



April 15, 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: BFA in Ecosystems, Sustainability, and Justice.

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 above the typed name.

David Bogen
Vice President for Academic Affairs and Provost

MARYLAND
INSTITUTE
COLLEGE
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	\$850.00	Date	3/23/2021
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check #	Amount:		Submitted:	

Department Proposing Program	Undergraduate Studies		
Degree Level and Degree Type	Baccalaureate; Bachelor of Fine Arts		
Title of Proposed Program	Ecosystems, Sustainability, and Justice		
Total Number of Credits	120		
Suggested Codes	HEGIS: 109900.00	CIP: 50.1101	
Program Modality	<input checked="" type="radio"/> On-campus <input 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 type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2022		
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: 05/22/2020		

Revised 1/2021

BFA in Ecosystems, Sustainability, and Justice

New Program Proposal

April 14, 2021

This program was approved to move forward in seeking MHEC approval by MICA's President and Board of Trustees on May 22, 2020.



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Proposal

A. Centrality to Institutional Mission and Planning Priorities:

Consistent with MICA's mission, this program empowers students to make a more just and sustainable world. The BFA in Ecosystems, Sustainability, and Justice (ESJ) prepares graduates to understand and address "wicked problems," grand, protracted contemporary challenges to more sustainable futures, social equity, and ecological systems and the built environment, using creative tools and collaborative approaches informed by a liberal education rich in methodological diversity. Students choose from a broad menu of academic and studio courses to customize their program of study; one that is interdisciplinary, focused on creative problem solving, and committed to responsible engagement. The focused yet flexible liberal arts education and rigorous training in design or fine arts prepares students for a wide range of creative professional careers that support purposeful and successful lives.

Environmental and social justice are inextricably intertwined. Therefore, ESJ students study environmental problems and inequality together as they manifest locally and in a global context, developing sensitivity to matters of history and scale that prepare them to become adept collaborators wherever their work takes them. Later in their studies, the students, through their choice of courses and topics of concern, focus on an environmental and/or social problem for a research-based capstone project. With its tremendous range that includes local engagement, global awareness, and frameworks for understanding inequality, nature, and culture, the ESJ major pathway aspires to fulfill MICA's commitment to art and design education with an understanding of diversity, equity, inclusion, and globalization.

MICA is internationally recognized for its graduate programs in Community Arts, Curatorial Practice, and Social Design. These programs have defined MICA's commitment to education that meaningfully includes community and social engagement. This proposal emerges from approaches developed in these graduate programs and the 15-credit undergraduate minor in Sustainability and Social Practice. Initially offered in the fall of 2011, the Concentration offers a curricular pathway for students to thematically focus their BFA education on the issues of environmental and social justice. Since inception, the minor has averaged 17 students from nearly every major. Reinventing the minor into a stand-alone major fulfills student demand for programs of study in art and design that are flexible, choice-based, and socially engaged; creates a preparatory pathway for students interested in pursuing art or design for social change at the graduate level (which might include an MA in Social Design (MASD) in a fifth year); and fulfills MICA's mission and vision to strengthen the College's presence as a local and global partner.

Substantial requirements in upper-level art and design studio courses (66% at the 300 and 400 level) guarantee that students develop facility in a specific area of practice. Students in the major will pursue careers as designers able to effectively convey identity and messaging for clients engaged with issues of social and environmental equity; as artists pursuing socially and environmentally engaged practices; and hybrids of the above. In addition, graduates will be equipped to pursue employment as creative professionals in private or nonprofit organizations focused on advocacy and public service, and in creative positions within the private sector. Possible career pathways (singly or in combination): Fine art, Graphic design, Activism/community advocacy and organizing, Political organizing/policy work, Industrial/Product design (with a combined major in Product Design), Sustainable fashion design or management (with a combined major in Fibers), Social Design.

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

Given the intertwined states of global climate and inequality, one of the most necessary and effective occupations in the next fifty years will be to modernize the dominant ecological narrative and to promote the story of what ecological justice looks like. This work requires thinking that is different from what came before. (The dangers of anthropogenic climate change have been known for 40 years but have failed to motivate commensurate action.) This thinking requires deeply integrative academic and studio research, which is explicitly cultivated through the ESJ curriculum.

The Ecosystems, Sustainability, and Justice proposed major is a unique program that aims to provide students who are pursuing a BFA degree with contemporary thematic interests. The major aims to deliver high impact experiences outside the traditional classroom to challenge students to utilize their creative talents to contribute to solving and/or raising awareness with regard to challenging societal and environmental problems as well as social justice issues. The major curriculum aligns with the Maryland State Plan via the stated Innovation goals and accompanying strategies: “Foster innovation in all aspects of Maryland higher education to improve access and student success.” Within this area, Strategy 10 “Expand support for research and research partnerships” and Strategy 11 “Encourage a culture of risk-taking and experimentation” are two areas of synergy between the Ecosystems, Sustainability, and Justice proposed major and the Maryland State Plan.

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

The new major in Ecosystems, Sustainability, and Justice has grown out of a successful related minor titled Sustainability and Social practice. MICA has successfully used minor programs as a way of testing student interest in innovative curricula. Student demand for the Sustainability & Social Practice minor has increased over the last three years from 27 to 31 students, a period when 89 students graduated with this minor. (In AY18, there were 27 minors. In AY 19 and AY 20 there were 31 minors.) Current numbers in the minor indicate that there will be student interest in the proposed major; we expect that at least half or more of the students who now regularly minor in Sustainability & Social Practice will seek the Ecosystems, Sustainability, and Justice major.

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

While there are a number of environmental studies/science programs at Maryland institutions of higher education, none of them are BFA degrees that integrate art and design education with sustainability or studies of social inequities. Thus, the Ecosystems, Sustainability, and Justice major with its required 60 credit hours of art & design study, does not duplicate any of the existing bachelor degree programs at other Maryland colleges/universities.

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

MICA’s ESJ program will have no impact on the implementation or maintenance of high-demand programs at Historically Black Institutions (HBIs). This program is unique in the state.

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

The ESJ program is focused on MICA’s 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 Bachelor of Fine Arts-4 years: Ecosystems, Sustainability, and Justice is designed to deliver a robust, relevant liberal arts experience in combination with advanced work in art and design. The Ecosystems, Sustainability, and Justice major at MICA offers emerging artists and designers the opportunity to purposefully integrate their studio education with a strong liberal arts thematic core program. As an interdisciplinary BFA, the program provides MICA students a flexible major that empowers them to choose a custom studio pathway in alignment with their liberal arts thematic core.

The educational objectives of this program are to instill in students the capacities to:

1. Engage in systems thinking to articulate the major interconnected problems facing us as informed by current research in social and environmental science.
2. Compare, using case studies, a series of “wicked problems” that engage questions of social justice and environmentalism through methodologies grounded in contemporary language, theory, science, and relevant histories.
3. Develop a body of research-based creative work that evidences understanding of the interconnections and dynamics of social and environmental systems.
4. Demonstrate the capacity to make ethical, creative, and informed decisions as a socially engaged professional who can engage in cross-disciplinary problem solving.
5. Apply creative and research skills including human and earth-centered design processes to a variety of professional opportunities.
6. Collaborate across disciplines, acknowledging multiple and varied stakeholders within the College and beyond.

Program learning outcomes; an ESJ BFA graduate will be able to:

1. Compare the arguments, evidence, and methods of research on prominent social and environmental problems and proposed solutions.
2. Use contemporary language, theory, science, and relevant histories to contextualize systems undergirding complex social and environmental issues.
3. Assemble a multidisciplinary review of scholarship and creative work that is germane to a practice they are developing.
4. Deploy ethical best practices when working with others in various modes: planning and doing community engagement; designing and conducting human subjects research; preparing to join and advance ongoing projects.
5. Apply human-centered design processes to projects that encompass multiple disciplines.

The curriculum is as follows:

Core Courses	Supporting Courses in Art & Design	General Studies	Art/Design History	Total
15 credits	60 credits	33 credits	12 credits	120 credits
12.5%	50%	27.5%	10%	100%

Core Courses

Number	Course	Likely Year	Credits	Required/Elective
ESJ 201	Introduction to ESJ	Sophomore	3	Required
ESJ 300	Engagement seminar I: Research	Junior	3	Required
ESJ 301	Engagement seminar II: Social/Design Praxis	Junior	3	Required
OR				
ESJ 302	Residency/Internship	Junior	3	Required
ESJ 400	Thesis	Senior	3	Required
ESJ 401	Professional Practice and Pathway Planning	Senior	3	Required
Total Core Courses			15 Credits	

Supportive Courses in Art and Design

Number	Course	Likely Year	Credits	Required/Elective
FF 111	Forum I	First Year	3	Required
FF 112	Forum II	First Year	3	Required
FF 120 A	Color/Design/Process	First Year	3	Required
OR				
FF 120 B	Color/Design/Pattern	First Year	3	Required
FF 130 A	Form & Space: Prototype, Situate, Fabricate	First Year	3	Required
OR				
FF 130 B	Form & Space: Body, World, Machine	First Year	3	Required
FF 140 A	Systems/Time: Haptics and Optics	First Year	3	Required
OR				
FF 140 B	Systems/Time: Cartographies	First Year	3	Required
FF 161	Drawing: Tradition & Innovation	First Year	3	Required

FF 162	Drawing: Contemporary Practices	First Year	3	Required
	Studio Elective (26 credits at 300 level and above)	Variable	39	Required
Total Supportive Courses in Art and Design			60 Credits	

General Studies

Number	Course	Likely Year	Credits	Required/Elective
HMST 101	Frameworks (option for Ecology & Society or Environmental Racism themes)	First Year	3	Required
IHST 200	Intellectual History (IHST) I: Constructing and Critiquing Sustainability (new)	Sophomore	3	Required
IHST 201	IHST II	Sophomore	3	Required
NSCI 200	Climate & Environment (new)	Soph/Junior	3	Required
NSCI 201	Science/math elective	Soph/Junior	3	Required
NSCI 300	Science/math elective	Junior/Senior	3	Required
LIT 300	Literature (or Creative Writing)	Junior	3	Required
HMST 300	Research Ethics (theory) (new)	Junior	3	Required
HMST 301	elective: <i>values & ethics focus</i>	Sophomore	3	Required
HMST 302	elective: <i>space & structure focus</i>	Junior/Senior	3	Required
HMST 303	elective: <i>value & exchange focus</i>	Junior/Senior	3	Required
Total General Studies			33 Credits	

Art and Design History

Number	Course	Likely Year	Credits	Required/Elective
AH 100	Art Matters	First Year	3	Required
AH 201	Modernism & After	Sophomore	3	Required
	Elective (non-Western)	Variable	3	Elective
	Elective	Variable	3	Elective
Total Art & Design History			12 Credits	

Descriptions for the Core courses are included in Appendix A.

MICA has clear and consistent credit hour policies. In general, 3-credit studio courses are assigned to meet 5 hours each week of a 15-week semester, and 3-credit academic courses are assigned to meet 3 hours each week of a 15-week semester with the understanding that all 3 credit courses require 135 hours total in class and outside work. Courses based on different contact formats and/or timeframes for

delivery, and/or a greater or lesser number of credits than 3, must demonstrate—as an integral part of the approval process—that they meet the College’s definition of a credit hour.

Students complete 120 credits, which includes a studio elective in the first year and optional ESJ-targeted sections of Art Matters and Frameworks. The ESJ core including the thesis course focuses on creative, responsible engagement and putting academic and studio work into practice. Academic requirements (“general studies” and art history) also satisfy College requirements in the Liberal Arts. Almost all requirements can be fulfilled by several courses from which students choose based on subject interest, practical skill-building, or both. Beyond the first year and major-specific seminars, ESJ students take 39 credits of studio courses, with two-thirds (26 credits) required at the 300 and 400 level to support studio proficiency. The flexible program permits students to fulfill the requirements of another studio major with only three to six additional credits (over the 120 credits for the ESJ major) should they wish to specialize in one of MICA’s eighteen areas of study such as Architectural Design, Interdisciplinary Sculpture, Fiber, or Graphic Design. Studio courses taken as part of their degree plan for achieving the BFA in ESJ may also be used to satisfy the requirements for one of MICA’s minors.

The first required course in the program, *Introduction to ESJ*, a sophomore requirement, is designed to be multi-disciplinary and introduces students to issues of environmental crisis and social inequality as it also introduces creative practices and forms of communication about addressing these issues. Students are also required to take Engagement Seminar I, which focuses on research and best practices for arranging partnerships and collaborations that are ethical and effective; and Engagement Seminar II, which supports field-based work. Students may complete an internship or residency as a substitution for Engagement Seminar II.

The clearest demonstration of student competencies and abilities can be seen in the body of work students present and produce in the ESJ thesis course, in which students use the skills they learned in their previous coursework, especially the Engagement Seminars focused on research and practice, to design, execute, and communicate about a project combining ecosystems- and social injustice-relevant knowledge and art or design practice.

As students learn to work across fields of knowledge and making, they gain technological skills in their studio work and use the technologies and programs pertinent to a liberal arts education.

To support their individual pathways, students will receive ongoing advising starting in the first year (or when the student declares the major) by the director of the program or a full-time continuing faculty member affiliated with the major curriculum. Students may choose to pursue thematic interests in, for example, materials, political organizing, or specific geography and will receive tailored advice as they choose courses with thematic synergy as they also fulfill requirements.

Students must satisfy specified degree requirements, maintain a minimum cumulative grade-point average of 2.00, and complete a minimum of 120 course credits (with no more than 60 as transfer credits) including the appropriate quota of courses in First-Year Experience, Art History, a studio focus, and the ESJ curriculum as detailed in the curricular table above.

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 Ecosystems, Sustainability, and Justice program will clearly and accurately represent the program and student support services.

General Education

In accordance with the State of Maryland COMAR 13B.02.02.16.E, each of MICA's undergraduate degree programs delivers an integrated and structured general education experience, in which general education skills and knowledge are achieved. These learning outcomes are embedded in required courses or distribution requirements that students must take through their First-Year Experience coursework, their Art History courses, their general studies coursework in MICA's Humanistic Studies program, and the coursework in their major.

The new ESJ program will achieve the goals listed in COMAR 13B.02.02.16.E.(1) as follows:

(a) Communicate effectively in oral and written English;

- Expository, analytical, and expressive written composition are learning outcomes associated with the required courses *Art Matters*, *Critical Inquiry*, and *Modernism(s)*; as well as nearly all upper-level Art History and Humanistic Studies courses.
- Oral communication is a learning outcome in the required *Critical Inquiry* course and also in nearly all studio art and design classes at MICA, in which the process of verbally critiquing peers' work, and one's own work, is an essential component.
- MICA offers robust support services for students who have difficulty with speaking and writing due to learning differences, or status as English language learners (non-native speakers). This includes special sections of *Art Matters* and *Critical Inquiry* for ELL students that are taught by faculty members certified in their content areas and ELL instruction.

(b) Read with comprehension;

- Reading with comprehension is a learning outcome for all Art History and Humanistic Studies courses at MICA. All MICA undergraduates are required to complete at least one course expressly devoted to reading and understanding literature.
- MICA offers robust support services for students who have difficulty with speaking and writing due to learning differences, or status as English language learners (non-native speakers). This includes special sections of *Art Matters* and *Critical Inquiry* for ELL students that are taught by faculty members certified in their content areas and ELL instruction.

(c) Reason abstractly and think critically;

- Each of the courses in MICA's First-Year Experience program seek to help students develop the abilities to reason abstractly and to think critically. These skills are further developed in the required second-year *Modernism(s)* and Intellectual History courses and a majority of third and fourth-year elective Humanistic Studies courses. The pedagogy of the majority of MICA's studio art and design courses provides students with opportunities to exercise abstract and critical thinking skills through the critique process.

(d) Understand and interpret numerical data;

- All undergraduates at MICA are required to take at least one course in Mathematics/Natural Sciences, which include focused attention to understanding and interpreting numerical data. Examples of these course offerings include: NSCI 201A Scientific Readings: Astronomy - NSCI 201B Scientific Readings: Earth Science - NSCI 201C Scientific Readings: Climatology - NSCI 201D Scientific Readings: Human Anatomy - NSCI 201E Scientific Readings: Physics - NSCI 201F Scientific Readings: Pollinators or Famine - NSCI 201G Scientific Readings: Materials Alchemy - NSCI 210 Environmental Science - NSCI 215 Big Ideas in Science - NSCI 229 Biodiversity - NSCI 240 Scientific Controversies - NSCI 244 Objectivity - NSCI 245 The Science of Sustainability - NSCI 256 Foundations of the Scientific World View - NSCI 260 Logic.

(e) Understand the scientific method;

- All undergraduates at MICA are required to take at least one course in the Natural Sciences, which include focused discussion of the scientific method, and its contemporary and/or historical applications. Examples of these course offerings include: NSCI 201A Scientific Readings: Astronomy - NSCI 201B Scientific Readings: Earth Science - NSCI 201C Scientific Readings: Climatology - NSCI 201D Scientific Readings: Human Anatomy - NSCI 201E Scientific Readings: Physics - NSCI 201F Scientific Readings: Pollinators or Famine - NSCI 201G Scientific Readings: Materials Alchemy - NSCI 210 Environmental Science - NSCI 215 Big Ideas in Science - NSCI 229 Biodiversity - NSCI 244 Objectivity - NSCI 245 The Science of Sustainability - NSCI 256 Foundations of the Scientific World View - NSCI 260 Logic.

(f) Recognize and appreciate cultural diversity;

- All undergraduate degree programs at MICA include a robust curriculum of Art History and Humanistic Studies classes, which collectively cultivate a rich appreciation for cultural diversity. In particular, all undergraduates take at least two courses devoted to Intellectual History, in which an appreciation of cultural diversity is a specific goal.
- Recognition and appreciation of cultural diversity is also a central mission of MICA, and is buttressed throughout a student's time at the College through robust co-curricular offerings of lectures, workshops, and off-campus opportunities for internships and community engagement. These goals are also recognized within MICA's Institutional Learning Outcomes, and as a result, are increasingly woven into many course plans across all areas of curricula.

(g) Understand the nature and value of the fine and performing arts;

- All MICA undergraduates take a rich complement of coursework that helps them build an understanding of the nature and value of the fine and performing arts including at least four Art History courses. In addition, nearly all of their other coursework supports students' learning as makers and critical appreciators of fine art and creative design.

(h) Demonstrate information literacy;

- Information literacy is essential to the growth of all MICA students, and is embedded into nearly every course at the College. In particular, *Critical Inquiry* and *Art Matters* which are required courses in the First-year Experience have developing information literacy as a prime objective of the courses. The staff of MICA's Decker Library collaborates with faculty on issues of information literacy and librarians provide formal information literacy instruction in conjunction with approximately 260 courses and provide nearly 200 additional individual research consultations annually.

H. Adequacy of Articulation, If applicable

Not Applicable.

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

MICA faculty are committed in principle to the outcomes of this program. Many have had success teaching courses focused on environmental studies, social science, and public engagement through art and design and will be eligible to teach many of the core courses in the program. Faculty who are currently anticipated to teach in the initial years of the program are listed in the table on the following page.

MICA has appointed full-time faculty member Mel Lewis to serve as the inaugural Program Director for the proposed major, Ecosystems, Sustainability & Justice, commencing August 1, 2021. Mel is a social justice scholar and practitioner. In addition to their MA and PhD, Mel holds a MS with a focus on Gender and Black/Ethnic Studies and is credentialed to develop and teach transnational feminist environmental justice and social movements, the Black transatlantic, colonization/plantation economies, ecofeminism/queer ecologies, and related research methods, at the undergraduate level. Mel's own creative work engages social and environmental justice for BI+POC communities in the Gulf South.

The group of current MICA faculty who served as readers on this proposal are likely initial advisory partners as the curriculum is elaborated in the next four to five years, while the first cohort of majors makes their way through the degree plan.

Hiring a full-time faculty member in the natural sciences is anticipated in the future in order to achieve the fullest expression of the program. A search for that new full-time faculty member with subject matter expertise in one of the natural sciences, geography, or science studies will likely commence in 2022.

Name	FT or PT	Year Hired	Highest Degree	Institution	Major	Emphasis	Courses to be Taught in the Program
Kristian Bjornard	FT	2014	MFA	MICA	Graphic design	NA	Design
Ryan Hoover	FT	2008	MFA	MICA	Mount Royal School of Interdisciplinary Art	NA	Engagement seminars, biofabrication
Mel Lewis	FT	2019	PhD	University of Maryland	Women's Studies	NA	Program Director; Engagement seminars; electives in values & ethics, space & structure
Christine Manganaro	FT	2012	PhD	U of Minnesota	History of Science	NA	History, research ethics
Hugh Pocock	FT	1999	MFA	UCLA	New Genres	NA	Intro to ESJ, Engagement seminars, thesis
Valeska Populoh	FT	2008	MAT	MICA	Art Education	NA	Engagement seminars, thesis
Michael Sizer	FT	2007	PhD	U of Minnesota	History	Making Revolution	Environmental history
Eglute Trinkauskaite	FT	2010	PhD	Syracuse	Religion	NA	Deep Ecology, Native American Studies
Mike Weikert	FT	2003	MFA	MICA	Graphic Design	NA	Social design

MICA 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. In addition to the grant programs, MICA has a culture of peer-based faculty development which is coordinated by MICA's Center for Teaching Innovation and Exchange (C/TIE) and is anchored by formal professional development days twice a year. Professional development workshops offered throughout the year, as well as on the two professional development days, include evidence-based inclusive pedagogies, methodologies for the assessment of student learning, and the use of technology in instruction.

MICA uses Canvas as its learning management system. Canvas is supported by MICA's Educational Technology (Ed Tech). All faculty are provided access to training in Canvas via online modules, workshops, and individual consultations with the professionals in Ed Tech.

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, 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 Prior Year Exp	Prior Year Exp	Current Year Budget
1. Books	\$76,700.50	\$72,500.00	\$25,000.00
2. Collected Editions	\$9,486.45	\$10,000.00	\$0
3. Periodicals	\$40,498.44	\$36,914.00	\$38,330.00
4. Images	\$3,904.49	\$3,906.88	\$3,923.40
5. Videotapes/films	\$12,163.30	\$9,000.00	\$12,000.00
6. Microfilm/microfiche	\$0.00	\$0.00	\$0.00
7. Electronic Access	\$67,021.75	\$48,456.12	\$57,204.00
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 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)

All of the physical facilities, infrastructure, and instructional equipment available to all MICA undergraduates will be available and are adequate to support this new program during its first two years.

All MICA faculty, staff, and students are provided with a free @mica.edu email account. MICA uses the Canvas Learning Management System which provides a flexible and adaptive e-learning environment that integrates with Google tools and web-conferencing software including Adobe Connect and 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.

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	\$159,260	\$251,352	\$384,564	\$490,320	\$666,840
a. Number of F/T Students	5	8	12	15	20
b. Annual Tuition/Fee Rate	\$31,852	\$32,489	\$33,139	\$33,802	\$34,478
c. Total F/T Revenue (a*b)	\$159,260	\$259,912	\$397,668	\$507,030	\$689,560
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)	\$159,260	\$259,912	\$397,668	\$507,030	\$689,560

The enrollment projections for the next five years are based on student interest and patterns of enrollment in the current Sustainability and Social practice minor. Undergraduate tuition at MICA is \$50,160 in year one and increases by an estimated 2% annually. The overall undergraduate discount rate at MICA is 36.5%. This discount has been applied to line 2.b in order to result in a revenue figure that is net of the College's financial aid expenditures.

Program Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$6,226	\$18,678	\$107,356	\$119,808	\$119,808
a. Number of FTE	0.17	0.5	2.0	3.33	3.33
b. Total Salary	\$6,226	\$18,678	\$37,356	\$49,808	\$49,808
c. Total Benefits	0	0	\$14,000	\$14,000	\$14,000
2. Admin Staff (b+c below)	\$12,452	\$12,452	\$12,452	\$12,452	\$12,452
a. Number of FTE	0.33	0.33	0.33	0.33	0.33
b. Total Salary	\$12,452	\$12,452	\$12,452	\$12,452	\$12,452
c. Total Benefits	0	0	0	0	0
3. Support Staff (b+c below)	\$9,600	\$9,600	\$9,600	\$9,600	\$9,600
a. Number of FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
c. Total Benefits	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600
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	\$4,500	\$4,568	\$4,636	\$4,706	\$4,776
TOTAL (Add 1-7)	\$32,778	\$45,298	\$134,044	\$146,566	\$146,636

With the exception of two course releases given annually to the FT faculty member serving as Program Director, there are no new funds associated with the expenditures of this program. The expenditure listed as admin staff (line 2) represents the course releases for the Program Director. Because of several faculty retirements in the Liberal Arts in the last five years, the one to two faculty hired in the next three years to support the ESJ degree program would assume currently vacant faculty “lines” already accounted for in the College’s budget rather than requiring new budget dollars. The program will make use of the space and capital assets of the Undergraduate Studies division and will inherit the operating budget of the current related minor.

The courses in the program will be primarily taught by FT faculty. The faculty expenditures in Years 1 – 2 accounts for those courses at MICA’s highest adjunct per-course rate. In Year 3, the faculty expenditures include the addition of one new faculty hire specific to the major. These data are provided to give a representation of expenditures associated with the new major however, as stated above, they are reallocations of existing budget lines and do not require additional budget dollars.

The new program's faculty and students will be supported by the centralized administrative and support staff resources within Undergraduate Studies. The expenditure listed as support staff (line 3) represents time allocated for the divisional Administrative Coordinator. These data are provided to give a description of expenditures associated with the new major however, as stated above, with the exception of the two course releases for the Director, these are existing budget lines and do not require new funds.

"Other Expenses" includes the program's operating budget which includes funds for things such as supplies, guest speakers, program events, and field trips. This operating budget is a reallocation of the existing operating budget associated with the Sustainability and Social practice minor.

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

While an interdisciplinary program with core courses taught by faculty across the disciplines, administratively, the ESJ program will be located within the Liberal Arts area of Undergraduate Studies. This major is new and not a replacement of any other program including the existing Sustainability and Social Practice minor.

The major is supported by the College's infrastructure, policies, and procedures that are applicable to all of the undergraduate programs and will require no new centralized resources to operate. Consistent with MICA's long-standing practice of honesty and integrity in its communications, all advertisements, recruiting, and admissions materials related to the Ecosystems, Sustainability, and Justice program will clearly and accurately represent the program and student support services.

For purposes of program evaluation, 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 ESJ 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 and the availability of scholarships and financial aid for both new and returning students who represent underserved populations. Recruitment for the new ESJ major targets the local urban and regional areas, and applications that represent cultural, racial, ethnic diversity receive focused support and attention as part of the admission process. In addition, recruitment events and activities engage current students who represent various racial, ethnic, cultural, religious, and economic backgrounds in an effort to mentor culturally diverse students and under-served populations through the application 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)

This is not a distance education program. However, 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**Descriptions for Core Courses:****ESJ 201: Introduction to Ecosystems, Society, and Justice (ESJ) — 200 level studio (3 credits)**

Introduction to Ecosystems, Society, and Justice (ESJ). This class introduces students to how research informs and guides studio practice. The class serves as a platform for developing student literacy around ESJ issues. This includes how they are apparent in Baltimore, the Chesapeake watershed, and the Mid-Atlantic and southern U.S. as well as how these issues manifest globally. Students will gain language, tools, and skills with which to speak about the interdependence of environmental and social issues and how creative practitioners build projects that speak directly about such issues or address them in artistic practice. Students will also investigate social design as a practice that combines social literacy (frameworks for understanding social structures) and design literacy (human-centered design process). As they learn these fundamentals, students also study, discuss, and debate the roles and responsibilities of artists and designers in society, specifically the belief that social change can happen through design or arts-based interventions.

ESJ 300: Engagement Seminar I: Research — 300 level studio (3 credits)

This fall class is a research-based studio seminar that engages students in appropriate planning for a field-based work experience, either as a precursor to ESJ 301 or in the form of an internship or residency to take place the following spring (or summer). In this studio seminar, students will read and encounter materials germane to informed consent, the philosophical and practical differences between community engagement and human subjects research, and methods for multidisciplinary preparatory research. Students will also examine the ethics and issues regarding a collaborative artist/designer experience with a professional or community organization. In preparation for the next class or internship, students will examine potential residency opportunities with an equity lens to clarify reciprocity of benefits.

ESJ 301: Engagement Seminar II: Social/Design Praxis — 300 level studio or appropriate course substitution (3 credits)

This course supports field-based work through community arts practices and practicum in human centered design (the practice, not an anthropocentric descriptor for design). Students will review and deploy best practices for collaborating with partners. Off site, students will contribute their labor, relevant tools for researching, planning, and/or advancing work on issues identified by interlocutors. Part of the course includes engaging students in the development of a clear rubric that represents a lasting framework of equity between partner organizations, MICA, and MICA students. This will range according to the nature of the partner organization. The class will focus on key professional practices: agreement of outcomes, scope of work, establishment of expectations, adaptation of an existing MOU, etc.

Note: This requirement may be met by courses in the departments that share learning outcomes. One example is a course developed out of the Natural Dye Initiative running in the Fibers department in Fall 2020. This course has a Fibers prefix, is 300-level, and meets the practice goals of ESJ 301. This requirement may also be fulfilled through an internship or residency in Baltimore, elsewhere in the U.S., or abroad. Students may follow study abroad or a summer travel intensive with an internship or residency at the same site or, anytime during the year, seek experiences at MICA-regional organizations such as the Chesapeake Bay Foundation.

ESJ 400: Senior Thesis (3 credits)

Students will develop a capstone body of art or design work informed by their class experiences, field work, and ongoing research. This course will be taught with the same ethos as most of MICA's other senior thesis courses in that it will be a student-centered experience with mentorship from faculty and peers. Faculty will be charged with close advising of students, organizing class meeting times, and organizing the final review process and public presentation.

ESJ 401: Professional Practice and Pathway Planning (3 credits)

Taken in students' last semester at MICA, this course advances students' professional practices, including planning and then publicly showing ESJ thesis work in the appropriate form, which may include a presence at Art Walk. This course also prepares students, through focused advising, professional practice encounters, and off-campus activities beyond the thesis to identify pathways after graduation.