

November 30, 2023

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

Dear Dr. Rai,

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

In accordance with MHEC's procedures, the filing fee, in the form of a check, will be sent via FedEx.

Thank you very much for your consideration of our proposal.

Sincerely,



Rob Sabal
Vice President for Academic Affairs and Provost



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

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

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

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (fully online)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:		Date:
			Date of Approval/Endorsement by Governing Board:		

BDes in Interior Design

New Program Proposal

November 30, 2023

This program was approved to move forward in seeking MHEC approval by MICA's President and Board of Trustees on October 20, 2023.

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Proposal

A. Centrality to Institutional Mission and Planning Priorities:

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

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

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

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

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

- Critical art/design skills such as drawing, design, and spatial planning
- Human-centered design, design thinking, sustainability, and universal design
- Interior design, including courses in Revit, AutoCAD, Adobe InDesign, Adobe Illustrator, Adobe Photoshop, Design Planning, Drawing, and Prototyping

Upon completion of this program, graduates will have:

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

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

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

MICA is fully committed to providing all of its programs with the administrative, financial, and technical support needed for the programs to fulfil their purpose. The details of the resources supporting this program are described in sections I-L. MICA is committed to supporting the success of this new program during its initial launch and through a period of five years as awareness of the new curriculum and enrollments build. If after five years, the program does not demonstrate the ability to be financially self-supporting, the College will implement changes to improve or sunset the program. Should the program be substantially modified or discontinued, curricular offerings will continue to be provided so that all enrolled students have the opportunity to obtain their degree within the normal period of time for completion.

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

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

MICA has also designed the program to extend our practices related to student retention in alignment with our online graduate programming. Multiple annual starts recognize student needs for greater flexibility about how and when to study. Our leave of absence policy provides students with greater latitude to take time off from the program without any penalty and return in a shorter time span than programs with one annual start. Also, students enrolled in the BDes pay only for the credits that they take, allowing students to attend either full-time or part-time at a pace that meets their individual needs and manage the program costs within the context of their personal financial resources.

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

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

In preparation for proposing this new degree, MICA launched a demand discovery research project with Tuscany Strategy Consulting. Emphasis was on opportunities for art and design related online undergraduate degree programs. This process surfaced interior design as a unique opportunity for the college. The interior design field consists of professionals involved in planning, designing and managing interior spaces for residential and commercial (healthcare, education, hospitality, distribution) projects. IBIS World estimates the 2022 interior design market size to be \$23.8 billion with a growth rate of 4.1% per year (2017-2022). Historically, the industry has been sensitive to consumer confidence and corporate profits. During COVID, however, the market shifted dramatically, away from commercial interior design work towards residential, as many workers shifted to remote/hybrid work and learning environments moved online, which in turn has resulted in interior or exterior spaces being redesigned to accommodate evolving social environments.

At this time, the largest segment in this industry is residential design services which can be for new home design, presale improvements, and remodeling existing homes. Residential construction is expected to increase over the next several years, especially as hybrid work continues to redefine traditional

workplaces. IBIS World estimates that industry revenue will increase 0.9% per year through 2027, reaching \$24.9 billion.

Commercial design is an important segment that is undergoing substantial change driven by rapidly evolving work expectations arising from COVID, strong corporate profits, and highly mixed economic conditions. IBIS World estimates that the commercial market contracted 2.5% from 2017-2022. However, demand for commercial interior designers may be strong as employers reimagine work environments.

Ultimately, MICA arrived at interior design as an attractive target occupation due to the size, growth, wage growth, and earnings gains for Bachelor degree holders as seen in the following table provided by Tuscany Strategy Consulting.

Arts Related Occupations	Number of Jobs	5-Year % Change in	Median Annual Income	5-Year % Change in Earnings	% of employees with Bachelor degree or higher	Earnings bump associated with Associate Degree	Earnings bump associated with Bachelor
Interior Designers	59,170	11%	\$57,060	17%	66%	21%	48%

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

MICA has reviewed the state's Academic Program Inventory and could find no other Bachelor of Design degrees in interior design. However, Morgan State University offers a Bachelor of Science in interior design.

There are a number of distinctions between MICA’s proposed Bachelor of Design in interior design and Morgan State University’s degree. First, the Morgan State program is a bachelor of science and MICA’s BDes program will offer a more discipline-specific design education. Specifically, MICA’s proposed program places greater focus on areas that align with the college’s traditions as an art and design school and growing expertise in business/commerce topics within the art and design industry. The BDes also provides a deeper exploration of sustainability, design thinking, universal design, leadership, project management, and business themes.

As a fully remote program, which combines synchronous and asynchronous learning, the BDes is further distinguished from Morgan State University’s program which is place-based.

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

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

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

The BDes in Interior Design program is focused on MICA’s traditional strengths and identity in the areas of art, design, and creativity. As such, there is no significant impact on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

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

As seen in the following table, six interior design professionals consulted on the development of the program’s curriculum. Reviews included professionals from Studio O+A, Moya Design, Jessica Helgerson Interior Design, Reidy Creative, BANDURAdesign, PLACES studio. Reviewers were chosen for their expertise in interior design, however all reviewers provided feedback on general art and design principles, design leadership and strategy, as well as business of art and design courses. The current program curriculum reflects the input MICA received from these educators and industry leaders.

Program	Reviewer	Organization
Interior Design	Principal Interior Designer	PLACES studio
Interior Design	Founder and CEO	Moya Design
Interior Design	Principal	Studio O+A
Interior Design	Owner	BANDURAdesign
Interior Design	Interior Designer	Jessica Helgerson Interior Design
Interior Design	Owner	Reidy Creative

The purpose of the Bachelor of Design (BDes) in Interior Design degree is to equip individuals with technical art and design skills to become interior designers while also preparing them to engage with interior design as a professional practice. The BDes also provides graduates with complex knowledge around the application of universal and human-centered design approaches in interior design projects. This program carefully balances design theory with applied, practical experience through studio courses, portfolio building, and critiques through an engagement with faculty with content expertise and industry partnerships.

Upon successful completion of this program, students will demonstrate the ability to:

1. Effectively and creatively apply light, space, and color principles and theories when designing the built environment, particularly in the context of residential and commercial interiors.
2. Create innovative residential and commercial interior design solutions that integrate furnishings, products, materials, and finishes in a way that demonstrates consideration for environmental and human impact.
3. Apply knowledge of the history of interiors, architecture, and design in such a way that designs display consideration of current social, cultural, economic, and/or ecological contexts.
4. Apply project management skills to all aspects of a design project as a means to organize client requests and requirements, manage budgets, set timelines, and engage with decision-making that facilitates iterating and improving upon designs.
5. Use industry-standard design tools and technologies to create designs that adhere to laws, codes, standards, and guidelines and are human-centered, inclusive, and accessible.
6. Present professional, visually compelling design solutions to stakeholders and/or leadership in an engaging way that both tells the story of the design and demonstrates an understanding of design principles.

The faculty selected to teach in the BDes program will be recruited from industry and experts in general art and design along with the fields of interior design. All faculty are vetted through an interview process that establishes their professional expertise, experience with concepts of andragogy, and their understanding of MICA's Diversity, Equity, Inclusion, and Globalization agenda. Once hired all faculty are provided training on MICA's primary educational technology tools: Canvas and Zoom.

The 120 credit-hour program focuses on preparing students for coveted roles in well-established yet growing design fields by offering a combination of industry-specific courses in interior design along with courses in design principles and strategy, leadership, universal and accessible design, and business of art and design. The BDes curriculum with a major in Interior Design consists of 38 courses.

The BDes program comprises both synchronous and asynchronous online learning. For synchronous classes, students will attend weekly class sessions when they meet with their instructor and fellow students via video conferencing technology. In asynchronous classes, students will work through a series of self-paced modules in which they will consume pre-recorded lectures and other course resources, participate in asynchronous discussions, and engage in various exercises and projects. In the case of both synchronous and asynchronous classes, students use MICA's learning management system and work collaboratively with one another via video conferencing outside of class time to engage with a variety of learning activities.

MICA's BDes program is organized as a series of three or four credit classes (classes are eight weeks long), taken two or three concurrently over eight academic terms. The program starts with an orientation designed to acclimate students to MICA staff, policies, and the program. The academic components of the program begin with foundational courses in design principles and theory, design history, and courses introducing students to the field of interior design. Other courses focus on business, human-centered design and accessibility, digital tools for design, project management, portfolio building, professional development, and advanced courses in interior design. The program concludes with a Capstone Development and Presentation course, in which students will present a final portfolio that documents approaches to envisioning, researching, synthesizing data, and insight gathering; use of tools and methods; prototyping; team and project management. Throughout the BDes program, projects and

assignments will be collaborative and faculty will evaluate all assignments to provide critical analysis and feedback for assessment purposes.

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

Learning Activity	Estimated Hours per term
Video conferencing during class time or asynchronous lecture	16
Participating in asynchronous discussions via LMS	16
Engaging with course materials (readings, videos, podcasts, etc.)	25
Collaboration and group work	16
Exercises, reflections, writing assignments, quizzes, etc. (low-stakes assignments)	25
Major projects and/or presentations (high-stakes assignments)	25
Office hours, reviewing feedback, recordings, notes, etc.	12
	135 Total Hours

The curriculum is as follows:

Design Fundamentals, Design Strategy & Theory	Interior Design	Business of Art & Design, Professional Studies	Total
45 credits	45 credits	30 credits	120 credits
37.5%	37.5%	25%	100%

Design Fundamentals, Design Strategy, & Theory

Number	Course	Term	Credits
TBD	Design History (asynchronous)	1	3
TBD	Design Principles	1	3
TBD	Design Process and Planning	1	3
TBD	Digital Tools for Design	2	3
TBD	Drawing	2	3
TBD	2D CAD Design	3	3
TBD	3D Design	3	3
TBD	Color	3	3
TBD	Diversity and inclusive Design	3	3
TBD	Human-Centered Design	4	3
TBD	Design Theory and Criticism (asynchronous)	5	3
TBD	Design Thinking and Strategy I	5	3
TBD	Sustainability	5	3
TBD	Universal Design and Accessibility	5	3
TBD	Design Thinking and Strategy II	6	3
			45 Credits

Interior Design

Number	Course	Term	Credits
TBD	Foundations of Interior Design	1	3
TBD	The Built Environment	1	3
TBD	History of Interior Design (asynchronous)	2	3
TBD	Materials and Textiles	2	3
TBD	Writing for Artists and Creatives	2	3
TBD	Lighting Design	3	3
TBD	Building Information Modelling I	4	4
TBD	Building Information Modelling II	4	4
TBD	Residential Interior Design Lab I	4	4
TBD	Construction Documents	5	3
TBD	Building Codes and Regulations (asynchronous)	6	3
TBD	Kitchen and Bath	6	3
TBD	Building and Environmental Systems	7	3
TBD	Residential Interior Design Lab II	7	3
			45 Credits

Business of Art & Design, Professional Studies

Number	Course	Term	Credits
TBD	Business Essentials	6	3
TBD	Financial Planning	6	3
TBD	Leadership	7	3
TBD	Project Management	7	3
TBD	The Marketplace (asynchronous)	7	3
TBD	Capstone Preparation	8	4
TBD	Capstone Preparation and Presentation	8	4
TBD	Experiential Professional Development	8	4
TBD	Portfolio Review	8	3
			30 Credits

Course descriptions are included in Appendix A.

Students must satisfy specified degree requirements, maintain a minimum cumulative grade-point average of 2.00, and complete a minimum of 120 course credits (with no more than 60 as transfer credits) as detailed in the curricular table above.

The nature of art and design pedagogy includes robust formative assessment as students develop skills in their chosen discipline or medium. In addition, this program, as with all programs at MICA, will engage in ongoing summative assessment of student learning relative to their program learning outcomes (PLOs).

Student achievement of learning outcomes will be documented in the program's Annual Report. The student artifacts, rubrics, and associated data used in the assessment will be saved in MICA's PLO Assessment Archive, which was established in 2015-16.

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

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

General Education

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

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

(a) Communicate effectively in oral and written English;

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

(b) Read with comprehension;

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

(c) Reason abstractly and think critically;

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

(d) Understand and interpret numerical data;

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

(e) Understand the scientific method;

- All BDes students at MICA are required to take two courses, Design Thinking Strategy I & II, which include focused discussion of the scientific method, and its contemporary applications in the design process.

(f) Recognize and appreciate cultural diversity;

- All undergraduate degree programs at MICA include a robust curriculum of history and human-centered design classes, which collectively cultivate a rich appreciation for cultural diversity. In particular, all BDes students take at least two courses devoted to design history as well as *Diversity and Inclusive Design* and *Universal Design and Accessibility*, in which an appreciation of socio-cultural diversity is a specific goal.
- Recognition and appreciation of cultural diversity is also a central mission of MICA, and is buttressed throughout a student's time at the College through robust co-curricular offerings of speaker series and workshops, and off-campus opportunities for community engagement. These goals are also recognized within MICA's Institutional Learning Outcomes, and as a result, are increasingly woven into many course plans across all areas of curricula.

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

- All MICA undergraduates take a rich complement of coursework that helps them build an understanding of the nature and value of the fine and performing arts including at least four courses in design history and design principles and theory as well as technical drawing, color and 3D design courses. In addition, nearly all of their other coursework supports students' learning as makers and critical appreciators of fine art and creative design.

(h) Demonstrate information literacy;

- Information literacy is essential to the growth of all MICA students, and is embedded into many courses in the BDes program. In particular, *Design Theory and Criticism* which is a required course includes information literacy as an objective of the course. Overall, the staff of MICA's Decker Library collaborate with faculty on issues of information literacy and librarians provide formal information literacy instruction in conjunction with approximately 260 courses and provide nearly 200 additional individual research consultations annually.

H. Adequacy of Articulation, If applicable

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

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

As a highly specialized program that relies on a range of disciplines, only some of which has been taught or are currently taught at MICA, the faculty for this program will be recruited through networking with industry partners and engaging MICA's current faculty and their professional networks. Each course in the program will be assigned to new part-time instructors with expertise in the particular subject matter of the course and relevant industry experience.

Preparation for teaching in the program is critical. It is essential that instructors be prepared to meet MICA's standard and have fluency in assessment and the eLearning environment. Consequently, all new faculty are required to attend workshops that focus on how to use online teaching tools and the pedagogy/andragogy of distance education. MICA also encourages and supports the professional development of faculty in a number of ways including three internally funded grant programs that are focused on improvement of curriculum and teaching; these include a grant program specifically for adjunct faculty.

Professional development workshops, which are offered throughout the year as well as on two professional development days, include evidence-based inclusive pedagogies, methodologies for the assessment of student learning, and the use of technology in instruction.

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

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

The faculty for the BDes in Interior Design will be experts in the field of Interior Design, Design Fundamentals, Design Strategy & Theory, and Business of Art & Design, Professional Studies. Because MICA will need to hire new faculty for this yet unapproved program we have not assigned any instructors to any specific course. However, during our research and planning we have engaged many Interior Design professionals. With MHEC approval, it is likely that we will reach out to these professionals and their professional networks to find teachers and subject matter experts to assist in guiding the curriculum and keeping the program up-to-date, and relevant. The below table includes specific detail regarding these individuals.

The area of Design Fundamentals, Design Strategy, & Theory is an area that Open Studies at MICA has a long history. Our M.P.S. programs in Data Analytics, Product Management, and User Experience offer courses that include Design Thinking and Strategy, Sustainability, Universal Design and Accessibility, Design Principles, Design Process and Planning, Digital Tools for Design, Diversity and inclusive Design, and Human-Centered Design. After MHEC endorsement, MICA will look to our current faculty and their professional networks to identify additional faculty for the BDes degree. Courses like Color, Drawing, Digital Based Design are all

fundamental to MICA and we have access to a larger network of potential faculty in those areas. The below table includes specific details regarding these individuals.

Similarly to Design Fundamentals, Design Strategy, & Theory, MICA Open Studies has experience in the area of the Business of Art & Design, Professional Studies. After MHEC endorsement, MICA will look to our current faculty and their professional networks to identify additional faculty for the BDes degree. The below table includes specific details regarding these individuals.

Faculty Name	Terminal Degree/Field	Professional Credentials	Status
Interior Design			
Primo Orpilla	B.S., Interior Design	32 years in years in interior design industry	
Laura Hodges	B.P.S. Business, A.A.S. Interior Design	11 years in years in interior design industry	
Jennifer Farris	M.F.A. Interior Design, B.A. Industrial and Product Design	21 years in years in interior design industry	
Paola Moya	M.Arch, Architecture and Real Estate Development, B.Arch., Finance Certificate	14 years years in interior design industry	
Charlotte Bravo Cannon	B.F.A. Interior Architecture	14 years in interior design industry	
Tiffanni Reidy	M.F.A, Interior Design	23 years in interior design industry	
Design Fundamentals, Design Strategy, & Theory			

Jo Golden	Ph.D. Conflict Analysis and Resolution, M.S. Women's Studies, B.A. Writing and Speech Communication	22 years in product design, service design, and design strategy	Adjunct
Brandon Ball	M.A./M.B.A. Design Leadership, B.S. Industrial and Systems Engineering	15 years design strategy and service design	Adjunct
Susan Major	Doctoral candidate, Organizational Leadership, Entrepreneurship, Organizational Behavior, and Complexity Science	22 years product design, and design education	Adjunct
Randy Morgan	M.F.A. Photography and Mixed Media	31 years entrepreneur focused on photography, digital imaging & illustration, print & interactive design, software/hardware consultation and professional level training. 37 years design education	Adjunct
Kafi Waters	M.B.A. Strategic Design, B.A. Art History, Criticism, and Conservation	18 years project management, customer and user experience	Adjunct
Tracy Sanders	Ph.D. Applied Experimental and Human Factors Psychology, M.S. Modeling and Simulation, B.S. Psychology (with a minor in Fine	11 years human centered engineering, usability design and research	Adjunct

	Arts), Associates Graphic Design and Fine Arts		
Business of Art & Design, Professional Studie			
Bonnie Crockett	J.D., B.A. Jurisprudence	32 years law, business, and small business lending	Adjunct
Sidney Pink	M.F.A. Studio Art. B.F. A. Fine and Studio Art	14 years art practice and career development for artists and designers.	Adjunct
Dan Baker	M.S. Advertising, B.S. Science, Communications Studies, Physics, Mathematics	22 years account management and marketing	Adjunct
Ryan Galloway	M.B.A., M.Accounting, B.S. Accounting	22 years in finance leadership	Adjunct
Christina Kim	M.B.A. Marketing and Management	12 years marketing and product management	Adjunct
Santosh Subramanyam	M.A./M.B.A. Design Leadership, Executive Management Program, Business Perspectives for Creative Leaders, M.S. Reproductive Physiology and Endocrinology, B.S. Biochemistry, Plant and Animal Science	8 years product management and design, user and experience design	Adjunct

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

MICA’s Decker Library is one of the country’s best art and design libraries. The library’s collection of over 110,000 volumes, 130,000 e-books, 18,000 bound and unbound periodicals, 300 current serial subscriptions, 40,000 digital images, and 6,000 DVD titles exceeds the standards set by the National Association of Schools of Art and Design (NASAD). The main focus of the library collection is in visual art and design, while also maintaining a broad collection in the humanities. Approximately 3,500 titles are added to the collection each year with fifty to sixty percent of the book budget spent on acquiring

monographs on the visual arts with the remainder building the general collection. The library also subscribes to ARTstor, Films on Demand, and Alexander Street Press Art and Architecture in Video.

In addition to the Decker Library, MICA has a Materials Library which is a multidisciplinary resource for material research, exploration, and experimentation. The Materials Library includes an ever expanding collection of material samples that are assigned a unique identification number and organized by type.

MICA participates in the Baltimore Academic Libraries Consortium, which permits direct reciprocal borrowing among most four-year colleges in the Baltimore metropolitan area. For those close to campus, in-person access to three outstanding art library collections found within one and a half miles of MICA includes: The Milton S. Eisenhower Library at Johns Hopkins University, The Baltimore Museum of Art library, and The Walters Art Gallery Library .

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

As a fully online program, the Bachelor of Design and all of its majors will not require consumption of physical facilities, infrastructure or instruction equipment on MICA's campus for regular classroom or instructional use. MICA has appropriate space to accommodate occasional physical onsite program-related events.

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

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

For each course, students will be provided with a list of additional materials and resources they will need to purchase along with the total cost of materials and direct links for ease of purchase (in alignment with MICA's syllabus best practices and requirements). These materials will also be integral in building a home studio. For example, for an interior design course with a focus on drafting, students may be required to purchase tracing paper, drafting tape, T squares, 45-degree triangles, an architectural scale, specific pens, pencils, and other basic drafting materials.

In addition to course materials for the home studio, students will be required to have access to materials to facilitate assessment and critique. Access to a quality digital camera (on a mobile device or other) and scanner or a scanning application or software for a mobile phone. Students may also be required to purchase materials like a rotating pedestal or turntable along with a mini tripod or stand for a phone or

camera. These tools all facilitate file formatting and submission to Canvas in various forms, which in turn makes providing feedback more seamless and efficient.

Courses will use a variety of strategies and techniques to allow students to present their work in a way in which faculty and student-peers can offer feedback and critique. There are numerous Open Studies courses that currently successfully carry out both synchronous and asynchronous peer feedback and critique sessions and we intend to employ similar strategies in the BDes programs.

All MICA faculty, staff, and students are provided with a free @mica.edu email account for the duration of their time employed at MICA or enrolled in MICA programs. MICA uses the Canvas learning management system, which provides a flexible and adaptive e-learning environment that integrates with Google tools and web-conferencing software like Zoom. These tools allow students ease of access to course content and the ability to collaborate with faculty and classmates both synchronously and asynchronously.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

MICA is fully committed to providing all of its programs with the administrative, financial, and technical support needed for the programs to fulfill their purpose. MICA is committed to supporting the success of this new program during its initial launch and through a period of five years as awareness of the program and enrollments build. If after five years, the program does not demonstrate the ability to be financially self-supporting, the College will implement changes to improve or sunset the program. Should the program be substantially modified or discontinued, curricular offerings will continue to be provided so that all enrolled students have the opportunity to obtain their degree within the normal period of time for completion.

Program Resources					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue	\$892,500	\$3,150,000	\$5,250,000	\$6,825,000	\$7,875,000
a. Number of F/T Students	35	125	200	250	300
b. Annual Tuition/Fee Rate	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000
c. Total F/T Revenue (a*b)	\$735,000	\$2,625,000	\$4,200,000	\$5,250,000	\$6,300,000
d. Number P/T Students	15	50	100	150	150
e. Credit Hour Rate	\$700	\$700	\$700	\$700	\$700

f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d*e*f)	\$157,500	\$525,000	\$1,050,000	\$1,575,000	\$1,575,000
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (ADD 1-4)	\$892,500	\$3,150,000	\$5,250,000	\$6,825,000	\$7,875,000

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

MICA's rationale for a tuition rate of \$700.00 a credit hour is based on research from consultants at Elsmere Education Inc. who have worked with MICA on our go to market strategies for other offerings. Their research suggested that a tuition rate at a more modest level compared to MICA's residential undergraduate degree would be appropriate to attract numbers in the marketplace identified for the program and would also advance MICA's ability to offer more equitable access to a college degree in design. The tuition revenue for P/T Students (2.g) is based on an assumption that P/T Students are taking 15 credit hours per year as noted in "2.f Annual Credit Hour Rate."

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

Program Expenditures					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$188,388	\$672,813	\$1,103,413	\$1,453,275	\$1,668,575
a. Number of FTE	4	13	21	27	31
b. Total Salary	\$175,000	\$625,000	\$1,025,000	\$1,350,000	\$1,550,000
c. Total Benefits	\$13,388	\$47,813	\$78,413	\$103,275	\$118,575
2. Admin Staff (b+c below)	\$64,000	\$99,360	\$136,474	\$140,569	\$144,786
a. Number of FTE	1	1	2	2	2
b. Total Salary	\$50,000	\$77,625	\$106,621	\$109,819	\$113,114

c. Total Benefits	\$14,000	\$21,735	\$29,854	\$30,750	\$31,672
3. Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$547,237	\$1,854,388	\$2,113,484	\$2,420,649	\$2,607,562
TOTAL (Add 1-7)	\$799,625	\$2,626,561	\$3,353,370	\$4,014,493	\$4,420,922

As is the case with MICA’s current online degree programs, the BDes will be taught primarily by part-time faculty. The expenditures associated with faculty will only be realized if enrollments are sufficient to cover the costs associated with the course offerings. The BDes Interior Design program will initially require the addition of one administrative staff position, growing to two staff positions as the program’s enrollment grows, as listed in the table above. The program will also have additional support from the existing centralized staff of the Open Studies division in which the program resides; those staff expenditures are not increased by the addition of this program. The “Other Expenses” line reflects additional on-going costs associated with the program with the largest portion (66%) of the expense being marketing.¹

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

The nature of art and design pedagogy includes robust formative assessment as students develop skills in their chosen discipline or medium. All programs at MICA are expected to be engaged in summative assessment of student learning relative to the program’s learning outcomes (PLOs) on an annual basis, using direct evidence of student learning when appropriate. In addition to assessments of student learning, programs use student retention data, student surveys, course evaluations, and faculty reviews to evaluate the effectiveness of the program. Evaluation of faculty and their teaching effectiveness follows guidelines set out in MICA’s Faculty Handbook and the evaluation of part-time faculty follows a college-wide process and procedure developed as part of the collective bargaining agreement with SEIU,

¹ MICA’s online programs are not included in the College’s centralized marketing and recruiting efforts/budgets. Open Studies is responsible for the marketing efforts and associated costs of each online program.

the union representing the adjunct faculty at MICA. Programs document their effectiveness as well as plans for improvement/expansion in their annual report.

In addition to the reviews that occur annually, all degree programs at MICA participate in formal Academic Program Review (APR) every five to eight years. The APR process, which includes a site-visit from one or more external reviewers, follows an established set of procedures and guidelines for the analysis of program context (role, curriculum, and learning outcomes); staffing and enrollment; resources (fiscal, facilities, and equipment); vision for the future; and measures of success.

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in [COMAR 13B.02.03.05](#)).

For the new BDes program in interior design, and other programs across the College, recruitment of diverse students is a priority. In an effort to attract qualified applicants who represent diverse experiences, cultures, ethnicities, and socio-economic backgrounds, the College seeks to increase admissions outreach and the availability of scholarships and financial aid for both new and returning students who represent underserved populations. Recruitment for the new Bachelor of Design program targets the local urban and regional areas, and applications that represent cultural, racial, ethnic diversity receive focused support and attention as part of the admission process. In addition, recruitment events and activities engage current students who represent various racial, ethnic, cultural, religious, and economic backgrounds in an effort to mentor culturally diverse students and underserved populations through the application process.

O. Relationship to Low Productivity Programs Identified by the Commission

Not Applicable.

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

MICA has been designated by the MHEC and MSCHE as eligible to provide distance education. The College currently offers four fully online programs and offers online courses in several of its other programs. The development, rigor, implementation, integrity, evaluation, and governance of MICA’s distance education programs follow C-RAC guidelines. In addition, MICA is a participant in State Authorization Reciprocity Agreement (SARA), an agreement among member states that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs.

Appendix A**Course Descriptions:****2D CAD Design (3 credits)**

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

3D Design (3 credits)

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

Building Codes and Regulations (asynchronous) (3 credits)

A functional and aesthetically pleasing interior space is nothing if it does not exist within a safe, compliant building. This course provides an overview of the building codes, regulations, and standards for interior design practice. Through examining laws, codes, and regulations students will develop an understanding of the roles and responsibilities interior designers have in designing safe and suitable environments for human activity. Essential topics include occupancy, mechanical, energy and electric, fire ratings, accessibility, and material specifications. Upon successful completion of this course students will possess working knowledge of how to both interpret codes, laws, and regulations and apply them to various types of design projects.

Building and Environmental Systems (3 credits)

Students learn how various building systems (plumbing, mechanical, electrical and structural) are designed, function, and impact the design of interior spaces. Emphasis is placed on understanding how building components and the sequence of construction relate to building codes, along with sustainable options for systems and materials. Students will work to produce renderings of different areas of a structure that accurately represent systems integrated in the building, and will have the capacity to reflect upon and defend their designs vis-à-vis functionality and compliance with safety regulations.

Building Information Modelling I (4 credits)

Building Information Modeling (BIM) is instrumental in supporting the work of interior designers as they create and visualize project designs and solutions. In this course, students will learn fundamentals of BIM and essential functions of Revit as used for 3D modeling, rendering, and preparing construction documents. Coursework entails exercises that simulate a small commercial or residential interior project. Upon successful completion of this course, students understand basic commands, operations, and settings in the software and have the ability to develop three-dimensional models to represent design solutions.

Building Information Modelling II (4 credits)

Building upon skills acquired in Building Information Modeling I, students continue to explore functions and applications of Revit, including its use as a design and presentation tool for industry projects. Exercises and assignments include experimenting modeling techniques and lighting, color, texture, and material. Students also continue to build proficiency in additional industry tools, through an exploration of key functions of 3ds Max Design (or similar tool) and by the end of the course have the ability to create photorealistic renderings.

Business Essentials (3 credits)

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

Capstone Preparation (4 credits)

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

Capstone Preparation and Presentation (4 credits)

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

Color (3 credits)

This foundational course on the use of color in design will introduce students to the relationships between color, perception, and space as it pertains to art and design practices. Principles of both additive and subtractive color mixing, as well as composition in multiple dimensions are covered, along with how color is employed across cultures and throughout history to evoke emotion and convey meaning. Upon successful completion of this course, students will have operational knowledge of color theory and its application in various media.

Construction Documents (3 credits)

Interior designers must be able to effectively communicate their designs to engineers and builders, and others who construct their designs. In this studio-style course, students will build upon and synthesize knowledge of building codes and regulations and environmental systems as they work to produce a complete set of working construction documents. Through written and oral narratives, students will demonstrate understanding of how elements like building structure, building systems (for example, electrical and mechanical), and other interior systems (such as stairs, security systems, and others) impact design solutions. Successful students will have the ability to create interior document plans that provide details, specifications, and cost estimates to ensure designs are realized efficiently and accurately.

Design History (asynchronous) (3 credits)

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

Design Principles (3 credits)

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

Design Process and Planning (3 credits)

In this course, students explore the fundamental elements of the design process. Students examine these elements through case studies and hands-on exercises, which include identifying problems, conducting research, evaluating data, ideation, prototyping, testing, and iteration. Upon successful completion of this course students will have the ability to identify and apply design processes and systems to a variety of fields and industries.

Design Theory and Criticism (asynchronous) (3 credits)

Students deepen their knowledge of the history, philosophy, and methods of design across various fields, including product design, service design, information design, social design, and experience design. In this course students engage in critical reading and analysis of primary texts and resources in order to gain understanding of the socio-historical context that has informed the approach to design practices. Through research assignments and discussions, students will demonstrate the ability to gather, evaluate, and synthesize information as well as apply design theories and principles to the analysis of elements in the built environment. Instruction in library use and research is embedded in this course.

Design Thinking and Strategy I (3 credits)

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

Design Thinking and Strategy II (3 credits)

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

Digital Tools for Design (3 credits)

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

Diversity and inclusive Design (3 credits)

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

Drawing (3 credits)

In this course students develop the foundations of observational drawing skills as a tool for design and graphic communication. Principles including composition, light, shade, value contrast, proportion, texture, mass and volume are introduced, along with drawing from one and two-point perspectives. Students will draw freehand from observation, in situ, and master quick perspective sketching techniques as a means to translate the observed into 2D form.

Experiential Professional Development (4 credits)

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

Financial Planning (3 credits)

This course provides students with an overview of basic financial principles and practical math concepts that will contribute to a deeper understanding of the business world. Students will learn essential financial planning skills including balancing budgets, accounting, and creating financial statements and recording and reporting financial information using Microsoft or Google spreadsheets. By the end of this course students will be equipped with the ability to interpret financial statement data and present key financial statement items to stakeholders.

Foundations of Interior Design (3 credits)

This course introduces students to the principles, theories, and practices related to interior design practice along with terminology, concepts, and fundamental skills needed for continued study. Students gain an understanding of the role of the interior designer within the scope of the profession. Coursework provides an overarching view of various sectors of the industry as well as an exploration of career pathways.

History of Interior Design (asynchronous) (3 credits)

The art and science of enhancing interiors to achieve a more aesthetically pleasing space is a practice that dates to ancient times. This course offers a comprehensive yet concise survey of the origins and history of decorating interiors across Western and non-Western civilizations. Through asynchronous lectures, readings, digital media resources, discussions, and exercises, students will gain awareness of how interiors can reflect and represent cultural, social, and economic influences throughout history.

Human-Centered Design (3 credits)

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

Kitchen and Bath (3 credits)

In residential interiors, kitchens and baths are often the most highly-designed spaces. In this studio-style course students work to create functional designs and layouts, while considering natural and artificial lighting, ventilation requirements, and integration of durable, sustainable, easy-to-maintain materials. In addition, students gain familiarity with cabinetry function, fixtures, and modularity. Upon successful completion of design projects students will have the ability to design high-functioning residential kitchens and baths that demonstrate knowledge of color, space, patterns, textures, materials, and form while complying with residential construction codes.

Leadership (3 credits)

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

Lighting Design (3 credits)

Lighting and its role as a design component in interiors is explored from a technical, practical, and human-factor perspective. From fixtures and installations to light distribution and reflected ceiling plans, coursework provides a foundation in both aesthetics and technical functions of lighting in residential and commercial interior design. Students also explore strategies for energy efficiency and sustainable lighting options. Students who successfully complete this course will possess a broad understanding of the use of lighting in relation to other elements of interior design and have the ability to evaluate options and apply lighting solutions in the built environment.

Materials and Textiles (3 credits)

This course consists of an in-depth study of the broad range of materials and textiles used in interior design. Students explore how the use of various textiles and materials is influenced by surroundings — both environmental and cultural — and examine current trends and future possibilities for materials and textiles in residential and commercial interior design. Coursework also emphasizes the evaluation and selection of materials based on aesthetics, sustainability, and safety standards.

Portfolio Review (3 credits)

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

Project Management (3 credits)

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

Residential Interior Design Lab I (4 credits)

In this studio course, students will complete assignments that are representative of the design process, from assessing client needs through presentation of a complete room design. Topics include space planning, lighting, and furniture arrangement, and how to select fabrics, finishes, and accessories. Students who successfully complete this course will have the ability to create functional, visually pleasing residential room designs that consider human factors and reflect universal and inclusive design principles.

Residential Interior Design Lab II (3 credits)

Residential Interior Design Lab II is a studio-style course that focuses on the design of a complete residence of the student's interest (apartment, loft, freestanding home, etc.). Students will apply their understanding and knowledge of the design process and project planning to create a residence that includes functional and aesthetically-pleasing living and sleeping spaces along with kitchen and bath areas. Emphasis is placed on incorporating sustainable materials, prioritizing energy efficiency, and designing for accessibility and code compliance.

Sustainability (3 credits)

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

The Built Environment (3 credits)

Building upon foundational knowledge of design theory, this course provides an overview of primary principles of architectural design and the relationship between architecture and interior design. Through readings, lectures, and case studies students explore how architecture and interior design intersect and how the relationship between the two impacts the built environment. Themes of sustainability and social impact will also be discussed and students will develop an understanding of why current and future designers must consider these issues when designing the built environment and solving modern design problems.

The Marketplace (asynchronous) (3 credits)

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

Universal Design and Accessibility (3 credits)

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

Writing for Artists and Creatives (3 credits)

This course serves as an introduction to college-level reading, writing, discussion, and critical thinking. Students engage in a variety of academic texts and literature, as well as literary, aesthetic, and social criticism. By exploring a variety of writing styles, analyzing elements of form and mechanics, and engaging all aspects of the writing process, students find and demonstrate their writing voice to write with greater authority, clarity, and insight. Upon successful completion of this course, students will develop their writing and critical thinking skills through critical reading, class discussion, and their own writing.