



December 16, 2024

Sanjay Rai, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, Baltimore, Maryland 21201

Dear Dr. Rai,

The Maryland Institute College of Art (MICA) is pleased to submit the attached updated new program proposal for review to the Maryland Higher Education Commission:

- New Academic Program: Bachelor of Design (BDes) in UX Design

Our original submission for this new program was in November of 2023 and it was assigned a unique tracking number at that time (23500). In accordance with MHEC's procedures, the filing fee, in the form of a check, was sent via FedEx. If you need additional information, please contact Jeremy Parker, Associate Vice President and Dean of Open Studies. (jparker01@mica.edu)

Thank you for the opportunity to submit our new program proposal letter for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Raymond D. Barclay', is written over a light blue horizontal line.

Dr. Raymond Barclay
Vice President of Enrollment Management



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

| | |
|---------------------------------|--|
| Institution Submitting Proposal | |
|---------------------------------|--|

Each action below requires a separate proposal and cover sheet.

- | | |
|-----------------------------|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

| Payment Submitted: | Yes | Payment Type: | R*STARS # Check # | Payment Amount: | Date Submitted: |
|---|-----|---------------|--|-----------------------------------|-----------------|
| Department Proposing Program | | | | | |
| Degree Level and Degree Type | | | | | |
| Title of Proposed Program | | | | | |
| Total Number of Credits | | | | | |
| Suggested Codes | | | HEGIS: | CIP: | |
| Program Modality | | | On-campus | Distance Education (fully online) | Both |
| Program Resources | | | Using Existing Resources | Requiring New Resources | |
| Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small> | | | Fall | Spring | Summer Year: |
| Provide Link to Most Recent Academic Catalog | | | URL: | | |
| Preferred Contact for this Proposal | | | Name: | | |
| | | | Title: | | |
| | | | Phone: | | |
| | | | Email: | | |
| President/Chief Executive | | | Type Name: | | |
| | | | Signature: <i>Ryan D. Bandy</i> | | Date: |
| | | | Date of Approval/Endorsement by Governing Board: | | |

Revised 1/2021

PROPOSAL

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.
3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.
4. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program
 - b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Consistent with MICA's mission, the Bachelor of Design (BDes) in UX Design provides the College with a new way for MICA to empower students as they forge creative, purposeful lives and careers. MICA, along with the rest of the higher education community, faces an unprecedented array of challenges and threats, including enrollment declines; rising costs; student debt; the changing perception of college credentials; growing trends in remote work and study; and questions about higher education's return on investment. To confront these challenges MICA is considering new strategies to be responsive to these issues. Offering a Bachelor of Design degree has been identified as one way to lead students to jobs in high potential occupations.

The Bachelor of Design designation is distinguished from MICA's current Bachelor of Fine Arts (BFA) majors. The BDes curriculum will focus on the distinct and essential disciplinary characteristics of the professional design industry; addressing the unique theory, ethics and practice of design. Specifically, the BDes offers more options for studio courses and professional practice courses and less Liberal Arts content than MICA's BFA programs.

The BDes in UX Design has the operational flexibility to serve a variety of student segments. The initial focus will be on:

- Working adults with some college credit interested in completing their degree
- Career switchers with no previous design experience interested in pursuing a new career
- Adult learners with previous education in a design field who want to focus on career growth

The course offerings will be built as stackable modules, and will include:

- Critical art/design skills such as drawing, design, and spatial planning
- Human-centered design, design thinking, sustainability, and universal design
- UX design, including courses in AutoCAD, Design Planning, Drawing, Programming, Prototyping, and Web Design.

Upon completion of this program, graduates will have:

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- Been exposed to current industry best practices through a project-based consulting experience for credit
- A curated portfolio of work to reference during job applications and interviews

Additionally, the BDes will provide students with greater flexibility to have prior learning recognized, lowering barriers to access and offering shorter pathways to complete a credential.

Crucial to the program's success, and the advancement of MICA's planning priorities, is the development of new industry partnerships and the expansion of integrative learning strategies that provide high impact learning experiences mimicking real-world opportunities in a low-stakes environment. Equally critical is the college continuing its commitment to alumni career success and ROI while deploying new strategies for lowering the cost of a college degree. The BDes in UX Design will achieve these goals through a tuition model that is more flexible than in MICA's residential college and greater flexibility to gain credit for prior learning thereby lowering barriers to access and offering shorter pathways to complete the degree.

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. 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 new curriculum 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:

- 1.** Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The need for the advancement and evolution of knowledge
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs
- 2.** Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

Consistent with the Maryland State Plan for Higher Education, MICA has planned our new Bachelor of Design program to expand student access by developing a program with a pathway to degree completion for students who are ready to re-enter college and conclude studies toward a Bachelor's degree, a learning environment designed for universal access, and a tuition model providing a modest tuition cost and a clear ROI.

MICA has also designed the program to extend our practices related to student retention in alignment with our other programs. Multiple annual starts recognize student needs for greater flexibility about how

and when to study. Our leave of absence policy provides students with greater latitude to take time off from the program without any penalty and return in a shorter time span than programs with one annual start. Also, students enrolled in the BDes pay only for the credits that they take, allowing students to attend either full-time or part-time at a pace that meets their individual needs and manage the program costs within the context of their personal financial resources.

Moreover, our tuition modeling helps students avoid going into extensive debt to earn their credential. Furthermore, program subject matter is established through research to identify, prioritize, and group high-demand occupations and skills for current and future workforce development, with a focus on employer demand. Research was also designed to identify and prioritize high-growth programmatic opportunities, whether they be in existing or emerging fields of study.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Provide data showing the current and projected supply of prospective graduates.

In preparation for proposing this new degree, MICA launched a demand discovery research project with Tuscany Strategy Consulting. Emphasis was on opportunities for art and design related undergraduate degree programs. That research indicated that while classified under the web developers occupation code, UI/UX design and research are common titles and in relatively high demand. In 2021, there were over 71,000 job postings for UI/UX Designers/Developers across the US. The median advertised salary for these postings was \$51/hr. or ~\$102,000 per year. Many of these roles combine critical artistic and technical skills of research, design, and (web) development. As such, most jobs (71%) require a Bachelor degree or higher. MICA has also had a long history with and has developed considerable expertise in offering programming in UXD (it is the most highly enrolled MPS program at MICA).

D. Reasonableness of Program Duplication:

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

MICA has reviewed the state's Academic Program Inventory and could find no other Bachelor of Design degrees in User Experience design.

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

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

MICA's BDes in UX Design 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)

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

The BDes in UX Design 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 COMAR13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.
2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
3. Explain how the institution will:
 - a. provide for assessment of student achievement of learning outcomes in the program
 - b. document student achievement of learning outcomes in the program
4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements
5. Discuss how general education requirements will be met, if applicable.
6. Identify any specialized accreditation or graduate certification requirements for this program and its students.
7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.
8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.
9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The BDes in UX Design curriculum and graduation requirements were carefully developed in partnership with faculty as well as external advisors to ensure relevance for alumni career success.

As seen in the following table, five UX design industry professionals, who also serve as UX Design MPS adjunct faculty members, consulted on the development of the program's curriculum. All reviewers hold leadership positions in the industry, including roles at Publicis Sapient, Ontada, Ellucian, Bill & Melinda Gates Foundation, and Google. Reviewers were chosen for their expertise in UX Design, however all reviewers provided feedback on general art and design principles, design leadership and strategy, as well as business of art and design courses. The current program curriculum reflects the input MICA received from these educators and industry leaders.

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| Program | Reviewer | Organization | Notes |
|-----------|--|---|--|
| UX Design | Customer Experience and Innovation Manager | Publicis Sapient (software) | MPS Faculty |
| UX Design | Senior UX Researcher | Ontada (healthcare technology) | MPS Faculty, IDEO U faculty, Fulbright Scholar |
| UX Design | Interaction Designer | Google | MPS Faculty |
| UX Design | Senior Manager Experience Design | Ellucian (educational technology) | MPS Faculty |
| UX Design | Principal UX Design Consultant | Bill & Melinda Gates Foundation (nonprofit) | MPS Faculty |

The purpose of the Bachelor of Design (BDes) in User Experience (UX) Design degree is to equip individuals with technical art and design skills to become UX designers while also preparing them to engage with UX design as a professional practice. The BDes also provides graduates with complex knowledge around the application of universal and human-centered design principles within the context of designing digital products with the user at the forefront. This program carefully balances design theory with applied, practical experience through studio courses, portfolio building, critiques, dynamic faculty, and industry partnerships.

By the end of the program, students will demonstrate the ability to:

1. Approach problem-solving through a design and systems thinking lens and consider universal design principles throughout the design process.
2. Plan and conduct both evaluative user research and user testing to gain insight about user behavior and attitudes, and the usability of products or prototypes.
3. Demonstrate how the design process and design decisions are informed by synthesizing research and user testing insights and clearly communicating findings through presentations.
4. Apply project management skills to all aspects of a design project as a means to organize client requests and requirements, manage budgets, set timelines, and engage with decision-making that facilitates iterating and improving upon designs.

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5. Use industry-standard design tools and technologies to create designs and high-fidelity, interactive mobile and web prototypes that are human-centered, inclusive, and accessible.
6. Present professional, visually compelling design solutions to stakeholders and/or leadership in an engaging way that both tells the story of the design and demonstrates an understanding of design principles.

The faculty selected to teach in the BDes program will be recruited from industry and experts in general art and design along with the fields of UX Design. All 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 faculty are provided training on MICA's primary educational technology tools: Canvas and Zoom.

The 120 credit-hour program focuses on preparing students for coveted roles in well-established yet growing design fields by offering a combination of industry-specific courses in UX design along with courses in design principles and strategy, leadership, universal and accessible design, and business of art and design. The BDes curriculum with a major in UX Design consists of 39 courses.

The BDes UX Design program will be offered on-campus at the MICA campus in Baltimore.

MICA's BDes program is organized as a series of three or four credit classes (classes are eight weeks long), taken two or three concurrently over eight academic terms. 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 foundational courses in design principles and theory, design history, and courses introducing students to the field of UX design. Other courses focus on business, human-centered design and accessibility, digital tools for design, project management, portfolio building, professional development, and advanced courses in UX design. The program concludes with a Capstone Development and Presentation course, 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. Throughout the BDes program, projects and assignments will be collaborative and faculty will evaluate all assignments to provide critical analysis and feedback for assessment purposes.

MICA has clear and consistent credit hour policies. At MICA one credit equals 45 hours of study, thus three credits equals 135 hours of study and four credits equals 180 hours of study. A typical three-credit non-studio course in the BDes program could break down hours spent on learning activities as follows:

| Learning Activity | Estimated Hours per term |
|--|---------------------------------|
| Lecture | 16 |
| Participating in classroom discussions | 16 |
| Engaging with course materials (readings, videos, podcasts, etc.) | 25 |
| Collaboration and group work | 16 |
| Exercises, reflections, writing assignments, quizzes, etc. (low-stakes assignments) | 25 |
| Major projects and/or presentations (high-stakes assignments) | 25 |

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Office hours, reviewing feedback, recordings, notes, etc. 12
 135 Total Hours

The curriculum is as follows:

| | | | | |
|---|------------|--|---|-------------|
| Design Fundamentals, Design Strategy & Theory | UX Design | Business of Art & Design, Professional Studies | General Education (Biological and physical sciences, English composition) | Total |
| 45 credits | 39 credits | 30 credits | 6 credits | 120 credits |
| 37.5% | 32.5% | 25% | 5% | 100% |
| All core courses are identified in the following list. | | | | |
| <p>Also each course designed to meet the requiring for each associate degree program and each baccalaureate degree program shall required arts and science core courses, with at least one 3-credit hour course from each of the following five areas</p> <ul style="list-style-type: none"> (i) Arts and humanities; (ii) English composition; (iii) Social and behavioral sciences; (iv) Mathematics; and (v) Biological and physical sciences | | | | |

Design Fundamentals, Design Strategy, & Theory

| Number | Course | Term | Credits | |
|--------|-------------------------------|------|---------|------|
| TBD | Design History (asynchronous) | 1 | 3 | CORE |
| TBD | Design Principles | 1 | 3 | |
| TBD | Design Process and Planning | 1 | 3 | |
| TBD | Digital Tools for Design | 2 | 3 | |
| TBD | Drawing | 2 | 3 | |
| TBD | 2D CAD Design | 3 | 3 | |
| TBD | 3D Design | 3 | 3 | |

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| | | | | |
|-----|--|---|---|------------|
| TBD | Color | 3 | 3 | |
| TBD | Diversity and inclusive Design | 3 | 3 | CORE |
| TBD | Human-Centered Design | 4 | 3 | CORE |
| TBD | Design Theory and Criticism (asynchronous) | 5 | 3 | CORE |
| TBD | Design Thinking and Strategy I | 5 | 3 | CORE |
| TBD | Sustainability | 5 | 3 | CORE |
| TBD | Universal Design and Accessibility | 5 | 3 | CORE |
| TBD | Design Thinking and Strategy II | 6 | 3 | CORE |
| | | | | 45 Credits |

UX Design

| Number | Course | Term | Credits | |
|--------|---|------|---------|------------|
| TBD | Introduction to UX Design | 1 | 3 | |
| TBD | UX Research Methods | 1 | 3 | |
| TBD | History of UX and Product Design (asynchronous) | 2 | 3 | |
| TBD | User Interface Design | 2 | 3 | |
| TBD | Information Architecture and Content Design | 3 | 3 | |
| TBD | UX Writing | 4 | 3 | |
| TBD | Interaction Design Basics | 4 | 3 | |
| TBD | Prototyping for Mobile | 4 | 3 | |
| TBD | Evaluative User Research Methods | 5 | 3 | |
| TBD | Advanced Prototyping and Testing | 6 | 3 | |
| TBD | Programming for Designers (asynchronous) | 6 | 3 | |
| TBD | Interactive and Responsive Web Design | 7 | 3 | |
| TBD | Product Design Process and Strategy | 7 | 3 | |
| | | | | 39 Credits |

Business of Art & Design, Professional Studies

| Number | Course | Term | Credits | |
|--------|---------------------|------|---------|------|
| TBD | Business Essentials | 6 | 3 | CORE |
| TBD | Financial Planning | 6 | 3 | CORE |
| TBD | Leadership | 7 | 3 | CORE |

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| | | | | |
|-----|---------------------------------------|---|------------|------|
| TBD | Project Management | 7 | 3 | CORE |
| TBD | The Marketplace (asynchronous) | 7 | 3 | CORE |
| TBD | Capstone Preparation | 8 | 4 | |
| TBD | Capstone Preparation and Presentation | 8 | 4 | |
| TBD | Experiential Professional Development | 8 | 4 | |
| TBD | Portfolio Review | 8 | 3 | |
| | | | 30 Credits | |

General Education

| | | | | |
|-----|-----------------------------------|---|-----------|------|
| TBD | Writing for Artists and Creatives | 2 | 3 | |
| TBD | Physics for Designers | 4 | 3 | CORE |
| | | | 6 Credits | |

Course descriptions are included in Appendix A.

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) 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, this program, as with all programs at MICA, will engage 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 the assessment will be saved in MICA’s PLO Assessment Archive, which was established in 2015-16.

MICA and Open Studies is committed to providing students with clear, complete, and timely information on all matters related to degree programming. Prior to applying to the program, prospective students will have access to the curriculum; course and degree requirements; availability of academic support services and financial aid resources; costs; and payment policies via the MICA website. Throughout the admissions process students will gain additional information on the nature of faculty/student interactions as well as assumptions about technology competence and skills (including suggestions to improve skills prior to the program, if applicable) and technical equipment requirements. Student orientation will include an orientation to the learning management system.

Consistent with MICA’s long-standing practice of honesty and integrity in its communications, all advertisements, recruiting, and admissions materials related to all concentrations in the Bachelor of Design program will clearly and accurately represent the program and student support services.

General Studies

In accordance with the State of Maryland COMAR 13B.02.02.16.E, each of MICA's undergraduate degree programs delivers an integrated general education experience, in which general education skills and knowledge are achieved. These learning outcomes are embedded in required courses that are distributed throughout the curriculum in history, design, business, and professional-oriented courses.

The new Bachelor of Design program in UX Design, will achieve the goals listed in COMAR 13B.02.02.16.E.(1) as follows:

(a) Communicate effectively in oral and written English;

- Analytical and critical written composition are learning outcomes associated with the required courses *Design History* and *Design Theory and Criticism, Writing for Artists and Creatives* as well as courses focusing on portfolio building the *Capstone Preparation and Presentation*.
- Oral communication is a learning outcome in the required *Design Lab* and prototyping-related courses, which are conducted in a studio-style format in which the process of verbally critiquing peers' work, and one's own work, is an essential component. Furthermore, all BDes students are required to take a discipline-specific *Capstone Preparation and Presentation* in which they will orally present and defend their design projects.

(b) Read with comprehension;

- Reading with comprehension is a learning outcome for all design history courses in the BDes program, including the required *Design History* course, along with industry-specific history courses.

(c) Reason abstractly and think critically;

- Several required courses in the BDes program seek to help students develop the abilities to reason abstractly and to think critically. Specifically, *Design Process and Planning* and *Design Thinking and Strategy I & II* develop in abstract reasoning through creative problem solving, and critical thinking and analysis, as well as build students' tolerance for ambiguity. The pedagogy of the studio-style design courses also provides students with opportunities to exercise abstract and critical thinking skills through the critique process.

(d) Understand and interpret numerical data;

- All BDes students are required to take business-related courses which include focused attention to understanding and interpreting numerical data. These course offerings include: Business Essentials (students gain a basic understanding of accounting), The Marketplace (students interpret and analyze research results), and Financial Planning (students gain essential financial planning skills including balancing budgets, accounting, and creating financial statements).

(e) Understand the scientific method;

- All BDes students at MICA are required to take *Physics for Designers*, which covers principles in biological and physical sciences, including the scientific method. They are also required to take two courses, *Design Thinking Strategy I & II*, which include focused discussion of the scientific method (including various research methods) and its contemporary applications in the design process.

(f) Recognize and appreciate cultural diversity;

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- All undergraduate degree programs at MICA include a robust curriculum of history and human-centered design classes, which collectively cultivate a rich appreciation for cultural diversity. In particular, all BDes students take at least two courses devoted to design history as well as *Diversity and Inclusive Design* and *Universal Design and Accessibility*, in which an appreciation of socio-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 speaker series and workshops, and off-campus opportunities for 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 courses in design history and design principles and theory as well as technical drawing, color and 3D design 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 many courses in the BDes program. In particular, *Design Theory and Criticism* which is a required course includes information literacy as an objective of the course. Overall, the staff of MICA's Decker Library collaborate 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.

Specialized accreditation

- This program does not have any specialized accreditation or graduate cert requirements

Contracting with another institution or non-collegiate organization

- MICA is not contracting with another institution or non-collegiate organization

H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found here.

There are no articulations with programs at partner institutions at this time.

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.
2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
 - a) Pedagogy that meets the needs of the students
 - b) The learning management system
 - c) Evidenced-based best practices for distance education, if distance education is offered.

As a highly specialized program that relies on a range of disciplines, only some of which has been taught or are currently 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. Courses in the program will be taught by at least 50% full time faculty members at MICA. Upon approval of this new program MICA will utilize available faculty lines to staff accordingly. MICA expects to staff this new program with 1 full time faculty member in year one, 2 full time faculty members in year two, 2.5 full time faculty members in year three, and 3.3 full time faculty members in year four and year five. Remaining courses throughout the program will be taught by part-time instructors with expertise in the particular subject matter of the course and relevant industry experience.

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, which will be used to supplement the in-class instruction. Consequently, all new faculty are required to attend workshops that focus on how to use online teaching tools. 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.

Professional development workshops, which are 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.

Furthermore, in MICA's Open Studies academic unit Canvas use is supported by a curriculum and instructional design and technology team who work collaboratively to assist faculty with evidence-based course design, the application of universal design principles throughout the curriculum and classroom, as well as providing technical assistance and support. Specific offerings, which are all rooted in evidence-based best practices, include workshops offered each semester, weekly open office hours, and individual consultations on an as-needed basis.

The program budget also includes approximately \$4,000 annually to support professional development for faculty and program staff.

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The faculty for the proposed BDes in User Experience Design (UXD) program will be leaders and experts in key areas such as UX Design, Design Fundamentals, Design Strategy & Theory, the Business of Art & Design, and Professional Studies. As this program is not yet approved, no specific instructors have been assigned to individual courses. However, MICA already offers a successful graduate program in UXD and maintains a strong professional network of practicing User Experience Designers.

With approval from the Maryland Higher Education Commission (MHEC), we anticipate leveraging this network to recruit additional faculty, ensuring that the program is guided by experienced professionals and subject matter experts. This approach will enable us to develop a curriculum that remains current, innovative, and aligned with industry standards. Please see our budget section (L) which reflects an allocation to the hiring of additional full-time faculty.

The table below provides details about potential faculty resources, as well as the qualifications MICA seeks in prospective hires for the BDes in User Experience Design program.

| Faculty Name | Terminal Degree/Field | Professional Credentials | Status |
|------------------------|--|---|-------------------|
| User Experience Design | | | |
| Primo Orpilla | B.S., Interior Design | 32 years in years in interior design industry | potential faculty |
| Laura Hodges | B.P.S. Business, A.A.S. Interior Design | 11 years in years in interior design industry | potential faculty |
| Jennifer Farris | M.F.A. Interior Design, B.A. Industrial and Product Design | 21 years in years in interior design industry | potential faculty |
| Paola Moya | M.Arch, Architecture and Real Estate Development, B.Arch., Finance Certificate | 14 years years in interior design industry | potential faculty |

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 New Academic Program Proposal
Bachelor of Design (BDes) in UX Design Proposal

| | | | |
|--|--|---|-------------------|
| Charlotte Bravo Cannon | B.F.A. Interior Architecture | 14 years in interior design industry | potential faculty |
| Tiffanni Reidy | M.F.A, Interior Design | 23 years in interior design industry | potential faculty |
| Design Fundamentals, Design Strategy, & Theory | | | |
| Jo Golden | Ph.D. Conflict Analysis and Resolution, M.S. Women's Studies, B.A. Writing and Speech Communication | 22 years in product design, service design, and design strategy | Adjunct |
| Brandon Ball | M.A./M.B.A. Design Leadership, B.S. Industrial and Systems Engineering | 15 years design strategy and service design | Adjunct |
| Susan Major | Doctoral candidate, Organizational Leadership, Entrepreneurship, Organizational Behavior, and Complexity Science | 22 years product design, and design education | Adjunct |
| Randy Morgan | M.F.A. Photography and Mixed Media | 31 years entrepreneur focused on photography, digital imaging & illustration, print & interactive design, software/hardware consultation and professional level training. 37 years design education | Adjunct |

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| | | | |
|---|---|---|---------|
| Kafi Waters | M.B.A. Strategic Design, B.A. Art History, Criticism, and Conservation | 18 years project management, customer and user experience | Adjunct |
| Tracy Sanders | Ph.D. Applied Experimental and Human Factors Psychology, M.S. Modeling and Simulation, B.S. Psychology (with a minor in Fine Arts), Associates Graphic Design and Fine Arts | 11 years human centered engineering, usability design and research | Adjunct |
| Business of Art & Design, Professional Studie | | | |
| Bonnie Crockett | J.D., B.A. Jurisprudence | 32 years law, business, and small business lending | Adjunct |
| Sidney Pink | M.F.A. Studio Art. B.F. A. Fine and Studio Art | 14 years art practice and career development for artists and designers. | Adjunct |
| Dan Baker | M.S. Advertising, B.S. Science, Communications Studies, Physics, Mathematics | 22 years account management and marketing | Adjunct |
| Ryan Galloway | M.B.A., M.Accounting, B.S. Accounting | 22 years in finance leadership | Adjunct |
| Christina Kim | M.B.A. Marketing and Management | 12 years marketing and product management | Adjunct |
| Santosh Subramanyam | M.A./M.B.A. Design Leadership, Executive Management Program, Business Perspectives for Creative Leaders, M.S. Reproductive | 8 years product management and design, user and experience design | Adjunct |

Maryland Institute College of Art
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| | | | |
|---------------------|---|---------------------------------|-------------------|
| | Physiology and Endocrinology, B.S. Biochemistry, Plant and Animal Science | | |
| Faculty Name | Terminal Degree/Field | Professional Credentials | Status |
| | MFA, Design and Technology; Ph.D in Education Learning Technologies; MFA in Electronic Visualization; | | Full time faculty |

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

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

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. For those close to campus, 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 .

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

13B.02.03.13)

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

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and
 - b) A learning management system that provides the necessary technological support for distance education

This program will rely on the physical facilities, infrastructure and instructional equipment on MICA's campus for regular classroom or instructional use. MICA has appropriate space to accommodate the program and program-related events.

In addition, students will be required to set up a home studio that adheres to certain specifications. The following is an example of required hardware and software (MICA will provide access to most software):

- Laptop or desktop with OS Windows 10 Version 1809 or Later
- Core: Intel i7 or higher
- Memory: 32 GB
- GPU/ Video Card: 4 GB of GPU VRAM
- Display: 1920 x 1080 resolution or greater
- Hard Drive: 1 TB or greater Solid State Drive/m.2 Flash Storage
- Adobe
- Revit
- AutoCAD
- Office365
- Autodesk
- Figma

For each course, students will be provided with a list of additional materials and resources they will need to purchase along with the total cost of materials and direct links for ease of purchase (in alignment with MICA's syllabus best practices and requirements). These materials will also be integral in building a home studio.

All MICA faculty, staff, and students are provided with a free @mica.edu email account for the duration of their time employed at MICA or enrolled in MICA programs. 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 like Zoom. These tools allow students ease of access to course content and the ability to collaborate with faculty and classmates both synchronously and asynchronously.

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L. Adequacy of Financial Resources with Documentation (as outlined in COMAR13B.02.03.14)

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.
2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

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 | \$229,605 | \$539,591 | \$768,242 | \$1,005,824 | \$1,025,941 |
| a. Number of F/T Students | 5 | 12 | 18 | 24 | 24 |
| b. Annual Tuition/Fee Rate | \$34,900 | \$35,598 | \$36,310 | \$37,036 | \$37,777 |
| c. Total F/T Revenue (a*b) | \$174,500 | \$427,176 | \$653,579 | \$888,868 | \$906,645 |
| d. Number P/T Students | 2 | 4 | 4 | 4 | 4 |
| e. Credit Hour Rate | \$1,837 | \$1,874 | \$1,911 | \$1,949 | \$1,988 |
| f. Annual Credit Hour Rate | 15 | 15 | 15 | 15 | 15 |
| g. Total P/T Revenue (d*e*f) | \$55,105 | \$112,415 | \$114,663 | \$116,956 | \$119,295 |
| 3. Grants, Contracts & Other External Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Other Sources | \$0 | \$0 | \$0 | \$0 | \$0 |

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| | | | | | |
|-----------------|-----------|-----------|-----------|-------------|-------------|
| TOTAL (ADD 1-4) | \$229,605 | \$539,591 | \$768,242 | \$1,005,824 | \$1,025,941 |
|-----------------|-----------|-----------|-----------|-------------|-------------|

The Bachelor of Design in User Experience Design does not require reallocation of institutional funds and will not impact existing programs. The enrollment projections are based on research conducted by Tuscan Strategy that was designed to identify, prioritize, and group high-demand occupations & skills for current and future workforce development, with a focus on employer demand.

MICA’s rationale for the noted tuition rate is based on research from consultants at Elsmere Education Inc. who have worked with MICA on our go to market strategies for other offerings. Their research suggested that the tuition rate would be appropriate to attract numbers in the marketplace identified for the program and would also advance MICA’s ability to offer more equitable access to a college degree in design. The tuition revenue for P/T Students (2.g) is based on an assumption that P/T Students are taking 15 credit hours per year as noted in “2.f Annual Credit Hour Rate.”

The program does not seek grant and/or contract funding; it will remain sustainable through enrollment.

| Program Expenditures | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| 1. Faculty (b+c below) | \$93,750 | \$187,500 | \$234,375 | \$309,375 | \$309,375 |
| a. Number of FTE | 1 | 2 | 2.5 | 3.3 | 3.3 |
| b. Total Salary | \$75,000 | \$150,000 | \$187,500 | \$247,500 | \$247,500 |
| c. Total Benefits | \$18,750 | \$37,500 | \$46,875 | \$61,875 | \$61,875 |
| 2. Admin Staff (b+c below) | \$64,000 | \$99,360 | \$136,474 | \$140,569 | \$144,786 |
| a. Number of FTE | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| b. Total Salary | \$50,000 | \$77,625 | \$106,621 | \$109,819 | \$113,114 |
| c. Total Benefits | \$14,000 | \$21,735 | \$29,854 | \$30,750 | \$31,672 |
| 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 | \$10,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| 5. Library | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| 6. New or Renovated Space | \$100,000 | \$0 | \$0 | \$0 | \$0 |
| 7. Other Expenses | \$100,000 | \$100,000 | \$100,000 | \$100,000 | \$100,000 |
| TOTAL (Add 1-7) | \$377,750 | \$401,860 | \$485,849 | \$564,944 | \$569,161 |

Based on the modest enrollment expectations from the BDes program, MICA will hire one full time faculty member upon successful review of this submission, growing over the first four years of program offering to a steady state of 3.3 full time faculty. The remaining courses in the program will be taught by adjuncts. The BDes UX Design program will initially require the addition of a .5 administrative staff position, which would stay stable throughout the first five years of the program, as 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. The "Other Expenses" line reflects additional on-going costs associated with the program with the largest portion of the expense being marketing.

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

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

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).

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

For the new Bachelor of Design program in UX design, 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 Bachelor of Design program 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 underserved populations through the application process.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not Applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

MICA has been designated by the MHEC and MSCHE as eligible to provide distance education. The College currently offers four 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:

2D CAD Design (3 credits)

Building upon drawing and design basics, this course introduces students to the fundamentals of computer-aided design (CAD). Emphasis is on efficient drawing, drafting, and documentation practices through utilizing a variety of design, connectivity and customization features available in the software. Instruction will also include an overview of the terminology and use of CAD systems and commands along with systematic methods for file management. Upon successful completion of this course still will have the ability to effectively apply design elements, principles, and related theories to two dimensional design solutions.

3D Design (3 credits)

A focus on the creative and practical uses of drawing foundations to support the development and production of interdisciplinary 3D work is central to this course. Students explore the use of both traditional and computer-aided drawing processes as a means of ideation, research, previsualization, prototyping, and presentation for work that often finds its final form in another medium. An emphasis is placed on exploring the articulation of space and gaining a deeper understanding of fundamental elements of design (planes, masses, texture, volumes, spacing/distance between objects). By the end of this course students will gain a greater understanding of the relationship of form in the 3D environment.

Advanced Prototyping and User Testing (3 credits)

In this course, students will focus on the design and development processes and learn how to create high-fidelity prototypes using current industry design tools. Students will also gain hands-on experience with user testing and iteration techniques with an emphasis on integrating user feedback with the goal of refining designs and improving the user experience. The course also introduces students to best practices in cross-functional collaboration between designers and developers, by learning how to prepare designs for handoff to software developers (including documenting design specifications that effectively communicate design decisions and requirements to a development team). By the end of the course, students will have developed a portfolio-level design project that showcases their ability to create high-fidelity prototypes, conduct user testing, integrate feedback, and prepare designs for handoff.

Business Essentials (3 credits)

A basic understanding of core concepts like accounting, human resources, and legal is key to running a successful business, and in this course, students will learn the fundamentals of creative business operations. Students will also examine case students and learn best practices in negotiations and managing relationships with various stakeholders, including designer-client and designer-vendor relations. Upon completion of this course students will be able to outline the organizational operations of a design business and have working knowledge of professional practices in the design industry.

Capstone Preparation (4 credits)

This course is designed as a preliminary exploration of the capstone project. Students integrate the theories, methodologies, and skills acquired throughout the program to work from concept to proposal, which will then be developed into a fully-realized design or prototype at the end of the capstone course next term. Throughout this course, students will also engage with the project decision-making process and project management. In addition, students will collaborate with peers, faculty, advisors, and other industry professionals for critique and guidance during the project development through the presentation of the capstone project proposal.

Capstone Preparation and Presentation (4 credits)

In this intensive course, students continue to work on their capstone project concept, creating a fully-realized design or prototype. Students will engage with faculty and industry professionals through feedback and critique, as a means to iterate and improve their designs. Under faculty guidance, students will also prepare a written case study and presentation that demonstrates the ability to apply methods, theories, and developed throughout the program to the end-to-end design process. Upon successful completion of this course students will have the ability to carry out the design process in a professional context, create a compelling narrative that conveys the project's value, and successfully present designs to stakeholders.

Color (3 credits)

This foundational course on the use of color in design will introduce students to the relationships between color, perception, and space as it pertains to art and design practices. Principles of both additive and subtractive color mixing, as well as composition in multiple dimensions are covered, along with how color is employed across cultures and throughout history to evoke emotion and convey meaning. Upon successful completion of this course, students will have operational knowledge of color theory and its application in various media. **NOTE: Color** is designed to meet the arts and humanities requirement for each associate degree program and each baccalaureate degree program shall required arts and science core courses, with at least one 3-credit hour course from each of the following five areas

- (i) Arts and humanities;
- (ii) English composition;
- (iii) Social and behavioral sciences;
- (iv) Mathematics; and
- (v) Biological and physical sciences

Specifically, through various assignments and design projects students will demonstrate an understanding of basic art and design principles and purposeful application of visual organization, including process and pattern. They will also apply intentional use of color theory, like composition and pattern, in a cohesive manner that comes together in a work of art or design.

Design History (asynchronous) (3 credits)

This course introduces students to ideas and approaches to design history and explores variation in its processes, production and consumption based on different cultural contexts. There is a particular emphasis on non-Western and Western seminal work in various design fields, including architecture, fashion, interior design, graphic design, industrial design and product design. Through asynchronous lectures, readings, multimedia resources, and discussions, students will gain an understanding of design history from a global perspective.

Design Principles (3 credits)

A successful visual design does not take away or distract from the essence of the design, but rather enhances the way in which users engage with it. In this course students learn to effectively apply basic visual design principles in a way that brings cohesion and appeal to designs. Essential elements of design theory including lines, shape, form, and texture, are examined along with typography and Gestalt principles. Students successfully completing Design Principles will have the ability to strategically implement images, colors, fonts, and other aesthetic elements to designs.

Design Process and Planning (3 credits)

In this course, students explore the fundamental elements of the design process. Students examine these elements through case studies and hands-on exercises, which include identifying problems, conducting research, evaluating data, ideation, prototyping, testing, and iteration. Upon successful completion of this course students will have the ability to identify and apply design processes and systems to a variety of fields and industries. NOTE: **Design Process and Planning** is designed to meet the requirements for social and behavioral sciences each associate degree program and each baccalaureate degree program shall require arts and science core courses, with at least one 3-credit hour course from each of the following five areas

- (i) Arts and humanities;
- (ii) English composition;
- (iii) Social and behavioral sciences;
- (iv) Mathematics; and
- (v) Biological and physical sciences

In this course, students will demonstrate the ability to identify a problem and propose various solutions. They will test their hypotheses through conducting research, critically evaluate insights and data gained through initial research and iterate on their solution. These skills meet the COMAR requirements to reason abstractly and think critically as well as Social and Behavioral Science core course requirements.

Design Theory and Criticism (asynchronous) (3 credits)

Students deepen their knowledge of the history, philosophy, and methods of design across various fields, including product design, service design, information design, social design, and experience design. In this course students engage in critical reading and analysis of primary texts and resources in order to gain

understanding of the socio-historical context that has informed the approach to design practices. Through research assignments and discussions, students will demonstrate the ability to gather, evaluate, and synthesize information as well as apply design theories and principles to the analysis of elements in the built environment. Instruction in library use and research is embedded in this course. NOTE: **Design Theory and Criticism** is designed to meet the requiring for English composition each associate degree program and each baccalaureate degree program shall required arts and science core courses, with at least one 3-credit hour course from each of the following five areas

- (i) Arts and humanities;
- (ii) English composition;
- (iii) Social and behavioral sciences;
- (iv) Mathematics; and
- (v) Biological and physical sciences(v) Biological and physical sciences

Students will build upon English composition skills developed earlier in the curriculum through an assignment where they will be required to research a topic related to design theory of their interest, in which they expand on in-class materials and resources and think critically about the topic's impact on a sector of society. The assignment will include both a written component (research article/essay) and an oral component (recorded video/oral presentation) and will require students to demonstrate knowledge of information literacy. Students must engage with MICA's Decker Library resources and an annotated bibliography will be a required component of this assignment. Through a demonstrated understanding of how design theory and practice impact society, students will also fulfill the English composition core requirements.

Design Thinking and Strategy I (3 credits)

Through an overview of the end-to-end design thinking process, students learn an agile, yet systematic approach to defining, understanding, and solving problems. In this course students will explore research-based approaches to problem-solving and learn methods such as persona creation, ethnographic research, and conducting user interviews. Using relevant tools and platforms, students also practice essential ideation techniques such as brainstorming, mind mapping, storyboarding, concept sketching, and idea mapping to develop solutions. By the end of this course students will have the ability to discover and identify solutions for complex problems.

NOTE: **Design Thinking and Strategy I** is designed to meet the requiring for social and behavioral sciences each associate degree program and each baccalaureate degree program shall required arts and science core courses, with at least one 3-credit hour course from each of the following five areas

- (i) Arts and humanities;
- (ii) English composition;
- (iii) Social and behavioral sciences;
- (iv) Mathematics; and
- (v) Biological and physical sciences(v) Biological and physical sciences

Specifically, in Design Thinking and Strategy I students examine how people (both individuals and communities) interact with the built environment and learn to identify, define, and understand a problem within the context of human-built environment interactions. Students are tasked with carrying out research within frameworks rooted in anthropology and psychology, as well as engage in critical thinking around and observation of human behaviors as a means to create innovative solutions to complex problems.

Design Thinking and Strategy II (3 credits)

A continuation of Design Thinking and Strategy I, in this course students will create a prototype of a design, carry out user testing, and iterate to continually improve their designs and solutions. Various tools and strategies for prototyping will be introduced, including rapid prototyping and prototyping at different levels. Students will also undertake different types of user testing, analyze and interpret user feedback, and turn insights into recommendations for potential stakeholders. At the end of this course students will have the ability to carry out the design thinking process, from end to end.

Digital Tools for Design (3 credits)

This course is a survey of softwares, tools, and platforms used in different areas of the design industry. Upon successful completion of this course, students will have working knowledge of major design tools, including Adobe Creative Cloud, Procreate, and Figma, along with the ability to evaluate, choose, and learn new tools as the industry evolves and as students specialize their focus on different areas of industry.

Diversity and inclusive Design (3 credits)

Diversity and empathy for a diverse audience are at the core of inclusive design and are key components of a product or service's social and economic success. In this course, students examine ability, culture, gender, age, socioeconomic status, and other forms of difference and/or disparity as related to designing products and services that enhance the user experience for all. Through exercises and case studies, students discover the impact of inclusive design in areas like accessibility, brand and marketing, and how it can drive a competitive advantage in the marketplace.

Drawing (3 credits)

In this course students develop the foundations of observational drawing skills as a tool for design and graphic communication. Principles including composition, light, shade, value contrast, proportion, texture, mass and volume are introduced, along with drawing from one and two-point perspectives. Students will draw freehand from observation, in situ, and master quick perspective sketching techniques as a means to translate the observed into 2D form. NOTE: **Drawing** is designed to meet the arts and humanities requirement for each associate degree program and each baccalaureate degree program shall required arts and science core courses, with at least one 3-credit hour course from each of the following five areas

(i) Arts and humanities;

- (ii) English composition;
- (iii) Social and behavioral sciences;
- (iv) Mathematics; and
- (v) Biological and physical sciences

Students will be tasked with assignments that include demonstrating fundamental technical drawing skills. Outcomes associated with the assignments directly correspond to fine arts/the arts requirements, and include knowledge of combined with mark-making, representation, and compositional arrangement, line variation, value, chiaroscuro, positive and negative space, foreground/background, illusions of space, 1-2-3 point and atmospheric perspective, composition, sighting techniques (angles, alignment, proportions), observational drawing from life and others.

Evaluative User Research Methods (3 credits)

Building upon a foundation in user research methodologies established in previous coursework, in this course students engage with qualitative and quantitative research methods to gain insight into user behavior and the usability of a product or prototype. Students also gain expertise in choosing the most appropriate methods for collecting and analyzing user data. Various methods will be covered, including ethnographies, focus groups, surveys, web analytics, A/B testing, card sorting, and eye tracking. Additionally, students will develop skills in effectively synthesizing findings and communicating insights through various reporting methods including design presentations and basic visualizations.

Experiential Professional Development (4 credits)

In this course students undertake a field-based professional development experience in which they work to complete a project for an UX design firm or client. Students are exposed to a variety of on-the-job experiences as they work together with an industry professional who will provide necessary guidance and mentorship throughout the duration of the project. Upon successful completion of this learning experience, students will have real-world experience working with a client or firm that prepares them to successfully enter the UX design profession.

Financial Planning (3 credits)

This course provides students with an overview of basic financial principles and practical math concepts that will contribute to a deeper understanding of the business world. Students will learn essential financial planning skills including balancing budgets, accounting, and creating financial statements and recording and reporting financial information using Microsoft or Google spreadsheets. By the end of this course students will be equipped with the ability to interpret financial statement data and present key financial statement items to stakeholders. **NOTE: Financial Planning** is designed to meet the mathematics requirement for each associate degree program and each baccalaureate degree program shall required arts and science core courses, with at least one 3-credit hour course from each of the following five areas

- (i) Arts and humanities;
- (ii) English composition;

- (iii) Social and behavioral sciences;
- (iv) Mathematics; and
- (v) Biological and physical sciences

Specifically, Mathematics will be centered through assignments that include creating financial statements, balancing budgets, and financial modeling. By the end of the course students will understand the basic principles of Mathematics as applied to finance management. They will create key financial statements and apply basic ratios used to analyze a business and have the ability to interpret the data and apply the results in everyday situations related to business. Students will also have the ability to build financial models and projections for a business, and then interpret and present the data and projections for prospective investors.

History of UX and Product Design (asynchronous) (3 credits)

Although the modern use of the term user experience was coined in 1993, some argue that the concept of user experience dates over 6000 years to ancient Chinese Feng Shui principles. In this course, students explore the origins and global emergence of UX and product design, from ancient Chinese philosophy and Greek civilizations to the industrial era, modernism, and beyond. Through readings, reflections, discussions, and other exercises, by the end of this course students will have gained an understanding of the origins of UX as a practice, have the capacity to identify various factors that have contributed to and influenced its development, and possess the ability to make informed projections about future directions of the field.

Human-Centered Design (3 credits)

Understanding how people interact with the built environment is key to creative problem-solving and innovation. Through the study of human factors and ergonomics, students learn how to apply psychological and physical principles of human interactions to the design of products, processes, and systems. Students will also gain awareness and understanding of how a human-centered approach to design can result in products, processes, and systems that at once complement the strengths and abilities of people who use them, and minimize the effects of their limitations.

Information Architecture and Content Design (3 credits)

Building upon fundamental skills developed in previous coursework, in this course students delve into a deeper exploration of techniques for organizing information and content strategy. Core topics include navigational design, search engine optimization, and sitemap diagramming as methods to enhance content discovery and drive user engagement. Through case studies and exercises, students will learn how to identify and diagram content as a means to create a better user experience. By the end of the course, students will have the ability to develop a comprehensive plan for a complex website, including defining the strategy and scope of the site, as well as creating its information architecture and overall structure.

Interactive and Responsive Web Design (3 credits)

In this course, students will delve into the creation of interactive user experiences and develop a unique website that presents a solution to a problem through creative storytelling, demonstrates an understanding of design principles, and is functional for the user. By utilizing industry-standard tools like Figma and Adobe After Effects, students will gain proficiency in transforming their static designs into engaging animations. Throughout the design process students will also learn methods to adapt their work to mobile devices, accommodating various screen sizes and dimensions. Upon successful completion, students will possess the skills necessary to conceive and execute interactive websites, encompassing all design aspects.

Interaction Design Basics (3 credits)

In this course, students will gain a greater understanding of the role of interaction design vis-à-vis the broader field of UX design. Through readings and relevant real-world examples, students will explore the five dimensions of interaction design (words, visual representations, physical objects or space, time, and behavior) as well as key usability questions to consider when designing to create meaningful user interactions. Hands-on exercises, including designing basic user flows and wireframes, provide opportunities for the practical application of these concepts as students demonstrate their knowledge of usability fundamentals within the context of user interaction.

Introduction to UX Design (3 credits)

This course presents an overview of user experience (UX) Design fundamentals, which students will explore in greater depth throughout the course of the program. The goal of this course is to provide a wide survey of the UX career paths, common technology stacks, and key resources to be familiar with as a UX professional. Students will also gain understanding of how perspectives and research from broader art and design fields have shaped UX as an industry. Additionally, students will explore the way UX is currently being used in a variety of industries to tell compelling narratives and create products and experiences that are easy and enjoyable to use.

Leadership (3 credits) (Core)

This course examines core issues of leadership including risk-taking, initiative, storytelling, and relationships. Students will examine, analyze, and reflect on the role of leadership as well as develop strategies for managing diverse cross-functional creative teams. Through case studies, open discussion, self-assessment, role play, and observation of real-life leadership practice, students gain an understanding of what makes a leader as well as develop a leadership style and practice aimed at motivating and inspiring others.

Physics for Designers (3 credits)

This course is an introduction to the concepts and principles of physics. The areas covered include classical mechanics, wave motion and thermal physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, especially the life sciences, and to develop

problem-solving skills. Demonstrations and short illustrative experiments will be a part of the course. **NOTE: Physics for Designers** is designed to meet the physical sciences requirement for each associate degree program and each baccalaureate degree program shall required arts and science core courses, with at least one 3-credit hour course from each of the following five areas

- (i) Arts and humanities;
- (ii) English composition;
- (iii) Social and behavioral sciences;
- (iv) Mathematics; and
- (v) Biological and physical sciences

Specifically, in this course students will gain science literacy for non-science majors. Through completion of various exercises and hands-on assignments, students will be assessed on their understanding of nature of sound and sound perception as well as concepts and topics like light and light waves, reflection and refraction, lenses, the eye and the ear (and how the ear-brain system works as a Fourier analyzer), and color and color vision.

Portfolio Review (3 credits)

Portfolio Review prepares students to move from the academic environment into the professional world by gaining a greater understanding of the principles and processes that define the industry and the value of UX design to society. Throughout the course students will participate in portfolio critique and review by industry professionals and further develop the ability to apply feedback and iterate on designs. Students will also develop written and oral communication skills and learn how to successfully present work to stakeholders through effective, engaging storytelling.

Product Design Process and Strategy (3 credits)

This course focuses on teaching students the essential skills and techniques needed to work effectively on a UX or product team in various organizational settings. Students will learn how to make good decisions and balance the needs of the business and users using frameworks like Jobs to Be Done, SWOT analysis or other relevant frameworks. They will also learn to work cross-functionally with various teams (eg. software engineers, product managers, marketing, and operations). The course will cover a range of project development, (for example, Agile, Lean, or others) and how UX design and user research fit into these processes. Communication and collaboration skills will be emphasized, along with obtaining stakeholder and buy-in for UX resources. By the end of the course, students will have gained industry skills and techniques that will enable them to work effectively on UX or product teams in various organizational environments.

Programing for Designers (3 credits) (core)

This course covers the fundamentals of computer programming and provides an overview of the common technologies and languages commonly encountered at the intersection of UX design and software engineering. Students will deepen their knowledge around the functions of coding and learn how to think in terms of code and the systems that govern it in order to better communicate their design

to developers. Through various exercises and hands-on demonstrations, students explore a variety of programming languages as well as gain an understanding of concepts like algorithms, system thinking, instruction sets, and use-case scenarios within the context of UX design. Specifically, basics of HTML, CSS, and javascript are introduced in this class. Upon completion of this course, students will possess familiarity with basic coding concepts along with how to effectively evaluate design feasibility.

Project Management (3 credits) (core)

Effective planning and management is crucial for the success of any design project and this course provides students with tools and strategies to develop professional workflow systems and processes. Through case studies or current professional projects, students will learn to take a project through its lifecycle to completion from designing a project scope and breaking down the project design structure to managing design requests and budget, allocating tasks to specific team members, and setting timelines for deliverables. By the end of this course students will have the ability to oversee all aspects and parts of design iteration through and organize projects using project management software.

Prototyping for Mobile (3 credits)

Students in Prototyping for Mobile build upon their practical knowledge acquired in previous coursework and gain a deeper understanding of the value of prototyping and user testing in the design process. Through an ongoing assignment that begins with low-fidelity design exercises, students will gain practical experience with industry-relevant prototyping tools as they iteratively build and test their mobile designs. By the end of this course, students will be prepared to present their prototypes to relevant stakeholders and have the ability to self-evaluate and critique their work through a human-centered design lens.

Sustainability (3 credits)

This course presents an overview of sustainable design principles and examines sustainability vis-à-vis social, economic, and environmental factors. Special attention is paid to design strategies that utilize low-impact and renewable materials, measure design impact, and consider the triple bottom line. Coursework will support students as they develop a holistic approach to design and understand how sustainable design practices can reduce negative impacts on people, the environment and the economy.

The Marketplace (asynchronous) (3 credits)

Students in this course navigate the complexities of the modern marketplace, including why market research and marketing are essential, and how to execute them, and how to design products that stand out and have a competitive advantage in the marketplace. In particular, students will explore different methods of conducting market research as well as learn how to interpret and analyze research results, turn insights from results into marketing recommendations, and finally construct a compelling narrative for stakeholders. Upon completion of this course students will have the ability to construct a marketing plan, including identifying a target audience, and proposing a plan for pricing, promoting, as well as distributing ideas, goods, and services.

Universal Design and Accessibility (3 credits)

Building on a foundational understanding of the importance and impact of inclusive design, in this course students examine the intersection of inclusivity, universal design, and accessibility and how universal design principles and practices have influenced architecture, product design, the built environment, as well as the design of systems and services. Through creative problem solving exercises and case studies, by the end of this course, students will have the ability to create inclusive design solutions that are both universal and accessible, with the goal of reducing and removing barriers for all users.

User Interface Design (3 credits)

In this course, students will discover how UI design plays a pivotal role in shaping user interactions and experiences. Coursework consists of an introduction to key UI elements including information architecture, visual design, and usability, while gaining practical experience in concepts like screen and page layout, organization, navigation, labeling, and search. Through various prototyping exercises, students will develop core concepts like user flows, wireframing, and content modeling. Various components that constitute UI, including accessibility, color theory, layout principles, and typography will also be explored. By the end of this course, students will possess an understanding of UI design fundamentals, enabling them to craft visually engaging and user-friendly digital designs.

UX Research Methods (3 credits)

The course introduces fundamental methods of UX research and equips students with essential skills and techniques for conducting user research ethically and effectively. Students will learn how to properly form problem statements and gain hands-on experience with systematic approaches to user research, including surveys, user interviews, contextual inquiries, persona creation, affinity mapping, and competitive analysis. Students will also explore the different types of data collected during UX research and learn how to analyze and interpret findings. By the end of the course, students will have an understanding of various UX research methods and the ability to plan and conduct a user research project, analyze data, and communicate findings effectively to clients and stakeholders.

UX Writing (3 credits)

In this course, students gain knowledge of how people read and consume information online in order to better understand the needs of users. Through readings and exercises students will learn formatting and structuring strategies to improve the findability of information, including prioritizing key details and optimizing scanning and comprehension. Students will also practice content chunking techniques to reduce information overload and effectively layer content for better user experience. Special attention also is paid to principles of inclusivity and accessibility as they apply to UX writing through exploring techniques for making content more accessible to diverse audiences. Upon successful completion of this course, students will have the ability to write user-centric, engaging, and effective content that enhances the overall user experience.

Writing for Artists and Creatives (3 credits)

This course serves as an introduction to college-level reading, writing, discussion, and critical thinking. Students engage in a variety of academic texts and literature, as well as literary, aesthetic, and social criticism. By exploring a variety of writing styles, analyzing elements of form and mechanics, and engaging all aspects of the writing process, students find and demonstrate their writing voice to write with greater authority, clarity, and insight. Upon successful completion of this course, students will develop their writing and critical thinking skills through critical reading, class discussion, and their own writing. NOTE: **Writing for Artists and Creatives** is designed is designed to meet the English composition requirement for each associate degree program and each baccalaureate degree program shall required arts and science core courses, with at least one 3-credit hour course from each of the following five areas

- (i) Arts and humanities;
- (ii) English composition;
- (iii) Social and behavioral sciences;
- (iv) Mathematics; and
- (v) Biological and physical sciences

Specifically, assignments in this course will require students to engage with various types of English composition. For example, they will be tasked with writing a personal narrative that reflects on artistic aspirations and pursuits, write an editorial/opinion piece on art and social justice, and complete an assignment on persuasive writing. Assessment criteria will evaluate student success in areas related to English composition, including sentence structure, paragraph development, argument support and cohesion, tone, and editorial process.