

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM  
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION  
 COOPERATIVE DEGREE PROGRAM  
 WITHIN EXISTING RESOURCES or  REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Maryland Institute College of Art

Institution Submitting Proposal

Fall 2016

Projected Implementation Date

Master of Professional Studies

User Experience Design (UX Design)

Award to be Offered

Title of Proposed Program

1009.00 Applied Design

50.0499 Design & Applied Arts, Other

Suggested HEGIS Code

Suggested CIP Code

School for Professional and Continuing Studies

Gracyalny, Vice Provost

Department of Proposed Program

Name of Department Head

David Gracyalny

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Contact Name

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Contact Phone Number

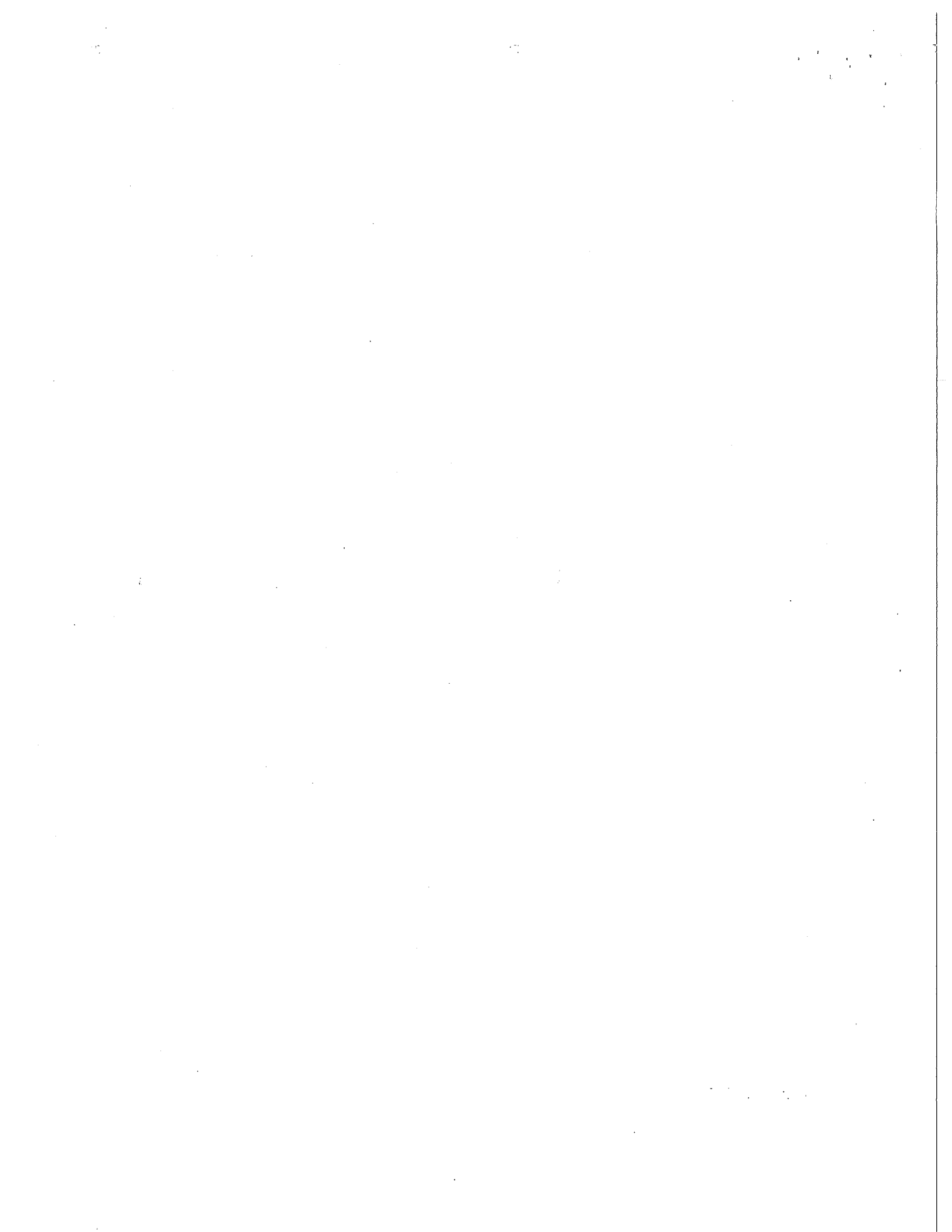
Signature and Date

President/Chief Executive Approval

October 9, 2015

Date Endorsed/Approved by Governing Board

Date



Maryland Higher Education Commission Academic Program Proposal

**Proposal for:**

NEW INSTRUCTIONAL PROGRAM

**Institution Submitting Proposal:** Maryland Institute College of Art

**Projected Implementation Date:** August 2016

**Award to be Offered:** Master of Professional Studies

**Title of Proposed Program:** User Experience (UX) Design

**Suggested HEGIS Code:** 1009.00 Applied Design

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**Department of Proposed Program:** School for Professional and Continuing Studies

**Name of Department Head:** David Gracyalny, Vice Provost

**Contact Name:** David Gracyalny

**Contact E-Mail Address:** [dgracyalny@mica.edu](mailto:dgracyalny@mica.edu)

**Contact Phone Number:** 410-225-2220

\_\_\_\_\_  
Signature and date President/Chief Executive Officer

\_\_\_\_\_  
Date Endorsed/Approved by Governing Board  
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**A. Centrality to institutional mission statement and planning priorities:**

The Master of Professional Studies User Experience Design (MPS UXD) program is a 15 month on-line program buttressed by brief residencies at MICA. Course work is offered in the evening or on the weekends making it accessible to working professionals and individuals with daytime obligations that make attending a traditionally structured graduate program difficult or impossible. This coursework is supplemented by three in-person residency sessions that take place over extended weekends throughout the program.

This program appeals to students who have a background in design (game, graphic/visual, interaction, industrial) and an interest in coding or human-computer interaction. Applicants may be recent graduates as well as professionals seeking to enter the UX/UI industry. Ideal candidates have a background in a visual art/design discipline; a strong interest in blending creative abilities with critical analysis, research, collaboration, and technical skills to increase their competitive advantage in the field; and a willingness to commit to an intensive learning experience.

The MPS UXD serves MICA's dedication to the education of professional artists and designers and to the development of a collegiate environment conducive to the evolution of art and design. This program embodies the new era of UX design and views UX as one of the key design challenges of our age, one that must be tackled with the most relevant approaches to innovation. Each class of this forward-looking curriculum is focused on practical UX skills embedded in systems thinking, transdisciplinarity, iterative problem solving, and creativity. Graduates of the program will not only be exceptional UX designers, they will be leaders working at the cutting edge of the field.

The MPS UXD is directly related to MICA's long range strategic plan, specifically under, Section I. EDUCATIONAL PROGRAMS, SUPPORT AND DELIVERY, Item E.

Enhanced and Expanded Educational Program:

Plan for 20/20

E. Enhanced and Expanded Educational Program - MICA will expand and enhance the scope and content of its educational programs to reflect the breadth and complexity of career paths in art, design, art education, and other creative industries

4. Graduate Programs - Expand graduate programming to bring its size and scope offerings into greater balance with the undergraduate program and create a richer, professional environment for study in all areas and levels

h. Master of Professional Studies - Utilize an Office of Professional and Continuing Studies to deliver masters in professional studies degrees that are focused on professional knowledge and experience associated with specific careers in the region

1. Research and develop other targeted programs that will be offered in non-traditional formats and calendars.

These would include a wide range of applications of technologies in the service of entertainment, education, design, bio-tech, allied health fields, and education related to green or sustainable design and design management. (These programs could actively seek partnerships with other institutions and/or professional partners. Some of these programs could be low residency and/or work study programs established with regional industries)

**B. Adequacy of curriculum design and delivery to related learning outcomes:**

The new MPS UXD is intended to introduce students to the growing field of UX Design and prepare them with the fundamental skills necessary to become UX designers. MICA's UX Design program will merge analytical problem solving and design thinking to enable students to master UX design principles. This unique program carefully balances UX theory with applied, practical experience through extensive critiques, dynamic faculty, and industry partnerships.

The program is designed primarily for visual artists and designers with an interest in translating their existing skills and knowledge to various industries where UX Design enhances daily functionality. Consequently, the goals and objectives of the program are integral to the knowledge and skills necessary to work within the UX field.

To meet our curricular goals we have established the following educational objectives and the development of the following skills:

User Experience Design Skills:

Self-awareness

Understanding technology

Collaboration

Project management

Strategy

Creativity/Innovation/Design

User Experience and Interaction

Leadership

Setting and Achieving Goals

Networking

History and context of UX/UI

Knowledge of UX/UI industry

Prototyping

Professionalism

Deadline sensitivity

Budget sensitivity

Business culture

Sessions:

- Sessions in the Fall term of program consist of Three (3) classes with Two (3) credits and One (1) credit class
- Sessions in the Spring term of program consist of Four (4) classes with Two (4) credits and Two (2) credits
- Sessions in the Summer term of program consist of One (1) class with Five (5) credits
- Sessions in the final Fall terms of program consist of One (1) class with Five (5) credits

Program Schedule			
Dates	Weeks	Course	Credit
Residency One			
8/25 to 8/28/2016	3.5 days	Residency I	0.5
Session One			
8/29 to 10/1/16	4	Foundations of UX Design	3
Session Two			
10/9 to 11/5/2016	4	Technology Intensive	1

Session Three			
11/13 to 12/23/2016	6	Human-Machine Interaction and Usability	3
Session Four			
1/8 to 2/4/2017	4	Prototyping	2
Session Five			
2/5 to 3/4/17	4	UX Business Basics	2
Session Six			
3/12/17 to 5/6/2017	8	UX Design Lab I: Users	4
Session Seven			
5/7 to 7/1/2017	8	UX Design Lab II: Utility	4
Residency Two			
7/7 to 7/10/2017	3.5 days	Residency II	0.5
Session Eight			
7/16 to 9/23/17	10	UX Design Lab III: The Industry Challenge	5
Session Nine			
10/1 to 12/9/17	10	Thesis and Reflection	5
Residency Three			
12/12 to 12/17/17	3.5 days	Residency III	0
		Total	30

**Course Descriptions:**

Residencies I, II, and III combined count for **one (1) credit**. Each residency is a three-day extended weekend.

## **Residency I**

In residency I, students will be introduced to MICA's unique approach to UX Design. MICA embraces the revitalization of UX design and views UX as one of the key design challenges of our age, one that must be tackled with the most relevant approaches to innovation. Each class of this cutting edge curriculum is focused on practical UX skills while embedded in systems thinking, transdisciplinarity, iterative problem solving, and creativity. Graduates of the program will not only be exceptional UX designers, they will be leaders working at the cutting edge of the field. Residency I occurs at the very beginning of the program and consists of cohort team building, a personal assessment, an introduction to technology, setting expectations for the program, an introduction to faculty and the industry. Industry focused activities include:

Real time studio (a day-long simulation of a professional UX studio)

Panel discussion with the UX Advisory Group (Theme: The Changing Nature of the UX Industry)

## **Foundations of UX Design – Three (3) Credits**

The Foundations of UX Design course introduces students to the field of user experience. Course content is focused on applied practices from user research, information architecture, interaction design, visual design, and usability. Students explore screen and page layout, organization, navigation, labeling, search and other core concepts and techniques such as user flows, wireframes, and content modeling.

## **Technology Intensive – One (1) Credit**

UX design requires a solid knowledge of practical aspects of a number digital tools, technologies, and resources. Student success in this program and beyond relies heavily upon all students' ability to successfully deploy the latest UX tools to create elegant and fully realized interfaces. Projects focus on building knowledge related to industry standard tools through a sequence of exercises employing the most relevant UX technology.

## **Human-Machine Interaction and Usability– Three (3) Credits**

This course provides an overview and introduction to the nature of human to machine interaction. Students explore physical interactions between users and machines, such as visual, sound, and haptic feedback. The course focuses on solving design problems using principles of cognitive psychology, linguistics, social sciences, and ethnography. Projects include practical exercises aimed at improving UX interfaces with special emphasis on effectiveness, efficiency, and user satisfaction.

## **Prototyping - Two (2) Credits**

Students in Prototyping create their first team-based digital UX prototype. The project is designed to synthesize all concepts previously addressed in the program and assist students to refine their skills and knowledge while introducing them to a facsimile of an industry style team environment. Teams work in a model production environment beginning with researching, brainstorming, modeling ideas, and combining, expanding, and refining concepts, and the creation of multiple drafts. Feedback is provided by diverse groups of people, including end users and clients. Teams are made up of individuals taking various industry roles such as designer, programmer, tester, etc. Prototypes go through a development stage, and alpha and beta stages toward a final design.

## **UX Business Basics -Two (2) Credits**



A basic understanding of the business of UX is an essential skill for successful UX designers. This course provides a foundation of business knowledge including networking, marketing, budgeting, client and stakeholder relations, and business communications. Essential project management skills are also addressed. Students gain project management skills related to the creation of strategic plans and the knowledge of professional workflow practices. Topics include project scope, time, cost, quality, and human resource management techniques as applied to the UX industry. Students learn to design a project structure and obtain hands-on experience using project management software. Additional focus is placed leadership, teamwork, and project risk management.

#### **UX Design Lab I: Users – Four (4) Credits**

UX Design Lab I: Users is a course designed to provide students with real world case studies that illustrate challenges faced in the UX industry specifically related to end users. Students learn to construct personas or archetypical descriptions of users of a system based on an amalgamation of data collected from interviews with potential users. Data includes details about behavior patterns, goals, skills, attitudes, and environments, which are combined with a number of fictional personal details to make the persona a realistic character. Students in UX Design Lab I learn research methods and strategies for considering unique, realistic user types as a means to make sound design decisions. Guided by how well results meet the needs of individual user personas, this course assists students to understand how effectively UX designers prioritize needs of a target population. Teamwork and collaboration are central aspects of this class intended to recreate industry processes with a special focus on user research and testing used in UX design companies.

#### **UX Design Lab II: Utility – Four (4) Credits**

UX Design Lab II: Utility builds on UX Design Lab I and is a similarly structured course. In the case of UX Design Lab II, students are presented with real world case studies that illustrate challenges faced in the UX industry specifically related to utility or ease of use. Focus is on user experience topics of learnability, functionality, elegance, clarity, efficiency, and information architecture. Conventions of use like challenge, flow, mastery, consistency, coherence, and control are evaluated and tested relative to the time users need to complete a particular task and learn how to operate the interface, as well as user satisfaction. Students also continue to develop their understanding of user research and testing. Projects in UX Design Lab II employ small work groups modeled on current industry practices.

#### **Residency II**

Residencies II occurs at the mid-point of the program and consists of additional cohort cohesion activities, a workshop on innovation and creativity, Q&A session focused on connecting the first half of the curriculum to professional topics, and an introduction to the second half of the program and the final thesis. Activities include:

Innovation and Creativity: This two-day workshop surveys concepts, tools, and techniques that promote innovation. Students engage in exercises designed to apply and test creative techniques. At the conclusion of the workshop, students will have knowledge of and practice with a number of approaches to creativity that can be applied through the second half of the program and into their careers.

Networking social event

Q&A session: What to expect next and how to begin thinking about your final thesis project.

#### **UX Design Lab III: The Industry Challenge – Five (5) Credits**

UX Design Lab III: The Industry Challenge integrates all the various concepts explored throughout the program. UX Design Lab III engages MICA's industry partners and presents students with challenges faced by professionals in the UX industry. Students work in teams and are provided with access to the professional world they are about to enter. UX Professionals provide feedback, insight, encouragement, and critical analysis to students as they execute their projects. Like UX Design Lab I and II, UX Design Lab III focuses on teamwork and collaborative processes.

### **Thesis and Reflection - Five (5) Credits**

As the final course in the MPS UXD program, Thesis and Reflection requires each student to create a final portfolio containing a thesis project from concept to a fully realized prototype focused on a specific area of the UX industry. Students also provide documentation outlining their process for their design. Using research and materials developed over the course of the program, students work with a faculty advisor for guidance and critique during project development. They also prepare for presentations in Residency III, when they deliver a presentation of their portfolio that will be evaluated by faculty, program graduates, and peers.

### **Residency III**

Residency III occurs at the very end of the program and consists of final student presentations, assessment of thesis projects, and the program conclusion.

### **C. Critical and compelling regional or statewide need as identified in the State Plan:**

The MPS UXD addresses the states need for greater accessibility to educational opportunities, service to the states diverse citizenry, and issues of economic growth and vitality as addressed in the State Plan:

MICA's School for Professional and Continuing Studies (SCPS) is charged with creating new program models with a particular emphasis on transdisciplinary content that bridges worlds of art and design, science and technology, and commerce. SPCS is also a center where nontraditional students will connect with unique curricular offerings delivered in novel and accessible ways.

SCPS degree programming also leverages the unique pedagogy of art and design education in ways that are either focused on disciplinary areas within art and design or art/design in nature without being art/design in discipline; programming with a specialized professional, career, or entrepreneurial focus, that is transdisciplinary and seeks to connect and integrate art and design making and thinking with other disciplines such as science, technology, engineering, data analysis, government and public policy, health and medicine, etc.

Students for these programs are distinguished primarily by their educational needs/interests and their academic and professional backgrounds that may look distinct from traditional MICA students. They include students with art and design degrees, but also students from science and technology fields, business and government, human development and humanities fields. These students share an eagerness to engage in conceptual, holistic, intuitive, imaginative, and non-linear curricula that fosters tolerance for ambiguity, iterative approaches to problem solving, perseverance, and praxis, alongside of logical, analytic, and quantitative content.

Embedded within MICA's SPCS academic area, the MPS UXD was created to be accessible to underserved students whose educational opportunities are limited by personal and professional demands that make attending traditional cohort based programs difficult or impossible. The program is offered on-line, in the evening, and paced with working professionals in mind. Furthermore, as part of MICA's suite of professionally focused degree programs (MPS degrees in Information Visualization, The Business of Art and Design, and a dual MBA/MA degree in partnership with the Johns Hopkins University) the MPS UXD's emphasis on professional knowledge specifically directed at a growing industry will make the program appealing to a broad demographic of Marylanders.

Research by Tuscany Associates was conducted to assess MICA's assumptions about both the market for students, competitive programs, and the marketplace for program graduates. Research included reviewing numerous articles and key industry research papers as well as interviews with 33 industry experts, including creative directors, art directors, UX designers, game designers, UX design students, independent contractors, UX authors, and the executive staff of many gaming/UX companies. These individuals have worked on a variety of projects including; but not limited to mobile games, mobile apps, mobile and web interfaces, PC games, and console games.

All research indicated an increased focus on user experience across a large variety of industries that span consumer and industrial products and services. Conversations with respondents and other research indicated that this increased focus has created a high level of demand for UX design experts. Respondents and researchers alike expect this demand to continue. As the industry continues to see robust growth with increasing application to a variety of disciplines, the demand for sophisticated and high-quality UX platforms is mounting. To help meet this demand, MICA has developed a MPS UXD intended for students who are ready to create compelling and novel experiences for next generation UX. The MPS UXD is for those interested in gaining professional skills directly applicable to the field of user experience.

Furthermore, respondents verified what was stated in the research by commenting on how competitive companies understand that they need to create engaging UX in order to develop a lasting relationship with their end consumer. The movement towards UX design is replicated across multiple industries and a variety of platforms.

**D. Quantifiable and reliable evidence and documentation of market supply and demand in the region and state:**

In the research findings from Tuscany Associates, including respondent interviews and secondary research, it indicated an increased focus on user experience across a large variety of industries, spanning customer and industrial products, education, healthcare, defense, software, and business services. Within these industries, UX design is increasingly viewed as a core aspect of products and services. This increased focus has created a high level of demand for UX design experts. Respondents and researchers alike expect this demand to continue for the foreseeable future.

Students completing the MPS UXD will be equipped to pursue careers as User Experience Designers, Interaction Designers, Interface Designers, User Interaction Designer, User Interface Designer, and Information Architect. Graduates from a UX degree can expect to earn a starting salary ranging from \$35,000-\$60,000. According to a

survey conducted by AIGA, 25% of UX designers earn a national median salary of \$70,000 or less, 50% earn a national median salary of \$85,000 or less, and 75% earn a national median salary of \$100,000 or less. Upon completion of the UX Design program, individuals will have final portfolios to demonstrate mastery of their academic achievement as they embark in various industries for employment.

The MPS UXD will begin small and grow steadily throughout the first five years. MICA projects about 8 students in the first year, increasing the numbers by 5 to 10 each year to reach capacity at 40 over several years. The goal is to create a manageable and efficient program that is allowed to stabilize, consolidate, and grow its programmatic strengths in the field over the first five years.

**E. Reasonableness of program duplication:**

Based on our research, graduate degree programs in UX fall into three categories: Design focused, Computer Science focused, or Design and Computer Science focused with most competitors existing in the focus of Computer Science. MICA's program will have a Design and Computer Science focus. There are no similar programs in the state and/or region.

**F. Relevance to Historically Black Institutions:**

MICA's MPS UXD will have no impact on the implementation or maintenance of high-demand programs at HBIs. Since this program is unique in the state and one that is focused on MICA's traditional strengths and identity in the areas of design, creativity, and transdisciplinarity, there is no impact on the uniqueness and institutional identities and missions of HBIs.

**G. If proposing a distance education program, please provide evidence of the Principles of Good Practice:**

MICA's MPS UXD program was developed over several years in collaboration with industry professionals, MICA alumni working in the profession, and current MICA faculty. MICA currently has several systems in place as evidence of compliance with MHEC's Principles of Good Practice. Login authentication is maintained by utilizing BioSig ID reporting, while courses and faculty are assessed using evaluations. MICA has two authentication methods in place, internal authentication using the LDAP server through PeopleSoft to access the Learning Management System and secondly on a course level using BioSig ID. BioSig-ID™ captures a user's unique movements including direction, speed, length, angle, pressure and height as they draw and create their passcode. Each time a user logs in their passcode is compared, and only if the patterns match will the legitimate user gain access to the online activity.

MICA will maximize the learning experience by utilizing faculty from a variety of resources including existing programs, researchers, and experienced UX professionals. The School of Professional and Continuing Studies', Instructional Technologist, in conjunction with the program director, will work

with faculty to build out course syllabi in Moodle to include learning tools that support curriculum cohesion and academic rigor. These learning tools include:

- Quizzes
- Discussion Boards
- Assignment Activities: Blogs, Forums, Surveys

Curriculum and instruction are facilitated using Adobe Connect. Adobe Connect delivers immersive live virtual classroom experiences that display student class participation and engagement monitoring. It offers the ability to record class lectures for further student review.

The role and mission of the MPS UXD program directly reflects MICA's 20/20 Plan, which encompasses the following:

- Expand graduate programming to bring its size and scope of offerings into greater balance with the undergraduate program and create a richer, professional environment for study in all areas and levels.
- Utilize the Office of Professional and Continuing Studies to deliver masters in professional studies degrees that are focused on professional knowledge and experience associated with specific careers in the region.
- Research and develop other targeted programs that will be offered in non-traditional formats and calendars. These would include a wide range of applications of technologies in the service of entertainment, education, design, bio-tech, allied health fields, and education related to green or sustainable design and design management. (These programs could actively seek partnerships with other institutions and/or professional partners. Some of these programs could be low residency and/or work study programs established with regional industries).

To further support MICA's mission, the technology platform was adjusted to meet the current objectives of the college. Due to challenges faced by the college it was deemed necessary to change hosting vendors for the managed Moodle environment used by MICA. A review was performed by the Instructional Technologist for the School of Professional and Continuing Studies in conjunction with the Office of Instructional Advancement and Technology to analyze the best platform for the needs of the college. As such, it was decided to change vendors from Moodlerooms hosted Moodle environment to eThink's hosted Moodle environment. This allowed the college to save significant costs on managing the Moodle system as well as for storage associated with managing a Learning Management System (LMS). It also allowed the school to be under the same hosted instance of the LMS instead of separate instances for the School of Professional and Continuing Studies and MICA the institution.

All faculty and students assigned and registered for online courses at MICA receive Adobe Connect one-on-one training sessions and support resources, these resources include:

- Using an online environment
- Web Conferencing

- Google Apps
- Library Resources

Faculty is fully supported during class time by the Instructional Technologist to assist with troubleshooting during the online session. In addition to the Adobe Connect training, faculty is also trained to troubleshoot basic problems. Any matters needing more support are facilitated by the Instructional Technologist.

Students enrolled in the MPS UXD program will have backgrounds directly related to visual art/design disciplines as to be prepared for the technical skills needed in the online program. MICA's Communications Office has designed a landing page specifically for the MPS UXD program. It clearly outlines the backgrounds and interests of individuals who should apply to the program.

Evaluations and assessments are currently in place but are continually being updated as new assessment techniques are introduced.

#### H. Adequacy of faculty resources:

As a highly specialized program that relies on a range of disciplines, only some of which have been taught at MICA, the faculty for this program will be drawn from various resources including MICA's existing programs, researchers, and professionals. Faculty will be drawn from experienced UX professionals in industries and other institutions in Baltimore and from around the region, as well as from a growing national pool of experts in user experience applications.

#### I. Adequacy of library resources:

MICA's Decker Library contains almost 64,000 monographs and 325 current periodical subscriptions, and provides online access to more than 5,500 full-text journal titles, and hundreds of digital reference sources in art/design and numerous other subjects. The main focus of the Library is in the visual arts and design, while maintaining a broad, balanced collection in the humanities.

In addition, students have access to the Media Resources Collection, which is MICA's image and film library. The MRC holdings encompass many visual resources including over 35,000 digital images, 215,000 slides, and 5,000 DVDs and videos. The MRC subscribes to digital image databases including ARTstor and Corbis Education, providing access to over 1.3 million images. Students, faculty, and staff have access to the college's collections.

Decker Library and Media Resource Collection:

##### A-Z Journal List

A listing of journal titles to which the Decker Library has either **print holdings** or access in **full-text online**, plus links to begin reading each full-text journal. Also lists the journal titles that are indexed within each database.

#### Academic Search Premier

Provides full-text for 4500 journals and indexing for over 8000. Subjects covered include art, education, literature, language, linguistics, social and ethnic studies, computer sciences, engineering, chemistry, and physics, among other topics.

#### Art Full Text

Provides full-text for over 100 titles (Indexes 1984-present / Abstracts 1994-present).

#### Art Index Retrospective

Indexes art journal literature and reproductions published from 1929-1984.

#### ARTstor

ARTstor contains nearly one million digital images of artworks from many time periods and cultures, with architecture, painting, sculpture, photography, decorative arts, and design.

#### AskART

Includes artist biographies, images, auction prices, gallery directories, and more.

#### Bibliography of the History of Art (BHA)

BHA covers post-classical Western art, architecture, and decorative arts (from late antiquity to the present) with index and abstracts. It is comprised of three databases: BHA (Bibliography of the History of Art) for years 1990-2007; IBA (International Bibliography of the History of Art) for 2008 and part of 2009; RILA (Répertoire de la littérature de l'art) for 1975-1989. Combined BHA includes over 1,200 journals.

#### Business Source Premier

Contains full text for more than 2,300 journals in all disciplines of business, including marketing, management, MIS, POM, accounting, finance and economics.

#### Cinema Image Gallery

Holds over 150,000 digital still images from movies, television and the entertainment industry, plus over 4,000 posters and other promotional images.

#### Credo Reference

Is a database of full-text, fully searchable content from hundreds of reference books in a broad range of subjects.

#### Design and Applied Arts Index

Contains indexes and abstracts of over 500 design and craft journals published 1973-present, plus data on over 50,000 designers, craftspeople, studios, workshops, and firms

### Dover Series Index

Is a searchable visual index to Dover Art series books held in the Decker Library, containing approximately 170 titles, with 2 images for each book.

### Education Journals

Is a full-text resource of 400 education journals with indexing/abstracting for more than 600.

### Encyclopedia Britannica On-Line

### ERIC

Contains more than 2,200 digests along with references for additional information, plus citations and abstracts from over 980 educational and education-related journals.

### Great Buildings

Provides resources on architectural structures and designers around the world and across history. Includes 3-D models, photographic images, architectural drawings, bibliographies, web links, and more.

### Grove Art Online

Includes full-text access to The Dictionary of Art, with content updated periodically.

### JSTOR

Has full-text for over 300 scholarly journals in two collections.

Arts and Sciences III Collection: The history of art and architecture, religion, language and literature, music, film studies, folklore, and performing arts.

Arts and Sciences IV Collection: Education, psychology, business, law, and public policy and administration.

### National Newspapers

We have all full-text online access to:

Baltimore Sun - 1990-current

Chicago Tribune - 1985-current

Christian Science Monitor - 1988-current

Los Angeles Times - 1985-current

New York Times - 1997-current

Wall Street Journal - 1984-current

Washington Post - 1987-current

### Oxford Art Online



Which is comprised of four resources:

- Concise Oxford Dictionary of Art Terms
- The Encyclopedia of Aesthetics
- Grove Art Online
- Oxford Companion to Western Art

Oxford English Dictionary

Readers' Guide to Periodical Literature

Providing full-text for 150 general-interest periodicals published in North America; indexing and abstracts for 302 titles.

Rhizome

An online platform for the global new media art community.

Text Finder

Locates texts collected in books owned by MICA's Decker Library.

WorldCat Libraries

Enables students to search the holdings of the largest library network in the world.

MICA's operating budget does assume modest expenses to enhance existing resources to support unique aspects of the MPS UXD program.

**J. Adequacy of physical facilities, infrastructure, and instructional equipment:**

Key resources for operating this new program include a program director, an instructional technologist, faculty, library resources, a LMS (and related services), UX related software, classroom and meeting space for program residencies (three, 3-day long visits to the campus), marketing and recruiting resources, and registration resources. The program director and instructional technologist are shared resources within the SPCS office. The director already has the MBA/MA Design Leadership in her portfolio and was hired to run both the Design Leadership and MPS UXD programs. Her salary is covered in the program budgets of both degrees. The instructional technologist has responsibilities related to MICA's other two online MPS programs and will have new responsibilities to the UXD program. His salary is distributed across all three program budgets (Business of Art and Design, Information Visualization, and UXD). Faculty for all of MICA's MPS programs will be active professionals rather than active full-time faculty. Program fees and tuition cover expenses for these teachers. Anticipated new library resources are included in the program budget. In general, online students use a variety of MICA's digital resources for their studies, but consume little of MICA's physical campus assets.

MICA has appropriate space to accommodate each of the three onsite residencies during the 15 month program. The space specifications for the residencies include power for computers, output devices, and small electronic devices. The workshop space also needs Wi-Fi internet capabilities, projection equipment and screen.

The MICA e-Learning environment uses the eThink platform in tandem with Moodle, an open-source learning management system, allowing for school administrators, faculty, and students to interact and engage in MICA's online program courses, resources, activities, and events through a wide variety of Internet-based applications.

MICA e-Learning will integrate features including learning tools such as Adobe Connect, video conferencing, file sharing, podcasts, wikis, glossaries, and forums; and support resources such as online access to MICA's MyPage, Decker Library and Media Resource Collection, Lynda.com, the Learning Resource Center, and the Writing Studio into a comprehensive learning environment. With more flexible communication and resource-sharing tools, and 24/7 online access, faculty, students, and administrators can talk, connect, collaborate, inform, and share within the virtual environment so learning opportunities are unfettered by strict schedules, traditional teaching methods, or on-campus boundaries.

MICA currently has unused capacity in its e-Learning environment that will be utilized to deliver the MPS UXD curriculum. If enrollment surpasses admissions goals, additional server space and services can be added to the environment for a modest cost. MICA has also created a contingent reserve fund within the operating budget of the program for such possibilities.

**K. Adequacy of financial resources with documentation:**

TABLE 1: 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 (c + g below)	119,756	358,242	525,110	706,874	904,563
a. Number of F/T Students	4	10	14	18	22
b. Annual Tuition/Fee Rate	29,939	35,824	37,508	39,271	41,116
c. Total F/T Revenue (a x b)	119,756	358,242	525,110	706,874	904,563
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	N/A	N/A	N/A	N/A	N/A

f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue	N/A	N/A	N/A	N/A	N/A
(d x e x f)					
3. Grants, Contracts & Other External Sources	N/A	N/A	N/A	N/A	N/A
4. Other Sources	N/A	N/A	N/A	N/A	N/A
TOTAL (Add 1 – 4)	119,756	358,242	525,110	706,874	904,563

Table II: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	53,829	56,531	59,357	62,325	65,441
a. #FTE	N/A	N/A	N/A	N/A	N/A
b. Total Salary	50,010	52,511	55,136	57,893	60,787
c. Total Benefits	3,829	4,020	4,221	4,432	4,654
2. Admin. Staff (b + c below)	42,150	44,257	46,471	48,794	51,234
a. #FTE	.5	.5	.5	.5	.5
b. Total Salary	35,000	36,750	38,588	40,517	42,543
c. Total Benefits	14,300 (7,150)	15,015 (7,507)	15,766 (7,883)	16,554 (8,277)	17,382 (8,691)
3. Support Staff (b + c below)	24,290	25,504	26,779	28,119	29,524
a. #FTE	.3	.3	.3	.3	.3
b. Total Salary	20,000	21,000	22,050	23,153	24,310

c. Total Benefits	14,300 (4,290)	15,015 (4,504)	15,766 (4,729)	16,554 (4,966)	17,382 (5,214)
4. Equipment	7,000	7,175	7,354	7,538	7,727
5. Library	N/A	N/A	N/A	N/A	N/A
6. New or Renovated Space	N/A	N/A	N/A	N/A	N/A
7. Other Expenses	47,500	71,783	93,494	110,246	128,369
8. TOTAL (add 1 - 7)	174,769	205,250	233,455	257,022	282,295

**L. Adequacy of provisions for evaluation of program:**

MICA is currently working on implementing assessment tools to assess productivity of student learning outcomes, faculty, and courses. Curriculum rubrics will be created and distributed at the beginning, mid-point, and end of the program to assess possible means of improvement within the MPS UXD program.

**M. Consistency with the state's minority student achievement goals:**

At MICA, building diversity through recruitment has involved a multi-year approach, a strategic focus, and dedication to innovative recruitment activities, scholarships, and image building. In addition to an ongoing and targeted recruitment of under-represented populations of African-American and Hispanic students, the Office of Admission and Financial Aid also developed a series of diversity initiatives described below for both undergraduate and graduate recruitment:

- Expanded outreach focusing on recruitment of African-American and Hispanic students through targeted communications with high school teachers and guidance counselors regarding admission, special events, and scholarship opportunities.
- Communications targeted at African-Americans and Hispanic prospects beginning with those students who attended MICA's Pre-College Program.
- Participation in recruitment events in high schools, community colleges, and college fairs where minority students represent a majority population.
- Allocation of scholarship funding from the financial aid budget to support recruitment of students of color through the Marwen Foundation, the Latino Art Beat Hispanic Heritage Scholarship, the NAACP/ACT-SO Scholarship Program, the Access for Excellence full-tuition scholarship, and MICA's Pre-College Program.
- Creation of a special visit day program for students of color and their parents revolving around the Transformations Conference hosted by MICA's Center for Race and Culture. Families were invited to attend segments of the conference, a reception, join a college tour, and attend an admission presentation.

- Design customization of the MICA's website to showcase profiles of a diverse group of successful young alumni on both the undergraduate and graduate admission landing pages.
- Targeting of the southern U.S. for new recruitment initiatives aimed at raising MICA's visibility and outreach. Demographic studies indicate population density of African-American families to be highest in the southern states.

MICA has also established an Office of Diversity and Intercultural Development, an integral part of the Division of Student Affairs, with a philosophy of inclusion and fostering recognition and respect for the voices of all students.

The Office's mission is to create a welcoming environment for all students, with a specific focus on the academic, social, and cultural needs of students pertaining to issues of culture, class, race, gender, sexuality, identity, religion and more.

The Office strives to contribute to a community in which all students are empowered to recognize and act on one's social responsibility in relation to domestic and global issues. The Office places special emphases on developing co-curricular initiatives and programs to enhance cultural understanding that complements the course offerings of the faculty and the experiences of other departments on campus.

For example, MICA hosted an exhibition and dialogue on the subject of faith and spirituality in MICA's community. In spring 2012, our spirituality exhibition was *Intersections: Spirituality & Art*. Artwork explored the Intersections between Faith, Doubt, and Belief Systems as they are experienced in Religion, Secularism, and Spirituality. The conversation examined the positives and negatives of Religion, Spirituality, and Self-Awareness, and the impact they have on artists and their work. MICA has positively impacted ethnic minority students, as well as the broader campus:

#### Programs/Activities

- The Diversity Mentoring Group
- D.I.D Programming Committee
- Unity Week/ Martin Luther King Celebration
- Identity Exhibition
- Cultural Awareness
  - Black History Month
  - Hispanic Heritage Month

- American Indian Heritage Month
  - Asian American and Pacific Islander Heritage Month
  - Women's History Month
  - Lesbian, Gay, Bisexual, and Transgender Pride Month
  - Caribbean- American Heritage Month
- A Pathway to Awareness: Quilting for Social Justice

#### Exhibitions

- *Whiteness Exhibition*: An exhibition exploring culture, identity, and privilege.
- *Pride and Sexuality*: An annual exhibition featuring work from students, faculty and staff that represents their definitions, expressions, and interpretations of Pride and Sexuality.
- *Diversability*: An exhibition that highlights the MICA community's interpretation of ability and disability through artwork and discussions.
- *Spirituality*: An exhibition and dialogue on the subject of faith and spirituality in MICA's community.

#### Identity Based Student Organizations

- Asian Student Alliance (ASA)
- The Black Student Union (BSU)
- Hispanic/Latino Union
- Korean International Student Association (KSA)
- Maryland Institute Queer Alliance (MIQA)

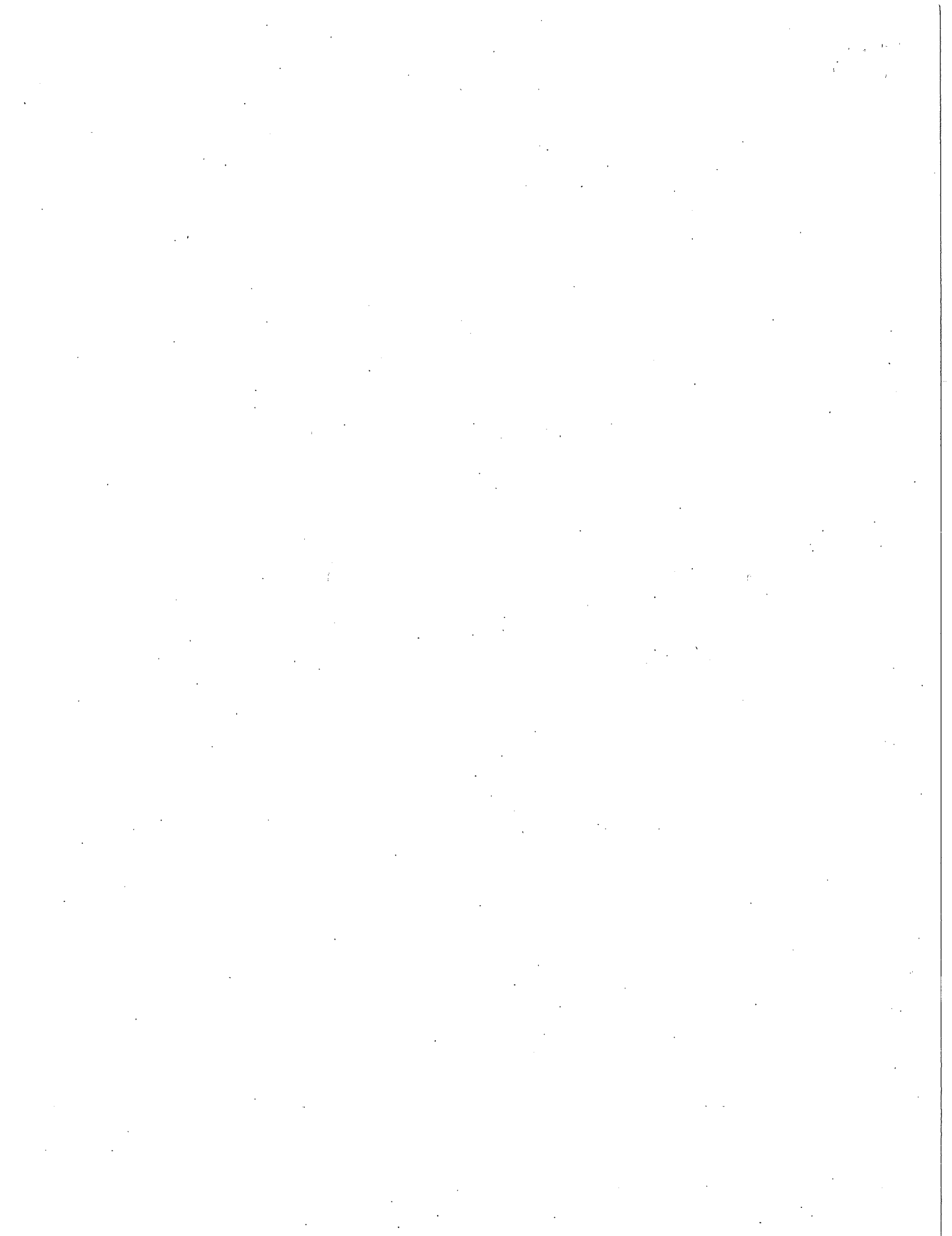
Furthermore, MICA maintains the Center for Race and Culture (CRC) where serves as an interactive center that will research and investigate the dynamics of race, culture and its relationship to visual art traditions and practice that will prepare students for leadership roles in the regional, national and international art world. The CRC will be a site where scholars, doctoral candidates, artists, critics, musicians, actors and historians can research or create events, exhibitions, projects or performances that focus on the aesthetic dynamics of race and culture with the intent to break down racial barriers and build bridges of cultural understanding and meaningful and productive relationships.

Finally, MICA's Cultural Expansion Committee is committed to fostering a culturally diverse, creative and inclusive environment for the entire MICA community. The committee aspires to achieve this goal by facilitating projects grounded in a provocative, comprehensive and nurturing academic

structure. The CEC works in tandem with the Office of Diversity and Intercultural Development in support of both curricular and extracurricular programs and projects that encourage and support the inclusion of new ideas, perspectives and peoples into the canon of the college. In this pursuit, the CEC actively works to overcome artificial impediments to cross-departmental cooperation and the creative, coordinated investment of institutional resources and energy.

**N. Relationship to low productivity programs identified by the Commission:**

MICA will not be redistributing resources from any low-productivity program in support of this new degree program.





**H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).**

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.

The entire selected faculties for the MPS UXD program are experts in the field of UX with a minimum of 10 years' experience. They are all currently working industry professionals which makes them an integral part in the MPS UXD program where technology is such a large portion of the curriculum. The MPS UXD program consists of 9 courses all of which have been assigned to an instructor with a background in their particular area of expertise. The chart below lists the faculty, academic and professional credentials and the assigned course for the MPS UXD program.

<b>Faculty Name</b>	<b>Terminal Degree/Field</b>	<b>Professional Credentials</b>	<b>Status</b>	<b>Course</b>
Catharine Robertson	B.S., Sociology and Anthropology	20 years in UX Industry, Certified Usability Analyst	Adjunct	Foundations of UX Design
Beth Martin	M.A., Secondary Education	15 years in UX Industry	Adjunct	Technology Intensive
Howard Eaton	M.S., Engineering Management, Six Sigma Green Belt	Over 20 years in UX Industry, Certified UX Professional, Certified PMP	Adjunct	Human-Machine Interaction and Usability
Jenny Reeves	M.A. Interactive Multimedia Art	10 years in UX Industry	Adjunct	Prototyping
Amy Rubino	M.S. Interaction Design and Information Architecture	15 years in UX Industry	Adjunct	UX Business Basics
Rashia Sawyer	M.F.A, Art and Visual Technology	15 years in UX Industry, Certified Product Owner – SCRUM/Agile Process	Adjunct	UX Design Lab I: Users
Gabriel Walsh	B.F.A, Film	10 Years in UX Industry	Adjunct	UX Design Lab II: Utility
Kim Holt	B.B.A, Marketing; B.F.A, Animation	18 years in UX Industry	Adjunct	UX Design Lab III: The Industry Challenge
Glennette Clark	M.B.A, Strategic Design	10 years in UX Industry	Adjunct	Thesis and Reflection

## Adequacy of Online Student Services

MICA has an extensive list of online services available to students, which are easily accessible through MICA's Student Portal. Students enrolled in the MPS UXD program will have the following resources at their disposal:

- Decker Library and Media Resources Collection
- Lynda. Com
- Graduate Studies and Career Development
- Learning Resource Center (LRC)
- MICA Store
- Software Packages

MICA's Decker Library contains almost 64,000 monographs and 325 current periodical subscriptions, and provides online access to more than 5,500 full-text journal titles, and hundreds of digital reference sources in art/design and numerous other subjects. The main focus of the Library is in the visual arts and design, while maintaining a broad, balanced collection in the humanities.

In addition, students have access to the Media Resources Collection, which is MICA's image and film library. The MRC holdings encompass many visual resources including over 35,000 digital images, 215,000 slides, and 5,000 DVDs and videos. The MRC subscribes to digital image databases including ARTstor and Corbis Education, providing access to over 1.3 million images. Students, faculty, and staff have access to the college's collections.

MICA has most recently hired a Digital Initiatives Librarian who specializes in using MICA's physical resources and implementing processes to make them available to students electronically. Some of those initiatives include:

- **Digital Decker:** A website that provides accessibility to the Artist Books Collection, MICA Archives and Master Theses
- **The Cage:** Physical resources that are generally pulled from within the library – some of these books are now viewable online
- **Research Database:** Students are able to access remotely with their MICA login credentials

Lynda.com is a leading online learning company that helps students learn business, software, technology and creative skills to achieve personal and professional goals. Through an academic subscription from MICA, students have access to the lynda.com video library of engaging, top-quality courses taught by recognized industry experts. This external software training and tutorial service is available to all MICA students. The site includes over 1,000 courses in a wide variety of software as well as video shorts and documentaries.

MICA's Open Studies formerly the School of Professional and Continuing Studies will coordinate all of the intricacies associated with the MPS UXD program, to provide supplemental services for the students enrolled in the program. Graduate students receive assistance with graduate student registration and

extensive advising, and in collaboration with the Joseph Meyerhoff Center for Career Development foster the professional growth of MICA students and alumni. Students enrolled in the MPS UXD program will also have an opportunity to engage Career Development during the 3 on-campus residencies as they move through the program.

The Learning Resource Center supports MICA students who have disabilities and those who do not—with services and programs that foster the growth of academic skills, self-sufficiency, and self-advocacy. The LRC is open to assist students Monday through Friday from 9:00 a.m. to 5:00 p.m. Services include:

- The Writing Studio which includes Distance Learning
- Disability Services

The Writing Studio offers distance tutoring sessions to MICA students who live outside the Baltimore-Washington area and are enrolled in a low-residency or online graduate program. Students in these programs who would like to schedule distance tutoring sessions should send an email with the following info to [writing@mica.edu](mailto:writing@mica.edu):

- Program details, including course and faculty information
- Where they live, especially if they reside in a different time zone
- Complete assignment details, including a summary of the project, length, and due date
- A short statement of what they would like to accomplish

One of the tutors within the Writing Studio responds to the student via email, however, the staff within the Learning Resource Center strongly encourage students to allow at least seven business days for a response.

The MICA College Store is a nonprofit dedicated to providing students, artists, and the general public with quality art products and books at very competitive prices. The funds raised through the store are given back to the MICA students through scholarships and improvements to the College. MICA also houses an on-campus College Store which is accessible online.

Here at MICA, students, faculty, and staff have access to the professional digital content tools referred to as Adobe's Creative Cloud software bundle, and Microsoft's Office 365 bundle. These software bundles are extremely useful for artists as well as non-artists. Students enrolled in the MPS UXD program will utilize both bundles during their 15-month program.

