



CECIL COLLEGE

August 8, 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 an Associate of Fine Arts degree program:

AFA Performing Arts with Concentrations in Music, Theatre, and Live Arts
HEGIS Code 1099.00; CIP Code 50.0101

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

Academic Programs

One Seahawk Drive • North East, MD 21901 • 410-287-1000 • www.cecil.edu

OWN YOUR FUTURE



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

Institution Submitting Proposal	Cecil College
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input type="radio"/> New Academic Program | <input checked="" type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted:
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Department Proposing Program	Arts and Communications	
Degree Level and Degree Type	AFA	
Title of Proposed Program	Performing Arts with Concentrations in Music, Theatre, and Live Arts	
Total Number of Credits	60	
Suggested Codes	HEGIS: 109900	CIP: 500101
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2019	
Provide Link to Most Recent Academic Catalog	URL: 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:	<i>Mary W Bolt</i> Date: <i>7/25/19</i>
	Date of Approval/Endorsement by Governing Board:	05/30/2019

Revised 6/13/18

**CECIL COLLEGE
SUBSTANTIAL MODIFICATION PROPOSAL
AFA PERFORMING ARTS
With Concentrations in Theatre, Music, and Live Arts
HEGIS 1099.00 CIP 50.0101**

A. Centrality to institutional mission statement and planning priorities:

The Associate of Fine Arts degree in Performing Arts provides students with performing experience, practical career skills, and applied technique as a foundation for advancement in the performing arts. Solid training in classical and/or contemporary techniques is given in individual lessons with participation in music ensemble performances every semester. This program helps students to prepare for transfer to a four-year institution, internships, and employment or career advancement in the areas of performance, education, administration, and production. This is accomplished in an open access, optimal learning environment for students’ educational, cultural, and economic development.

These proposed changes to the Performing Arts program have been designed around the re-assignment of credits for Applied Theatre courses, and to remove the subject limitations on electives.

Thus, 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 AFA in Performing Arts prepares students for the option of further study in a performing arts program at a four-year institution. Students’ expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at 4-year state institutions which have Performing Arts programs with the cost of attending Cecil College. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 2 (Success) of the Maryland State Plan for Education.

Institution	Rate	Cost per credit 2018-19	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	\$119	\$7,140	-
Salisbury University	In-state	\$297	\$17,820	\$10,680
Towson University		\$299	\$17,940	\$10,800
University of Maryland College Park	In-state	\$360	\$21,600	\$14,460

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

A Performing Arts degree prepares students for several careers including actor, musician, and drama teacher. 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
Actor	+6.5%
Art, Drama, and Music Teachers, Postsecondary	+7.8%
Musicians and Singers	+7.5%

Cecil College has enrolled approximately 12-15 students per year in the currently existing AFA in Performing Arts. We anticipate that this enrollment will continue to grow modestly over the next five years.

D. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals two other associate degree programs in performing arts.

Institution	Program Name	Degree Offered
Community College of Baltimore County	Fine and Performing Arts (AFA)	Associate
Harford Community College	Theatre: Design/Production (AAS) Theatre: Performance (AA)	Associate

One of these programs is at Harford Community College. Unlike Cecil’s program, Harford’s program does not offer any concentration for music performance or a live arts concentration. 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.”

The Community College of Baltimore County is over 50 miles away from Cecil College; this degree at Cecil College will allow students in Cecil County a more accessible and affordable option nearby their residence.

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)

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

Bachelor’s degree programs in Music and Theatre Arts are offered at Morgan State University; Bowie State University has a bachelor’s degree program in Theatre Arts, and a concentration in Music. Graduates of Cecil’s Performing Arts degree program could choose to attend either 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 AFA Performing Arts Requirements
(changes are italicized)

OLD Program Requirements	Credits	NEW Program Requirements	Credits
<i>ART/EDU/HUM/MUC/MUL/THE/VCP Electives</i>	<i>10</i>	<i>Electives</i>	<i>10</i>
Theatre Concentration			
THE 104 Script Analysis	3	THE 104 Script Analysis	3
THE 106 Voice for Actors	3	THE 106 Voice for Actors	3
THE 108 Movement for Actors	3	THE 108 Movement for Actors	3
THE 121 Introduction to Theatre Design	3	THE 121 Introduction to Theatre Design	3
THE 160 Acting I	3	THE 160 Acting I	3
<i>THE 164 Applied Theatre I</i>	<i>1</i>	<i>THE 165 Applied Theatre I</i>	<i>3</i>
THE 261 Acting II	3	THE 261 Acting II	3
<i>THE 262 Theatre History I</i>	<i>3</i>		
THE 263 Directing	3	THE 263 Directing	3
<i>THE 264 Applied Theatre II</i>	<i>1</i>	<i>THE 265 Applied Theatre II</i>	<i>3</i>
<i>THE 275 Theatre History II</i>	<i>3</i>		
<i>MUC/MUL/THE Electives</i>	<i>1</i>	<i>Electives</i>	<i>3</i>
Music Concentration		Music Concentration	
MUC Ensemble Electives	8	MUC Ensemble Electives	8
MUC 102 Piano Class I	1	MUC 102 Piano Class I	1
MUC 114 Piano Class II	1	MUC 114 Piano Class II	1
MUC 110 Music Theory and Musicianship I	4	MUC 110 Music Theory and Musicianship I	4

MUC 111 Music Theory and Musicianship II	4	MUC 111 Music Theory and Musicianship II	4
MUC 210 Music Theory and Musicianship III	4	MUC 210 Music Theory and Musicianship III	4
MUC 211 Music Theory and Musicianship IV	4	MUC 211 Music Theory and Musicianship IV	4
MUL Music Lesson Electives	4	MUL Music Lesson Electives	4
Live Arts Concentration			
HUM/MUC/MUL/THE Electives	30	HUM/MUC/MUL/THE Electives	30
Total OLD Program Requirements	60	Total NEW Program Requirements	60

The proposed AFA in Performing Arts requires the following courses:

	Degree Requirements (40 Credits in each concentration)	Credits
ELECT	Electives	10
	Theatre Concentration (30 credits)	
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 165	Applied Theatre I	3
THE 261	Acting II	3
THE 263	Directing	3
THE 265	Applied Theatre II	3
ELECT	Electives	3
	Music Concentration (30 credits)	
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
	Live Arts Concentration (30 credits)	
HUM/ MUC/ MUL/ THE	Humanities and Performing Arts Electives	30

Total: 40 Credits in each concentration

COURSE DESCRIPTIONS

Music Ensemble Electives include Chamber Choir, Chamber Ensemble, Band/Orchestra, or other approved electives.

Music Lesson Electives include individual lessons in Voice, Piano, String Instruments, Woodwind Instruments, Brass Instruments, Percussion/Drums, Guitar, Classical Guitar, Jazz Guitar, or other approved elective.

MUC102 **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. Credits: 1

MUC110 **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. Credits: 4 Corequisites: MUC102 and either MUC120 or MUC124

MUC111 **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. Credits: 4 Prerequisite: MUC110. Corequisites: MUC114 and either MUC121 or MUC125 or MUC15

MUC114 **Piano Class II** is the study of early intermediate music skills as they apply to piano playing. Music theory, sound production, pedal techniques, posture, hand position, and knowledge of early intermediate solo and ensemble repertoire are developed through weekly reinforcement in a group setting. Credits: 1 Prerequisite: MUC102 or permission of instructor

MUC210 **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. Credits: 4 Prerequisite: MUC111 Corequisite: MUC220 or MUC224

MUC211 **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. Credits: 4 Prerequisite: MUC210 Corequisite: MUC221 or MUC225

THE104 **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. Credits: 3 Prerequisite: THE160 Corequisites: THE108, THE164

THE106 **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. Credits: 3 Prerequisite: THE160

THE108 **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. Credits: 3 Prerequisite: THE160 Corequisites: THE104, THE164

THE121 Introduction to Theatre Design (H) 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. Credits: 3 Corequisites: THE106, THE160

THE160 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. Credits: 3 Corequisite: THE106

THE165 Applied Theatre I 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. Credits: 1 Prerequisite: THE160

THE261 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. Credits: 3 Prerequisite: THE160

THE263 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. Credits: 3 Prerequisite: THE104 Corequisite: THE264

THE265 Applied Theatre II 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. Credits: 1 Prerequisite: THE160

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

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

- Demonstrate an understanding of performing arts styles
- Perform proficiently at an intermediate level

- Identify historical time periods as they relate to the performing arts
- 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:

- Perform at the intermediate level on their main instrument or vocal part
- Explain the basic principles of tonal harmony
- Identify music using aural theory (ear training) at an intermediate level
- 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:

- Recognize various genres of theatre
- Categorize plays and playwrights throughout history
- Portray various characters
- 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:

- Recognize various genres of theatre and music
- Differentiate various playwrights and composers
- Identify historical time periods as they relate to music and theatre
- Perform music and theatre at an intermediate level

In addition, all Performing Arts students take the following General Education requirements

General Education Requirements (20 credits)		General Education Code	Credits
EGL 101	College 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
Humanities MUC 122 or MUC 135 or MUC 143 or THE 171 or	Choose one class from the following options Music Appreciation History of Rock Music Fundamentals Acting Fundamentals	H	3

THE 184	Introduction to Acting for Screen and Stage		
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EGL101 College Composition (E) teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

MUC122 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. Credits: 3 Corequisite: EGL093

MUC128 Introduction 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. Credits: 3

MUC135 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. Credits: 3

MUC143 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. Credits: 3

THE171 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. Credits: 3

THE184 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, the business of acting are all introduced. Emphasis is placed on creativity, performing for an audience, auditioning and interacting with scene partners. Credits: 3 Corequisite: EGL093

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

H. Adequacy of articulation

Cecil College is actively exploring transfer options for students.

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

Faculty Member	Credentials	Status	Courses Taught
Andrew Dickenson, Professor of Music, Performing Arts Coordinator	M.Mus. Mannes College, The New School for Music (Music Performance – Guitar)	Full-time	MUC 102 Piano Class I MUC 114 Piano Class II MUC 110 Music Theory and Musicianship I MUC 111 Music Theory and Musicianship II MUC 122 Music Appreciation MUC 135 History of Rock MUC 143 Music Fundamentals MUC 210 Music Theory and Musicianship III MUC 211 Music Theory and Musicianship IV
Christopher Gaspare, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 College Composition
Eric Bostic	B.A. Art Institute of Philadelphia (Audio Production)	Part-time	MUC 128 Intro to Audio Technology THE 121 Introduction to Theatre Design THE 160 Acting I THE 171 Acting Fundamentals THE 261 Acting II
JoAnn Dawson	M.S. University of Delaware (Education)	Part-time	THE 184 Intro to Acting for Screen and Stage
June Dickenson Suh	M.Mus. Guiseppi Verdi University (Music Performance – Voice)	Part-time	THE 106 Voice for Actors
Kelsey Long	B.A. Washington College (Drama and English)	Part-time	THE 104 Script Analysis THE 108 Movement for Actors THE 165 Applied Theatre I THE 263 Directing THE 265 Applied Theatre II

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; six faculty members will participate in this program in 2019-20.

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.

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

The library subscribes to approximately 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 performing arts: Academic Search Complete, ProQuest Central, Humanities International Complete, JSTOR, ProQuest Arts & Humanities, Literary Reference Center, ProQuest Linguistics, and ProQuest Psychology.

CCVM offers both a physical book collection and an online eBook collection for student use related to performing arts and: music, theatre, dance, speech, language, culture, history, plays, literature, important figures, and more. 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 Elkton Station, the Music Lab and Performing Arts Hall are equipped with everything a learning artist needs to execute outstanding work. Grand, upright, and digital pianos, as well as synthesizers and percussion equipment, are available for practice and performance. Light and sound boards, audio equipment, and lighting instruments create learning environments for tech as well as opportunities for creative performances. Music classroom computers are furnished with Adobe Audition and much more software for blending hands-on and digital techniques and for doing classroom research. The Performing Arts Hall itself is a flexible space with fantastic acoustics that can accommodate music, theatre, dance, and much more.

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)	\$33,201	\$36,179	\$41,500	\$45,056	\$48,732
a.	Number of F/T students	3	3	4	4	4
b.	Annualized Tuition/Fee Rate ²	\$3,927	\$4,026	\$4,092	\$4,191	\$4,290
c.	Total F/T Revenue (a x b)	\$11,781	\$11,979	\$16,500	\$16,896	\$17,292
d.	Number of P/T students	9	10	10	11	12
e.	Credit Hour Rate	\$119	\$122	\$124	\$127	\$130
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)	\$21,420	\$24,200	\$25,000	\$28,160	\$31,440
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources	\$4,032	\$4,381	\$4,840	\$5,201	\$5,940
	Total (add 1-4)	\$37,233	\$40,560	\$46,340	\$50,257	\$54,672

Over the past five years, enrollment in Cecil’s AFA Performing Arts program has averaged 12 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)	\$26,921	\$27,379	\$27,845	\$28,319	\$28,801
a.	# FTE	0.25	0.25	0.25	0.25	0.25
b.	Total Salary	\$18,600	\$18,879	\$19,162	\$19,450	\$19,741

² Assumes Cecil County resident taking 35 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	\$8,321	\$8,500	\$8,683	\$8,869	\$9,060
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)	\$26,921	\$27,379	\$27,845	\$28,319	\$28,801

The Performing Arts degree program enrolls approximately 25% of the students in our music and performing arts programs. Therefore, we estimate that .25 FTE of a faculty position is 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.