

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

Cecil College
Institution Submitting Proposal

Fall 2017
Projected Implementation Date

Associate of Fine Arts
Award to be Offered

5610.00
Suggested HEGIS Code

Visual Communications & Arts
Department of Proposed Program

Performing Arts with AOCs in
Theatre, Music, and Live Arts
Title of Proposed Program

50.0101
Suggested CIP Code

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May Way Best
Signature and Date

6/14/17

President/Chief Executive Approval

February 23, 2017 Date Endorsed/Approved by Governing Board

A. Centrality to institutional mission statement and planning priorities:

Founded in 1968, Cecil College is an open-admission, learner-centered institution located in a rural community in Maryland's most northeastern county. The College's mission includes career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural, and economic development challenges of Cecil County and the surrounding region. Through its programs and support services, the College strives to provide comprehensive programs of study to prepare individuals for enriched and productive participation in society. The College enrolls approximately 8,500 students in credit and non-credit programs.

Mission

Cecil College is an inclusive, open-access college committed to academic excellence and service to the greater region. The College provides a supportive learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, **prepare to transfer, and enter the workforce**. Further, Cecil College fosters intellectual, professional, and personal development through lifelong learning opportunities, the arts, and community engagement.

The performing arts are important as a component of learning and experience for all students. The performing arts provide a unique way to communicate meaning, hone talent, and provide preparation for professional practice.

The proposed Associate of Fine Arts – Performing Arts supports the College's mission by providing students with performing experience, practical career skills, and applied technique as a foundation for advancement. Solid training in classical and/or contemporary techniques is given with opportunities for participation in performances every semester. This program helps students to prepare for employment, career advancement, or transfer to a four-year institution with majors in the performing arts culminating in the Bachelor of Fine Arts, Bachelor of Arts, or Bachelor of Music. The A.F.A. is the recognized credential for transfer to a Bachelor of Fine Arts (B.F.A.) program at a four-year college. The Associate of Fine Arts in Performing Arts provides foundation coursework that parallels the first two years of a Bachelor of Fine Arts degree (BFA). Students may also declare multiple concentrations, creating an artistic portfolio of work for transfer or to direct their studies towards their specific career objectives.

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

**Associate of Fine Arts
Performing Arts**

	<i>General Education Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
EGL 101	Freshman Composition	E	3
MAT	Math Elective	M	4
MUC 128	Introduction to Audio Technology	I	3
SCI	Science Elective with Lab	S/SL	4
SOC SCI	Social Science Elective	SS	3
MUC 104 <i>or</i> MUC 122 <i>or</i> MUC 135 <i>or</i> MUC 143 <i>or</i> THE 161 <i>or</i> THE 171 <i>or</i> THE 184 <i>or</i>	<i>Choose one class from the following options:</i> Guitar Fundamentals Music Appreciation History of Rock Music Fundamentals Introduction to Theatre Acting Fundamentals Introduction to Acting for Screen and Stage	H	3
	<i>Program Requirements</i>		
ART/ EDU/ HUM/ MUC/ MUL/ THE/ VCP ELECT	Art, Education, Humanities, Music, Theatre, or Visual Communications Electives		10
	Performing Arts Electives ¹		30

Total General Education and Program Requirements: 60

¹ Students should work with performing arts coordinator and an advisor to identify a transfer institution or performing arts focus before selecting electives.

Areas of Concentration

Choose 30 credits from the following concentration areas. Courses may be selected from any of the concentration areas in order to meet the needs of your area(s) of concentration. The courses listed within each category are recommended for that particular course of study. It is recommended that you work with performing arts faculty to identify a transfer institution and focus that best suits your needs before selecting electives.

Theatre Concentration			
The Theatre concentration is designed for students who want to pursue careers as performing artists in theatre-related fields such as acting, directing, and script writing.			
THE 104	Script Analysis		3
THE 106	Voice for Actors		3
THE 108	Movement for Actors		3
THE 121	Introduction to Theatre Design		3
THE 160	Acting I		3
THE 164	Applied Theatre I		1
THE 261	Acting II		3
THE 262	Theatre History I		3
THE 263	Directing		3
THE 264	Applied Theatre II		1
THE 275	Theatre History II		3
MUC/MUL/THE	Elective		1

Total Credits Required in Program: 60

Music Concentration			
The Music concentration is designed for students who want to pursue careers as performing artists in music-related careers such as performing, composing, conducting, and recording.			
MUC	Ensemble Electives ²		8
MUC 102	Piano Class I		1
MUC 114	Piano Class II		1
MUC 110	Music Theory & Musicianship I		4
MUC 111	Music Theory & Musicianship II		4
MUC 210	Music Theory & Musicianship III		4
MUC 211	Music Theory & Musicianship IV		4
MUL	Music Lesson Electives ³		4

Total Credits Required in Program: 60

² Electives include Chamber Choir, Chamber Ensemble, Band/Orchestra, or other approved elective. Please see current Cecil College course schedule for available ensembles or contact the performing arts coordinator for more information.

³ Electives include individual lessons in Voice, Piano, String Instruments, Woodwind Instruments, Brass Instruments, Percussion/Drums, Guitar, Classical Guitar, Jazz Guitar, or other approved elective. Please see current Cecil College course schedule for available courses or contact the performing arts coordinator for more information.

Live Arts Concentration			
The Live Arts concentration is designed for students who want to pursue careers as performing artists in a variety of fields.			
HUM/ MUC/ MUL/ THE	Humanities and Performing Arts Electives		30

Total Credits Required in Program: 60

Program Outcomes:

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

- Demonstrate an understanding of performing arts styles
- Demonstrate performance proficiency at an intermediate level
- Demonstrate a knowledge of historical time periods as they relate to the performing arts
- Demonstrate an ability to analyze and interpret major performance works

Additional Outcomes – Area of Concentration in Music

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

- Demonstrate proficiency at the intermediate level on their main instrument or vocal part
- Demonstrate an understanding of the basic principles of tonal harmony
- Demonstrate functional proficiency in aural theory (ear training)
- Demonstrate knowledge of repertoire for their instrument

Additional Outcomes – Area of Concentration in Theatre

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

- Demonstrate an understanding of the genres of theatre
- Demonstrate a knowledge of plays and playwrights throughout history
- Demonstrate an ability to portray various characters
- Demonstrate an ability to analyze and interpret major theatre works for the stage

Additional Outcomes – Area of Concentration in Live Arts

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

- Demonstrate an understanding of the genres of theatre and music
- Demonstrate a knowledge of playwrights and composers
- Demonstrate a knowledge of historical time periods as they relate to music and theatre
- Demonstrate intermediate level performance proficiency of music and theatre

Course Descriptions:

EGL 101 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 conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce approximately 5,000 words of finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits

Pre-requisites: C or better in COL081 and EGL093 or equivalent skills assessment

MUC 102 Piano Class I is the study of basic music skills as they apply to piano playing. Music theory, sound production, pedal techniques, posture, hand position and knowledge of beginning repertoire are developed through weekly reinforcement in a group setting. 1 credit

MUC 104 Guitar Class (H) is the study of basic music skills as they apply to playing guitar and musical knowledge as it relates to the guitar. Emphasis is placed on practical application of music and technique as well as music theory, music literature, music history, guitar history, and musical genres. No prior music reading skills or experience necessary. 3 credits

MUC 110 Music Theory and Musicianship I is an in-depth study of the fundamental rudiments of music that are essential for all musicians. Concepts and elements of musical design and theory, including a study of timbre, rhythm, pitch, texture, and principles of form are studied concurrently with musicianship elements, including mastery of pitch and rhythm and the development of aural skills through sight singing, dictation, improvisation, and keyboarding applications. 4 credits

Co-requisites: MUC 102 and either MUC 120 or MUC 124

MUC 110 Music Theory and Musicianship I is an in-depth study of the fundamental rudiments of music that are essential for all musicians. Concepts and elements of musical design and theory, including a study of timbre, rhythm, pitch, texture, and principles of form are studied concurrently with musicianship elements, including mastery of pitch and rhythm and the development of aural skills through sight singing, dictation, improvisation, and keyboarding applications. 4 credits

Co-requisites: MUC 102 and either MUC 120 or MUC 124

MUC 111 Music Theory and Musicianship II will focus on further skill mastery of the fundamental rudiments of music that are essential for all musicians. Concepts and elements of musical design and theory, including a study of triads, cadences, dominants, and suspensions are studied concurrently with musicianship elements, including mastery of pitch and rhythm and the development of aural skills through sight singing, dictation, improvisation, and keyboarding applications. 4 credits

Pre-requisite: MUC 110

Co-requisites: MUC 114 and either MUC 121 or MUC 125 or MUC 154

MUC 122 Music Appreciation (H) is a survey of the development of music from ancient civilizations to the present day. Emphasis is placed on major genres, composers, and repertoire

from the Middle Ages through the Contemporary eras. Listening skills and music terminology are discussed. No music reading skills necessary. 3 credits
Co-requisite: EGL093

MUC 128 Intro to Audio Technology (I) provides instruction and hands-on experience with a variety of audio equipment. Students learn the principles of electricity, electronics, acoustical theory, and the operation of audio equipment. 3 credits

MUC 135 History of Rock (H) is a survey of the development of popular music in the 20th and 21st centuries. The origins of rock music, significant artists, influences from different genres, and influence on cultural society will be discussed. Selected representative pieces will be absorbed through directed listening. Topical research papers are required. No music reading skills necessary. 3 credits

MUC 143 Music Fundamentals (H) introduces students to beginning musical concepts. Note reading, intervals, scales, triads, and structures are discussed along with music history, instruments, and repertoire. No prior music experience necessary. 3 credits

MUC 210 Music Theory and Musicianship III is an in-depth study of analysis of form and chromatic harmony. Tonicization, modulation, and neapolitan chords are studied concurrently with musicianship elements, including mastery of pitch and rhythm, and the development of aural skills through sight singing, dictation, improvisation, and keyboarding applications. 4 credits
Pre-requisite: MUC 111
Co-requisites: MUC 220 or MUC 224

MUC 211 Music Theory and Musicianship IV completes the music major's study of chromatic harmony and large-scale traditional forms, which are studied concurrently with musicianship elements such as mastery of pitch and rhythm and the development of aural skills through sight singing, dictation, improvisation, and keyboarding applications. 4 credits
Pre-requisite: MUC 210
Co-requisites: MUC 221 or MUC 225

THE 104 Script Analysis focuses on the analysis and interpretation of play scripts as the foundation for theatrical production. Students will read varied genres of dramatic literature, compile research materials for selected plays, and attend live theatrical performances. Discussion, analysis, and written critique are essential components of this course. 3 credits
Pre-requisite: THE 160
Co-requisites: THE 108, THE 164

THE 106 Voice for Actors provides students with a theoretical and practical foundation in vocal techniques related to speaking on stage as they specifically apply to acting. Students will perform in class and onstage, applying a range of vocal techniques to character studies. 3 credits
Co-requisites: THE 121, THE 160

THE 108 Movement for Actors is a course which analyzes the basic elements that shape the physical life of a character and how to use them effectively in building a role. Students will develop a heightened awareness of posture and physical patterns; learn basic breathing and movement techniques to support character development; analyze the impact of emotion, sociology and relationships on a character's physicality; and deepen their understanding of working on stage. 3 credits

Pre-requisite: THE 160

Co-requisites: THE 104, THE 164

THE 121 Introduction to Theatre Design is a course that will explore the creative process and history behind theatrical design. Emphasis will be placed on aspects of design such as sets, lights, sound, makeup, costumes, and props. 3 credits

Co-requisites: THE 106, THE 160

THE 160 Acting I provides students with the essential physical, vocal, and acting techniques that serve as the foundation for performance. Students will be required to perform in class, applying a range of acting techniques, and will participate in oral and written critique and evaluation to demonstrate an understanding of the key concepts presented. 3 credits

Co-requisites: THE 106, THE 121

THE 161 Introduction to Theatre is a survey course of all facets of theatre. Students will be introduced to various theatre professions and experience different aspects of theatre production. An overview of the history of theatre from primitive to modern times will be coincided with play readings/viewings from different genres. Students will work on current Covered Bridge Theatre Company Productions and will attend a professional production. 3 credits

Pre-requisite: EGL 093 or permission of instructor

THE 164 Applied Theatre is a study of the skills necessary to create a successful theatre production. Students will employ the skills learned in theatre classes and apply them to a full-length play. Students may contribute to the production as either a performer or as part of the stage crew. This credit may be fulfilled by participating in a theatre department production or, if approved by the theatre faculty, by working with an established company in the region. Students should contact the theatre department to find an appropriate company to work with, and an audition may be required. In addition to scheduled class time, students must be available for rehearsals off campus and are expected to prepare material outside of class. 1 credit

Pre-requisite: THE 160

THE 171 Acting Fundamentals (H) introduces students to the history, theory and practice of acting. Students will discover differences in acting styles and theories as they have evolved through the centuries. Students will also participate in actor training and assessment activities designed to enhance verbal and non-verbal communication, creativity, critical thinking and presentation skills. 3 credits

THE 184 Introduction to Acting for Screen and Stage (H) introduces the art and craft of acting in a variety of contemporary entertainment genres. Auditioning skills, acting for the stage and on-camera, how to write copy, interviewing skills, timing for voiceover, and the business of

acting are all introduced. Emphasis is placed on creativity, performing for an audience, auditioning and interacting with scene partners. 3 credits
Co-requisite: EGL 093

THE 261 Acting II continues the development of the traditional skills and techniques introduced in Acting I. Class work will consist primarily of scenes and monologues from various Modern theatrical genres including Realism, Anti-realism, Comedy and Absurdism. The use of the vocal techniques, physicality and beginning script analysis will be incorporated to further the student's understanding of the playwrights of Modern Theater, their master works and their use of language in character development. 3 credits

Pre-requisite: THE 160

Co-requisite: MUC 128, THE 262

THE 262 Theatre History I (H) is an in-depth study of the beginnings of theater in ancient Greece through the Elizabethan era. This course focuses on culture and the development of theatre exploring how each affected the other. Students will read various plays from the Greek, Roman, Medieval, Indian, Chinese, Renaissance, and Elizabethan theatres. Discussion, analysis, group presentation, and written critique are essential components of this course. 3 credits

Pre-requisite: EGL 093 or permission of instructor

Co-requisite: MUC 128, THE 261

THE 263 Directing explores the varied techniques necessary to transform written drama into a stage performance with a specific point of view. Students will learn the fundamentals of play directing through exercises, projects, and directing short scenes to synthesize the efforts of the actors, designers, and the text into one unified production. 3 credits

Pre-requisite: THE 104

Co-requisite: THE 264

THE 264 Applied Theatre is a study of the skills necessary to create a successful theatre production. Students will employ the skills learned in theatre classes and apply them to a full-length play. Students may contribute to the production as either a performer or as part of the stage crew. This credit may be fulfilled by participating in a theatre department production or, if approved by the theatre faculty, by working with an established company in the region. Students should contact the theatre department to find an appropriate company to work with, and an audition may be required. In addition to scheduled class time, students must be available for rehearsals off campus and are expected to prepare material outside of class. 1 credit

Pre-requisite: THE 160

THE 275 Theatre History II (H) is an in-depth study of theatre in the Spanish Golden Age, French Neoclassicism, the Restoration, and theatre in the 18th and 19th centuries. Students explore the major social, political and economical conditions as well as the milestones of theatre in each era. 3 credits

Pre-requisite: EGL 093

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

The proposed music program addresses the statewide need articulated in Goal 2 of the 2013 Maryland State Plan for Postsecondary Education a/k/a *Maryland Ready*:

"Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion." This proposed program has recognized that a lack of degree planning is harmful for students and has combated this problem by providing a clear, rigid, and fair pathway towards completion. Furthermore, because the annual number of students in the program is manageable, the Cecil College Music and Performing Arts Department has decided to provide additional hands-on advising for students to supplement traditional advising, a decision that can only improve completion rates in the proposed program.

The proposed program also will address Goal 3: "Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population." Foremost, every required course hones skills that students need for success in college and career by requiring dedication and time-management skills. Many courses, such as Music Appreciation, History of Rock, and Theatre History I and II expose students to diverse cultural concerns and legacies. Our faculty consists of instructors of diverse socioeconomic and cultural backgrounds.

The proposed program also will address Goal 4: "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." Our faculty consistently implement new technology in courses, including iPads, Turning Point, piano labs, and recording technology. In addition, faculty continually utilize new teaching methods to ensure student success.

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

Employment opportunities for students who complete the AFA Performing Arts are available with performing arts organizations and a variety of businesses and promoters involved in live theatrical and musical performances including: live theater, cruise ship lines, theme parks, film, television, and commercial promotions.

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 revenue².”

Many job openings for entertainers are not easily extracted from Department of Labor data, but below are projected job openings for two relevant categories obtained from the Maryland Department of Labor, Licensing, and Regulation³:

Occupational Title	Openings 2014 State of Maryland)	Openings 2024 State of Maryland)	Total Maryland Openings
Actor	1,083	1,295	212
Art, Drama, and Music Teachers, Postsecondary	3,020	4,056	1,036
		Total	1,248

E. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals that there are two somewhat similar programs in the state.

Institution	Program Name	Degree Offered
Community Colleges of Baltimore County	Fine and Performing Arts	A.F.A.
Harford Community College	Theatre: Performance	A.A.

Harford Community College offers an **Associate of Arts** degree in Theatre: Performance. Unlike the proposed A.F.A. in Performance for Cecil College, Harford’s program does not offer any concentration for music performance or a customized live arts concentration. Harford is located approximately 20 miles from Cecil College. An Associate of Arts (AA) provides students a general liberal arts education. 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.”**

Baltimore County Community College is approximately 40 miles from Cecil College. Although Baltimore County offers the A.F.A. degree, the program outcomes for Cecil’s program are much

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

³ Maryland Department of Labor, Licensing, and Regulation (2017). Maryland Long Term Occupational Projections (2014 - 2024). Retrieved from <http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml>.

more comprehensive. A comparison of program outcomes for both Baltimore County and Harford County are presented in the two tables which follow.

PROGRAM OUTCOMES COMPARISON	
Baltimore County Community College A.F.A. Fine and Performing Arts	Cecil College AFA Performance with Areas of Concentration in Theatre, Music, and Live Arts
<p><i>Upon successful completion of this degree, students will be able to:</i></p> <ul style="list-style-type: none"> • Recognize characteristics of lifelong learning: independent thinking, self-discipline, and ethical behavior; • Demonstrate the studio or performance skills needed to advance academic pursuits at the upper division level; • Demonstrate the theoretical skills unique to each program concentration; • Use analytical, critical, logical, and problem-solving skills in a variety of contexts; • Demonstrate interpersonal skills that reflect an understanding of diversity and the need for teamwork; and • Communicate information to a variety of audiences using a variety of appropriate methods. 	<p><i>Upon successful completion of this program, students will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of performing arts styles • Demonstrate performance proficiency at an intermediate level • Demonstrate a knowledge of historical time periods as they relate to the performing arts • Demonstrate an ability to analyze and interpret major performance works <p>Additional Outcomes – Area of Concentration in Music</p> <ul style="list-style-type: none"> • Demonstrate proficiency at the intermediate level on their main instrument or vocal part • Demonstrate an understanding of the basic principles of tonal harmony • Demonstrate functional proficiency in aural theory (ear training) • Demonstrate knowledge of repertoire for their instrument <p>Additional Outcomes – Area of Concentration in Theatre</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the genres of theatre • Demonstrate a knowledge of plays and playwrights throughout history • Demonstrate an ability to portray various characters • Demonstrate an ability to analyze and interpret major theatre works for the

	<p style="text-align: center;">stage</p> <p>Additional Outcomes – Area of Concentration in Live Arts</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the genres of theatre and music • Demonstrate a knowledge of playwrights and composers • Demonstrate a knowledge of historical time periods as they relate to music and theatre • Demonstrate intermediate level performance proficiency of music and theatre
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PROGRAM OUTCOMES COMPARISON	
Harford Community College A.A. Theatre Performance	Cecil College AFA Performance with Areas of Concentration in Theatre, Music, and Live Arts
<p><i>Upon completion of the Associate of Arts in Performing Arts degree students will be able to:</i></p> <ul style="list-style-type: none"> • Successfully transfer to a four-year institution. • Perform specific, marketable skills in theatre. • Demonstrate professional standards of behavior. • Apply appropriate performance or production skills to a variety of theatrical projects. • Use appropriate resources to identify jobs and training opportunities in theatre. 	<p><i>Upon successful completion of this program, students will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of performing arts styles • Demonstrate performance proficiency at an intermediate level • Demonstrate a knowledge of historical time periods as they relate to the performing arts • Demonstrate an ability to analyze and interpret major performance works <p>Additional Outcomes – Area of Concentration in Music</p> <ul style="list-style-type: none"> • Demonstrate proficiency at the intermediate level on their main instrument or vocal part • Demonstrate an understanding of the

	<p>basic principles of tonal harmony</p> <ul style="list-style-type: none"> • Demonstrate functional proficiency in aural theory (ear training) • Demonstrate knowledge of repertoire for their instrument <p>Additional Outcomes – Area of Concentration in Theatre</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the genres of theatre • Demonstrate a knowledge of plays and playwrights throughout history • Demonstrate an ability to portray various characters • Demonstrate an ability to analyze and interpret major theatre works for the stage <p>Additional Outcomes – Area of Concentration in Live Arts</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the genres of theatre and music • Demonstrate a knowledge of playwrights and composers • Demonstrate a knowledge of historical time periods as they relate to music and theatre • Demonstrate intermediate level performance proficiency of music and theatre
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F. Relevance to Historically Black Institutions (HBIs)

No impact is anticipated on the state’s historically black institutions.

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

Not applicable.

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

Faculty Member	Credentials	Status	Courses Taught
Jack Cohen Assistant Professor, Social Sciences	M.Div. Eastern/Palmer Theological Seminary	Full-time	Social Science Elective
Joanne Dawson, Adjunct Instructor	M.S. University of Delaware	Part-time	THE 184 Introduction to Acting for Screen and Stage
Ralph Robert Denton, Jr., Adjunct Instructor	B.A., Towson University	Full-time	THE 121 Introduction to Theatre Design
J. Andrew Dickenson, Professor of Music/Performing Arts Coordinator	M.M., Mannes College, The New School for Music	Full-time	MUC 104 Guitar Fundamentals MUC 110 Music Theory & Musicianship I MUC 111 Music Theory & Musicianship II MUC 122 Music Appreciation MUC 135 History of Rock MUC 143 Music Fundamentals MUC 210 Music Theory & Musicianship III MUC 211 Music Theory & Musicianship IV MUL Music Lesson Electives
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

Faculty Member	Credentials	Status	Courses Taught
James Fazzino, Adjunct Instructor	M.Ed. Johns Hopkins University	Part-time	MUC 128 Introduction to Audio Technology
Craig Frischkorn Professor of English	Ph.D., English State University of New York at Buffalo	Full-time	EGL 101 Freshman Composition Humanities Elective
Kelsy Long, Adjunct Instructor	B.A., Washington College	Part-time	THE 108 Movement for Actors
Meredith Lutz Stehl Assistant Professor, Sociology and Psychology	Ph.D. Clinical Psychology, Drexel University	Full-time	Social Science Elective
Andrew J. Mitchell, Adjunct Instructor	B.A., University of Delaware	Part-time	THE 164 Applied Theatre I THE 264 Applied Theatre II
Heather K. Morrissey, Adjunct Instructor	B.A. Fordham University at Lincoln Center	Part-time	THE 104 Script Analysis THE 160 Acting I THE 161 Introduction to Theatre THE 171 Acting Fundamentals THE 261 Acting II THE 262 Theatre History I THE 263 Directing THE 275 Theatre History II
Yeonjune Dickenson Suh, Adjunct Instructor	Diploma, Mannes College, The New School for Music	Part-time	MUC 102 Piano Class I MUC 114 Piano Class II

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

Cecil College’s Cecil County Veterans Memorial Library (CCVM) is a member of Maryland Digital Library, Maryland Community College Library Consortium and Lyrasis. CCVM Library has reciprocal borrowing privileges with the other Maryland community college libraries.

Students enrolled in the AFA Performing Arts, upon faculty request, can receive in-class library instruction on specific program resources available for performing arts. The instructional

librarian will develop a subject guide for this program and it will be highlighted at the orientation, providing students with a direct pathway to relevant resources. Students will learn during the orientation session that inter-library loan is available and how to submit requests.

Students have on-and-off campus online access to EBSCOhost's Academic Search Complete database with full-text access to "Theatre History Studies," "Theatre Notebook," and "Theatre Forum," as well as EBSCOhost's eBook Academic Collection. ProQuest Central database provides full-text access to over seventy relevant journals with performing arts titles, including "Billboard." eBooks and online journals are supplemented by the library's print collection and Textbooks-on-Reserve.

Instructors have the option of placing textbooks and DVDs on reserve for student use. The library staff welcomes and strongly encourages faculty to submit requests for books, multi-media resources, and databases to support their instruction.

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

The proposed AFA Performing Arts Program will utilize two performing halls on campus: the Milburn Stone Theater, a 500-seat hall, and the Elkton Station Performance Hall, a 120-seat recital space. Both halls will be utilized for student performances, guest performers, and community events. Students enrolled in the Music Concentration will also utilize pianos, percussion instruments, a piano lab, and sound equipment on the Cecil College campus.

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 Elkton Station Building, Engineering and Math Building, the Arts and Science Building, and the Physical Education Complex.

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

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

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

Please see next two pages.

**Cecil College – AFA Performing Arts
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)	\$27,468	\$31,065	\$38,259	\$42,619	\$42,619
a. Number of F/T students	4	5	7	7	7
b. Annual Tuition/Fee Rate	\$109/credit	\$109/credit	\$109/credit	\$109/credit	\$109/credit
c. Total F/T Revenue (a * 33 * b)	\$14,388	\$17,985	\$25,179	\$25,179	\$25,179
d. Number of P/T students	6	6	6	8	8
e. Credit Hour Rate	\$109/credit	\$109/credit	\$109/credit	\$109/credit	\$109/credit
f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d * 20 * e)	\$13,080	\$13,080	\$13,080	\$17,440	\$17,440
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other sources: Student Dev. Fees	\$2,016	\$2,280	\$2,808	\$3,128	\$3,128
Registration Fees	\$1,500	\$1,650	\$1,950	\$2,250	\$2,250
Total (Add 1-4)	\$30,984	\$34,995	\$43,017	\$47,997	\$47,997

Assumptions:

- Tuition revenue is conservatively projected based on an in-county rate of \$109/credit
- Full-time students complete 33 credits per year on average; Year one tuition revenue = 4 students * 33 credits = 132 total credits; 132 credits * \$109/cr. = \$14,388
- Part-time students complete 20 credits per year on average; Year one tuition revenue = 6 students * 20 credits = 120 credits * \$109/cr. = \$13,080
- Student Development Fee is \$8/credit hour; Fees for year one = 152 total credits * \$8 = \$2,016
- 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 = 10 students * \$150 = \$1,500

**Cecil College – AFA Performing Arts
Projected Expenses**

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$39,864	\$40,536	\$41,219	\$41,915	\$42,623
a. #FTE	.40	.40	.40	.40	.40
b. Total Salary	\$28,000	\$28,420	\$28,846	\$29,279	\$29,718
c. Total Benefits	\$11,864	\$12,116	\$12,373	\$12,636	\$12,905
2. Administrative 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)	\$39,864	\$40,536	\$41,219	\$41,915	\$42,623

Assumptions:

- Programs will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Forty-percent of one full-time faculty salary is allocated in the Expenditures Table as other full-time faculty members listed above for particular courses are budgeted through departments that are not responsible for this program.
- Library resources and equipment are budgeted in the operating budget on an ongoing basis.
- Salaries are forecasted to increase @ 1.5% each year
- Health benefits are forecasted to increase @ 2.5% each year

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

Individual course assessment reports document student learning outcomes which are taken directly from the course syllabus. The Assessment Committee has established a rubric for course

assessment reports which requires documentation of desired learning outcomes (taken from the 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 appropriate Dean or designee each semester for their first year at Cecil College, annually for the next two years, 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.