

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.)

Morgan State University

Institution Submitting Proposal

August 2018

Projected Implementation Date

Bachelor of Science

Award to be Offered

Interior Design

Title of Proposed Program

INTD

Suggested HEGIS Code

Suggested CIP Code

Undergraduate Design

Department of Proposed Program

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Signature and Date

President/Chief Executive Approval

Date

Date Endorsed/Approved by Governing Board

Bachelor of Science in Interior Design

A. Centrality to institutional mission statement and planning priorities

The proposed Bachelor of Science in Interior Design is a comprehensive degree that prepares students for careers in the design field. The program of study consists of courses that integrates theory and research-based knowledge with technical skills to ensure excellence in practice. The purpose of the program aligns with Morgan State University's mission to serve 'the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world.' The proposed degree program will produce graduates who will make an environmental and social impact on our urban built environment. It particularly addresses Morgan's strategic Goal 1 (Enhance Student Success) and Goal 5 (Engage with the Community) by academically preparing students to become certified interior designers so they contribute to enhancing the well-being and health of our communities.

B. Critical and compelling regional or Statewide need as identified in the State Plan

The Maryland State Plan for Post-Secondary Education suggests that the state needs citizens with college degrees to remain economically competitive.¹ The proposed program offers an additional option for Maryland high school graduates to earn a college degree. No other public institution in the state offers an accredited college level program in Interior Design. Please note that Morgan State University will seek accreditation from the Council for Interior Design Accreditation (CIDA) when we meet the criteria for candidacy.

For interior design graduates to be eligible to take the professional certification examination (National Council for Interior Design Qualification), they must graduate from a Bachelor's or Master's degree level program. An Associate Degree will not qualify them to take the professional certification exam. It is important that Morgan provides Maryland students with the opportunity to become certified interior designers to ensure that building interiors are healthy and safe for people. (Note: Interior designers are not interior decorators, who do not require formal training or certification.)

One of the goals in the State Plan calls for Diversity. The proposed BS in Interior Design program will address the need to diversify the design professions in Maryland and U.S. According to the American Institute of Graphic Arts, of all designers in the nation, only 9% were Hispanic, 8% Asian, and 3% Black.²

¹ Maryland Higher Education Commission. Maryland Ready: 2013-2017 Maryland State Plan for Post-Secondary Education. page.8

http://mhec.maryland.gov/institutions_training/Documents/acadaff/acadproginstitapprovals/MHECStatePlan_2014.pdf

² Howarth, Dan. Design Industry is 73% White. DeZEEen.

<https://www.dezeen.com/2017/01/31/design-industry-73-per-cent-white-lacks-diversity-finds-aiga-census-survey/>

Another goal in the State Plan is innovation, which the proposed academic program will address. Students will not only learn about, but will be able to create innovations dealing with materials, textiles, furniture, and SMART interiors, adding to the local creative capital and economy.

Lastly, the BS Interior Design program will strengthen Morgan State University's role as a Historically Black Institution by increasing its enrollment and adding to its portfolio of design disciplines. Morgan will be the sole public institution in the state to offer an interior design degree beyond the associate degree. Currently, interior design students at Montgomery College, Anne Arundel College, and Community College of Baltimore County do not have viable and affordable state institutions to complete their college education. The proposed program will benefit Morgan State in this way.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

Residential and commercial construction markets in the U.S. are still on a growth pattern. The Bureau of Labor projects that it will be one of the fastest growing industries in 2020, with a real output to reach almost \$1.2 trillion.³ Specifically, increase in various construction types will likely occur (i.e., 12% for single-family residential, 6% for commercial building, 10% for institutional building).⁴

The American Society of Interior Designers (ASID), the professional organization for interior designers, states that the number of interior designers has grown by 11.9% and the number of firms has increased by nearly 6% as reported by the US Bureau of Labor Statistics and the US Census.⁵ Today, there are 68,067 interior designers and 12,642 design firms and the outlook is very positive. At least 29% of existing firms will be hiring this year, an increase of 4% from the previous year. This calculates to 3,666 firms who will be hiring interior design professionals. The interior design field is a vibrant and growing sector.

The need for interior designers is critical because they complete the building process. As part of the integrated process, indoor spaces are designed with architects, structural engineers, and construction managers to finish the project. The U.S. Green Building Council states that we

³ US Department of Labor Statistics. Construction Industry- Projected Fast Growth into 2020. <http://constructionlabor.com/construction-growth-INTD-2020/>

⁴ Dodge Data Analytics. New Construction Starts in 2017 to Increase 5% to \$713 Billion According to Dodge Data & Analytics. <https://www.construction.com/news/new-construction-starts-2017-increase-5-percent-713-billion-dollars-dodge-data-analytics-oct-2016>

⁵ American Society of Interior Designers. ASID Interior Design 2016-17 Outlook and State of the Industry. <https://www.asid.org/resources/resources/view/resource-center/123>

spend 90% of our time indoors.⁶ Interior designers play an important role in ensuring that our interior spaces are sustainable, healthy, well-designed, and aesthetically pleasing to enhance our quality of life.

The State of Maryland has identified five key industries to invest in (i.e., Aerospace and Defense, BioHealth and Life Sciences, Energy and Sustainability, IT and Cybersecurity, and Manufacturing). The Energy and Sustainability industry is strongly connected to construction and design. In 2016, Maryland ranked 7th among other states in square footage of LEED-certified commercial and institutional green buildings per capita.⁷ Interior designers play a role in attaining these LEED certifications. Furthermore, in line with the state's goal to reduce per capita electricity usage and peak demand by 15 percent, interior designers are instrumental in achieving energy efficiency in buildings.⁸ Their designs and choice of materials, lighting, and other interior treatments impact indoor air circulation and quality, energy consumption, and our carbon footprint.

D. Reasonableness of Program Duplication

As mentioned, the State of Maryland does not have an accredited college-level interior design program offered by a public institution. Currently, there are three community colleges that offer associate degrees and there is no pipeline for their interior design graduates to pursue a college degree in the state.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

Morgan State University, a Historically Black Institution, does not compete with other HBIs in the state. The other HBIs (i.e., Coppin State, Bowie State, UM Eastern Shore) do not offer a BS Interior Design program.

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

The proposed Interior Design program enhances the university's unique and important role in the state by increasing the number of design graduates from diverse backgrounds. Morgan State University is one of the top producers of Architecture, Landscape Architecture, City and Regional Planning, and Construction Management graduates in the nation. The proposed design program only strengthens the university's relevance in the state of Maryland.

⁶ U.S. Green Building Council. LEED for Interior Design and Construction. <http://leed.usgbc.org/id-c.html>

⁷ Maryland Department of Commerce. Energy and Sustainability Fact Sheet. <http://commerce.maryland.gov/Documents/ResearchDocument/MarylandEnergyAndSustainabilityIndustryFactSheet.pdf>

⁸ The EmPOWER Maryland Energy Efficient Act of 2008, which set a goal of 15% energy reduction by 2015, has been extended by the Maryland Legislature in spring 2017.

G. Adequacy of curriculum design and delivery

G.1 Program requirements, list of courses, course descriptions.

The proposed BS in Interior Design is a 120 credit program consisting of the following:

General Education Requirements	40 credits
Communication Skills	6 *
Theory courses	15
Technical courses	12
Studio-based courses	30
Interior Design electives	6
Capstone Proposal Development	1
Capstone Project	4
Portfolio Preparation	1
Interior Design Introductory course	3
Freshman Orientation	1
Physical Education	1
Total	120 credits

(* Please note that one of the 3 credit Communications Skills courses is counted as a Gen Ed course)

The core requirements addresses the introduction of concepts, principles, issues, terminology, and definitions; historical and cultural context; and the technical aspects and complexities of interior spaces. The studio-based courses engage the students in independent, intensive, one-on-one interaction with the instructor, as well as development of projects in team settings. Electives are offered for students to have choices of courses that align with their interests. The capstone project is a culminating academic project that demonstrates students' integration of knowledge and skills gained throughout their program of study.

G.2 List of Courses and Program Sequence

First Year (1st semester)

ORAP 107	Orientation for ARCH & CMGT Majors (University requirement) **	1
ARCH 103	Communication Skills I**	3
INTD 101	Introduction to Interior Design	3
ENGL 101 (EC)	English Composition I*	3
XXXX (SB)	Social and Behavioral Science Gen Ed *	3
XXXX (HH)	Health and Healthful Living Gen Ed*	3
	Total Credits	16

First Year (2nd semester)

XXXX (AH)	Arts and Humanities Gen Ed *	3
ARCH 104 (IM)	Communication Skills II (Info, Tech, and Media Gen Ed)*	3
ENGL 102 (EC)	English Composition II*	3
XXXX (SB)	Social and Behavioral Science Gen Ed*	3
MATH 110(MQ)	Algebra, Function & Analytical Geometry (Math and Quantitative Reasoning Gen Ed)*	3
Total Credits		15

Second Year (1st semester)

ARCH 201	Design I (Form, Space, Order)**	6
ARCH 208	Building Materials I (TECH) **	3
XXXX (AH)	Arts and Humanities Gen Ed *	3
XXXX (CT)	Critical Thinking Gen Ed requirement *	3
Total Credits		15

Second Year (2nd semester)

INTD 202	Interior Design Studio I (Exploring People and Space)	6
ARCH 305	Design and Human Behavior (THEORY) **	3
INTD 212	Topics in Non-Western Art & Design (THEORY)	3
XXXX (BP)	Biology/Physical Science Gen Ed*— PART A	4
Total Credits		16

Third Year (1st semester)

INTD 301	Interior Design Studio II (Materials and Methods of Decoration)	6
INTD 311	Color Theory and Application (THEORY)	3
ARCH 409	Historical Periods, Styles & Movements (THEORY)**	3
ARCH 424	Interior Materials & Finishes (TECH) **	3
Total Credits		15

Third Year (2nd semester)

INTD 302	Interior Design Studio III (Culture and Community Engagement)	6
INTD XXXX	Interior Design Elective (See below)	3
INTD 322	Interior Construction Elements (TECH)	3
INTD 324	Lighting Design and Environmental Controls (TECH)	3
Total Credits		15

Fourth Year (1st semester)

ARCH 470	Interior Architecture Studio**	6
INTD 441	Special Topics in Interior Design	3
INTD 412	Business and Professional Practice for Interior Designers (THEORY)	3
INTD 400	Capstone Proposal Development	1
XXXX (BP)	Biology/Physical Science Gen Ed*	3
Total Credits		16

Fourth Year (2nd semester)

INTD 402	Interior Design Studio IV (Capstone Project)	4
INTD XXXX	Interior Design Elective (See below)	3
INTD 442	Portfolio Preparation	1
HIST 350 (CI)	Intro to African Diaspora (Contemporary & Global Issues Gen Ed)*	3
PHEC XXX	Phys Ed (University requirement)	1
	Total Credits	12
	TOTAL	120

*Gen Ed requirements

** Existing Architecture classes

Note: All INTD courses are new courses.

INTERIOR DESIGN ELECTIVES

INTD 331	African American and African Vernacular Architecture & Design	3
INTD 332	Furniture: Theory and Analysis	3
INTD333	Kitchen and Bath Design	3
INTD 498	Interior Design Internship	3
INTD 499	Interior Design Independent Study	3
ARCH 429	Technology Seminar II (Furniture making) **	3
ARCH 303	Sustainability **	3

G. 3 Course Descriptions

INTD 101 Introduction to Interior Design (3 credits)

The course is an introduction to the study of the interior design profession. Students will gain a conceptual understanding of the factors needed to create sustainable, healthy, functional, and aesthetic interior spaces. Emphasis will be on the elements and principles of design and their application in interior design practice.

INTD 202 Interior Design Studio I (Exploring People and Space) (6 credits, 2 lecture hrs, 8 lab hrs)

The course is a practical studio experience to introduce students to basic interior design principles and how to create small-scale interior environments with people in mind, including residential settings. Research methods to examine how people behave in spaces will be taught.

INTD 301 Interior Design Studio II (Materials and Methods of Decoration) (6 credits, 2 lecture hours, 8 lab hrs)

The course teaches students to develop an understanding of the standard elements of commercial, hospitality, and entertainment interiors. Topics may include materials, sustainable manufacturing techniques, and installation methods. Students will learn specific details of furniture, flooring, walls, painting techniques, cabinetry, architectural moldings and doors, and custom and specialty hardware.

INTD 302 Interior Design Studio III (Local Culture and Community Engagement) (6 credits, 2 lecture hrs, 8 lab hrs.)

The course offers students with a practical project sponsored by a community group, nonprofit organization, or local government agency to design public interior spaces. They will learn how to develop people-centered design solutions to issues and challenges through authentic community engagement and conversation.

INTD 311 Color Theory and Application (3 credits)

The course concentrates on color theory and application for interior spaces. Students will study the psychological, socio-cultural, and practical influences on color choices and the application of colors for walls, floor coverings, window treatments, upholstery, accessories and accents to a range of interior settings. Through lectures and color manipulation exercises, students will explore how light, different media, and the physical environment affect color.

INTD 312 Topics in Non-Western Art and Design (3 credits)

The course is a broad survey of significant traditions of art, architecture, and design from various cultural contexts, including African, Middle Eastern, South and Latin American, South Asian, Southeast Asian, and other cultures. Their distinct cultures, major building forms, types of furnishings and interiors, ornamental and decorative arts will be discussed. Specific interior projects, artists, and designers from around the world will be explored to provide students with an expansive base of diverse ideas, aesthetics, and processes.

INTD 322 Interior Construction Elements (3 credits)

The course will address properties, basic building codes, manufacture, cost analysis of materials applied in interior design. Students will learn how floors, ceilings, walls, stairways, windows and doors, and other elements are constructed, in addition to how construction documents and formats are drawn and presented.

INTD 324 Lighting Design and Environmental Controls (3 credits)

The course focuses on the application of principles and processes of lighting, mechanical, and environmental systems to interior design. Students will expand their understanding of the nature and characteristics of these environmental systems and how they influence choices related to project cost, social accommodation, system performance and efficiency, durability, safety, and aesthetics of interior spaces.

INTD 331 African American and African Vernacular Architecture and Design (3 credits)

The course will guide students to explore vernacular architectural traditions of African American built forms and settlements. African influences on these places will be discussed.

INTD 332 Furniture Theory and analysis (3 credits)

The course focuses on the analysis of furniture and cabinetry with emphasis on theories of use, ergonomics, design development, method of manufacture and materials.

INTD 333 Kitchen and Bath Design (3 credits)

The course uses the National Kitchen and Bath Association (NKBA) guidelines and graphic standards to teach students how to design, follow code requirements, produce construction documents, and select appliances and equipment used in residential and commercial kitchens and baths.

INTD 400 Capstone Proposal Development (1 credit)

The course prepares students for the capstone project through a well thought-out and written proposal. In consultation with the adviser, students select a capstone project, conducts a brief precedent study, selects the site, and writes a detailed project statement and program description. As part of the proposal, students are expected to include the base building drawings.

INTD 402 Interior Design Studio IV (Capstone Project) (4 credits, 8 contact hours)

The course guides students in completing a comprehensive capstone project that integrates knowledge and skills gained throughout the program. Students demonstrate their ability to investigate, analyze, and create solutions to complex problems of interior environments. The three major products of the design process (i.e., schematic design, design development, and construction documents) are the outcomes expected for the capstone project.

INTD 412 Business and Professional Practice for Interior Designers (3 credits)

The course provides a foundation for learning about business management practices and professional credentials that would make them successful in a design career.

INTD 441 Special Topics in Interior Design (3 credits)

The course explores topics, concepts, and practices of innovative study and technique in the interior design industry. Topics may include interior landscape architecture, SMART technology, advanced green design, outdoor interiors, etc....

INTD 442 Portfolio Preparation (1 credit)

The course will guide students in preparing portfolio of academic work to be used for employment or advanced study after graduation.

INTD 498 Interior Design Internship (3 credits)

The course will allow students to intern in interior design firms to gain practical experience in the professional world.

INTD 499 Interior Design Independent Study (3 credits)

The course will allow students to select a specific topic of interest and build a study around this topic with the guidance of an instructor.

ARCH 103 Communication Skills I (3 credits)

This course introduces the fundamental hand skills of drawing and model building, as well as computer skills required to create a portfolio. Drafting exercises will introduce the conventions of two and three-dimensional representation, freehand drawing exercises will introduce techniques for observing and recording the environment, and model building assignments will introduce students to materials and techniques for building models. The preparation of a portfolio for the semester will introduce computer skills including concepts of file management, digital photography, scanning, and software for photo editing and desktop publishing.

ARCH 104 Communication skills II (3 credits)

This course continues the student's development of hand drawing, model building and computer skills. Hand drawing techniques will include drawing types and scales common to the design professions. Students will be introduced to further model building and basic woodworking techniques and build scale models and full scale prototypes. Computer skills will include introduction to CAD and 3D modeling software as well as the use of digital fabrication technologies.

ARCH 201 Design I (Form, Space, Order) (6 credits)

This studio course will develop the student's understanding of the fundamentals of visual perception and the natural and formal ordering systems that inform two and three- dimensional design, architectural composition, and urban design. Conceptual design projects will focus on the time/space experience of architectural form. Exercises will progress from abstract 2-D and 3-D compositions to designs that address specific programmatic and symbolic goals.

ARCH 208 Building Materials I (3 credits)

This course will introduce methods and materials commonly used in building construction as well as criteria for their evaluation and selection as part of the building design process. Students will become familiar with common building practices within our region as well as their environmental impact and alternative sustainable technologies.

ARCH 303 Sustainability (3 credits)

This course explores "green technology" as well as the relationship between the built environment and such vital challenges as energy consumption, power supply, alternative energy sources, and building materials. Students further examine the social, ecological, and economic impact of built form on the environment by studying the relationship among natural, biological, ecological processes, urban sprawl, and environmental resources. The content of this course will be examined through the lens of the following six principles of "green design:" conserving energy, working with climate, minimizing new resources, respect for users, respect for site and holism.

ARCH 305 Design and Human Behavior (3 credits)

This course covers the cultural, social, and psychological factors of human behavior that must be taken into consideration when designing the environment. This includes considering the characteristics, causes, and consequences of acts, meanings, participation, relationships, and settings; plus the forms they assume and variations they display. Theories and methods of environmental assessment and design are studied based on an understanding of mutually supportive relationships between people and their physical environments.

ARCH 409 Historical Periods, Styles, and Movements (3 credits)

This course will examine American architecture from the late 18th, 19th and 20 th century, not as an insular phenomenon, but as part of a transnational history of architectural periods, styles and movements. While the course focuses on buildings and architectural projects constructed within the national boundaries of the United States of America between 1776 and the present.

ARCH 424 Interior Materials and Finishes (3 credits)

The purpose of this course is to introduce students to materials, finishes and technologies used in interior design. Students will become familiar with material details, product specification and cost, durability and other factors affecting the design of interior spaces.

ARCH 429 Technology Seminar (Furniture-making) (3 credits)

This seminar will introduce students to advanced topics in building technology. The topics will reflect individual faculty research interest and expertise.

ARCH 470 Interior Architecture Studio (6 credits)

This studio course emphasizes the design of the entire interior environment encompassing all parts of the interior volume, and acknowledging the continuum between architecture and interiors. Both conceptual and practical issues are explored relative to programming, space planning, circulation, volume, furnishings, color, texture, lighting, and code requirements in the design of interior space.

2. Educational objectives and intended student learning outcomes.

The BS in Interior Design offers an undergraduate design degree that aims to improve the quality of life of people and their communities through the design of healthy, safe, and environmentally sound interior spaces. The program of study prepares students to be qualified professional interior designers who have the passion, knowledge, and skills to identify and analyze problems through research and to develop creative solutions for issues and functions related to interior environments.

The **educational objectives** are the following:

1. Educate students through an integrated interdisciplinary and progressive study of the theoretical and practical concepts, principles, and processes of interior design, building systems, and interior construction. (EO1)
2. Provide students with varied learning opportunities that build their abilities to effectively communicate design information and ideas, think critically, and engage with people and their communities. (EO2)
3. Cultivate a philosophy and instill values that are people-centered and environmentally responsible so students will graduate and practice professionally with high regard to ethics, diversity, and global awareness. (EO3)

The proposed BS in Interior Design intends to obtain accreditation as soon as it meets the eligibility requirements. The Council for Interior Design Accreditation (CIDA) standards are the basis for the following **program learning outcomes**, which align with the three educational objectives above::

1. The first part of the document is a letter from the Secretary of the State to the Governor, dated 10th March 1877. It contains a report on the progress of the work done during the year.

2. The second part is a report on the work done during the year, dated 10th March 1877. It contains a list of the names of the persons who have been appointed to various offices during the year.

3. The third part is a report on the work done during the year, dated 10th March 1877. It contains a list of the names of the persons who have been appointed to various offices during the year.

4. The fourth part is a report on the work done during the year, dated 10th March 1877. It contains a list of the names of the persons who have been appointed to various offices during the year.

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6. The sixth part is a report on the work done during the year, dated 10th March 1877. It contains a list of the names of the persons who have been appointed to various offices during the year.

7. The seventh part is a report on the work done during the year, dated 10th March 1877. It contains a list of the names of the persons who have been appointed to various offices during the year.

8. The eighth part is a report on the work done during the year, dated 10th March 1877. It contains a list of the names of the persons who have been appointed to various offices during the year.

9. The ninth part is a report on the work done during the year, dated 10th March 1877. It contains a list of the names of the persons who have been appointed to various offices during the year.

10. The tenth part is a report on the work done during the year, dated 10th March 1877. It contains a list of the names of the persons who have been appointed to various offices during the year.

- Global context: Students understand that socio-economic and cultural traditions, beliefs, and norms influence how interior spaces are shaped and managed. They are aware these environments vary across the world. (EO3, EO2)
- Collaboration: Students demonstrate effective skills in teamwork, leadership roles, and interdisciplinary collaboration across allied disciplines. (EO2, EO1)
- Business Practices and Professionalism: Students learn the dynamics of professional practice, productive business methods and processes, project management principles and instruments of service, and professional ethics and conduct. (EO2, EO3)
- Human-centered design: Students understand the interrelationship between the built environment and human behavior, experience, and performance. A critical aspect of this understanding is the ability to use various research methods to gather evidence that inform design development. (EO2, EO3)
- Design process: Students show they have the ability to complete and perform activities related to the phases in the design process (i.e., pre-design, schematic design, and design development). (EO1, EO2)
- Communication: Student demonstrate they can effectively communicate data, information, and design ideas through visual representation, written text, and oral presentation. (EO2)
- History and Theory: Students recognize the importance of historical movements and traditions and theoretical frameworks in influencing the design of our built environment. (EO2, EO3)
- Design elements and principles: Students are well versed in spatial definition and organization and can explore two- and three- dimensional design solutions using varied media types. (EO1, EO2)
- Light and Color: Students demonstrate knowledge of the art and science of light and color (i.e., natural and artificial light features, color theory and application). They will understand the impact of light and color on people's health, safety, and well-being. (EO1)
- Products and Materials: Students understand the broad range of products and the features and behavior of materials for interior environments. They will, specifically, know how to effectively put together furnishings, objects, materials, and finishings to support design solutions. (EO1, EO3)
- Environmental systems and controls: Students formulate design solutions to address acoustics, thermal comfort, and environmental air quality. (EO1, EO3)
- Construction: Students exhibit knowledge about construction fundamentals pertaining to non-bearing interior construction, including how building systems (i.e., HVAC, power, mechanical, data/voice telecommunications, and plumbing) are integrated with interior design. (EO1, EO3)
- Regulations and Guidelines: Students are well-versed with laws, codes, standards, and guidelines to ensure the health, safety, and well being of people using interior spaces (e.g., sustainable environmental guidelines, movement and circulation, universal design.) (EO1, EO3)

Specific courses in the proposed BS Interior Design program are designed to meet the required learning outcomes for CIDA accreditation. The following Table maps the courses and the learning outcomes these would fulfill:

INTD and ARCH Core Course	Council of Interior Design Accreditation Standards
INTD 101 Introduction to Interior Design (3 credits)	Standard 6a: introduction to the basics for interior design practice Standard 6c: introduction to sustainability Standard 11a: introduction to, emphasis on, and application of on elements and principles Standard 16b: continued introduction to sustainability
INTD 202 Interior Design Studio I (Exploring People and Space)	Standard 8b: solve progressively complex design problems (here beginning with residential) Standard 8d: execute the design process Standard 8e: synthesize information to generate evidence-based design solutions Standard 8f: explore and iterate multiple ideas Standard 8i: exposure to a range of problem identification and problem-solving methods Standard 8j: opportunities for innovation and risk taking Standard 8k: exposure to methods of idea generation and design thinking Standard 11a: application of ID elements and principles to create small-scale interior environments (residential) (NOTE: relates to Standard 8b Standard 15i: read and interpret base-building construction documents Standard 15j: contribute to the production of interior contract documents (residential)
INTD 301 Interior Design Studio II (Materials and Methods of Decoration)	Standard 8b: increasing complexity in commercial, hospitality, and entertainment interiors Standard 8d: execute the design process Standard 8e: synthesize information to generate evidence-based design solutions Standard 8f: explore and iterate multiple ideas Standard 8i: exposure to a range of problem identification and problem-solving methods Standard 8j: opportunities for innovation and risk taking Standard 8k: exposure to methods of idea generation and design thinking Standard 13a: influence of furnishings, objects, materials, & finishes on human wellbeing Standard 13b: how furnishings, objects, materials, and finishes work together to support the design intent Standard 13c: typical fabrication, installation methods, and maintenance requirements Standard 13d: appropriate design or specification of products and materials in relation to project criteria and human well-being Standard 13f: Students are able to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent
INTD 302 Interior Design Studio III (Local Culture and Community Engagement)	Standard 4b: how social, economic, and cultural contexts inform interior design Standard 5d: team structures: This would be a great place for team work structures. (see standards notes) Standard 7a: Human-centered design – impact of built environment on human experience, behavior, and performance; a community engagement project should have people-centered solution.

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	<p>Standard 7b: gathering of evidence on the relationship between the environment (natural and built) related to human experience</p> <p>Standard 7c: methods of gathering human-centered evidence</p> <p>Standard 8b: continues to increase complexity</p> <p>Standard 8d: execute the design process</p> <p>Standard 8e: synthesize information to generate evidence-based design solutions</p> <p>Standard 8f: explore and iterate multiple ideas</p> <p>Standard 8i: explore to a range of problem identification and problem-solving methods</p> <p>Standard 8j: opportunities for innovation and risk taking</p> <p>Standard 8k: exposure to methods of idea generation and design thinking</p> <p>Standard 9d: ideation drawings and sketches</p> <p>Standard 9e: variety of communication technologies—range of purposes & audiences</p> <p>Standard 11b: explore two- and three-dimensional approaches in a range of media types</p> <p>Standard 11c: two-dimensional solutions (Elements & Principles applied)</p> <p>Standard 11d: three-dimensional solutions (Elements & Principles applied)</p> <p>Standard 12i: color in relation to materials, texture, light, and form</p> <p>Standard 12j: select and apply color to support design concepts</p> <p>Standard 12k: select and apply color to multiple design functions</p> <p>Standard 12l: use color solutions across different design communication</p> <p>Standard 15i: read and interpret base-building construction documents</p> <p>Standard 15j: contribute to the production of interior contract documents</p>
INTD 311 Color Theory and Application	<p>Standard 11a: learning color terminology related to elements and principles of design as well as spatial definition and organization</p> <p>Standard 12d: Important to lead students to a range of sources, and then, in studios they need to reference these sources related a evidence-based design research along with the precedent study</p> <p>Standard 12f: color manipulation exercise to explore how light, different media, & the physical environment affect color.</p> <p>Standard 12g: work demonstrates an understanding of the color terminology</p> <p>Standard 12h: work demonstrates an understanding of color principles, theories, & systems</p> <p>Standard 12i: work demonstrates an understanding of color in relation to materials, textures, light, and form</p>
INTD 312 Topics in Non-Western Art and Design	<p>Standard 4e: Global context – exposure to a variety of cultural norms.</p> <p>Standard 4f: Opportunities for developing multi-cultural awareness</p> <p>Standard 10a-e: History and Theory</p> <p>Standard 10c: Material culture</p>
INTD 322 Interior Construction Elements	<p>Standard 4a: look at other geographic areas related to building technology, materials, & construction</p> <p>Standard 6g: instruments of service: contract documents, transmittals, schedules, budgets, and specifications (should be introduced or enhanced here)</p> <p>Standard 13e: select and apply products and materials on the basis of their properties and performance criteria: in this course the focus would be on environmental attributes, life safety, and life cycle cost</p> <p>Standard 15i: read and interpret base-building construction documents</p> <p>Standard 15j: contribute to the interior contract documents</p> <p>Standard 16a: awareness of the origins and intent of laws, codes, and standards</p> <p>Standard 16b: understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety</p>
INTD 324 Lighting Design and	<p>Standard 4a: awareness that building technology, materials, & constructs vary</p>

<p>Environmental Controls</p>	<p>with geographic location Standard 12a: aware of environmental impact of illumination strategies & decisions Standard 12b: understand the principles of natural and artificial lighting design Standard 12c: understand strategies for using and modulating natural light Standard 12d: select and apply luminaires & light sources Standard 12f: how light & color in interior environments impact health, safety, & wellbeing Standard 14a-g: acoustics, thermal comfort, and indoor air quality Standard 15a-h: entire construction standard</p>
<p>INTD 400 Capstone Proposal Development</p>	<p>Important course for precedent studies (10f), evidence-based design research (8c), and human factors research (7c) Standard 7c: methods of gathering human-centered evidence Standard 7d: work demonstrates the ability to analyze and synthesize human perception & behavior patterns to inform design solutions. (This would be most important in the actual project, but some integration could take place in the written proposal.) Standard 8c: design process - identify and define issues relevant to the design problem Standard 8h: Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions Standard 10f: apply precedents to inform design solutions</p>
<p>INTD 402 Interior Design Studio IV (Capstone Project)</p>	<p>This is an important class and will cover many important expectations. Standard 4c: work demonstrates understanding of how environmental responsibility informs the practice of interior design Standard 5a: have awareness of the nature and value of integrated design practices Standard 5b: have awareness of the terminology and language necessary to communicate effectively with members of allied disciplines Standard 5f collaborate with multiple disciplines Standard 7: human centered design Standard 8a: apply space planning techniques throughout the design process.1 Techniques could include block planning, volumetric studies, space allocation, circulation studies, massing studies, stacking, human mapping, and wayfinding. Standard 8b: design process: the relationship between the natural and built environment as it relates to the human experience, behavior, and performance Standard 8d: design process: analyze and synthesize human perception and behavior patterns to inform design solutions Standard 8e: design process: apply human factors, ergonomics, and universal design principles to design solution Standard 8f: explore and iterate multiple ideas Standard 8h: understand the importance of evaluating the relevance and reliability of information and research impacting design solutions Standard 8j: exposure to a range of problem identification and problem-solving methods Standard 8k: exposure to methods of idea generation and design thinking Standard 9a: communication-effectively distill and visually communicate data & research Standard 9d: communication-express ideas developed in the design process through visual media Standard 9e: communication-apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences Standard 11a, b, c, d: Design elements & principles (spatial definition, media types, 2-D, & 3-D) Standard 12i: color – relation to materials, textures, light & form Standard 12j: select and apply color to support design concept Standard 12k: select and apply color to multiple design functions Standard 12l: use color solutions across different modes of design</p>

	<p>communication</p> <p>Standard 13b-f: appropriate selection of products & materials related to design intent</p> <p>Standard 15 (several should be applied to the thesis project)</p> <p>Standard 16 (several should be applied to the thesis project)</p>
INTD 442 Portfolio Preparation	Standard 9e: apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences
ARCH 103 Communication Skills I	Standard 9d: express ideas developed in the design process through visual media: ideation drawings and sketches.2 Examples could include hand sketches, digital representations, and mode
ARCH 104 Communication skills II	Standard 9d: express ideas developed in the design process through visual media: ideation drawings and sketches.2 Examples could include hand sketches, digital representations, and mode
ARCH 201 Design I (Form, Space, Order)	Standard 11a, c, d: Design elements & principles (spatial definition, 2-D, & 3-D)
ARCH 208 Building Materials I	<p>Standard 4a: student's awareness that building technology, materials, and construction vary according to geographic location</p> <p>Standard 4c: awareness of how environmental responsibility informs the practice of interior design</p> <p>Standard 15a: awareness of the environmental impact of construction</p> <p>Standard 15b: work demonstrates understanding that design solutions affect and are impacted by base-building structural systems and construction methods.</p> <p>Standard 15c: work demonstrates understanding that design solutions affect and are impacted by interior systems, construction, and installation methods</p> <p>Standard 15d: work demonstrates understanding that design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes</p>
ARCH 305 Design and Human Behavior	<p>Standard 7a: work demonstrates understanding of the impact of the built environment on human experience, behavior, and performance</p> <p>Standard 7b: work demonstrates understanding of the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.</p> <p>Standard 7e: work demonstrates ability to apply human factors, ergonomics, and universal design principles to design solutions</p>
ARCH 409 Historical Periods, Styles, and Movements	<p>Standard 10a-e (history and theory)</p> <p>Standard 10a: Students understand the social, political, and physical influences affecting historical changes in design of the built environment</p> <p>Students understand significant movements, traditions, and theories</p> <p>Standard 10b: in interior design</p> <p>Standard 10c: furniture, decorative arts, and material culture</p> <p>Standard 10d: architecture</p> <p>Standard 10e: art</p>
ARCH 470 Interior Architecture Studio	<p>Standard 5f: work demonstrates ability to effectively collaborate with multiple disciplines in developing design solutions</p> <p>Standard 7a: work demonstrates understanding impact of the built environment on human experience, behavior, and performance</p> <p>Standard 8b: work demonstrates ability to apply knowledge and skills learned to solve progressively complex design problems</p> <p>Standard 8d: work demonstrates the ability to apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.</p>

	<p>Standard 8e: work demonstrates the ability to apply knowledge and skills learned to synthesize information to generate evidenced-based design solutions.</p> <p>Standard 8f: work demonstrates the ability to apply knowledge and skills learned to explore and iterate multiple ideas.</p> <p>Standard 8i: exposure to a range of problem identification and problem-solving methods</p> <p>Standard 8k: exposure to methods of idea generation and design thinking</p> <p>Standard 9a: able to effectively distill and visually communicate data and research</p> <p>Standard 9d: able to effectively express ideas developed in the design process through visual media</p> <p>Standard 9e: able to effectively apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences</p> <p>Standard 11b: work demonstrates the ability to explore two- and three-dimensional approaches across a range of media types</p> <p>Standard 11c: effectively apply the elements and principles of design throughout the interior design curriculum to two-dimensional design solutions</p> <p>Standard 11d: effectively apply the elements and principles of design throughout the interior design curriculum to three-dimensional design solutions</p> <p>Standard 12i: work demonstrates understanding of color in relation to materials, textures, light, and form</p> <p>Standard 12j: work demonstrates the ability to appropriately select and apply color to support design concepts</p> <p>Standard 12k: work demonstrates the ability to select and apply color to multiple design functions</p> <p>Standard 12l: work demonstrates the ability to use color solutions across different modes of design communication</p>
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3. General Education Requirements

The proposed BS in Interior Design curriculum meets the state requirements for General Education, as shown below:

Information, Technology and Media Literacy	3 credits
English Composition	6
Critical Thinking	3
Mathematics and Quantitative Reasoning	3
Arts and Humanities	6
Biological and Physical Sciences	7
Social and Behavioral Sciences	6
Health and Healthful Living	3
Contemporary and Global Issues	3
Total	40 credits

4. Specialized accreditation

The proposed program will seek accreditation from the Council for Interior Design Accreditation (CIDA). To obtain eligibility, the program has to accomplish the following: 1) A minimum of two classes that has graduated from the program; 2) A body of student work that can be displayed

as evidence for achieving program outcomes; 3) Public access to information regarding student achievement. Once the program is eligible, we will submit a self study to CIDA and request for a site visit.

H. Adequacy of Articulation

Morgan State University School of Architecture and Planning will develop articulation agreements with three community colleges in Maryland that offer associate degrees in Interior Design. Each potential transfer course will be reviewed to ensure that the learning outcomes align with the accreditation standards upon which Morgan's Interior Design program is based. Below are a few of the community college courses that may transfer to the university:

Montgomery College:

- IDES107 Interior Design Principles (*may be credited for INTD 101*)
- IDES110 Technical Drawing and Drafting (*may be credited for ARCH 103*)
- IDES120 Interiors: Computer Presentation Techniques (*may be credited for ARCH 104*)
- IDES247 Codes for Interiors (*may be credited for INTD 322*)
- IDES248 Interior Materials and Finishes (*may be credited for ARCH 424*)
- IDES 275 Interiors: Professional Practicum/Internship (*may be credited for INTD 498*)

Anne Arundel Community College:

- ACH 100 Introduction to Interior Design (*may be credited for INTD 101*)
- ACH 104 Materials and Methods for Interior Design (*may be credited for ARCH 424*)
- ACH 201 History of Interior Design (*may be credited for ARCH 209*)
- ACH 207 Portfolio and Visual Presentation for Interior Design (*may be credited for INTD 442*)
- ACH 215 Interior Design Standards (*may be credited for INTD 322*)

Baltimore County Community College

- ARTD 101 Introduction to Interior Design (*may be credited for INTD 101*)
- ARTD 110 Two Dimensional Design (*may be credited for ARCH 103*)
- ARTD 112 Color Theory (*may be credited for INTD 311*)
- ARTD 113 Three Dimensional Design (*may be credited for ARCH 104*)
- ARTD 136 Historic Interiors (*may be credited for ARCH 409*)

I. Adequacy of Faculty Resources

To start the proposed program, we have an existing faculty position that would have to be filled by spring 2018. This position is a contractual 10-month appointment but will change to a 12-month tenured/tenure-track position. Part of this faculty member's responsibility would be to

administer the program, recruit students, and market the program. Eventually, the university will provide additional faculty according to the program's needs. The current undergraduate architecture faculty will teach several of the courses in the Interior Design curriculum. These include the following:

Name of Faculty	Degrees	Area of expertise
Adam Bridge Lecturer	MArch, University of Maryland BA, Rutgers University, Art History, Philosophy	History and Design
Suzanne Frasier Associate Professor Department chairperson (Undergraduate Design)	BArch, The City College of New York, CUNY MAUP, The City College of New York, CUNY	Interior Design/Architecture Sustainability Historical Periods
Brian Grieb Assistant Professor	B.S., University of Maryland Certificate in Urban Design, University of Maryland M.Arch, University of Maryland	Building Materials Sustainability
Pavlina Ilieva Assistant Professor Program Director (Arch and Env Design)	B.S.A., Texas Tech University M.Arch, Texas Tech University	Design Communication
Gabriel Kroiz Associate Professor	B.F.A., B.Arch, Rhode Island School of Design M.Arch, University of Maryland, College Park	Building systems Sustainability
Issac Williams Lecturer	B.S. and M.Arch., University of Maryland-College Park	Design and Human Behavior

J. Adequacy of Library Resources

The [Earl S. Richardson Library](#) is the main academic information resource center on the campus. It houses approximately 400,000 volumes and access to 1,900 periodical titles. The Library subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. It is located in a highly prominent site along Hillen Road, towards the south end of Morgan's campus. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, computer laboratory, and other computers in many locations.

Morgan's architecture collection consists of 5,235 volumes (covering 4,372 titles) under the NA designation. Related books include 6,476 volumes under N, NB, NC, ND, NE, NK, or NX (Fine

and Decorative Arts); 164 under GE (Environmental Sciences); and 285 under GF (Human Ecology, including Urban Settlements). The library also maintains 56 print and online journal titles and 16 online databases that cater to the needs of the built environment disciplines.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The School of Architecture and Planning (SA+P) has been housed since Fall 2012 in the relatively new LEED Gold 126,000sf Center for Built Environment and Infrastructure Studies (CBEIS) building. Design studios are located on the first floor of this building. There may be enough spaces for the first year of the program. But we will look into converting meeting spaces to design studios. However, when enrollment reaches about 20 students, the university will have to provide additional space. SA+P is looking at plans to lease a space at the new AIA Baltimore Headquarters for senior architecture studios, which will free up at least 40-50 desks for the interior design program.

All classrooms in the CBEIS building are equipped with instructional equipment. We also operate a printlab with large plotters, printers, and scanners. The BearLab, a fabrication lab offers equipment and tools for students to use (i.e., 3-d printers, laser cutters, carpentry tool, sewing machines). The resource we need for the proposed program is a materials/product/lighting library that will be established as soon as the program starts. Although we have space in the CBEIS building for this purpose, we need resources to purchase a membership to an existing provider or build our own materials and lighting library.

L. Adequacy of financial resources with documentation (*Please see Attachment*)

M. Adequacy of provisions for evaluation of program

The Morgan State University Office of Assessment conducts periodic reviews of its programs as part of its Comprehensive Assessment Plan. Through a review committee, programs are assessed using student learning outcomes as the basis for evaluation. In addition, the School of Architecture and Planning hires an external consultants who assists program directors in developing and implementing their academic assessment plans.

N. Consistency with the State's minority student achievement goals

As a Historically Black institution, Morgan State University's mission directly impacts the State's goal of increasing diversity and broadening access to minority students.

O. Relationship to low productivity programs identified by the Commission (*Not Applicable*)

Proposed Program: Interior Design
Type of Program/Degree: Baccalaureate of Science
Proposed Implementation: Fall 2018

Table 1: Resources					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	70,000	70,000	70,000	70,000	70,000
2. Tuition/Fee Revenue (c+g)	184,200	368,400	552,600	736,800	921,000
a. Number of F/T Students	15	30	45	60	75
b. Annual Tuition/Fee Rate	8,000	8,000	8,000	8,000	8,000
c. Total F/T Revenue (a x b)	120,000	240,000	360,000	480,000	600,000
d. Number of P/T Students	5	10	15	20	25
e. Credit Hour Rate	642	642	642	642	642
f. Annual Credit Hour	20	20	20	20	20
g. Total P/T Revenue (d x e x f)	64,200	128,400	192,600	256,800	321,000
3. Grants, Contracts & Other External S	0	0	5,000	5,000	5,000
4. Other Sources	221,000	325,000	520,000	715,000	910,000
TOTAL (Add 1 – 4)	\$475,200	\$763,400	\$1,147,600	\$1,526,800	\$1,906,000

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	73,650	110,475	184,125	220,950	294,600
a. # FTE	1.0	1.5	2.5	3.0	4.0
b. Total Salary	55,500	83,250	138,750	166,500	222,000
c. Total Benefits	18,150	27,225	45,375	54,450	72,600
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	49,000	49,000	49,000	49,000	49,000
a. # FTE	1	1	1	1	1
b. Total Salary	35,000	35,000	35,000	35,000	35,000
c. Total Benefits	14,000	14,000	14,000	14,000	14,000
4. Equipment	15,000	15,000	15,000	15,000	15,000
5. Library	20,000	20,000	20,000	20,000	20,000
6. New or Renovated Space	15,000	15,000	0	0	0
7. Other Expenses	10,000	10,000	10,000	10,000	10,000
TOTAL (Add 1 – 7)	\$182,650	\$219,475	\$278,125	\$314,950	\$388,600

Proposed Bachelor of Science in Interior Design

Budget Narrative

Table 1 Resources

1. Reallocated Funds: We currently have a full-time lecturer position, which will be used to hire an interim program director. The responsibilities of the director are the following: 1) Teach at 3-6 credits per semester; 2) Serve as the adviser for incoming students; 3) Work on course schedules and teaching loads; 4) Hire adjuncts; 5) Initiate a recruitment strategy.
2. Tuition and Fee Revenue: The BS in Interior Design will be offered on both a full time and a part time basis. Figures are calculated based on an \$8,000 average cost for tuition and fees for full time undergraduate students and an average cost for part time tuition and fees of \$642 per credit hour. Students will be recruited within the State initially and from within the University. The inaugural cohort will consist of 20 students, both full-time and part-time. 100 students. An additional cohort of 20 students each will be added every year.
3. Grants and Contracts: It is not anticipated that the BS Interior Design program will be supported by any external grants or contracts.
4. Other Sources: We anticipate a state subsidy of \$13,000 per FTE.

Table 2 Expenses

1. Faculty [#FTE. Salary and Benefits]: Part-time adjunct faculty will be added in all the years because the curriculum requires instructors with special expertise. Additional faculty members will be added in Year 2, 3, and 4. Average salary with benefits for regular faculty will be \$100,000 and average salary with benefits for adjunct faculty will be \$49,500; an average of 70% regular faculty and 30% adjunct faculty combination. To obtain accreditation from the Council for Interior Design Accreditation, an adequate number of faculty is need to operate the program. For studio courses, the acceptable practice is 12:1 student-faculty ratio.
2. Administrative Staff [#FTE. Salary and Benefits]: No administrative staff is needed to offer the program.
3. Support Staff [#FTE. Salary and Benefits]: The support staff includes a program assistant who will assist the program director in implementing a recruitment and internship strategy. This person will also assist the program director in preparing for CIDA accreditation. The program assistant will be paid \$35,000 salary, plus benefits of \$14,000 for Years 1, 2, 3, 4 and 5.
4. Equipment: A software program that is used in Interior Design practice will be purchased, along with additional computers, sewing machines, laser cutters, etc...
5. Library: A materials and light library will be needed to serve as a resource for the students. Interior Design journals will also be acquired.
6. New or Renovated Space: We will need \$15,000 each year for Year 1 and 2 to renovate space in the CBEIS building for the program.
7. Other Expenses: \$10,000 a year for faculty travel to both the academic and professional conferences will be needed.