

## Program Proposal Form B



(TO BE REVIEWED CONCURRENTLY WITH PROPOSAL FOR BA INTERIOR DESIGN: INTERIOR ARCHITECTURE Academic Group (College): Arts & Letters Date of Submission to College Dean: 2/14/14 Academic Organization (Department): Design Requested Effective: Fall X , Spring , 2014. Department Chair: Andrew Anker Contact if not Department Chair: Title of the Program: BA Interior Design concentration in Interior Architecture BA to BS) Type of Program Proposal: **Modification in Existing Program:** X Substantive Change Non-Substantive Change **Deletion of Existing Program New Programs** Initiation (Projection) of New Program on to Master Plan **New Degree Programs** Regular Process Fast Track Process **Pilot Process** New Minor, Concentration, Option, Specialization, Emphasis **New Certificate Program** PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for

each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at <a href="http://www.csus.edu/umanual/acad.htm">http://www.csus.edu/umanual/acad.htm</a>

Briefly describe the program proposal (new or change) and provide a justification.

The Department of Design is requesting a degree designation change for its Interior Design program from a B.A. to a B.S.

Along with the designation change, the department is requesting a reduction in the number of units in the major from 69 units to 66 units

The Department of Design and the Interior Design faculty feel that the Bachelor of Science designation is more appropriate for this professional program because of its applied technical focus (e.g. lighting, construction, mechanical systems, building codes, sustainability, etc.) and its 45 units of upper division interior architecture lectures and design studios. In addition, the Interior Architecture concentration is accredited by CIDA, the profession's accrediting body. Our graduates are thus qualified to take the NCIDQ Exam, which is required to become a certified interior designer. Within the CSU system, San Francisco and Northridge have B.S. degrees in Interior Design.

CIDA's professional standards lay out the overarching criteria it uses in its accreditation process:

A sound curriculum for professional interior design education must provide a balance between the broad cultural aspects of education, on the one hand, and the specialized practical content integral to the profession, on the other.

The Office of the Chancellor has a process by which this designation change can be made (see the attached form). Part of the process requires securing campus approval.

The Interior Design Program is requesting a 3-unit reduction in its major requirements in order to make it easier for its students to earn their degree with 120 total units. The faculty believes that the material covered in the art history class that is most critical for interior designers can be delivered in the required design history classes that are part of the major. (Please note: The current CSUS catalog lists the required number of units as 66-69; this is incorrect. Students must take 69 units of major requirements in order to graduate.) Currently, there is a 3-unit overlap between G.E. and major requirements; the faculty is planning to submit two additional required classes for Area C1. If these classes are approved for G.E. the total overlap will increase to 9 units.

The Interior Design faculty is aware that even with a 3 unit reduction, the B.S. program will remain 6 units above the B.S. maximum. The faculty is requesting a waiver of the unit cap because it believes it cannot reduce the number of units in the major further without jeopardizing both the program's accreditation and its students' professional preparedness. We are attaching a table listing CIDA required learning outcomes and the classes in which they are met. To put the size of our proposed B.S. degree in perspective we submit required major units for the following CSU professionally accredited Interior Design programs: Fresno, 78-79; Northridge, 68-70; San Diego, 63. At other regional schools with accredited programs: UN Las Vegas, 75; California College of Arts, 75; University of Oregon, 156 (quarter units). Please note that in the CSU system only San Francisco State has fewer than 63 units, but its 54-unit major is not professionally accredited by CIDA.

Approvals:	
Department Chair: Orghe Cul-	Date: 2/13/14
College Dean:	Date: 2/18/14
University Committee: Kall Chalmers	Date: 3/2//14
Associate Vice President and Dean for Academic Affairs:	Date: 3/2 4/14

## Additional information required to justify a substantial change of existing programs, per Sacramento State University Policy Manual

1. Complete Form B Form B attached

2. Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units. Attach a copy of correspondence with these units.

No programmatic or fiscal impacts on other academic units' programs are anticipated. Please see below correspondence between Design Chair, Andrew Anker and Art Chair, Catherine Turrill regarding the elimination of one art history class from the program.

Dear Andrew,

We have no objections to the removal of the ART 1A/1B requirement from the Interior Design major requirements. I hope your students won't mind!

Sincerely,

Catherine

Hello Catherine,

Following up on our conversation, I want to confirm with you that Interior Design is going to submit a Program Change Proposal that includes removing the art history requirement (currently either ART 1A or Art 1B) from its major.

Please let me know if you or your faculty has any objections.

Thanks, Andrew

- 3. Provide a fiscal analysis of the proposed changes.
  - a. How will the above changes be accommodated within the department/College existing fiscal resources?

There will be no fiscal impact on either the department or College.

- b. If the proposed changes will require additional resources, describe the level and nature of additional funding the College will seek for the program changes.
   Additional resources will not be required.
- c. What additional space, equipment, operating expenses, library, computer, or media resources, etc. will be needed? Estimate the cost and indicate how these resource needs will be accommodated.

Additional resources will not be required.

4. List side by side the old program requirements as presented and the new program requirements as they will be presented in the University Catalog.

Please see the following page for side by side comparison.

CSUS CO	urse Catalog
	esign Program
Current Catalog Copy	Proposed Catalog Copy
Requirements Bachelor of Arts Degree in Interior	Requirements Bachelor of Science Degree in
Design, Concentration Interior Architecture	Interior Architecture
Unit Requirements: 69	
	Unit Requirements: 66
Required Lower Division Courses (24 units)	Required Lower Division Courses (21 units)
(3) INTD 15 Introduction to Interior Design	(3) INTD 15 Introduction to Interior Design
(3) INTD 20 Design	(3) INTD 20 Design
(3) INTD 25 Design Fundamentals	(3) INTD 25 Design Fundamentals
(3) INTD 30 Intro to Computer Aided Design	(3) INTD 30 Intro to Computer Aided Design
(3) GPHD 10 Intro to Digital Design	(3) GPHD 10 Intro to Digital Design
(3) GPHD 25 Visual Basics	(3) GPHD 25 Visual Basics
(3) PHOT 11 Digital Imaging	(3) PHOT 11 Digital Imaging
(3) ART 1A or 1B Art in the Western World	+++++++++++++++++++++++++++++++++++++++
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Required Upper Division Courses (45) (3) INTD 123	Required Upper Division Courses (45)
	(3) INTD 123
(6) select two of the following	(6) select two of the following
(3) INTD 124A American Design	(3) INTD 124A American Design
<ul><li>(3) INTD 124D Principles of House Design</li><li>(3) INTD 124E Film + Design</li></ul>	(3) INTD 124D Principles of House Design
(3) INTD 151 Interior Design Graphics I	(3) INTD 124E Film + Design
(3) INTD 153 Interior Design Studio I	(3) INTD 151 Interior Design Graphics I
(3) INTD 155 Professional Practice I1	(3) INTD 153 Interior Design Studio I
(3) INTD 161 Interior Design Graphics II	(3) INTD 155 Professional Practice I1
(3) INTD 163 Interior Design Studio II	(3) INTD 161 Interior Design Graphics II
(3) INTD 165 Professional Practice II	(3) INTD 163 Interior Design Studio II
(3) INTD 171 Interior Design Graphics III	(3) INTD 165 Professional Practice II
(3) INTD 173 Interior Design Graphics III	(3) INTD 171 Interior Design Graphics III
(3) INTD 175 Professional Practice III	(3) INTD 173 Interior Design Studio III
(3) INTD 181 Interior Design Graphics IV	(3) INTD 175 Professional Practice III
(3) INTD 183 Interior Design Graphics IV	(3) INTD 181 Interior Design Graphics IV
(3) INTD 195 Professional Practice IV	(3) INTD 183 Interior Design Studio IV
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Degree Designation Change Requirements for Submission to the Chancellor's Office

Current Designation: B.A. in Interior Design Proposed Designation: B.S in Interior Design

## Rationale

The Department of Design at California State University, Sacramento would like to change the designation of its current Bachelor of Arts in Interior Design to a Bachelor of Science. The faculty feels that the Bachelor of Science designation is more appropriate for this professional program because of its applied technical focus (e.g. lighting, construction, mechanical systems, building codes, sustainability, etc.) and its 45 units of upper division interior architecture lectures and design studios. In addition, the Interior Design program is accredited by the Council for Interior Design Accrediting (CIDA), the profession's accrediting body. Our graduates are thus qualified to take the NCIDQ Exam, which is required to become a certified interior designer. Within the CSU system, San Francisco and Northridge have B.S. degrees in Interior Design.

CIDA's professional standards lay out the overarching criteria it uses in its accreditation process:

A sound curriculum for professional interior design education must provide a balance between the broad cultural aspects of education, on the one hand, and the specialized practical content integral to the profession, on the other.

The Interior Design program meets the university and system primary objectives for a Bachelor of Science Degree. Here is the pertinent language from the University Policy Manual about the Bachelor of Science designation:

The Bachelor of Science Degree (120-132 units, except engineering which is up to 137 units) has the same primary objectives as the Bachelor of Arts Degree, but is grounded in scientific methodology and emphasizes application in a wide range of technical and professional fields. Bachelor of Science majors require a minimum of 36 upper division units, and are limited to no more than one-half the total degree unit requirements in the major field, inclusive of both lower and upper division units, but exclusive of prerequisites outside the major. Exemptions to the unit limitation of the Bachelor of Science programs are made in the same fashion indicated for Bachelor of Arts programs.

The program recently hosted a site visit from the CIDA Board of Visitors resulting in reaccreditation through 2018. The CIDA accreditation team concluded in its report that "The Interior Design program at California State University, Sacramento is successful in delivering a professional-level interior design education. It does this by meeting the university's mission in focusing on excellence as well as environmental and global thinking, putting sustainability at the forefront of all of its educational components. The interior design program's mission is successfully fulfilled by meeting its program goals in teaching its students to be critical thinkers and globally and environmentally conscious designers equipped with the knowledge and skills necessary to identify, research, and solve the design challenges of today." The Interior Design Faculty believes the new degree designation reflects the program's professional nature and recognizes its inherent design methodologies and technical requirements.



## California State University, Sacramento Communication Studies Department

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MEMORANDUM February 21, 2014

The Budget and Curriculum Committee for the College of Arts & Letters has approved the proposal to convert the interior design major from a BA to a BS requiring 66 units. We acknowledge that this exceeds the 60-unit cap imposed by the Faculty Senate for a BS degree. We agree with the Design Department's request for an exemption from the 60-unit cap. The program was recently reaccredited with high commendation by CIDA, and the department faculty firmly believes that it cannot continue to meet the learning outcome standards of the accrediting agency in fewer than 66 units.

Included with the materials for university review is a table, created for the accreditation process for CIDA, illustrating the learning outcomes for each course within the program. In addition, the required courses are sequential in nature, each building upon and utilizing information acquired in previous semesters. The removal of a course would have a compounding effect on the students education and the final learning outcomes would be significantly impacted.

The department has informed us that it is working to designate some of its courses under General Education such that its students will still be able to complete their degrees in a timely manner.

Please feel free to contact me if you require further information. My office phone is 278-5481.

Mark Ludwig Chair, Budget and Curriculum Committee, College of Arts & Letters Associate professor, Communication Studies

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Students are <i>able</i> to analyze and discuss spatial definition and organization.  lotes:  Standard 10. Color and Light - Entry-lestudent Learning Expectations	9c	nter		des	lgn	ers	app			prii	ncip	les	and	s	orie	es c	of co	olor	and		<u> </u>			P					P		
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Students are able to analyze and discuss spatial definition and organization.  Notes:  Standard 10. Color and Light - Entry-less tudent Learning Expectations  Student work demonstrates understanding of: color principles, theories, and systems.  the interaction of light and color and the impact they	9c evel ii	nter		s	lign	ers	арр	ply 1		prii	ncip	les	and	the	eorie		of co	blor	and		<u> </u>			P							

Curriculum Matrix - California State University, Sacramento **Fourth Year** Second Year **Third Year First Year Spring** Fall Spring Fall Fall **Spring** Fall **Spring** m, m, **ART 1A or 1B** P - Primary evidence. INTD 165 INTD 175 INTD 26 GPHD 25 INTD 151 INTD 153 INTD 171 INTD 173 INTD 124 A, I D, E INTD 181 INTD 195 INTD 20 INTD 30 PHOT 11 165 UTNI INTD 161 INTD 163 124 A, D, E **INTD 123 INTD 183** GPHD 10 INTD 15 S - Secondary evidence. O E P P S S P S apply color effectively in all aspects of visual 10d communication (presentations, models, etc.) Notes: Standard 11. Furniture, Fixtures, Equipment, and Finish Materials - Entry-level interior designers select and specify furniture, fixtures. equipment and finish materials in interior spaces. Student Learning Expectations Students have awareness of: PS P S S 11a a broad range of materials and products. P S S P typical fabrication and installation methods, and 11b maintenance requirements. products on the basis of their properties and SP S P S Ρ performance criteria, including environmental attributes and life cycle cost. 11c P S P S S P Students are able to layout and specify furniture, fixtures, and equipment. 11d Notes: Standard 12. Environmental Systems and Controls - Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants. Student Learning Expectations Students: P understand the principles of natural and electrical 12a lighting design. S P S competently select and apply luminaires and light 12b sources. Students understand: the principles of acoustical design.

,	L	F	irst Y	ear			Sec	ond Ye	ar					Third	Year							<u>_</u> _	ourth	<u>ı Ye</u>	ar		<u> </u>
		Fall	s	pring		F	all		Spring	3			Fall			Sp	oring				Fa	31				Sprin	ıg
P - Primary evidence. S - Secondary evidence.			GPHD 10 ART 1A or 1B		INTD 15	INTD 25	GPHD 25	INTD 20	PHOT 11		INTD 181	INTD 153	INTD 155	<b>*</b>	INTD 161	INTD 163	INTD 165	INTRA 274 Margar		INTD 173	921 QLNI	INTD 124 A, B, D, E		INTD 181	INTD 183	195	INTD 124 A, B, D, E
appropriate strategies for acoustical control.	12d		*	14				# P	. 33		TE (1)	Р		•			S		Р				i.i		S		
itudents <i>understand</i> :										<del></del>			····					, <u>e</u> ;;.			- T-25-200	722	<del>;;</del> -1		······		
the principles of thermal design.	12e				书			P. C.				Р		*			S							*********	Р		
how thermal systems impact interior design solutions.	12f			P (6)								Р		- 1872 1872	FF155		S					1			P		
Students <i>understand</i> :																						<del></del>	,		<del></del>		
the principles of indoor air quality.	12g	1			1.3		EMPTE.	46				Р			F	P	S				S				S		
how the selection and application of products and systems impact indoor air quality.	12h		tař.									P				P	s	á			S	i.		5.05%	s	2 m	
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Standard 13. Interior Construction and building systems.	Build	ding	Syste	ems ·	- Ent	ry-le	vel i	nterio	r de	sigr	ners	hav	re ki	nowle	edge	of i	inter	ior o	or	nsti	uci	tion	and				
Student Learning Expectations				,_														<b></b>								·	
Student work demonstrates understanding that design solutions affect and are impacted by:																								<b></b>			
structural systems and methods.	13a						4		6.5 p							F	2,3,200		*			9		S	Р		
non-structural systems including cellings, flooring, and interior walls.	13b											s				F	S			Р	S			S	Р		
distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.	13c										75	S	P			F	ile.		t	S	S			S	Р	#	
energy, security, and building controls systems.	13d	* 1940) 	The same of the sa				T.						Р			F	S		1		S			S	Р		
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the interface of furniture with distribution and construction systems.	13e					ď							101											s			

Students are *able* to read and interpret construction drawings and documents.

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		Fal		Sp	oring		Fa	11		Spring			Fall				Sprir	ng			Fa	all				Spr	ng
- Primary evidence Secondary evidence.				GPHD 10 ART 1A or 1B		INTD 15	INTD 25	GPHD 25	INTD 20	INTD 30 PHOT 11	INTD 151	INTD 153	INTD 165			INTD 161	INTD 163	8	171 GTNI	INTD 173	INTD 175	INTD 124 A, B,	บ	INTD 181	INTD 183	INTD 195	INTD 124 A, B, D, E
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tandard 14. Regulations - Entry-level i paces.	interi	ior	des	igne	ers u	se lav	ws, c	code	es, sta	andard	s, ar	nd g	uide	lines	tha	t in	npa	ct th	e d	esig	jn c	of in	teri	or			
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sustainability guidelines. industry-specific regulations.	14a 14b							46				S	Р				s	Р		s	Р				S		rius@
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industry-specific regulations.  tudent work demonstrates understanding of laws, odes, standards, and guidelines that impact fire nd life safety, including:  compartmentalization: fire separation and smoke	14b											S	P					• • • • • • • • • • • • • • • • • • •			I				1	gracional de de de	
industry-specific regulations.  tudent work demonstrates understanding of laws, odes, standards, and guidelines that impact fire and life safety, including:  compartmentalization: fire separation and smoke containment.  movement: access to the means of egress including	14b												P			Р	Р	• • • • • • • • • • • • • • • • • • •		P	s				Р		
industry-specific regulations.  tudent work demonstrates understanding of laws, odes, standards, and guidelines that impact fire nd life safety, including:  compartmentalization: fire separation and smoke containment.  movement: access to the means of egress including stainwells, corridors, exitways.  detection: active devices that alert occupants including	14b 14c 14d												P			P	P P	P		P	S			No. 25   N	P		
industry-specific regulations.  tudent work demonstrates understanding of laws, odes, standards, and guidelines that impact fire and life safety, including:  compartmentalization: fire separation and smoke containment.  movement: access to the means of egress including stairwells, corridors, exitways.  detection: active devices that alert occupants including smoke/heat detectors and alarm systems.  suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.	14c 14d 14d				**************************************								P			P	P P	P		P P	S				P		
industry-specific regulations.  tudent work demonstrates understanding of laws, odes, standards, and guidelines that impact fire affects, including:  compartmentalization: fire separation and smoke containment.  movement: access to the means of egress including stairwells, corridors, exitways.  detection: active devices that alert occupants including smoke/heat detectors and alarm systems.  suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.	14c 14d 14d												P			P P	P P			P P	S				P		
industry-specific regulations.  tudent work demonstrates understanding of laws, odes, standards, and guidelines that impact fire not life safety, including:  compartmentalization: fire separation and smoke containment.  movement: access to the means of egress including stainwells, corridors, exitways.  detection: active devices that alert occupants including smoke/heat detectors and alarm systems.  suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.	14c 14d 14d 14e				***************************************											P P	P P P			PPPP	S				P S S		