



April 6, 2021

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201

Dear Dr. Fielder,

The Maryland Institute College of Art is pleased to submit the attached new program proposal for review to the Maryland Higher Education Commission: MPS in Product Management.

In accordance with MHEC's procedures, the filing fees, in the form of a check, have been sent via FedEx.

Thank you very much for your consideration of our proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Bogen', is positioned below the word 'Sincerely,'.

David Bogen
Vice President for Academic Affairs and Provost

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OF ART

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

Institution Submitting Proposal	Maryland Institute College of Art
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input 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 <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check #	Amount: \$850.00	Submitted: 3/23/2021

Department Proposing Program	Open Studies		
Degree Level and Degree Type	Master's; Master of Professional Study		
Title of Proposed Program	Product Management		
Total Number of Credits	30		
Suggested Codes	HEGIS: 109900.00	CIP: 50.0499	
Program Modality	<input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (<i>fully online</i>)		
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2021		
Provide Link to Most Recent Academic Catalog	URL: https://www.mica.edu/academic-catalog/		
Preferred Contact for this Proposal	Name: Terra Schehr		
	Title: Associate Vice President for Educational Planning & Development		
	Phone: (410) 225-2536		
	Email: tschehr@mica.edu		
President/Chief Executive	Type Name: Samuel Hoi		
	Signature: 		Date: 03/22/2021
	Date of Approval/Endorsement by Governing Board: 02/19/2021		

Revised 1/2021

MPS: Product Management New Program Proposal to MHEC

April 6, 2021

This program was approved to move forward in seeking MHEC Approval by MICA's President and Board of Trustees on February 19, 2021.

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Proposal

A. Centrality to Institutional Mission and Planning Priorities:

The MICA mission is to: “EMPOWER students to forge creative, purposeful lives and careers in a diverse and changing world. THRIVE with Baltimore. MAKE the world we imagine.” The new Master of Professional Studies program in Product Management (MPS PM) represents an important new way for MICA to empower students as they forge creative, purposeful lives and careers.

According to the Product Development and Management Association: “Product design is a strategic capability that allows firms to create, develop, and maintain competitive offerings to customers and markets. It involves the creation of value from ideation through concept design, embodiment, specification, and assembly. Product managers need a thorough understanding of the development tools and techniques to bring successful and meaningful design to the consumer” (PDMA, 2020).

The MPS PM is based on contemporary business trends in the management of products and services. Because consumers access brands within complex chains of interactions, today’s marketplace demands that all businesses become digital businesses. Products and services, whether tangible or digital, require a digital business strategy to market products, engage customers, build brand loyalty, analyze consumer transactions, and manage operating costs. Product managers lead these activities. Product managers must have a complete understanding of how products and services are designed and created as well as an understanding of all channels through which a customer engages with a business.

Further, the MPS PM embodies MICA’s strategic priorities in a variety of ways that include but are not limited to:

- Anticipatory curriculum and program offerings that prepare students for social relevance, emerging careers, invention, and reinvention. The MPS PM is an anticipatory curriculum preparing students for coveted roles in an emerging, interdisciplinary field combining strategy, design, leadership, and marketing to create, develop, and maintain competitive offerings to customers and markets.
- Flexible delivery and educational approaches that expand access and meet contemporary student needs through distributed and online learning, as well as variable models of residency and credentialing. The MPS PM is offered almost entirely online and employs best practices in online teaching and learning developed from the last eight years of Open Studies work in online degree programming. Aligned with MICA’s other MPS programs, the MPS PM is designed to attract working professionals, will be structured to provide access to students when they are ready to study (multiple starts annually), when they are able to attend (in the evenings after work), and where they want to study (from a distance without having to relocate to Baltimore).

MICA is adding this new program because we are uniquely positioned to offer an education that is distinguished from potential competitors with the program’s integration of design, business, project management, and hard skills related to the use of industry specific technology. This program is also distinguished from potential competitors due to its accessibility as an online program with multiple annual starts, an intensive 15-month time frame for degree completion, and a price approximately \$10,000 less than the closest priced competitor. Further, the addition of the MPS PM will help to elevate MICA’s brand as an innovator in professional education focused on inter-, multi-, and trans-disciplinary content that bridges worlds of art and design, technology, and commerce.

MICA is fully committed to providing all of its programs with the administrative, financial, and technical support needed for the programs to fulfil their purpose. The details of the resources supporting this program are described in sections I-L. MICA is committed to supporting the success of this new program during its initial launch and through a period of five years as awareness of the program and enrollments build. If after five years, the program does not demonstrate the ability to be financially self-supporting, the College will implement changes to improve or sunset the program. Should the program be substantially modified or discontinued, curricular offerings will continue to be provided so that all enrolled students have the opportunity to obtain their degree within the normal period of time for completion.

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

The MPS PM addresses the state's need for greater accessibility to educational opportunities, service to the state's diverse citizenry, and issues of economic growth and vitality as addressed in the State Plan. Embedded within MICA's Open Studies academic area, the MPS PM was created much like other MPS degrees to be accessible to underserved students whose educational opportunities are limited by personal and professional demands that make attending traditional cohort-based programs difficult or impossible. Consistent with the Maryland State Plan for Postsecondary Education, the MPS PM is a highly focused degree plan for students with specific career goals. The program also provides pathways of information sharing for students regarding employment, careers, and industries in Maryland, directly through the curriculum and through co- and extracurricular activities.

Consistent with Strategy 8 of the 2017 - 2021 State Plan for Postsecondary Education: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness, MICA's MPS programs are explicitly designed to provide interaction between students and industry experts and projects. Our new product management program does this through a variety of means including program residencies and courses like Design Lab: The Industry Challenge where, "Working with industry partners and case studies, students in The Industry Challenge integrate past program learning into an exploration of product lifecycle management (PLM); the process of managing the entire lifecycle of a product from inception, through design and manufacture, to service and disposal of manufactured products." Also, four professionals with leadership roles in product management from Capital One, JP Morgan Chase & Co., McCormick & Company, NASA, and a team of consultants at KPMG consulted on the appropriateness of the PM curriculum to industry demands.

The MPS PM is consistent with Strategy 7 of the 2017 - 2021 State Plan for Postsecondary Education: Enhance career advising and planning services and integrate them explicitly into academic advising and planning. Specifically, program advising and career opportunities are embedded in courses and enhanced by access to industry networks through faculty who are hired for their knowledge of professional pathways and the required skills needed to succeed in their professions. Our director of graduate student success is also focused on expanding career connections and assisting students to establish well defined paths for future achievement.

As stated in the 2017-2021 Maryland State Plan for Postsecondary Education, innovation rests on the opportunity to take risks and experiment (Strategy 11: Encourage a culture of risk-taking and experimentation.). The MPS PM is distinctly focused on student's comfort with innovation and risk taking, which is a central theme of the program. The course, Design Essentials emphasizes that, "Design practice associated with iteration, praxis, heuristics, tolerance for ambiguity, and perseverance drives imagination (envision new possibilities), creativity (deploying existing concepts to create new ones), and innovation (improving on existing concepts and systems)," as a central focus of product management.

Consistent with Strategy 9 of the State Plan, MICA also feels strongly about providing ongoing training for best practices in teaching and learning to our MPS faculty. As stated earlier in this document, preparation for teaching in the program is critical. It is essential that instructors be prepared to meet MICA's standards and have fluency in assessment and the eLearning environment. Consequently, all new faculty are paid to participate in training that focuses on how to use online teaching tools and the pedagogy/andragogy of distance education.

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

Open Studies has been offering online MPS programs since 2012. Most recently, with the newly formed partnership between MICA and Elsmere Education in 2017, the suite of MPS programs have seen tremendous enrollment growth and increased net tuition revenue. Based on the performance of these programs, Open Studies has been evaluating options for additional MPS programs. In partnership with Elsmere, we have begun market research focused on new program concepts. Elsmere performed a market analysis for the MPS PM to evaluate career placement, competitor programs, and MICA's competitive advantage. Research included data from numerous articles and key industry research documents. Included in this research was an analysis of job postings based on the job title "Product Manager" to determine the size of the job market for graduates. The number of job postings for product managers where a master's degree was specified revealed robust demand for those seeking to change careers and/or develop advanced product management skill sets via a master's degree, with 38,609 postings in 2019. Postings at the master's degree level also had a higher average salary of \$114,000. While the pay increase moving into product management research also revealed that these positions are difficult for employers to fill (higher than average posting intensity), increasing the likelihood that graduates will find employment. In addition, Glassdoor ranked positions within the field of product management fifth on their 2019 list of best jobs in America. The Master of Professional Studies in Product Management will open the door to these increasingly coveted positions, with high salaries and ample opportunities for growth.

Admission to the MPS PM program is competitive and requires a formal application, CV/resume, a statement of purpose, an optional portfolio of previous work, and the \$75 application fee. Transcripts must show completion of a bachelor's degree, but there are no undergraduate GPA requirements. English language proficiency is required for admittance and is determined by TOEFL scores of 100 or above (or the equivalent). No transfer credit is awarded.

To support the MPS programs, MICA Open Studies has partnered with Elsmere Education Incorporated for marketing and recruitment of prospective students. Elsmere also assists with the identification of at risk students by tracking student behavioral data and sharing it with the Open Studies team. Open Studies also tracks student engagement data to assist with student retention. The Open Studies director of graduate student success creates programs, advises individual students, coaches faculty, and engages other MICA offices in support of student success and retention. Efforts in this area have produced a retention rate in the 92-93% range for all MPS programs combined. While Elsmere assists with acquiring applicants, the evaluation of applications for admission is completed by Open Studies Staff.

Based on Elsmere's data there are about 75% fewer graduates each year than job opportunities in this profession which indicate that if MICA developed and offered a MPS in Product Management we would be able to recruit a significant number of interested students and that industry would be eager to hire graduates often program. There is good evidence that the program will remain relevant for some time but with the rapid rate of change in this industry, MICA will need to stay abreast of changing program

requirements to maintain relevance. As with other MPS programs we will engage industry professionals to advise us on current trends and changes in the marketplace.

D. Reasonableness of Program Duplication (search for similar programs in MD [here](#)):

MICA has reviewed the state's Academic Program Inventory and found one other program focused on product management. Capital Technical University in Laurel offers a research-based PhD in product management. MICA's MPS PM is distinguished from Capital Technical University's program by its focus on career focused learning within the product management field rather than research. Other than Capital Technical University there are no programs that have similar program goals to MICA's MPS PM.

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

MICA's MPS PM will have no impact on the implementation or maintenance of high-demand programs at Historically Black Institutions (HBI's). This program is unique in the state. The MPS PM program can recruit students who are alumni from the HBI's in the area, including Morgan State University, Coppin State University, Bowie State University, and the University of Maryland Eastern Shore.

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

MICA's MPS Product Management program is focused on traditional strengths and identity in the areas of art, design, and creativity. As such, there is no significant impact on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR 13B.02.03.10](#)):

The Master of Professional Studies (Low Residency/Distance Learning)-15 months: Product Management program will be a 30-credit hour program within MICA's Open Studies Division. The curriculum and graduation requirements of the program were carefully developed in partnership with faculty and small panels of external advisors to ensure relevance for alumni career success. Three current faculty members (two adjunct faculty with professional backgrounds in product management and the chair of MICA's Graphic Design BFA program) consulted on the development of the program's curriculum, as did five professionals with leadership roles in product management from Capital One, JP Morgan Chase & Co., McCormick & Company, NASA, EPAM Continuum, and a team of consultants at KPMG.

The MPS Product Management will model MICA's existing MPS programs with two annual starts and an initial projected enrollment of 25 students in both the fall and spring starts. Current projections are for steady enrollment growth over the first five years. Graduates of this program will learn how to integrate business strategy, design, project management, and technical skills into the innovation and execution of product and services development and management. They will be equipped to pursue careers in IT, Finance, Health Care, and Government among other industries. In the initial stages of the development of this program in 2019, MICA had a job postings analysis conducted to determine the size of the job market for graduates and found 38,609 job postings for product managers where a master's degree was required.

The MPS PM goals align well with the competencies expressed in the NASAD handbook. The Program Learning Outcomes (PLOs), listed on the next page, were crafted with NASAD competencies forefront in mind.

At the end of the MPS PM program, students will:

1. Identify distinct uses of product management methodology and describe how product managers function within a variety of industries and organizations.
2. Will be able to employ tools commonly used in the industry for managing cross-functional teams, product development methodologies, user research, data management, project management, road mapping, and prioritization.
3. Be able to conduct research, synthesize data, and gather insights.
4. Demonstrate the ability to manage teams of diverse professionals and negotiate with product stakeholders.
5. Demonstrate how to create a preliminary model of a product or service and how to use the prototype to test and develop ideas as a way to prove a concept.
6. Demonstrate obtained knowledge about business topics relevant to product managers and ways to measure a product or service's commercial value to the business.

In detail, the curriculum of the program, as outlined below contains eight online courses and one three-day on-site Residency. As with MICA's other MPS programs, the Project Management program is organized as a series of 3 to 4 credit classes, taken one at a time in sequence over four academic terms. All courses are offered on a closed cohort basis and enrollment in the MPS PM is limited to students enrolled in the Product Management program. The program starts with an orientation designed to acclimate students to MICA staff, policies, and the program. The academic components of the program begin with a foundational course in Product Management. Other courses include areas of focus in business, team management, design, prototyping, negotiations, tools, and research. The program concludes with the Capstone Development and Presentation class, in which students will present a final portfolio that documents approaches to envisioning, researching, synthesizing data, and insight gathering; use of tools and methods; prototyping; team and project management; and defining a business case. Throughout the Product Management program, projects and assignments will be collaborative and faculty will evaluate all assignments to provide critical analysis for assessment purposes.

Core of Required Studies in Product Management	Other Studies	Elective	Total
29 credits	1 credit	0 credits	30 credits
97%	3%	0%	100%

Core of Required Studies in Product Management

Number	Course	Credits
TBD	Foundations of Product and Services Mgt	3
TBD	Product Management Tools	4
TBD	Design Essentials	4
TBD	Prototyping	3
TBD	Negotiations: Managing Cross-Functional Teams and Stakeholder Expectations	4
TBD	Business Topics for Product Managers	3
TBD	Design Lab: The Industry Challenge	4
TBD	Capstone Development & Presentation	4
Total		29

Other Studies

TBD	Residency	1
Total		30

Course descriptions are included in Appendix A.

MICA's degree programs are approved and listed by the National Association of Schools of Art & Design (NASAD) which articulates specific goals and competencies for programs in various curricular areas. The MPS PM goals align well with the competencies expressed in the NASAD handbook and the curriculum and program learning outcomes (PLOs), articulated in the previous section, were crafted with NASAD's requirements forefront in mind. This program has been submitted for NASAD approval concurrently with this submission for MHEC approval.

As with MICA's other MPS programs, the Product Management curriculum will be a combination of synchronous and asynchronous learning. Students have regular class time when they meet with their instructor and fellow students via video conferencing technology. Students also work collaboratively with one another via video. In addition, they use MICA's LMS to engage in a variety of learning activities that are performed asynchronously. MICA follows NASAD standards for the relationship of credit hours for time on task. One credit equals 45 hours of study and three credits equals 135 hours of study. MPS courses breakdown time spent on learning activities as follows:

SAMPLE					
		Breakdown of hours per credit			
TASK GROUPS	Breakdown of TASK GROUPS	1 credit	2 credits	3 credits	4 credits
	Total live lecture and discussion	10	20	30	40
Class activities in the LMS	Quizzes	1	2	3	4
	Discussion	2	4	6	8
	Collaborations	1	2	3	4
	Live chat	1	2	3	4
	Total class activities in the LMS	5	10	15	20
Homework	Research	6	12	18	24
	Readings/Videos	6	12	18	24
	Making	2	4	6	8
	Writing	4	8	12	16
	Testing	12	24	36	48
	Total homework	30	60	90	120
TOTAL HOURS		45	90	135	180

A portion of the online learning training that students and faculty must complete includes an overview of proper netiquette. MICA's netiquette policy is posted on the LMS site. Netiquette is the combination of traditional course etiquette and online etiquette, creating an engaging and dynamic online learning environment. This is necessary because online courses rely on online communication to share course content, student work, and instructor feedback. The more aware students are of online course etiquette, and the more they use it, the more success students will have in their online academic work. It encourages students to be mindful of participation, to practice collaboration, and to remain courteous of other students.

Login authentication for MICA online courses confirms that student registration matches user logins. The login authentication is maintained by MICA's Student Information System (SIS) and BioSig-ID, a Third Party Secondary Authentication Biometric platform that captures a user's unique movements including direction, speed, length, angle, pressure and height as they draw and create their passcode. Each time a user logs in, the passcode is compared, and only if the patterns match will the legitimate user gain access to the online activity. BioSig therefore guarantees that the one performing tasks within the online course is the actual student enrolled by using behavioral biometrics to open content, assignments and assessments. BioSig-ID also includes reporting of Suspicious Activity Reports (SAR).

The nature of art and design pedagogy includes robust formative assessment as students develop skills in their chosen discipline or medium. In addition, all programs at MICA are expected to be engaged in ongoing summative assessment of student learning relative to their program learning outcomes (PLOs). Student achievement of learning outcomes will be documented in the program's Annual Report. The student artifacts, rubrics, and associated data used in assessment will be saved in MICA's PLO Assessment Archive which was established in 2015-16.

Consistent with MICA's long-standing practice of honesty and integrity in its communications, all advertisements, recruiting, and admissions materials related to the MPS PM program will clearly and

accurately represent the program and student support services. Once enrolled, students will have ongoing advisement about curricular requirements, progress toward their degree, costs and financial aid, student support services, and policies/expectations related to the program.

H. Adequacy of Articulation, If applicable

Not Applicable.

I. Adequacy of Faculty Resources (as outlined in [COMAR 13B.02.03.11](#)).

As a highly specialized program that relies on a range of disciplines, only some of which has been taught at MICA, the faculty for this program will be recruited through networking with industry partners and engaging MICA's current faculty and their professional networks. Each of the eight courses in the program will be assigned to new part-time instructors with expertise in the particular subject matter of the course. All MPS faculty are vetted through an interview process that establishes their professional expertise, experience with concepts of andragogy, and their understanding of MICA's Diversity, Equity, Inclusion, and Globalization agenda. Once hired, all MPS faculty are provided training on MICA's primary educational technology tools: Canvas and Zoom.

Preparation for teaching in the program is critical. It is essential that instructors be prepared to meet MICA's standard and have fluency in assessment and the eLearning environment. Consequently, all new faculty are required to and compensated for attending workshops that focus on how to use online teaching tools and the pedagogy/andragogy of distance education. MICA uses Canvas as its learning management system. Canvas is supported by MICA's Educational Technology function. All faculty are provided access to training in Canvas via online modules, workshops, and individual consultations from Educational Technology.

MICA also encourages and supports the professional development of faculty in a number of ways including three internally funded grant programs that are focused on improvement of curriculum and teaching. These include a grant program specifically for adjunct faculty. Professional development workshops offered throughout the year as well as on two professional development days include evidence-based inclusive pedagogies, methodologies for the assessment of student learning, and the use of technology in instruction. The program budget also includes approximate \$4,000 annually to support professional development for faculty and program staff.

J. Adequacy of Library Resources (as outlined in [COMAR 13B.02.03.12](#)).

MICA's Decker Library is one of the country's best art and design libraries. The Library's collection of over 110,000 volumes, 130,000 e-books, 18,000 bound and unbound periodicals, 300 current serial subscriptions, 40,000 digital images, and 6,000 DVD titles exceeds the standards set by the National Association of Schools of Art and Design (NASAD). The main focus of the library collection is in visual art and design, while also maintaining a broad collection in the humanities. Approximately 3,500 titles are added to the collection each year with fifty to sixty percent of the book budget spent on acquiring monographs on the visual arts with the remainder building the general collection. The library also subscribes to ARTstor, Business Source Premier, Films on Demand, and Alexander Street Press Art and Architecture in Video.

In addition to the Decker Library, MICA has a Materials Library, which is a multidisciplinary resource for material research, exploration, and experimentation. The Materials Library includes an ever-expanding collection of material samples that are assigned a unique identification number and organized by type.

MICA participates in the Baltimore Academic Libraries Consortium, which permits direct reciprocal borrowing among most four-year colleges in the Baltimore metropolitan area. In-person access to three outstanding art library collections found within one and a half miles of MICA includes: The Milton S. Eisenhower Library at Johns Hopkins University, The Baltimore Museum of Art library, and The Walters Art Gallery library.

Art and Design Library Acquisitions (in Expenditures)			
Resource Categories	Prior Year Exp	Prior Year Exp	Current Year Budget
1. Books	\$76,700.50	\$72,500.00	\$25,000
2. Collected Editions	\$9,486.45	\$10,000.00	\$0.00
3. Periodicals	\$40,498.44	\$36,914.00	\$38,330
4. Images	\$3,904.49	\$3,906.88	\$3,923.40
5. Videotapes/films	\$12,163.30	\$9,000.00	\$12,000
6. Microfilm/microfiche	\$0.00	\$0.00	\$0.00
7. Electronic Access	\$67,021.75	\$48,456.12	\$57,204
8. Other	\$0.00	\$0.00	\$0.00
TOTAL (ADD 1-8)	\$209,774.93	\$180,777.00	\$136,457.40

Current Year Budget=FY21 *Budget amount is smaller than normal as a result of COVID-19 budget reductions.*)

Prior Year Exp=FY20

Prior Year Exp=FY19

Definitions

1. Books: One-time purchase of books—physical and electronic—not including Special Collections items.
2. Collected Editions: Items purchased for the library's Special Collections including artists' books, rare books, and materials.
3. Periodicals: Annual subscriptions for direct access to journals and magazines—physical and electronic.
4. Images: Annual subscriptions to primarily image-only content.
5. Videotapes/films: One-time purchase of film and video content—physical and electronic.
6. Microfilm/microfiche: One-time purchase of microforms.
7. Electronic Access: Subscription-based database content, not including: image databases, one-time purchases of e-content, or direct electronic journal subscriptions.

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

MICA's program in Product Management is, like other MICA MPS programs, designed to consume no existing physical resources, no new physical resources, and limited college services (as students are adult learners studying online and from a diversity of geographic locations). Key resources for consideration in operating this new program include staff and program leadership, faculty, library resources, Learning Management System needs (and related educational technology), product management related software, classroom and meeting space for the program's residency, marketing and recruiting resources, and admissions and registration resources. These resources currently exist at the College, in Open Studies, or are part of MICA's partnership with the Online Program Management company, Elsmere Education Incorporated.

All MICA faculty, staff, and students are provided with a free @mica.edu email account. MICA uses the Canvas Learning Management System that provides a flexible and adaptive e-learning environment that integrates with Google tools and web-conferencing software including Zoom. These tools allow students ease of access to course content and the ability to collaborate with faculty and classmates both synchronously and asynchronously.

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

MICA is fully committed to providing all of its programs with the administrative, financial, and technical support needed for the programs to fulfill their purpose. MICA is committed to supporting the success of this new program during its initial launch and through a period of five years as awareness of the program and enrollments build. If after five years, the program does not demonstrate the ability to be financially self-supporting, the College will implement changes to improve or sunset the program. Should the program be substantially modified or discontinued, curricular offerings will continue to be provided so that all enrolled students have the opportunity to obtain their degree within the normal period of time for completion.

Expenses related to faculty teaching in the program, software requirements for students, and new library resources are covered in the program's budget by student tuition. MICA's existing MPS programs have proven to be highly profitable, with operating profits of approximately 60% yielding net revenues in excess of \$3 million. Budget modeling for the MPS PM shows profit margins in excess of 50% which grow from approximately \$340,000 in the first year to over \$1.6 million by the fifth year.

Program 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					
a. Number of F/T Students	50	50	65	70	70
b. Annual Tuition/Fee Rate	\$28,125	\$28,125	\$28,125	\$28,125	\$28,125
c. Total F/T Revenue (a*b)	\$1,406,25	\$1,406,250	\$1,828,125	\$1,968,750	\$1,968,750
d. Number P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d*e*f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (ADD 1-4)	\$1,406,250	\$1,406,250	\$1,828,125	\$1,968,750	\$1,968,750

The MPS Product Management program does not require reallocation of institutional funds and will not impact existing programs. The enrollment projections are based on research conducted by Elsmere Education (EEI), which also include current trends within our other MPS programs. Based on the steady and exponentially increased enrollment across MICA's existing MPS programs, tuition has remained at a flat tuition rate of \$37,500. The annual tuition rate above reflects a reduction of that rate by 25% to reflect MICA's revenue share agreement with EEI for OPM services. The program does not seek grant and/or contract funding; it will remain sustainable through enrollment.

Program Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$40,748	\$74,704	\$81,495	\$106,396	\$106,396
a. Number of FTE	1.25	2.3	2.5	3.3	3.3
b. Total Salary	\$40,748	\$74,704	\$81,495	\$106,396	\$106,396
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin Staff (b+c below)	\$78,000	\$79,170	\$80,358	\$81,563	\$82,787
a. Number of FTE	1	1	1	1	1
b. Total Salary	\$ 65,000	\$ 65,975	\$ 66,965	\$ 67,969	\$ 68,989
c. Total Benefits	\$ 13,000	\$ 13,195	\$ 13,393	\$ 13,594	\$ 13,798
3. Support 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
4. Technical Support and Equipment	\$1,375	\$1,416	\$1,458	\$1,502	\$1,547
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$282,117	\$293,259	\$315,135	\$337,023	\$358,924
TOTAL (Add 1-7)	\$402,240	\$448,549	\$478,446	\$526,484	\$549,654

As is the case with MICA's existing MPS program, all of the faculty for the program will be Part-time and do not receive a benefits package from the College. The Product Management program will require the addition of have one administrative staff position listed in the table above. The program will also have additional support from the existing centralized staff of the Open Studies division in which the program resides; those staff expenditures are not increased by the addition of this program. Technical support includes video-conferencing accounts and storage. The "other expenses" line reflects additional on-going costs associated with the program with the largest portion (66%) of the expense being marketing.¹

¹ MICA's MPS programs are not included in the College's centralized marketing and recruiting efforts/budgets. Open Studies is responsible for the marketing efforts and associated costs of each MPS program.

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

The nature of art and design pedagogy includes robust formative assessment as students develop skills in their chosen discipline or medium. All programs at MICA are expected to be engaged in summative assessment of student learning relative to the program's learning outcomes (PLOs) on an annual basis, using direct evidence of student learning when appropriate. In addition to assessments of student learning, programs use student retention data, student surveys, course evaluations, and faculty reviews to evaluate the effectiveness of the program. Evaluation of faculty and their teaching effectiveness follows guidelines set out in MICA's Faculty Handbook and the evaluation of part-time faculty follows a college-wide process and procedure developed as part of the collective bargaining agreement with SEIU, the union representing the adjunct faculty at MICA. Programs document their effectiveness as well as plans for improvement/expansion in their annual report.

In addition to the reviews that occur annually, all degree programs at MICA participate in formal Academic Program Review (APR) every five to eight years. The APR process, which includes a site-visit from one or more external reviewers, follows an established set of procedures and guidelines for the analysis of program context (role, curriculum, and learning outcomes); staffing and enrollment; resources (fiscal, facilities, and equipment); vision for the future; and measures of success.

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

For the new MPS Product Management program and across the College, recruitment of diverse students is a priority. In an effort to attract qualified applicants who represent diverse experiences, cultures, ethnicities, and socio-economic backgrounds, the College seeks to increase admissions outreach for both new and returning students who represent underserved populations. Recruitment for the new MPS Product Management program targets the local urban and regional areas, and applications that represent cultural, racial, and ethnic diversity receive focused support and attention as part of the admission process.

O. Relationship to Low Productivity Programs Identified by the Commission

Not Applicable.

P. Adequacy of Distance Education Programs, If applicable (as outlined in [COMAR 13B.02.03.22](#))

MICA has been designated by the MHEC and MSCHE as eligible to provide distance education. The College currently offers three fully online programs and offers online courses in several of its other programs. The development, rigor, implementation, integrity, evaluation, and governance of MICA's distance education programs follow C-RAC guidelines. In addition, MICA is a participant in State Authorization Reciprocity Agreement (SARA), an agreement among member states that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs.

Appendix A

Course Descriptions:

Residency (1 credit)

This weekend-long experience is designed to have students implement the concepts, methods, and strategies learned thus far in the program. Students will:

- Network with industry professionals
- Collaborate with their program cohort and faculty
- Experiment with technologies and applications in workshop settings to enhance understanding of the application of product management tools
- Listen to experts and gain insight into industry trends and strategies

Two elective sessions will be offered across all three MPS residencies to enable cross disciplinary sharing and networking with peers in UX Design, Data Analytics and Visualization, and Business of Art and Design programs.

Foundations of Product Management (3 credits)

Customers don't access brands in a vacuum, but within complex chains of interactions. Products and services, whether tangible or digital, require a digital business strategy to market products, engage customers and build brand loyalty, analyze consumer transactions, and manage operating costs. Product managers lead these activities. Product managers must have a complete understanding of how products and services are designed and created as well as an understanding of all channels through which a customer engages with the business.

Students in Foundations of Product Management explore the history and context of Product Design. The course provides an introduction in how the integration of design, business strategy, project management, and technical skills is leveraged for the innovation and execution of product and services development and management. Participants hear from industry professionals, research product management topics, create presentations to share PM topics with fellow students, and participate in team-based activities that create a facsimile of product management teams. Students will identify distinct uses of product management methodology and describe how product managers function within a variety of industries and organizations.

Program content also includes exercises related to the application of logic, imagination, intuition, and systemic reasoning as tools for innovation and a foundation for good product management.

Product Management Tools (4 credits)

Students gain an understanding of the product design and management cycle from research and research synthesis to prototyping and validation. The course focuses on employing tools commonly used in the industry for managing cross-functional teams, product development methodologies, user research, data management, project management, road mapping, and prioritization. Course participants complete exercises that employ these tools in ways that highlight their value to the product management process while gaining proficiency and preparation in the use of these tools for the remainder of the program.

Design Essentials (4 credits)

Design practice associated with iteration, praxis, heuristics, tolerance for ambiguity, and perseverance drives imagination (envision new possibilities), creativity (deploying existing concepts to create new ones), and innovation (improving on existing concepts and systems). The following topics are explored for the purpose of establishing design and design systems as a central focus of product management.

Design Essentials assignments/projects focus on these related topics:

- **Strategic Design**
Students acquire skills to apply future-oriented design principles to increase an organization's innovative and competitive qualities.
- **Customer Research**
Students attain an ability to conduct research, synthesize data, and gather insights
- **Design of Physical and Digital Experiences**
Students obtain an understanding of customer behavior related to the usability, usefulness, and desirability provided in the interaction with a product or service
- **Visual Design Basics**
Students learn the basic elements that combine to create successful visual designs

Prototyping (3 credits)

Students apply knowledge gained in Design Essentials. Assignments and projects are focused on gaining an understanding of how to create a preliminary model of a product or service and how to test and develop ideas as a way to prove the concept. Employing industry relevant prototyping tools learned in Product Management Tools, students use design methods to combine, expand, and refine ideas, and to create multiple drafts while seeking feedback from diverse groups of people, including end users, clients, etc. Students also investigate supply-chain sustainability and the product manager's responsibility to financial stakeholders and environmental and social concerns.

Negotiations: Managing Cross-Functional Teams and Stakeholder Expectations (4 credits)

Students learn to lead with a clear vision, inspire team investment in a product or service, set goals, facilitate communication and collaboration, manage conflict, and achieve success. Coursework explores product development methodologies with the goal of building their capacity to evaluate and employ various product development methodologies with particular emphasis on Agile methodology. This course also teaches fundamentals of project management, including project scope, time management, quality control, and budget management.

Students also gain an understanding of the importance of managing stakeholder expectations and the need to establish a clear definition of success, ways for stakeholders to see and comprehend value, methods to execute against objectives, and strategies for regular and coherent communication to stakeholders.

The acquisition of key tactics for reaching satisfactory resolution between multiple parties (negotiations) is embedded within this course.

Business Topics for Product Managers (3 credits)

Product managers must understand business metrics such as Return on Investment (ROI), Monthly or Annual Recurring Revenue (MRR or ARR), Customer Acquisition Cost (CAC), fixed and variable costs, active users, churn rate, risk, etc. Understanding strategic positioning, knowing the audience, what they need, and how a product fills the need, is also essential to product management. Establishing where a product exists in the market sets the foundation for establishing the value of a product to customers.

Assignments and projects in Business Topics for Product Managers focuses on these related topics:

- **Monetization/Commercialization**
The ability to measure a product or service's commercial value to the business.
- **Value Creation**
The understanding of how businesses deliver value to their customers.
- **Market Evaluation**
The ability to assess a business or product idea based on the market potential.
- **Marketing**
The understanding of how to attract prospective customers and convert them into consumers. An understanding of when and how to leverage different marketing media and channels for optimal impact.
- **Digital and physical touch points**
An understanding of any interaction a person has with an organization, a company, a brand, or a product before, during, and after purchasing a product or service---in today's world, the very first such interaction will most likely be a digital touch point.
- **Digital metrics**
An understanding of KPIs such as traffic, average time on site, bounce rate, conversion rate, cost per lead, customer retention rate, return on ad spend, etc.

Design Lab: The Industry Challenge (4 credits)

Working with industry partners and case studies, students in The Industry Challenge integrate past program learning into an exploration of product lifecycle management (PLM); the process of managing the entire lifecycle of a product from inception, through design and manufacture, to service and disposal of manufactured products. This course focuses on the integration of people, data, processes, and business systems, and a product information “backbone.”

Students employ product strategy concepts that establish a roadmap to develop a product or feature. The product strategy will include all tasks required to achieve the product or services goals.

Students also create a business case that captures the reasoning for initiating a project or task and conveys a product or service’s preparation to compete and add unique value to the marketplace. The business case also focuses on the relationship between resource allocation and specific business needs.

Students in Design Lab: The Industry Challenge begin foundational work on the conception of and articulation of their Capstone project.

Capstone Development and Presentation (4 Credits)

In Capstone Development and Presentation students integrate all aspects of the Product Management curriculum in a final project. Students identify a project that allows them to conceive, build, and launch a product or improve on an existing product. The capstone centers on the completion of a product strategy that:

Will be a system of achievable goals that work together to align work around desirable outcomes that satisfy business goals while satisfying customers. The plan should outline an end-to-end vision for the product that optimizes performance and efficiency. Students will include approaches to envisioning, researching, synthesizing data, insight gathering, use of tools and methods, prototyping, team and project management, defining a business case, etc. with the goal of creating a final presentation/portfolio piece.

Each student will be assigned to a multidisciplinary team to complete their final project. Assessment of final capstone projects will emphasize an individual student’s completion of their own unique product strategy. Students will also be assessed on how well they engaged and supported the work of their teams.

**** Outcomes for capstone:**

- Students will produce a fully developed product strategy for a new or existing product or service.
- Students will gather research and use their findings to define market potential and product value to key stakeholders
- Students will give an oral presentation of their research findings, prototype and final product or service
- Students will demonstrate an ability to work independently and as part of a team to finalize a developed product strategy