



CECIL COLLEGE

August 1, 2019

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Attached is a proposal for a substantial revision to a Lower Division Certificate program:

LDC Art - Ceramics
HEGIS Code 4910.05; CIP Code 50.0701

If there are any questions about this request, please contact Colleen Flewelling, Associate Dean of Academic Assessment and Development, at cflewelling@cecil.edu or 443-674-1948.

Sincerely,

Christy Dryer, DNP
Vice President, Academic Programs



Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal Cecil College

Each action below requires a separate proposal and cover sheet.

- Radio button options for program types: New Academic Program, New Area of Concentration, New Degree Level Approval, New Stand-Alone Certificate, Off Campus Program, Substantial Change to a Degree Program, Substantial Change to an Area of Concentration, Substantial Change to a Certificate Program, Cooperative Degree Program, Offer Program at Regional Higher Education Center.

Payment Submitted: Yes/No, R*STARS Type: Check, Date Submitted:

Department Proposing Program: Arts and Visual Communications
Degree Level and Degree Type: LDC
Title of Proposed Program: Art - Ceramics
Total Number of Credits: 21
Suggested Codes: HEGIS: 491005, CIP: 500701
Program Modality: On-campus
Program Resources: Using Existing Resources
Projected Implementation Date: Fall, Year: 2019
Provide Link to Most Recent Academic Catalog: https://www.cecil.edu/catalog

Preferred Contact for this Proposal: Name: Colleen Flewelling, Title: Associate Dean of Academic Assessment and Development, Phone: (443) 674-1948, Email: cflewelling@cecil.edu

President/Chief Executive: Type Name: Mary W. Bolt, Signature: Mary W Bolt, Date: 7/22/19, Date of Approval/Endorsement by Governing Board: 05/30/2019

Revised 6/13/18

**CECIL COLLEGE
SUBSTANTIAL MODIFICATION PROPOSAL
LDC ART - CERAMICS
HEGIS 4910.05 CIP 50.0701**

A. Centrality to institutional mission statement and planning priorities:

The Ceramics Certificate is built upon an intensive studio-based curriculum that stresses artistic techniques and critical thinking skills. Students use a variety of building, decorating and firing techniques to communicate an expressive voice and visual concepts.

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

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

The certificate in Ceramics provides an option for students who already have an art degree and wish to acquire additional skills in another art medium. A student’s expenses for this certificate, at current in-county tuition rates, is only \$2,500. Decreased expenses allow many students to complete a credential they would otherwise be unable to complete, supporting goal 2 (Access, Affordability and Completion) of the Maryland State Plan for Education.

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

A Ceramics Certificate prepares students for several careers including art and design worker, art teacher, and fine artists. Maryland’s Department of Labor, Licensing and Regulation projects an increase from 2016-2026 in the number of openings for these types of positions.¹

Field	2016-2026 Percent Change in openings in Maryland
Art and Design Workers	+5.3%
Art, Drama, and Music Teachers, Postsecondary	+7.8%
Artists and Related Workers	+2.6%
Fine Artists	+2.1%

Cecil College has enrolled approximately 2 students per year in the currently existing Ceramics certificate. We anticipate that this enrollment will continue to grow modestly over the next five years.

D. Reasonableness of program duplication:

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

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals several associate degree programs in fine arts; however, there are no other certificates focused on ceramics. Thus, this program will not compete with other programs in the state.

Institution	Program Name	Degree Offered
Montgomery College	Studio Art	Associate
Community College of Baltimore County	Fine and Performing Arts	Associate
Harford Community College	Arts Management	Associate

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)

A bachelor’s degree program in Fine Arts is offered at Morgan State University and Coppin State University has a bachelor’s degree in Urban Arts. Graduates of Cecil’s certificate program in Ceramics could choose to attend any of these schools to earn their bachelor’s degree.

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

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

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

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

Changes Made to LDC Art-Ceramics Program Requirements
(changes are italicized)

OLD Program Requirements	Credits	NEW Program Requirements	Credits
ART 160 Beginning Ceramics	3	ART 160 Beginning Ceramics	3

OLD Program Requirements	Credits	NEW Program Requirements	Credits
ART 161 Ceramics/Japanese Raku OR ART 167 Ceramics/Japanese Raku	1 3	ART 167 Ceramics/Japanese Raku	3
<i>ART 169 Ceramics/Majolica Glaze Painting</i>	3		
		<i>ART 179 Surface Design for Ceramics</i>	3
ART 194 Wheel-Thrown Ceramics OR ART 261 Advanced Ceramics	3	ART 194 Wheel-Thrown Ceramics	3
		<i>ART 196 Wheel-Thrown Ceramics II</i>	3
ART 260 Intermediate Ceramics	3	ART 260 Intermediate Ceramics	3
		<i>ART 261 Advanced Ceramics OR ART 296 Wheel-Thrown Ceramics III</i>	3
Total OLD Program Requirements	13-15	Total NEW Program Requirements	21

The proposed LDC in Ceramics requires the following courses:

	Certificate Requirements	Credits
ART 160	Beginning Ceramics	3
ART 167	Ceramics/ Japanese Raku	3
ART 179	Surface Design for Ceramics	3
ART 194	Wheel-Thrown Ceramics	3
ART 196	Wheel-Thrown Ceramics II	3
ART 260	Intermediate Ceramics	3
ART 261 or ART 296	Advanced Ceramics or Wheel-Thrown Ceramics III	3

Total: 21 Credits

COURSE DESCRIPTIONS

ART160 **Beginning Ceramics (H)** introduces the student to processes, tools, and aesthetics of ceramic forms, both functional and sculptural. Students explore various hand-building, wheel-throwing, decorating, glazing, and firing techniques. Studio performance concerning technical, aesthetic, and skill development is stressed. Credits: 3

ART167 **Ceramics/Japanese Raku** introduces students to contemporary approaches to the art of Raku as well as the historical relationship to Japanese ritual tea ceremonies and the philosophy of Zen. Students will learn appropriate construction, decorating, firing and post-firing techniques as well as glaze formulation and kiln construction. Previous experience in clay is recommended. Credits: 3

ART179 **Surface Design for Ceramics** explores a variety of surface techniques for ceramics. The elements and principles of design will be discussed and utilized to create surface designs for ceramic forms. Students will explore techniques to manipulate form and surface throughout the stages of the ceramic process. This course includes techniques for greenware and bisqueware as well as post-firing techniques. Students will mix glazes and experiment with materials for low and mid-fire temperatures. The relationship between form and surface will be emphasized. Credits: 3 Prerequisite: ART160

ART194 **Wheel-Thrown Ceramics (H)** 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. Credits: 3

ART196 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. Credits: 3 Prerequisite: ART194

ART260 Intermediate Ceramics (H) examines personal approaches to clay building and decorating and the creative potential of the medium in relationship to concept, function, and aesthetics. Major emphasis is on the development of skills, ideas, personal style, areas of special interest, and on the refinement of forms and craftsmanship. This course includes an introduction to glaze mixing and firing theory. Credits: 3 Prerequisite: ART160

ART261 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. Credits: 3 Prerequisite: ART260

ART296 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. Credits: 3 Prerequisite: ART196

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

- Proficiently work with a wide range of ceramic materials, tools, techniques, and processes to create work from concept to finished product.
- Apply the elements and principles of design to communicate aesthetic and conceptual intent.
- Professionally document a body of work that demonstrates artistic voice, concept, and technical skills in ceramics.

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

H. Adequacy of articulation

Cecil College is pursuing an articulation agreement for Fine Arts with Moore College of Art and Design in Philadelphia, PA.

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

Faculty Member	Credentials	Status	Courses Taught
Lauren Vanni, Professor of Art, Art and Design Coordinator	M.F.A. University of Delaware (Ceramics)	Full-time	ART 160 Beginning Ceramics ART 179 Surface Design for Ceramics ART 194 Wheel-Thrown Ceramics ART 196 Wheel-Thrown Ceramics II ART 260 Intermediate Ceramics ART 261 Advanced Ceramics ART 296 Wheel-Thrown Ceramics III
Brett Thomas	M.F.A. Southern Illinois University (Art)	Part-time	ART 167 Ceramics/Japanese Raku

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's instructional technologist offers regular workshops on using technologies to improve both face-to-face and online teaching. In addition, each semester she offers the Quality Matters-based Professional Development for Online Teaching (PDOT) course on best practices in online teaching. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics. In January 2019, Cecil College hosted the annual conference of the Association of Faculties to Advance Community College Teaching (AFACCT); more than 35 full-time and adjunct faculty attended. In 2018-19, Cecil College also piloted the Faculty Guild professional development program with selected full-time and part-time faculty.

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

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

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

The library subscribes to approximately 84 online databases that cover the majority of disciplines offered at Cecil College. The following databases in particular may help most with varying aspects of ceramics: Academic Search Complete, ProQuest Central, Humanities International Complete, JSTOR, and ProQuest Arts & Humanities.

CCVM offers both a physical book collection and an online eBook collection for student use, pertaining to the history, creation, design, technique, craft, and traditions in ceramics. 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.

Content within CCVM's physical and eBook collections also cover topics under program required classes. CCVM Library has a number of required course textbooks for the program on reserve for students to use in house. 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)

Located at the Elkton Station Campus, Cecil's ceramics studio features spaces for handbuilding, wheel-throwing, clay preparation and glazing. The studio is equipped with a slab roller, pugmill, manual extruder, three electric kilns, and Brent electric wheels. An Olympic gas raku kiln is housed outside. The glaze area features stainless worktables, a spray booth, digital scales, and a fully stocked chemical closet. Because a separate three-dimensional design art room is located down the hall, students can easily collaborate with students and faculty in sculpture and three-dimensional design courses.

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

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

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

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

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

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

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

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

TABLE 1: RESOURCES

	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)	\$4,760	\$4,840	\$9,125	\$9,344	\$12,183
a.	Number of F/T students	0	0	1	1	1
b.	Annualized Tuition/Fee Rate ²	\$3,927	\$3,993	\$4,125	\$4,224	\$4,323
c.	Total F/T Revenue (a x b)	\$0	\$0	\$4,125	\$4,2245	\$4,323
d.	Number of P/T students	2	2	2	2	3
e.	Credit Hour Rate	\$119	\$121	\$125	\$128	\$131
f.	Annualized Credit Hour Rate ³	\$2,380	\$2,420	\$2,480	\$2,540	\$2,600
g.	Total P/T Revenue (d x e x f)	\$4,760	\$4,840	\$5,000	\$5,120	\$7,860
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$620	\$626	\$1,052	\$1,061	\$1,485
	Total (add 1-4)	\$5,380	\$5,466	\$10,177	\$10,405	\$13,668

Over the past five years, enrollment in Cecil’s LDC Ceramics program has averaged 2 students per year; the College expects enrollment to grow modestly over time. Approximately 80 percent of Cecil’s students are part-time students and 20 percent are full-time students; our projected total enrollment has been allocated on this ratio.

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

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$4,731	\$4,802	\$4,874	\$4,947	\$5,021
a.	# FTE	0.05	0.05	0.05	0.05	0.05
b.	Total Salary	\$3,820	\$3,877	\$3,936	\$3,995	\$4,055

² Assumes Cecil County resident taking 33 credits per year.

³ Assumes Cecil County resident taking 20 credits per year.

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
c.	Total Benefits	\$911	\$925	\$938	\$952	\$966
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)	\$4,731	\$4,802	\$4,874	\$4,947	\$5,021

The Ceramics certificate program enrolls a small percentage of students in our studio arts programs. Therefore, we estimate that .05 FTE (5% of one faculty member's time) of a faculty position will be devoted to this program.

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

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

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

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

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

Student retention rates are regularly monitored by the division dean.

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

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

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

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

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

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