour Rate	$100/credit	$100/credit	$100/credit	$100/credit	$100/credit
f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d * 20 * e)	$10,000	$12,000	$16,000	$18,000	$20,000
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other sources: Student Dev. Fees / Registration Fees	$2,648 / $1,800	$3,072 / $2,100	$3,920 / $2,700	$4,608 / $3,150	$5,296 / $3,600
Total (Add 1-4)	$37,585	$43,572	$55.620	$65,358	$75,096

Assumptions:

- Tuition revenue is conservatively projected based on an in-county rate of $100/credit
- Full-time students complete 33 credits per year on average; Year one tuition revenue = 7 students * 33 credits = 231 total credits; 231 credits * $100/cr. = 23,100
- Part-time students complete 20 credits per year on average; Year one tuition revenue = 5 students * 20 credits = 100 credits * $100/cr. = $10,000
- Student Development Fee is $8/credit hour; Fees for year one = 331 total credits * $8 = $2,648
- Registration fee = $75/semester; registration fees are assumed to be two semesters each year or $150, but students may elect to also take courses in the summer; Year one registration fees = 12 students * $150 = $1,800

syllabus), indicators of student learning outcomes, direct and indirect methods of assessment, quantitative and qualitative data on student performance, and how assessment results will be used to further improve student learning outcomes in the future. Each report is reviewed to ensure that it meets the guidelines established by the Assessment Committee. Reports are collected for one-third of all courses offered during the fall and spring semesters each academic year, resulting in a review of all courses within 36 months.

Faculty members are evaluated each and 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.

The College has an established Program Review Policy and a Program Review and Assessment Plan. Both of these documents have been endorsed by the Faculty Senate and approved by the Board of Trustees. One-fifth (20%) of the programs are reviewed each year so that all programs are reviewed on a five-year cycle. A repository, which is accessible to all faculty members, is kept for all Program Review and Assessment documents. Additionally, a database has been established to track the status of recommended changes/revisions to programs.

Faculty members are assessed in the classroom by the Dean of Academic Programs each year for their first 5 years at Cecil College and every three years thereafter.

All faculty members are contractually obligated to complete an annual report: inclusive of assessment results.

M.   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 has qualified professional staff in the student advising and student support areas. Advisors seek and support other-race students consistent with the core values of the College, which encompass diversity and inclusiveness. In addition, the College has adopted a Strategic Initiative to "create educational opportunities for a diverse community of learners." The College plans to employ broad recruitment efforts to attract a racially diverse student body. Statements of non-discrimination are included in College publications and will appear in any marketing pieces for the program. In addition, the Director of Minority Student Services will assist in marketing and referring students to the new program.

N.   Relationship to low productivity programs identified by the Commission:

Not applicable