



SACRAMENTO
STATE

Program Proposal Form B



(TO BE REVIEWED CONCURRENTLY WITH PROPOSAL FOR BA INTERIOR DESIGN: INTERIOR ARCHITECTURE)

Academic Group (<i>College</i>): Arts & Letters	Date of Submission to College Dean: 2/14/14
Academic Organization (<i>Department</i>): Design	Requested Effective: Fall <u>X</u> , Spring <u> </u> , 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: <input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change <input type="checkbox"/> Non-Substantive Change <input type="checkbox"/> Deletion of Existing Program <input type="checkbox"/> New Programs <input type="checkbox"/> Initiation (Projection) of New Program on to Master Plan <input type="checkbox"/> New Degree Programs <input type="checkbox"/> Regular Process <input type="checkbox"/> Fast Track Process <input type="checkbox"/> Pilot Process <input type="checkbox"/> New Minor, Concentration, Option, Specialization, Emphasis <input type="checkbox"/> 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 http://www.csus.edu/manual/acad.htm	

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.

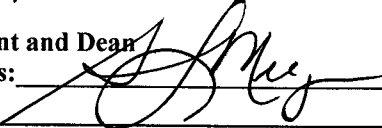
The Interior Design faculty is aware that even with a 3 unit reduction, the B.S. program will remain 6 units above the B.S. maximum. The faculty is requesting a waiver of the unit cap because it believes it cannot reduce the number of units in the major further without jeopardizing both the program's 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:  Date: 2/13/14

College Dean:  Date: 2/18/14

University Committee:  Date: 3/21/14

Associate Vice President and Dean
for Academic Affairs:  Date: 3/24/14

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 Course Catalog
Interior Design Program**

Current Catalog Copy	Proposed Catalog Copy
Requirements Bachelor of Arts Degree in Interior Design, Concentration Interior Architecture Unit Requirements: 69	Requirements Bachelor of Science Degree in Interior Architecture 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	+++++
Required Upper Division Courses (45)	Required Upper Division Courses (45)
(3) INTD 123	(3) INTD 123
(6) select two of the following (3) INTD 124A American Design (3) INTD 124D Principles of House Design (3) INTD 124E Film + Design	(6) select two of the following (3) INTD 124A American Design (3) INTD 124D Principles of House Design (3) INTD 124E Film + Design
(3) INTD 151 Interior Design Graphics I	(3) INTD 151 Interior Design Graphics I
(3) INTD 153 Interior Design Studio I	(3) INTD 153 Interior Design Studio I
(3) INTD 155 Professional Practice I1	(3) INTD 155 Professional Practice I1
(3) INTD 161 Interior Design Graphics II	(3) INTD 161 Interior Design Graphics II
(3) INTD 163 Interior Design Studio II	(3) INTD 163 Interior Design Studio II
(3) INTD 165 Professional Practice II	(3) INTD 165 Professional Practice II
(3) INTD 171 Interior Design Graphics III	(3) INTD 171 Interior Design Graphics III
(3) INTD 173 Interior Design Studio III	(3) INTD 173 Interior Design Studio III
(3) INTD 175 Professional Practice III	(3) INTD 175 Professional Practice III
(3) INTD 181 Interior Design Graphics IV	(3) INTD 181 Interior Design Graphics IV
(3) INTD 183 Interior Design Studio IV	(3) INTD 183 Interior Design Studio IV
(3) INTD 195 Professional Practice IV	(3) INTD 195 Professional Practice IV

**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
6000 J Street, Mendocino Hall 5014 • Sacramento, CA 95819-6070
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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

Curriculum Matrix - California State University, Sacramento

P - Primary evidence. S - Secondary evidence.	First Year				Second Year				Third Year				Fourth Year																											
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring																									
		GPHD 10 ART 1A or 1B			INTD 15	INTD 25	GPHD 25		INTD 20	INTD 30	PHOT 11		INTD 151	INTD 153	INTD 155	INTD 123			INTD 161	INTD 163	INTD 165		INTD 171	INTD 173	INTD 175	INTD 124 A, B, D, E			INTD 181	INTD 183	INTD 195	INTD 124 A, B, D, E								
Standard 2. Global Context for Design - Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.																																								
Student Learning Expectations																																								
Student work demonstrates understanding of:																																								
the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.	2a							P											P										S	S		S			S	P				
Students understand:																																								
globalization and the implications of conducting the practice of design within a world market.	2b							S											S											S			P					P		
how design needs may vary for different socio-economic populations.	2c							P											P											S			P				S			
Program Expectations																																								
The interior design program provides:																																								
exposure to contemporary issues affecting interior design.	2d							P											P										S						S	S	P			
exposure to a variety of business, organizational, and familial structures.	2e							P					S						P																	S	S			
opportunities for developing knowledge of other cultures.	2f																																			S	S	P		
Notes:																																								

Curriculum Matrix - California State University, Sacramento

	First Year				Second Year				Third Year				Fourth Year												
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring										
		GPHD 10 ART 1A or 1B			INTD 15	INTD 25	GPHD 25		INTD 20	INTD 30	PHOT 11			INTD 161	INTD 163	INTD 165		INTD 171	INTD 173	INTD 175	INTD 124 A, B, D, E		INTD 181	INTD 183	INTD 195

P - Primary evidence.
S - Secondary evidence.

Program Expectations

The interior design program includes:

opportunities to solve simple to complex design problems. 4e							P						S				S	P											P				
exposure to a range of design research and problem solving methods. 4f						P												P									S			S			
opportunities for innovation and creative thinking. 4g						P								S	P				S								P			P			
opportunities to develop critical listening skills. 4h						P									S				P									S			P	P	

Notes:

Standard 5. Collaboration - Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have awareness of:

team work structures and dynamics. 5a							P											P									S	P					S	
the nature and value of integrated design practices. 5b																			P									S	P	S			S	P

Program Expectations

The interior design program includes learning experiences that engage students in:

collaboration, consensus building, leadership, and team work. 5c							P											P										P					S	
interaction with multiple disciplines representing a variety of points of view and perspectives. 5d																			P									P					S	S

Notes:

Curriculum Matrix - California State University, Sacramento

	First Year		Second Year				Third Year				Fourth Year								
	Fall	Spring	Fall		Spring		Fall		Spring		Fall		Spring						
		GPHD 10 ART 1A or 1B	INTD 15	INTD 25	GPHD 25	INTD 20	INTD 30	PHOT 11	INTD 161	INTD 163	INTD 165	INTD 171	INTD 173	INTD 175	INTD 124 A, B, D, E	INTD 181	INTD 183	INTD 195	INTD 124 A, B, D, E
P - Primary evidence. S - Secondary evidence.																			
the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines). 7c														P		P		P	
the elements of project management, project communication, and project delivery methods. 7d											P			P				P	
professional ethics. 7e														P				P	
Program Expectations																			
The Interior design program provides exposure to various market sectors and client types. 7f							S			P				P			S		S P
The interior design program provides exposure to the role and value of:																			
legal recognition for the profession. 7g							P											P	
professional organizations. 7h							P											P	
life-long learning. 7i							P											P	
public and community service. 7j							P				P S						S		P
Notes:																			
Standard 8. History - Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context.																			
Student Learning Expectations																			
Students understand the social, political, and physical influences affecting historical changes in design of the built environment. 8a							S												P
Students understand:																			
movements and periods in interior design and furniture. 8b							P												P
movements and traditions in architecture. 8c																			P

Curriculum Matrix - California State University, Sacramento

	First Year		Second Year				Third Year				Fourth Year				
	Fall	Spring	Fall		Spring		Fall		Spring		Fall		Spring		
		GPHD 10 ART 1A or 1B	INTD 15	INTD 25 GPHD 25	INTD 20 INTD 30 PHOT 11	INTD 151 INTD 153 INTD 155 INTD 123	INTD 161 INTD 163 INTD 165	INTD 171 INTD 173 INTD 175	INTD 124 A, B, D, E	INTD 181 INTD 183 INTD 195	INTD 124 A, B, D, E				
stylistic movements and periods of art.	8d	P			P										
Students apply historical precedent to inform design solutions.	8e		P			P							P		
Notes:															
Standard 9. Space and Form - Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.															
Student Learning Expectations															
Students effectively <i>apply</i> the elements, principles, and theories of design to:															
two-dimensional design solutions.	9a	S		P P	S S	P									
three-dimensional design solutions.	9b		P			P									
Students are <i>able</i> to analyze and discuss spatial definition and organization.	9c			P		S S		S		P			P		
Notes:															
Standard 10. Color and Light - Entry-level interior designers apply the principles and theories of color and light.															
Student Learning Expectations															
Student work demonstrates <i>understanding of</i> :															
color principles, theories, and systems.	10a	S				S S P									
the interaction of light and color and the impact they have on one another and interior environments.	10b			S		S P							S		
Students:															
appropriately select and <i>apply</i> color with regard to its multiple purposes.	10c	S		P		P S		P		S			P		

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	First Year				Second Year				Third Year				Fourth Year																	
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P - Primary evidence. S - Secondary evidence.			GPHD 10 ART 1A or 1B		INTD 15	INTD 25	GPHD 25		INTD 20	INTD 30	PHOT 11		INTD 151	INTD 163	INTD 165	INTD 123		INTD 161	INTD 163	INTD 165		INTD 171	INTD 173	INTD 175	INTD 124 A, B, D, E		INTD 181	INTD 183	INTD 195	INTD 124 A, B, D, E
apply color effectively in all aspects of visual communication (presentations, models, etc.) 10d			S										S	P				S					P					P		

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:

a broad range of materials and products. 11a					S								P	S					P									S	P		
typical fabrication and installation methods, and maintenance requirements. 11b														P					P			S						S			
products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost. 11c													S	P				S	P		S						P				
Students are able to layout and specify furniture, fixtures, and equipment. 11d													S	P				S	P		P						S	P			

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:

understand the principles of natural and electrical lighting design. 12a														P														P		
competently select and apply luminaires and light sources. 12b													S	P				P		S							P			

Students understand:

the principles of acoustical design. 12c														P				P		P							S		
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Curriculum Matrix - California State University, Sacramento

	First Year		Second Year				Third Year				Fourth Year				
	Fall	Spring	Fall		Spring		Fall		Spring		Fall		Spring		
		GPHD 10 ART 1A or 1B	INTD 15	INTD 25 GPHD 25	INTD 20	INTD 30 PHOT 11	INTD 151	INTD 163 INTD 165 INTD 123	INTD 161	INTD 163 INTD 165	INTD 171	INTD 173 INTD 175	INTD 124 A, B, D, E	INTD 181	INTD 183 INTD 195 INTD 124 A, B, D, E
appropriate strategies for acoustical control. 12d							P			S	P			S	
Students understand:															
the principles of thermal design. 12e							P			S				P	
how thermal systems impact interior design solutions. 12f							P			S				P	
Students understand:															
the principles of indoor air quality. 12g							P		P P S		S			S	
how the selection and application of products and systems impact indoor air quality. 12h							P		P P S		S			S	
Notes:															
Standard 13. Interior Construction and Building Systems - Entry-level interior designers have knowledge of interior construction and building systems.															
Student Learning Expectations															
Student work demonstrates understanding that design solutions affect and are impacted by:															
structural systems and methods. 13a									P S					S P	
non-structural systems including ceilings, flooring, and interior walls. 13b							S		P S		P S			S P	
distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing. 13c							S P		P S		S S			S P	
energy, security, and building controls systems. 13d							P		P S		S			S P	
the interface of furniture with distribution and construction systems. 13e									P S		P S			S P	
vertical circulation systems. 13f							S		P S		P			S P	
Students are able to read and interpret construction drawings and documents. 13g									P		P			S S	

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	First Year				Second Year				Third Year				Fourth Year														
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring												
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P - Primary evidence.
S - Secondary evidence.

Notes:

Standard 14. Regulations - Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have awareness of:

sustainability guidelines.	14a														P									S											P								
industry-specific regulations.	14b														S	P									S	P			S	P								S					

Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including:

compartmentalization: fire separation and smoke containment.	14c															P																						P							
movement: access to the means of egress including stairwells, corridors, exitways.	14d														S																										S				
detection: active devices that alert occupants including smoke/heat detectors and alarm systems.	14e																P	P																								S			
suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.	14f																P	P																								S			

Students select and apply appropriate:

federal, state/provincial, and local codes.	14g																P																									P			
standards.	14h																	P																									P		
accessibility guidelines.	14i														S			P	P																							S			

Notes: