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October 22, 2019

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

Dear Secretary Fielder:

Goucher College is requesting Commission authorization to offer a new Bachelor of Arts Degree in Integrative Arts Studies. This program uses existing faculty at Goucher.

An electronic copy of the proposal has been submitted to the MHEC academic proposals address. Please contact me at [ssibley@goucher.edu](mailto:ssibley@goucher.edu) or at 410-337-6288 if you need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Sibley".

Scott Sibley, Ph.D.  
Interim Provost



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

|                                 |                 |
|---------------------------------|-----------------|
| Institution Submitting Proposal | Goucher College |
|---------------------------------|-----------------|

*Each action below requires a separate proposal and cover sheet.*

- 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

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| Payment Submitted: <input type="radio"/> Yes <input checked="" type="radio"/> No | Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check | Payment Amount: | Date Submitted: |
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|--|--|--|---|
| Department Proposing Program                 | Center for Dance, Music, and Theatre   |  |   |
| Degree Level and Degree Type                 | B.A.   |  |   |
| Title of Proposed Program                    | Integrative Arts Studies   |  |   |
| Total Number of Credits                      | 120  |  |   |
| Suggested Codes                              | HEGIS:   | CIP: 50.0101   |   |
| Program Modality                             | <input checked="" type="radio"/> On-campus                                   | <input type="radio"/> Distance Education ( <i>fully online</i> ) |   |
| 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: 2020 |
| Provide Link to Most Recent Academic Catalog | URL: <a href="https://catalog.goucher.edu/">https://catalog.goucher.edu/</a> |  |   |

|                                     |        |                     |
|-------------------------------------|--------|---------------------|
| Preferred Contact for this Proposal | Name:  | Scott Sibley        |
|                                     | Title: | Interim Provost     |
|                                     | Phone: | (410) 337-6288      |
|                                     | Email: | ssibley@goucher.edu |

|                           |  |                |
|---------------------------|--|----------------|
| President/Chief Executive | Type Name:                                       | Kent Devereaux |
|                           | Signature:                                       | Date: 10/29/19 |
|                           | Date of Approval/Endorsement by Governing Board: |                |

Revised 3/2019

**Academic Program Proposal**  
**Goucher College**  
*Integrative Arts Studies Major*

**A. Centrality to Institutional Mission and Planning Priorities:**

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

The Integrative Arts Studies (IAS) major in the Center for Dance, Music and Theatre provides an interdisciplinary liberal arts major that prepares students to pursue careers in the arts and in segments of the creative economy. This interdisciplinary program prepares future artists and creative professionals to work as individuals and as collaborators. The Integrative Arts Studies major is designed for those students who want to work in creative fields, and who communicate ideas and express themselves through a broad array of artistic tools and techniques. The Integrative Arts Studies major allows students to develop intellectually, creatively and artistically beyond the boundaries of traditional art majors to work as artists or in the creative sector. Working closely with faculty mentors, students choose their own paths to becoming the kind of interdisciplinary creator they imagine being, examining not only artistic technique, but also developing the student's intellectual, social, and emotional sense of self. The Integrative Arts Studies at Goucher rest solidly in the tradition of liberal education, where engagement, citizenship, breadth of knowledge, inquiry, creativity, and analytical thinking are emphasized in the classroom and in artistic practice.

The IAS major features a core of courses intended to develop individual artists while emphasizing artistic collaboration between artists, culminating in a collaborative senior project. The core combines with a minor or concentration in Music, Theatre, Dance, Creative Writing, Arts Management, Visual and Material Culture, Digital Arts or Studio Art, giving each student the opportunity to specialize as well as work across arts disciplines. In addition, thematic tracks will be identified to give structure to students' individual interests.

The IAS major aligns seamlessly with the Mission of Goucher College, which states, "Goucher College is dedicated to a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking." The IAS program is committed to experiential learning on and off campus as well as abroad, requiring students to apply and extend what has been learned in the classroom and will support students in applying their knowledge in various ways.

- 2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

The development of the IAS major is just one step in the college's efforts to provide our students rich opportunities to engage in the arts in interdisciplinary, non-traditional ways. Four years ago the college began the process of creating interdisciplinary opportunities for students by creating the Center for Dance, Music and Theatre. Where there had been three distinct, discipline-specific departments, there now was a center that could foster more interdisciplinary opportunities for students. At the same time, the Departments of Studio Art and Communications merged into the Center for Art and Media. Both of these centers provide hands-on experiential opportunities for students as well as classroom training in the arts.

In 2017, after extensive collaboration between the Communications, Art, Music, Dance and Theatre programs, the college was awarded a four-year Sherman-Fairchild Grant to develop interdisciplinary arts programming on campus. In its first two years the grant has allowed us to sponsor interdisciplinary artists residencies, and to build a recording studio that is a space for our students to make cross-disciplinary projects.

During the summer of 2018, the majors in Music, Art and Theatre were discontinued, making resources available for a new arts program. At the same time, several new arts-related programs have been proposed: the major in Professional and Creative Writing, the major in Visual and Material Culture, a proposed major in Digital Arts, a proposed focus in Dance Studies, and this proposed Integrative Arts major. The Arts Administration undergraduate program was moved from the Business Management program to the Center for Dance, Music and Theatre, and re-named the concentration in Arts Management. In addition to these programs breaking from traditional arts disciplines and becoming more forward thinking, they are programs that complement each other, and, especially within the IAS major, can give students wide and varied experiences as emerging artists, tied to a solid liberal arts education.

The proposed IAS major resonates with other curricular innovations at the college. In 2017 the college restructured its liberal education courses (Complex Problem Explorations) to emphasize Problem Based Learning, a pedagogy that develops students' skills as collaborators, and that seeks solutions to real-world issues. The proposed IAS major will employ PBL pedagogy in many of its courses, will emphasize student collaboration throughout the program, will include courses and activities to develop entrepreneurship, and will encourage community-based learning, study abroad and career education, all components of the Goucher Liberal Arts experience.

Goucher College is fortunate to have several offices in place that support innovative pedagogy. The Center for the Advancement of Scholarship and Teaching (CAST) was opened in 2017 and provides faculty with regular opportunities to learn new pedagogies,

particularly thought its summer institutes and January Boot Camps. Many of the faculty members who plan to be part of the IAS program have already been trained in PBL pedagogy. In addition, the newly re-organized Career Education Office (CEO) will provide support for student internships and the Office of International Studies will provide help in identifying appropriate study abroad experiences. (IAS students will benefit from Goucher's 100% study abroad requirement.) Finally, Goucher's Community-Based Learning office will help to identify partnerships in the community for IAS students.

**3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)**

Funding and staffing for the proposed program will be reallocated from existing resources in the discontinued programs, especially Theatre and Music. Both programs are obligated to "teach out" their current majors, but during the two-year transition, courses and production activities in the new major will be introduced, and will, in fact, substitute for some courses and activities for those students finishing the discontinued majors. Operating and production budgets, as well as production staffing will be restructured to accommodate the new program.

**4. Institutions Commitment**

**a. Provide a description of the institution's a commitment to ongoing administrative, financial, and technical support of the proposed program.**

This proposal is part of the college's prioritization that began some time ago. This proposal, along with several others across the curriculum, has been endorsed by the faculty Curriculum Committee, and approved by the faculty as a whole. The college is committed to fostering new programs, not just to replace programs that have been discontinued, but because we are committed to revitalizing the curriculum to meet the changing needs of students within the liberal arts tradition.

**b. Provide a description of the institution's a commitment to continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The college is committed to the continuation of this program for at least enough time for it to launch in the fall of 2020 and see classes through to the completion of the major.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a)The need for the advancement and evolution of knowledge

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

1. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

Goucher College meets all three of the major goals of the Maryland State Plan for Postsecondary Education, Access, Success, and Innovation. First, Goucher actively recruits students who have not traditionally had access to higher education and provides scholarships to these students. The proposed major meets the goals of Success and Innovation intrinsically. Its fundamental goals of creativity and collaboration are widely understood to be “soft skills” sought by employers hiring college graduates. The proposal is innovative in centering student initiatives and cross-disciplinary work throughout the core sequence.

The proposed major addresses the following strategies of the Maryland State Plan for Postsecondary Education:

6. *Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.*

This proposal is both flexible, in meeting individual students’ interests and needs, but also features a core curriculum that provides a focused pathway to completion. This core should also create a loose cohort, which can reinforce student learning.

9. *Strengthen and sustain development and collaboration in addressing teaching and learning challenges.*

The proposal’s emphasis on collaboration across disciplines will necessitate faculty collaboration, developing teaching skills by sharing teaching strategies and exposure to others’ methods. This should also offer students multiple learning options.

11. *Encourage a culture of risk-taking and experimentation.*

This strategy is at the heart of the proposal. We structured the core to offer students opportunities to aim high and try new things in collaboration with each other, and to reward that experimentation, even as it risks short-term failure.

**C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

Over the last 20 years, the arts and culture sector’s contribution to US Gross Domestic Product grew by 40%, according to a 2018 report from the National Endowment for the Arts, indicating a strong and growing need for arts and culture production.<sup>1</sup> According to the Conference Board report, *Ready to Innovate*, 97%

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<sup>1</sup> National Endowment for the Arts, “The Arts Contribute More than \$760 Billion in the U.S. Economy,” March 6, 2018. <https://www.arts.gov/news/2018/arts-contribute-more-760-billion-us-economy>

of US employers say that creativity is important to them. 85% of employers looking for creative people say they cannot find the applicants they seek.<sup>2</sup> The Integrative Arts Studies program will prepare students for work in the Creative Economy, but also for any work that requires creativity, problem-solving, and collaboration.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

In MD and the surrounding region (NJ, PA, DC, DE) the arts and Creative Industries employ (conservatively) between 3-4.2% of all workers, according to the 2017 Creative Industries report from Americans for the Arts.<sup>3</sup> “Arts businesses and the creative people they employ stimulate innovation, strengthen America's competitiveness in the global marketplace, and play an important role in building and sustaining economic vibrancy. In a global economy the creative industries are durable and enduring local employers.” The ISA major would prepare students for work in museums, historical societies, visual and performing arts, design and publishing, radio, television and film, and other digital media.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

According to the Bureau of Labor Statistics, growth in design and arts occupations will grow by 3%, adding 96,800 new jobs nationally between 2018 and 2028. This slightly slower than average growth is due to a slight decline in the more traditional areas of the industry, including publication.<sup>4</sup> However, at the same time, the BLS predicts an increase in demand for other areas such as entertainment sectors such as films, TV and webcasts where there is a predicted

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<sup>2</sup> The Conference Board, “Ready to Innovate.”

[https://www.americansforthearts.org/sites/default/files/pdf/information\\_services/research/policy\\_roundtable/ReadytoInnovateFull.pdf](https://www.americansforthearts.org/sites/default/files/pdf/information_services/research/policy_roundtable/ReadytoInnovateFull.pdf)

<sup>3</sup> Americans for the Arts, Creative Industries Report, April 2017.

<https://www.americansforthearts.org/by-program/reports-and-data/research-studies-publications/creative-industries>

<sup>4</sup> Bureau of Labor Statistics, “Occupational Outlook Handbook,” 2019.

<https://www.bls.gov/ooh/arts-and-design/home.htm>

growth of 5% over the next eight years.<sup>5</sup> Growth in media and communications fields are predicted to increase by 4%, about as much growth in all occupations. Income in arts and design, entertainment and in media and communications is above average for all occupations.<sup>6</sup>

The proposed Integrative Arts Studies major, with its emphasis on creativity, interdisciplinarity, innovation and collaboration instead of on traditional techniques and methods of arts production, we feel, will better prepare students to work in the arts and cultural industries of the future. By emphasizing the development of the artistic mind over the development of the artist's craft, we will foster nimbler, more adaptable creative workers.

According to "Factors in Enabling the Creative Economy," a white paper published by the World Economic Forum published in 2016, "the creative economy is a vital and growing engine of growth and employment in many countries.... They are becoming a key force in entrepreneurship and innovation, helping to boost social development and employment. According to UNESCO, the creative economy is 'one of the most rapidly growing sectors of the world economy and a highly transformative one in terms of income generation, job creation and export earnings'". The growth in the creative economy and artistic and cultural industries is not just local or national growth, but worldwide.

4. Provide data showing the current and projected supply of prospective graduates.

We believe the Integrative Arts Studies major, with its emphasis on hands-on, minds-on, problem/project-based curriculum, will be especially appealing to students who have attended magnet schools with strong arts and performing arts programs. The IAS faculty will work closely with the Admissions Office to target recruitment efforts towards those schools with strong arts and performing arts programs. Theme-based magnet schools often attract diverse, high-achieving students, and we feel that such students who have a strong background in the techniques and methods of one or more of the arts will be attracted to a program that encourages students to discover what kind of artists they want to be.

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<sup>5</sup> Bureau of Labor Statistics, "Occupational Outlook Handbook," 2019. Bureau of Labor Statistics, "Occupational Outlook Handbook," 2019. <https://www.bls.gov/ooh/entertainment-and-sports/home.htm>

<sup>6</sup> Bureau of Labor Statistics, "Occupational Outlook Handbook," 2019. <https://www.bls.gov/ooh/media-and-communication/home.htm>

According to a study by the North Carolina-Charlotte's Urban Institute, in 2016 there were 4,340 elementary and secondary magnet schools in the US, serving 3.5 million students.<sup>7</sup> BallotPedia reports that there are 91 magnet schools in Maryland, serving 81,487 students.<sup>8</sup>

#### **D. Reasonableness of Program Duplication:**

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

There are two programs in the State of Maryland that use the words “Integrated” or “Integrative” in the title of their programs, one at the University of Baltimore and one at Towson University.

For the Integrative Arts program at the University of Baltimore, students complete two foundation courses and then complete the program by selecting from an array of available courses. The proposed Integrative Arts Studies major at Goucher differs from the UB program in that it is much more highly structured and is more strongly rooted in the liberal arts. The core of our program is 21 credits versus their 6 credits and includes at least one course in entrepreneurship or arts management. Students also have the opportunity to anchor the IAS major with a structured minor in one of the allied arts, including Creative Writing, Dance, Digital Arts, Music, Studio Art, Theatre, or Visual and Material Cultures. <http://www.ubalt.edu/cas/undergraduate-majors-and-minors/majors/integrated-arts/index.cfm>

The Arts Integration Institute at Towson University is not an arts program, per se, but is a program that looks for ways to integrate the arts into teaching practices for other disciplines. <https://www.towson.edu/cofac/centers/artsintegration/>

The program that most closely resembles the proposed Integrative Arts Studies program at Goucher is the Penn State College of Art and Architecture Integrative Arts Major. <https://artsandarchitecture.psu.edu/inart>

2. Provide justification for the proposed program.

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<sup>7</sup> <https://magnet.edu/govt-relations/grassroots-action-center/key-facts-about-magnet-schools>

<sup>8</sup> [https://ballotpedia.org/Magnet\\_school\\_participation\\_statistics](https://ballotpedia.org/Magnet_school_participation_statistics)

The proposed Integrative Arts Studies major will address the growing need to educate artists for the future. By focusing on the development of the artist rather than on traditional artistic methods, the IAS will better prepare students to work in the complex environment of the evolving creative economy. In *Creativity Connects: Trends and Conditions Effecting U.S. Artists*, the authors write:

As the demographics of our country shift, the population of artists is growing and diversifying... Artists are working in different ways—in interdisciplinary and transdisciplinary contexts, as artists in non-arts settings, and as entrepreneurs in business and society... As the nature of artistic practice evolves, many of the existing systems that train and support artists are not keeping pace.<sup>9</sup>

The focus of the Integrative Arts Studies major at Goucher will be to provide students with the skills to work effectively as entrepreneurial individuals, as artistic collaborators, as interdisciplinary creators, and as contributing citizens in a changing creative environment.

**E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s.

We are aware of no overlap or conflict with any such programs.

**F. Relevance to the identity of Historically Black Institutions (HBIs)**

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

There should be no impact in relation to Morgan State University’s more traditional arts majors, and we feel that our proposed major will complement Coppin State University’s Urban Arts Major. Coppin’s program focuses on the use of art in urban communities, while our proposal focuses on artists collaborating with each other in the creative process. Any contact between these programs should reinforce their respective goals. We hope this proposed major could be a platform that leads to arts collaboration with those institutions.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning**

**Outcomes** (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

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<sup>9</sup> Center for Cultural Innovation for the National Endowment for the Arts, *Creative Connections: Trends and Conditions Affecting U.S. Artists*, September, 2016.

<https://www.arts.gov/sites/default/files/Creativity-Connects-Final-Report.pdf>

Conversations around this proposal began in the spring of 2018 around the time the board alerted the faculty that a prioritization exercise would be conducted during the summer. Initially the conversation was between members of the Center for Dance, Music and Theatre, and focused on creating an interdisciplinary performing arts major. It was quickly felt, however, that a performing arts major was still limiting and not innovative enough to meet students' needs, or to address the evolving arts environment.

The current proposal starts first with the development of the artist, not with the technique and methods of an individual art form. It will challenge students to investigate how artists think, how they process their experiences in the world, how they find the appropriate media to express that experience. The program also offers students essential skills frequently not covered in traditional art programs such as entrepreneurship, communications, marketing, strategic planning, etc.

Pedagogically, this program emphasizes interdisciplinarity and collaboration, and employs proven high impact practices such as problem-based and community-based learning. Students who want a more traditional anchor in an art form may elect a minor or concentration in Creative Writing, Dance, Dance Studies, Digital Arts, Music, Studio Art, Theatre, or Visual and Material Culture.<sup>10</sup> Alternatively, students may elect a more individualized, interdisciplinary approach, and may package methods and technique classes from courses across the disciplines. All students will have the option to fulfill a concentration in Arts Management, including online graduate courses in Goucher's Arts Administration Masters degree program

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The following is how the learning outcomes for the IAS program were presented to Goucher's Curriculum Committee and to the faculty as a whole:

**Learning Outcomes—Thinking, feeling, processing the world as an artist**

- Accomplishment
  - Students will demonstrate the ability to engage in complex problem solving in order to fully realize artistic projects
  - Students will demonstrate their individual and collective agency
- Breadth
  - Students will demonstrate their understanding of how different art forms and different media relate to one another

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<sup>10</sup> The Dance Studies track and Visual and Material Culture program are currently under review by MHEC. The Digital Arts program has been approved by the Goucher faculty and will be proposed to MHEC in the near future.

- Students will apply that interdisciplinary understanding to create work that crosses disciplinary boundaries
  - Character
    - Students will develop skills as collaborators
    - Students will develop an entrepreneurial orientation
    - Students will engage in complex problem solving
3. Explain how the institution will:
- a) provide for assessment of student achievement of learning outcomes in the program

Goucher annually assesses student achievement of learning outcomes in every program. Each year one of the program's learning outcomes is chosen to be measured. Assessment in the Integrative Arts Studies major will focus on student work and reflection on the senior collaborative project. We will develop a specific assessment instrument in the coming year, before the program is launched in fall 2020, if this proposal is approved.

- b) document student achievement of learning outcomes in the program

Goucher has just moved to a new ePortfolio system, Portfolium, and this will be used to document student learning. Portfolio artifacts and reflections will be built into courses at each level of the program, particularly in the salon sequence, so there will be a continuous cycle of assessment. The portfolio, of course, has a particularly practical use for arts students: collected material will eventually be turned into a professional online portfolio and web page, as is the current practice in the existing theatre program.

Finally, we are looking to adopt the Creative Thinking and Integrative Learning Rubrics developed by Association of American Colleges and Universities.

[https://www.usna.edu/Academics/Academic-Dean/Assessment/All\\_Rubrics.pdf](https://www.usna.edu/Academics/Academic-Dean/Assessment/All_Rubrics.pdf)

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

**IAS Major:** Students majoring in the Integrative Arts Studies Major will complete 38 credit hours in the major and 120 credits total.

- 21-26 credits in the core, including at least 15 credits at the 300- or 400-level
- 13-17 credits from interdisciplinary courses, selected with the advisor, based on individual students' interests **OR**, by completing a minor (18-26 credits) in one of the arts programs listed below (in which case the overall major credit load will vary):
  - Concentration in Arts Management
  - Minor in Dance
  - Minor in Theatre

- Minor in Creative Writing
- Minor in Studio Art
- Minor or Concentration in Digital Arts
- Concentration or minor in Music Studies

**IAS Minor:** Students who choose IAS as a minor will complete 20 credits from the core

- Take all of the courses listed in the core
- IAS 307 is taken only once

Integrative Arts Studies Core Courses—21-26 Credits (See chart below)

- IAS 101 Creation and Meaning (4)
  - Students with interests in any or all of music, theatre, dance, visual art, and creative writing work collaboratively in projects designed to explore various paths to creating meaningful work. Study of contemporary and recent practices in the arts will establish models for the creation of work in various media. Spring semester
- IAS 207 Arts Salon (1)
  - Each semester, arts students at all levels meet for presentations and discussion on contemporary topics in the arts. An emphasis will be placed on developing effective collaboration skills. Faculty and guest presenters will participate in discussions about a wide range of topics to do with the artist's work and life in the world. Reflection papers will be assigned and assessed according to students' class standing. (IAS majors are required to take this class three times, minors are required to take it two times, and any student may take it up to four times for credit). Fall semester, repeated spring semester
- IAS 230 Data Analytics in the Arts (2)
  - Exploration of analytic techniques in music, theatre, dance, and visual art using data as the basis for discovery of artistic pattern and meaning. Fall semester
- IAS 250 Arts Entrepreneurship (2)
  - Integrative Arts Studies students study the business side of working as a freelance artist or in a small arts organization. Emphasis on marketing oneself as an artist. Spring semester.
- IAS 2xx Arts in the Community (2)
  - Art students engage in community-based learning work that uses art for social change. Emphasizes the role of the arts in social advocacy and for engaging community members in the arts. Spring Semester
- IAS 307 Arts Studio (2)

- Arts students work collaboratively to create work for public performance and/or presentation as assigned and determined in consultation with program faculty. This work may support the IAS senior project(s). May be combined with IAS 407 or 490; may be repeated up to three times. Fall semester, repeated spring semester
- IAS 407 Arts Seminar (2)
  - Arts students engage in intensive study of artistic practices and ideas, with the goal of developing their own projects, including the senior project. Written work will include analytical and theoretical papers, and project proposals. Fall semester
- IAS 490 Senior project (4)
  - Seniors work collaboratively to create a work or works for public presentation, involving their respective concentrations (music, theatre, dance, or visual art). The shape and content of these works should be developed in IAS 307 and 407. Spring semester

### Major Core Credits Chart

|                           |                       | Min Credits | Max Credits |
|---------------------------|-----------------------|-------------|-------------|
| IAS 207                   | Arts Salon            | 3           | 4           |
| IAS 230                   | Data Analytics        | 2           | 2           |
| IAS 250                   | Entrepreneurship      | 2           | 2           |
| IAS 2xx                   | Arts in the Community | 2           | 2           |
| IAS 307                   | Arts Studio           | 2           | 6           |
| IAS 407                   | Arts Seminar          | 2           | 2           |
| IAS 490                   | Senior Project        | 4           | 4           |
| <b>Total Core Credits</b> | Core                  | 21          | 26          |

### 13-17 Elective Credits in addition to the core, to equal 38 major credits

Students are encouraged to take discipline-specific elective courses at the same time that they are taking core courses. They are complementary and should be taken side-by-side rather than sequentially (see example curriculum below), and all through the students' four years. While completing the core series of courses, students will also pursue their individual interests in one or more of the allied arts.

Integrative Arts Studies students complete the elective sequence in one of two ways:

- Completion of 13-17 or more credits chosen in consultation with the advisor across multiple disciplines. This option gives the IAS student the most flexibility in terms of choosing a course of study that best suits the individual developing artist's needs. Courses may be taken from Dance, Music, Theatre, Studio Art, Creative Writing, or Digital Arts.
  - Working closely with faculty advisors, students may organize their elective credits by themes or conceptual tracks. Examples of possible tracks include, but are not limited to:
    - Arts for the Community
    - Experimental Arts
    - Three Dimensional Studies
    - Documenting the Performing Arts

- Improvisation and Devising
- Students may also complete the remaining elective credits by completing a minor or concentration in one of the following areas:
  - Concentration in Arts Management
  - Minor in Dance
  - Minor in Theatre
  - Minor in Creative Writing
  - Minor in Studio Art
  - Minor or Concentration in Digital Arts
- Fulfilling a discipline specific minor or concentration may involve more than 12 elective credits, but this combination gives students a depth in one of the traditional arts disciplines while pursuing the interdisciplinary Integrative Arts Studies major.

**Credits of General Education (Goucher Commons Curriculum) required: 53 credits total beyond major**

(1 x 4 cr. First Year Seminar course = 4 cr.)

(3 x 4 cr. Center Pair Exploration courses = 12 cr.; see below for how these satisfy three requirements under 13B.02.02.16E(2)(a)), or 2 x 4 cr. Center Pair Exploration courses and 1x4 credit distribution course in another area= 12 cr.

(1x 4 cr. Race, Power, Perspective course = 0, ED104 is required for the major and meets this requirement, so no additional credits)

(1 x 4 cr. Environmental Studies course = 4 cr.)

(2 x 4 cr. Data Analytics courses =8 cr. 6 credits if 2 credit departmental course is approved.

(2 x 4 cr. +2 cr. Foreign Language course(s) = 10, 8 or 4. depending upon placement), =10

(3 x 4 cr. Writing requirement courses (for the English Composition requirement of 13B.02.02.16E(2)(a)) = 12 cr.)

(Study Abroad requirement = variable credits, minimum 3 cr.)

(Capstone course = variable credits, ED415 is the capstone course and required for the major so no additional credits)

This General Education program, which is specified as part of Goucher's graduation requirements, is designed to satisfy MHEC's section 13B.02.02.16E(1) in the Graduation Requirements section.

Goucher's Complex Problem Exploration courses span four areas:

- CPEA, taught by the Center for Art and Media and the Center for Dance, Music and Theatre
- CPEB, taught by the Center for Education, Business, and Professional Studies and the Center for People, Politics, and Markets
- CPEC, taught by the Center for Geographies of Justice and Cultures and the Center for Humanities
- CPED, taught by the Center for Natural Science and the Center for Psychology.

To satisfy Goucher's graduation requirements, a student must earn at least 120 credits. The Integrative Arts Studies major is 38 credits, General Education is approximately 53 credits, which leaves 29 elective credits.

4. **Discuss how general education requirements will be met, if applicable.**  
As outlined in the previous section, all students in our program will be required to complete Goucher's general education requirements in order to satisfy Goucher's graduation requirements for a Bachelor of Arts degree. A comprehensive non-major advising program ensures that students enroll in appropriate general education requirement courses and that they are on pace to complete such requirements.
5. **Identify any specialized accreditation or graduate certification requirements for this program and its students.**
  - None
6. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**
  - None
7. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**
  - Information about all academic programs at Goucher, including degree requirements and courses, are provided in our web page and in our online catalogue. In addition, all requirements are tracked through DegreeWorks.
  - Student/faculty interactions are described in individual course syllabi.
  - Students are introduced to technology uses, the learning management system (Canvas), and available support services during the first-year orientation.
  - Financial aid resources, costs and payment policies are all public on our web site.
8. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**
  - All academic programs at Goucher are publicly described in detail on our web site.

#### **H. Adequacy of Articulation**

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Not applicable.

**I. Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of **faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

- Allison Campbell, MFA. Associate Professor of Theatre. Full Time.
- Jeffrey Chappell, MM. Instructor in Music. Full Time.
- J. Michael Curry, MFA. Professor of Theatre. Full Time.
- Dr. A. Rebecca Free, PhD. Associate Professor of Theatre. Hans Froehlicher Professorship. Full Time.
- Linda Garofalo, BFA. Instructor in Dance. Full-Time.
- Dr. Kendall Kennison, DMA. Bennet-Harwood Professorship. Professor of Music. Full Time.

Courses:

- All faculty members will teach Creation and Meaning, Arts Salon, Arts Studio, Arts Seminar, and Senior Project in rotation, based on student interest and faculty specialization.
  - Data Analytics will be offered by two of the above faculty to be determined.
  - Arts Entrepreneurship will be offered the Arts Management program.
  - Arts in the Community will be offered by Michael Curry and Linda Garofalo.
2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
    - a) Pedagogy that meets the needs of the students
      1. As mentioned elsewhere in this proposal, the Center for the Advancement of Scholarship and Teaching (CAST) offers ongoing courses in pedagogy and technology integration. Five of the six faculty members listed above have been trained in Problem Based Learning through CAST.
      2. The Office of Community-Based Learning can offer pedagogical assistance and support to faculty who integrate CBL into their courses through our CBL faculty coordinator.
    - b) The learning management system
      1. Canvas training is required of all faculty members.
      2. Training is also available in Portfolium and Studio, two external applications that interface with Canvas.
    - c) Evidenced-based best practices for distance education, if distance education is offered.
      1. Though distance education is not currently a component of the IAS major, the college offers Quality Matters training to its faculty members who teach online and/or integrate a number of technology components in their courses.

**J. Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The library works closely with the Center for Dance, Music, & Theatre programs to support the research and educational goals of the department's students and faculty. The library specializes in teaching information literacy, research, and scholarly communication concepts and skills to support student growth and development. Information literacy skills support the mission of the college to prepare students with a broad perspective for a life of inquiry, creativity, and critical and analytical thinking.

The library's circulating collections include 240,000 print volumes and 300,000 eBook volumes in its collection. Of these, over 35,000 are in areas of the arts, as well as art in customs, etiquette & folklore. The library's databases include several considered standard in the discipline (including Oxford Music Online, Performing Arts Periodicals Database and MLA International Bibliography), providing access to over 96,000 journals. Audiovisual materials are available through Alexander Street Press and Kanopy. Professors may make use of the library's Course Reserve program including print volumes and videos, to make supplemental research materials available to students enrolled in their classes. The library is able to supplement our resources by providing Interlibrary Loan services of books and journal articles for students.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Because this proposal follows the discontinuation of the college's music, theatre, and studio art majors, the facilities and staff which served those programs will be available for this one. This includes:

- Kraushaar Auditorium (960 seats)
- Merrick Lecture Hall (220 seats)
- Three performance pianos
- Two music classrooms
- A Digital piano lab
- Teaching studios for voice, piano, percussion, drum set, and other instruments
- A computer music studio/classroom and an editing studio
- Studios for 3-D art, Design, Drawing, and Painting
- A digital printing facility
- Two dark rooms and a film developing room
- The Spencer Gallery, which serves as an art critique room
- The Corrin Art Gallery for student art exhibits

- The Silber Art Gallery, and the Rosenberg Art Gallery, which host professional exhibits, including faculty and alumnae/i art.
  - The Mildred Dunnock Black Box Theatre, with an up to date sound and light booth, a set construction work room, as well as an affiliated green room, dressing rooms and costume shop.
  - A television studio
  - A sound recording studio (constructed in 2019)
  - A digital classroom
  - Eleven music practice rooms, all with pianos
- .
- In addition to these designated spaces for arts instruction, performances are frequently held in the Hyman Forum in the college's central Athenaeum building, the Haebler Memorial Chapel, the Gopher Hole night club, and Buchner Hall in the Alumnae/i House.

There are also several instructional spaces for dance, which was not discontinued as a major, but which does have space for more students:

- Three dance studios, one of which has lighting facilities
- Two Pilates instruction studios
- A Dance Wellness Center
- A dance studio in the Trustees first-year dorm

Due to several recent faculty departures, there is more than adequate office space.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) An institutional electronic mailing system, and
- b) A learning management system that provides the necessary technological support for distance education

We do not plan distance education as part of this program, but both of these are in place for all students.

**L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)**

**1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

**TABLE 1: RESOURCES**

| <b>Resource Categories</b>                          | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> | <b>2024-25</b> |
|---|----------------|----------------|----------------|----------------|----------------|
| <b>1. Existing Funds</b>                            | 43,000         | 43,000         | 43,000         | 43,000         | 43,000         |
| <b>2. Tuition/Fee Revenue</b><br><b>(c+g below)</b> | 664,500        | 1,506,200      | 2,392,200      | 3,278,200      | 3,278,200      |
| <b>a) # F/T Students</b>                            | 15             | 34             | 54             | 74             | 74             |
| <b>b) Annual Tuition/ Fee Rate</b>                  | 44,300         | 44,300         | 44,300         | 44,300         | 44,300         |
| <b>c) Total F/T Revenue</b><br><b>(a x b)</b>       | 664,500        | 1,536,324      | 2,488,845      | 3,478,852      | 3,548,429      |
| <b>d) # P/T Students</b>                            | 0              | 0              | 0              | 0              | 0              |
| <b>e) Credit Hr. Rate</b>                           | 1,448          | 1,477          | 1,506          | 1,537          | 1,567          |
| <b>f) Annual Credit Hr.</b>                         | 0              | 0              | 0              | 0              | 0              |

|  |         |           |           |           |           |
|--|---------|-----------|-----------|-----------|-----------|
| <b>g) Total P/T Revenue</b><br><br>(d x e x f)           | 0       | 0         | 0         | 0         | 0         |
| <b>3. Grants, contacts, &amp; other external sources</b> | 0       | 0         | 0         | 0         | 0         |
| <b>4. Other Sources</b>                                  | 0       | 0         | 0         | 0         | 0         |
| <b>TOTAL</b><br><br>(add 1-4)                            | 707,500 | 1,579,324 | 2,531,845 | 3,521,852 | 3,591,429 |

**Table 1: Resources**

a. **Reallocated Funds.** Funds will be reallocated from the existing theatre, dance, and music programs. This figure is a portion of the operating funds of the three programs, two of which were suspended with the intent to discontinue. This category shows funds for the proposed program only.

b. **Tuition and Fee Revenue.** We do not anticipate part-time students participating in the proposed program. This category only shows revenue for students in the proposed program. The number of full-time students in the proposed program was projected based on other recent submissions. Students will not enter the proposed program until 2019-2020. The table includes a 2% tuition/fee increase per year.

c. **Grants and Contracts.** We assume no external funding sources.

d. **Other Sources.** No other sources.

e. **Total Year.** Total of rows 1, 2, 3, and 4.

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

Table 2: Program Expenditures

| <b>Expenditure Categories</b>      | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|
| 1. Faculty (b + c below)           | 133,448.96    | 136,117.94    | 138,840.30    | 141,617.11    | 144,449.45    |
| a. Number of FTE                   |               |               |               |               |               |
| b. Total Salary                    | 108,114.38    | 110,276.66    | 112,482.20    | 114,731.84    | 117,026.48    |
| c. Total Benefits                  | 25,334.59     | 25,841.28     | 26,358.10     | 26,885.27     | 27,422.97     |
| 2. Admin. Staff (b + c below)      | 0             | 0             | 0             | 0             | 0             |
| a. Number of 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. Number of FTE                   |               |               |               |               |               |
| b. Total Salary                    | 0             | 0             | 0             | 0             | 0             |
| c. Total Benefits                  | 0             | 0             | 0             | 0             | 0             |
| 4. Technical Support and 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)           | 133,448.96 | 136,117.94 | 138,840.30 | 141,617.11 | 144,449.45 |

**Table 2: Expenditures**

1. **Faculty (number of full-time employees with salary and benefits):** As with Table 1, this table only shows salary and benefits for faculty participating in the proposed program. It does not include salary and benefits for other center faculty.
2. **Administrative Staff.** The proposed program has no dedicated administrative staff.
3. **Support Staff.** The proposed program has no dedicated support staff.
4. **Equipment.** The proposed program does not have new equipment costs.
5. **Library.** The proposed program does not have library costs.
6. **New and/or Renovated Space.** The proposed program will use the existing space.
7. **Other Expenses.** This category shows the proportion of the Center's operating budget which will be used in support of the proposed program.

**M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).**

**Discuss procedures for evaluating courses, faculty and student learning outcomes. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

**Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

Goucher College has a systematic and sustainable system to assess teaching and learning at all levels and within all units of the institution, in compliance with the Middle States Commission on Higher Education's standards for assessment as well as best practice in assessing student learning outcomes. Learning outcomes will be assessed in this program using evidence-based rubrics applied to examinations, individual and group projects, portfolios, and papers. Student learning outcomes will be assessed in relationship to the quality of the work, and will be supported directly through core and elective curricula. Assessment results will be used to improve and, if necessary, redesign assignments, projects, and courses on a multi-year cycle.

Faculty and courses are evaluated every semester by students, using the college-wide course reflection process. The program coordinator will track the program's courses and outcomes and provide feedback to faculty. The program overall will be evaluated on an ongoing basis by the program's advisory committee and periodically by outside evaluators. Data collected through assessment and evaluations processes on an annual basis are used to identify opportunities for program improvements and areas where additional

resources are needed. The college's Office of Institutional Research tracks retention and satisfaction data across the institution and will provide data to the college about the sustainability and cost-effectiveness of the program.

**N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).**

**1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

The proposed program and Goucher College have a strong commitment to promoting diversity in our recruitment, admission and retention efforts of students, as well as in faculty hiring. The college has successfully recruited minority students via the Video Application (which seeks to eliminate many of the barriers certain minorities face in applying) and specific outreach to local institutions. These efforts have been successful, with 28% of students identifying as non-white in 2014 versus 39% in 2019. Among students who identify as African-American, there were 145 applicants in 2014 (10%) and 227 in 2018 (17%). Hispanic and Latino students were 123 in 2014 (9%) and 150 in 2018 (11%). Among students in the class of 2022 who disclosed their race, 42% self-identified as students of color.

The college has made efforts in educating its faculty around racial issues through a variety of workshops and seminars. In the Fall of 2015 we held a "What is Race" seven week seminar series organized and led by Faculty in response to the Baltimore Uprising. The school has also established a Center for Race, Equity and Identity (CREI). This center supports all marginalized students and has established and ongoing programming for students of color, first-generation, socioeconomically disadvantaged, international and disabled students.

Future faculty will be recruited and hired for the program with an emphasis on diverse candidates, a practice that will continue during implementation and program delivery, to attract and retain qualified faculty from diverse racial, socioeconomic, and geographical backgrounds.