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 new program proposal for review to the Maryland Higher Education Commission:

- New Stand-Alone Lower Division Certificate for Design Essentials

Our original submission for this new program was in July of 2024 and it was assigned a unique tracking number at that time (24315).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,

Dr. Raymond Barclay
Vice President of Enrollment Management

MARYLAND
INSTITUTE
COLLEGE
OF ART

1300 MOUNT ROYAL AVENUE
BALTIMORE, MD 21217
T 410.669.9200

WWW.MICA.EDU

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 / No	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 (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	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: / 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 Lower Division Certificate in Design Essentials 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 Lower Division Certificate in Design Essentials has been identified as one way to lead students to jobs in high potential occupations.

The Lower Division Certificate in Design Essentials designation is distinguished from MICA's current Bachelor of Fine Arts (BFA) majors. The certificate 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 Lower Division Certificate in Design Essentials offers more options for studio courses and professional practice courses and less Liberal Arts content than MICA's BFA programs.

The Lower Division Certificate in Design Essentials has the operational flexibility to serve a variety of student segments. The initial focus will be on:
- Working adults interested in completing a certificate program
- 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:

- 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 Design Essentials Certificate 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's continuing its commitment to alumni career success and ROI while deploying new strategies for lowering the cost of college. The Design Essentials Certificate 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 certificate.

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 builds. 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 certificate 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 Design Essentials Certificate to expand student access by developing a program with a pathway to completion for students who are ready to re-enter college and conclude studies toward a certificate, 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 Design Essentials Certificate 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 certificate, MICA launched a demand discovery research project with an emphasis on opportunities for art and design-related certificate programs. The research found that due to the focus on practical skills and specialized coursework, students earning certificate programs are competitive and often successful when seeking employment opportunities. Students who earn certificates can find both traditional and entrepreneurial employment opportunities, such as freelancing or starting their own business based on the skills they have obtained. Research also indicates that in combination with the earned certificate, employers value a strong portfolio that demonstrates their work. Following the completion of this certificate program, students will have several work products to demonstrate their proficiency and obtained skills.

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 Design Essentials Certificate.

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 Design Essentials Certificate 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 Lower Division Certificate in Design Essentials 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.

The curriculum requirements for the proposed certificates were carefully crafted in partnership with adjunct faculty as well as external advisors to ensure relevance for career success.

In addition, MICA asked several faculty members, subject matter experts, and industry professionals to assist with the development and review of the program curriculum. The current program curriculum reflects the input MICA received from these educators and industry leaders.

Reviewers were chosen for their expertise in design strategy and leadership, as well as entrepreneurship. All reviewers provided feedback on general art and design principles, design leadership and strategy, as well as business of art and design courses.

The table below provides details about the various individuals who assisted MICA to ensure that program outcomes, course content, and course sequence support the goals of the program.

Reviewer	Organization
Customer Experience and Innovation Manager	Publicis Sapient (software)
Senior UX Researcher	Ontada (healthcare technology)
Interaction Designer	Google
Senior Manager Experience Design	Ellucian (educational technology
Principal UX Design Consultant	Bill & Melinda Gates Foundation (nonprofit)
Principal Interior Designer	PLACES studio

Founder and CEO	Moya Design
Principal	Studio O+A
Owner	BANDURAdesign
Interior Designer	Jessica Helgerson Interior Design
Owner	Reidy Creative

The faculty selected to teach in the certificate programs will be recruited from industry and experts in art and design, design strategy and leadership, and creative entrepreneurship. 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 as well as training on asynchronous course delivery best practices (if teaching an asynchronous course).

Each certificate consists of 15 credits over five courses (three credits each) and aims to support students as they gain valuable entrepreneurial and industry skills and experience that complement a variety of art, design, and other fields. Each class takes place over eight weeks, and classes may be taken individually or concurrently depending on course offerings for the term. Each certificate program starts with an orientation designed to acclimatize students to MICA staff, policies, and the program.

The lower division certificate in Design Essentials focuses on developing art, design, and technology skills, providing a foundation in these areas for individuals looking to enter creative fields or gain formal educational training in these areas.

Throughout the certificate program, projects and assignments will be collaborative, and faculty will evaluate all assignments to provide critical analysis and feedback for assessment purposes.

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

The Design Essentials Certificate program will be offered on-campus at the MICA campus in Baltimore.

MICA utilizes the Carnegie Unit and follows the US Department of Education and MSCHE standards for the relationship of credit hours for time on task. One credit equals 45 hours of study, thus three credits equal 135 hours of study and four credits equals 180 hours of study. A sample of how a three-credit non-studio course in the 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
Office hours, reviewing feedback, recordings, notes, etc.	12
TOTAL	135

Design Essentials

The purpose of the Lower-Level Certificate in Design Essentials is to equip individuals with technical art and design skills that can serve as a foundation for further art and design education or complement professional work in several fields. This certificate program carefully balances art and design theory with applied, practical experience through a combination of traditional and studio courses that encompass exercises, lectures, critiques, and multi-part projects.

Upon successful completion of this program, students will demonstrate the ability to:
1. Effectively and creatively apply light, space, and color principles and theories to creative works and designs.
2. Apply proper use of design elements like planes, masses, texture, volumes, and spacing or distance between objects to creative works and designs.
3. Evaluate and select relevant industry-standard design tools to create designs and apply general functional knowledge of design tools to future platforms.
4. Apply drawing and sketching principles to the design process to facilitate ideation, research, previsualization, prototyping, and presentation of work.
5. Navigate computer-aided design software and produce both 2D and 3D designs that demonstrate an understanding of form in various dimensions and from multiple perspectives.

3. Explain how the institution will:

      a)   provide for assessment of student achievement of learning outcomes in the program

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).

      b)   document student achievement of learning outcomes in the program

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.

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

Curricular Tables and Course Descriptions

Table 5, Lower-Level Certificate: Design Essentials

Design Essentials Course Titles	Credits
Drawing	3
2D CAD Design	3
Color	3
3D Design	3
Digital Tools for Design	3
Total	**15**

Lower Division Certificate: Design Essentials Course Descriptions (15 Credits)

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 and master quick perspective sketching techniques to translate the observed into 2D form.

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.

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.

Digital Tools for Design (3 credits)
- This course is a survey of software, tools, and platforms used in different areas of the design industry. Upon successful completion of this course, students will have a 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.

2D CAD (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.

5. Discuss how general education requirements will be met, if applicable.

Not applicable to design essentials certificate.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

There will not be any specialized accreditation or graduate certification requirements for this program at this time.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

MICA does not intend to contract for instructional services from another institution or a non-collegiate organization for this program.

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.

MICA's Open Studies division is committed to providing students with clear, complete, and timely information on all matters related to certificate programming. Prior to even considering applying to the program, students will have access to the curriculum, course 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. Faculty and students will interact through the learning management system, email, and virtual office hours. Faculty will be responsible for providing substantive written or audio feedback on student work and will be required to respond to student communications within 24 hours. Student orientation will include an orientation to the learning management system.

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.

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

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, <u>terminal degree title and field</u>, 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 certificate 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 for the first five years of the program. 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 division, 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 $500 per faculty annually for development.

The faculty for the Design Essentials Certificate will be experts in the field of drawing, color, 3D design, CAD, and digital tools. Because MICA will need to hire new faculty for this yet unapproved program we have not assigned any instructors to any specific course. However, during our research and planning we have engaged many professionals. With MHEC approval, it is likely that we will reach out to these professionals and their professional networks to find teachers and subject matter experts to assist in guiding the curriculum and keeping the program up-to-date, and relevant. The below table displays qualifications that MICA would be seeking in new hires.

Faculty Name	Terminal Degree/Field	Professional Credentials	Status
	MFA MDes, CAD, Industrial Design, Architecture, Engineering, Digital Media and Animation,		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. 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.

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 certificate 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	$429,858	$640,819	$653,635	$666,708	$680,042
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	$0	$0	$0	$0	$0
c. Total F/T Revenue (a*b)	$0	$0	$0	$0	$0
d. Number P/T Students	26	38	38	38	38
e. Credit Hour Rate	$1,837	$1,874	$1,911	$1,949	$1,988
f. Annual Credit Hour Rate	9	9	9	9	9
g. Total P/T Revenue (d*e*f)	$429,858	$640,819	$653,635	$666,708	$680,042
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (ADD 1-4)	$429,858	$640,819	$653,635	$666,708	$680,042

The Design Essentials Certificate does not require reallocation of institutional funds and will not impact existing programs. The enrollment projections are based on research conducted by Tuscany 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 tuition 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 this 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 design strategy certificate. The tuition revenue for P/T Students (2.g) is based on an assumption that P/T Students are taking 9 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	$93,750	$93,750	$93,750	$93,750
a. Number of FTE	1	1	1	1	1
b. Total Salary	$75,000	$75,000	$75,000	$75,000	$75,000
c. Total Benefits	$18,750	$18,750	$18,750	$18,750	$18,750
2. Admin Staff (b+c below)	$21,120	$21,120	$21,120	$21,120	$21,120
a. Number of FTE	0.33	0.33	0.33	0.33	0.33
b. Total Salary	$16,500	$16,500	$16,500	$16,500	$16,500
c. Total Benefits	$4,620	$4,620	$4,620	$4,620	$4,620
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	$50,000	$0	$0	$0	$0
7. Other Expenses	$75,000	$75,000	$75,000	$75,000	$75,000
TOTAL (Add 1-7)	$259,870	$204,870	$204,870	$204,870	$204,870

Based on the modest enrollment expectations of this program, MICA will hire one full time faculty member upon successful review of this submission which will stay stable throughout the first five years of this offering. The remaining courses in the program will be taught by adjuncts. The Design Essentials Certificate will initially require the addition of a .33 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 certificate 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 Design Essentials Certificate 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 Design Essentials Certificate 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.