New Degree Program Proposal

Bachelor of Science in Interior Architecture and Design

School of Architecture, Design and Planning—The University of Kansas

April, 2017

Basic Program Information

Proposing institution: The University of Kansas

Title of proposed program: Interior Architecture and Design

Degree(s) to be offered: Bachelor of Science

Anticipated date of implementation: Fall 2018

Responsible department(s) or unit(s):   School of Architecture, Design and Planning

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(CIP) code associated with the program: 04.0501

IMPLEMENTATION YEAR FY 2018

Program Proposal Narrative

Program Description

The School of Architecture, Design and Planning proposes the development of a Bachelor of Science degree in Interior Architecture and Design. This four-year, 127-credit degree program is being developed for undergraduate students on the Lawrence Campus. It will be directed by the School of Architecture, Design and Planning.

The Bachelor of Science in Interior Architecture and Design, a professional degree and an accreditation- candidate for Council for Interior Design Accreditation (CIDA), prepares students to work as National Council for Interior Design Qualification (NCIDQ)-licensed interior designers and/or interior architects. Students may look forward to careers with architectural and design firms, corporate architecture/design offices, public or private organizations that manage and operate public and commercial buildings, or companies that design equipment and technologies to improve the use of buildings.

Students who complete the degree are trained to work collaboratively with architects, engineers, and other design and construction professionals. This means that the graduates of this degree program have a solid understanding of structural support systems, environmental support systems, and the overall technology involved in the operation of buildings. This provides a broadened context for design decisions and a more integrated and central role in the overall design and construction process.

The curriculum for the degree can be completed over eight semesters. Required studios are offered in a sequential manner beginning with 12 credits of foundation studios in Year 1, a set of three specialized interior architecture studios and a design-build studio in Years 2 and 3, and an integrated, comprehensive design studio that focuses on a complex interior project in Year 4.

Students must also complete: a set of technical and support classes, professional enrichment electives within the School, a six-credit professional internship; a group of required and elective classes offered by departments outside the School; and a six-credit study abroad requirement (which can be completed during any of the summers or winter intersessions while a student is enrolled in the program).

The required course work in this program draws on broader curricular strengths within the School. Because of this, students develop an understanding of: how both a building and an interior component are constructed and connected; how to create and influence the experience of an interior space through visual communication techniques and acoustical design; and how to create a healthy and sustainable interior environment that will contribute to the overall wellness of those who inhabit or use a space.

Courses are taught by faculty with backgrounds in Architecture, Design, and Interior Design. Because the structure of the program allows for unique, integrated learning experiences, graduates of the program are well prepared to join a profession in which traditional disciplinary boundaries have become blurred and the ability to work collaboratively is essential.

Program Need and Student Characteristics

Is the program central to the mission of the institution? The proposed program shall be centrally related to the Board approved Mission Statement of the Institution.

According to the University of Kansas mission statement, "The University is committed to offering the highest quality undergraduate, professional and graduate programs, comparable to the best obtainable anywhere in the nation. As the

AAU research university of the State, the University of Kansas offers a broad array of advanced graduate study programs and fulfills its mission through faculty, academic and research programs of international distinction and outstanding libraries, teaching museums and information technology. These resources enrich the undergraduate experience and are essential for graduate-level education and for research."

Bold Aspirations, the strategic plan that guides the implementation of this mission, outlines several goals and strategic initiatives that programs supporting the University of Kansas mission should follow. The proposed Bachelor of Science in Interior Architecture and Design has been developed to achieve many of the University's goals and to contribute to several key strategic initiatives.

In its challenging and rigorous combination of technical, creative course work with immersion in the profession through internship and exposure to other cultures through study abroad, the proposed degree certainly strengthens undergraduate education. The B.S. in Interior Architecture and Design also offers a new platform upon which multidisciplinary research efforts involving faculty from Design and Architecture, particularly in the areas of healthy interiors, acoustical and lighting design, "smart" buildings, and experiential design, can flourish. Through project-based studios, many of which will involve real interior construction and design problems, students will be part of a culture of continuously engaged scholarship. And, by incorporating existing courses, facilities, academic support resources and instructional capacity, the proposed new degree program uses resources efficiently.

The proposed program and its faculty will make strong contributions to at least two of the University's four strategic initiatives. Regarding the *Saving the Planet* initiative, the Interior Architecture and Design degree program will include an emphasis throughout all its studios and many of its support courses on green, energy efficient, and earth-friendly technologies and applications to building interiors. This emphasis will exist not just in course content and materials but in studio projects and in student and faculty research. Additionally, the new degree will contribute to the University's *Promoting Well-Being* initiative through an equally strong emphasis in courses, student projects, and faculty research on healthy building interiors with safe materials, appropriate lighting, high quality indoor air, and many other environmental determinants of comfort, health, and well-being.

What is the student demand for the program? The volume of student demand for the proposed program shall be demonstrated through some form of disciplined survey analysis. Student demand shall be demonstrated to be at a sufficient volume to justify the program. Normally, three years after inception of the program, doctoral programs should have five students, master's programs should have 20 students, and baccalaureate programs should have 50 students.

The growing student demand for degree programs in the various fields of Architecture and Design is reflected in the increased number of applications for admission received since 2012. This, in part, is recognition that many fields related to the building industry have substantially recovered following the 2008 recession. It is also a result of the growing number of professionally-oriented programs that have emerged in many school districts. In nearby districts, such as Shawnee Mission (Project Lead the Way), Blue Valley (CAPS), and Olathe (Environmental Design Program), high school students now have the opportunity to work with Architecture and Design professionals before they enter college. Similar programs are found in many high schools throughout the Midwest and the rest of the nation.

There has always been a strong pattern of student interest in Architecture and Interior Design at the University of Kansas. For several decades, Interior Design existed as a concentration in the Bachelor of Fine Arts (BFA) degree within KU's Design Department when it was part of the School of Fine Arts. The Interior Design program was ended due to a shortage of faculty in the Design Department and a need to decrease the number of BFA concentrations.

While focused recruiting for interior designers has never taken place since the Design Department joined the School of Architecture, Design and Planning, we continue to receive inquiries, visits and applications from prospective students who would like to study Interior Architecture and Design at KU. A review of application interest statements and essays,

records of visits and interviews, and interest lists completed at outreach events over the last three years shows that we receive 30-35 expressions of intent to apply each year for a degree in Interior Architecture and Design—*and this is without any organized recruitment and without such a degree in place.* We draw our students from both a local and a national audience, and it has become clear that there is a substantial demand for a four-year degree in Interior Architecture and Design at KU, particularly one that is accredited by the Council for Interior Design Accreditation.

Year	New Enrollment (full-time)	Estimated Annual Attrition (10%)	Total Program Enrollment
1	15 (one studio)	2	13
2	30 (two studios)	3	43
3	30	3	70
4	30	3	97
5	30	3	111
6	30	3	108
7	30	3	108

The proposed degree program would include an eight-semester studio sequence and, for this reason, we would enroll students in blocks that corresponded to normal studio sizes.

Anticipated number of program graduates:

Year	Annual Graduates	Total Program Graduates
1	-	
2	-	
3	-	
4	13	13
5	27	40
6	27	67
7	27	94

What is the demand for graduates of this program?

The proposal shall demonstrate specific job opportunities including labor market demand data at both the local and state level. The proposal shall also demonstrate other post-collegiate experiences for graduates of this program.

Labor market demand for graduates in this field is on the rise. The Kansas Bureau of Labor Statistics shows an expected growth of 15.1% for the field of interior design/interior architecture with an annual mean wage of $44,700. The U.S. Bureau of Labor Statistics (BLS) 2015 data show that professionals in the field of interior design could expect an average annual salary of $48,840 with a growth rate of 13% for jobs in the field. According to BLS, job growth for interior architecture and design positions is anticipated to grow through 2024 at a rate slightly above the median for all occupations; employment in specialized design areas is projected to grow at a rate of 20% during this period.

The School of Architecture, Design and Planning maintains contact with over 100 architecture firms throughout the nation that are either represented on the School's Advisory Board, members of our different internship networks, or participants in our annual career fair. The consensus among the firms is that Interior Architects have become an integral part of design teams. Nearly all firms contain an Interiors Division and others seem to be moving in that direction, as more and more building design projects require these services.

The rapidly growing job market for interior architects was verified through a survey that the School of Architecture, Design and Planning recently conducted with 90 firms that are part of the group mentioned above. The overall survey focused on a variety of issues related to salaries, firm size, location, and market sector. On the question concerning the hiring of entry-level graduates of an Interior Architecture and Design program, 89.5% of the firms responded positively.

In line with this, we have already started forming a network of national firms that have agreed to offer internships to students enrolled in the program and have expressed a strong interest in providing practitioners who can play a role in studio projects, critiques, and classroom instruction as well as serving as mentors to our Interior Architecture and Design students. Several nationally recognized firms (including Gensler, IA Interior Architects, Perkins & Will, and Cannon Design) have already expressed strong support for the program. Many other firms that have already joined our Architecture internship networks will most likely want to be engaged with the new program once it is established.

In an even more emphatic statement of support for this new program, one of our graduates who also heads one of the leading interior architecture firms in the country, has pledged a substantial gift to help in establishing an Interior Architecture and Design degree at KU.

Most graduates in this program will go directly into practice in a private architecture or interior architecture firm. Some may decide to pursue a position in corporate architecture or facilities management. Some may seek employment in a governmental agency such as the Federal General Services Administration or the Army Corps of Engineers. Perhaps 20% of the graduates will apply to remain in the School and pursue the two-year accredited, professional Master of Architecture degree.

What are the locational and comparative advantages of this program?

The proposal shall discuss and compare similar programs in other institutions in the Regents system and related programs in the same institution. The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration. The proposal shall demonstrate why the program should be located at the proposing institution. The proposal shall consider and demonstrate the advantages and disadvantages of the program being a freestanding, cooperative or joint program including collaborative degree options. The proposal shall state where the institution ranks the proposed program in its list of priorities. The proposal shall state how this determination has been made. The proposal shall state the importance of establishing this particular program vis-a-vis other program alternatives.

There are several programs in interior design and interior architecture found at institutions within the Kansas Board of Regents system and they range from two years to five years in length. Wichita Area Technical College offers an Interior Design Certificate, an Interior Design Technical Certificate and an Interior Design Associate's degree. The areas of concentration in the certificate programs cover, among other areas, floral design, painting, kitchens, and baths. The two-year program goes into more depth with courses on materials, finishes, technologies, and business practices. Johnson County Community College also offers a two-year Associates degree in Interior Design with various emphases including kitchens and baths.

Four-year Interior Design programs are found at three of the state's universities. Fort Hayes State University offers a concentration in Interior Design within its Bachelor of Fine Arts degree with an emphasis on drawing and the fine arts. Pittsburg State University recently developed a B.S. in Interior Design within its School of Construction. The emphasis in this program is on the application of graphic design and construction to residential and commercial interiors and the market for the program is focused on the tri-state area surrounding Pittsburg. A four-year Interior Design degree is also found at Kansas State University in the College of Human Ecology.

The only Interior Architecture degree program in the State is also found at Kansas State University. This is a five-year, 169-credit Master of Interior Architecture and Product Design degree that is CIDA accredited. Its dual emphasis on building interiors and product design gives it a unique strength and focus.

Neighboring states in the region offer a variety of Interior Design programs but no Interior Architecture degrees. Among the larger universities in neighboring states, Interior Design degrees are found at the University of Nebraska-Lincoln, the University of Colorado, the University of Oklahoma, Oklahoma State University, the University of Arkansas, the University of Central Missouri, and the University of Missouri-Columbia. The nearby Kansas City market is served by a bachelor's degree in Interior Design at Park University.

KU is the only major university in the region that does not have a CIDA-accredited degree that deals with Interior Architecture or Interior Design. And, of all of the schools mentioned, KU has the largest and closest market of potential Interior Architecture and Design students as well as the largest and closest network of Interior Architecture and Design employers.

The proposed B.S., Interior Architecture and Design degree at KU differs from programs at K-State and other nearby schools in the following ways:

1) It will be a four-year, CIDA accredited degree in Interior Architecture and Design rather than a conventional four-year Interior Design degree or a five-year Interior Architecture degree;
2) Its graduates may have the option of completing an NAAB-accredited M.Arch degree upon completion of the B.S. Interior Architecture and Design degree;
3) Its curriculum will draw upon the fundamental strengths of a professional Architecture degree, a Visual Communications degree, and an Industrial Design degree;
4) It will have unparalleled opportunities for specialized internships with some leading firms throughout the United States and study abroad programs; and,
5) It will have a design-build component that does not exist in other regional programs.

The proximity to local firms in the region's largest metropolitan area also offers a significant locational advantage for students seeking internships and professional connections with firms that simply cannot be developed at other universities in the region.

In addition to KU's locational advantage, it is clear that any new program in Interior Architecture and Design should be a free-standing degree and not a track or an emphasis within any existing degree. The market for this separate professional skill-set requires that Interior Architects be trained in a way that includes bodies of knowledge, theory, and professional tools that are different from the standard sets available in either Architecture or Design. While many of the support classes, support facilities, and library resources may be shared among the three degrees, Interior Architecture and Design requires its own core courses, core faculty, and degree.

The proposed degree program ranks as the top priority within the School of Architecture, Design and Planning. In 2016, the School adopted a new vision, a new organizational structure, and a new business model--all of which seek to integrate the School's strengths through new degree programs and interdisciplinary research institutes. The proposed program stands as the prototype for interdisciplinary degrees that will respond to growing student demand and emerging marketplace opportunities.

What are the characteristics of the students who will participate in this proposed program? The characteristics of the pool from which students of this proposed program will be drawn shall be described.

As this is a four-year, undergraduate professional degree program, the pool of students from which the program will draw will be largely high school seniors from Kansas, surrounding states, the Midwest, and California and Texas. These are all areas that supply continuing flows of undergraduates to our degree programs in Architecture and Design. A smaller number of students may wish to transfer into the program from community colleges in Kansas and neighboring states. There will likely be a similar number of international students who apply for admission.

All the undergraduate degrees in the School of Architecture, Design and Planning are restricted in the number of students that can be enrolled because these degrees require studios in which each student is assigned a separate work space. Because of these space limitations, enrollment must be managed carefully and admission to each degree is limited. Consequently, each year the School receives almost three times the number of qualified applications who can ultimately be enrolled.

The proposed program in Interior Architecture and Design will face the same issue. Due to this space-forced selectivity, the School attempts to attract the highest quality applicants within the pool measured both by objective metrics (GPA, standardized test scores, class rank and other numerical indices of academic achievement) and by other screening tools such as interviews, required essays, portfolios, and questionnaires that focus on maturity, preparedness, and character.

The specific procedures and criteria for admission into this proposed program shall be described.

The School of Architecture, Design and Planning will apply the same admission requirements and standards to this degree as it uses for the five-year Master of Architecture degree. Admission to this new degree program will be awarded on a "space available" basis with 15 studio seats available for the initial cohort and 30 seats available for new students in each following year.

The admission process for this accredited professional degree will be based on a combination of factors including: high school GPA (minimum 3.2); high school curriculum; concentrations of coursework in mathematics, sciences and creative courses such as art, drawing, sculpture and the like; standardized test scores (minimum 24 ACT composite); optional portfolio or drawings; responses to questions on a prospective student interest form that focuses on work ethic, motivation, skills and talents, maturity, leadership, and time management skills; and performance in an optional interview conducted at the time prospective students visit the School.

Students who wish to transfer into the degree from another institution will be assessed using the same criteria if they have completed 24 hours or less of college credit at the time of application.

The same admissions calendar that is used for architecture degrees will be employed with Interior Architecture and Design. With a priority application deadline of November 1, approximately 80% of the available seats in the program will be awarded ten months before the following fall semester begins. Admissions are completed by March 1 each year, following a February 1 final application deadline.

The specific opportunities for student interaction shall be described.

Within this small, highly-interactive program, spatially concentrated studio space will lend itself to team-based research and design projects, cohort-based collaboration, and personalized attention. Students will also have opportunities to participate in student service and professional organizations, to serve on School committees, and to fill such roles as student ambassadors, lab monitors, student government representatives, peer advisors, and mentors.

Students will also have ample opportunities to interact with faculty and staff within the School. Required studios, support classes, and professional electives will be offered within the School's facilities, and students will have daily access to faculty and staff outside of class hours. All academic advising for students will be conducted by staff and faculty advisors within the School.

Curriculum of the Proposed Program. Program proposals will be expected to describe the curriculum of the proposed program. The curriculum of the proposed program shall be judged on the basis of the following criteria:

What is the curriculum of the proposed program?

The Bachelor of Science in Interior Architecture and Design includes 127 credit hours taken over a four-year period with a six-credit study abroad or internship experience to be completed during one of the summer or winter breaks. Course requirements that fulfill the KU Core are indicated by Goal and Outcome numbers.

Year 1, Fall (15 credits)
IAD 103   Introduction to Architecture (3)
IAD 108   Arch Foundations I (6)
ENGL 101   Composition I (3) KU Core 2.1
MATH 105, 115 or 365 (3) KU Core 1.1

Year 1, Spring (16 credits)
IAD 104   Principles of Modern Architecture (3)
IAD 109   Arch Foundations II (6)
IAD XXX   Introduction to Design Computing (3)
PHSX 114   College Physics I (4) KU Core 1.2

Year 2, Fall (18 credits)
IAD XXX   Interior Architecture Studio I (3)
IAD 540   Global History I (3) KU Core 3.1
IAD 524   Structures I (3)
IAD 510   Ergonomics (3)
---------   KU Core Goal 3, Learning Outcome 2 (3)
---------   KU Core Goal 2, Learning Outcome 2 (3)

Year 2, Spring (18 credits)
IAD XXX   Interior Architecture Studio II (3)
IAD XXX   History of Interior Architecture (3) KU Core 4.2
IAD 624   Structures II (3)
IAD XXX   Human Centered Design (3)
IAD 201   Visual Communication (3)
ENGL 102/105   Critical Reading & Writing (3) KU Core 2.2

Year 3, Fall (15 credits)
IAD 509   Interior Architecture Design-Build Studio (6)
IAD XXX   Products, Materials and Specifications (3)
IAD XXX   Branded Environments (3)
IAD 530   Environmental Systems I (3)

Year 3, Spring (15 credits)
IAD XXX   Interior Architecture Studio III (3)
IAD 552   Professional Practice (3) KU Core 5.1
IAD XXX   Furniture Design (3)
IAD 531   Environmental Systems II (3)

Summer or Winter Break (6 credits)
                                  Study Abroad or Mentorship/Internship Program (6)

Year 4, Fall (12 credits)
IAD XXX   Professional Internship (6)
---------   General Education Elective (3)
---------   Professional Enrichment Elective (3)

Year 4, Spring (15 credits)
IAD XXX   Integrated Interior Architecture Design Studio (6) KU Core 6.1
---------   General Education Elective (3)

| --------- | Professional Enrichment Elective (3) |
| --------- | Professional Enrichment Elective (3) |

The curriculum for the IAD degree includes required studios that are offered in a sequential manner beginning with 12 credits of foundation studios in Year 1, a set of three specialized Interior Architecture studios and a Design-Build studio in Years 2 and 3, and an Integrated Design studio that focuses on a complex interior project in Year 4.

Students must also complete a set of technical and support classes, professional enrichment electives within the School, a six-credit professional internship or mentorship, and a group of required and elective classes offered by departments outside the School that help students complete the KU Core.

Describe the more important academic objectives of the proposed program, including the range of skills and knowledge future graduates will possess.

Each of the curricular components within this degree prepares students to meet certain academic objectives. The KU Core classes provide students with fundamental skills including:

1) Critical thinking and quantitative literacy
2) Communication skills
3) A breadth of knowledge in the humanities, social sciences and natural sciences
4) An understanding and appreciation of culture and diversity
5) A sense of social responsibility and an understanding of ethics
6) An ability to integrate knowledge and use it creatively

The studios and technical support classes provide the central elements of the degree that address the core requirements in a CIDA-accredited degree. These include knowledge and learning outcomes related to:

1) Global Context
2) Collaboration
3) Business Practices and Professionalism
4) Human-Centered Design
5) Design Process
6) Communication
7) History and Theory
8) Design Elements and Principles
9) Light and Color
10) Products and Materials
11) Environmental Systems and Comfort
12) Construction
13) Regulations and Guidelines

The general education electives give students an opportunity to pursue topics outside the field that are simply interesting or that can be combined in the form of a certificate program that could add substantially to a student's academic goals.

The professional electives allow students to develop a specialization within one of several areas that have emerged within the School as teaching and research foci. These include: Health and Wellness (health care facility design); Design-Build (building construction and building technology); Digital Fabrication (application of robotics and other digital technologies in design and construction); Acoustical Design; and Experiential Design (design of virtual environments and experiences).

The combined coursework, the required study abroad experience, and the internship allow students to combine an

exposure to theories, technologies, practices and procedures with a real-world testing of the knowledge and understanding they have developed.

Internships and practica required of students in this program shall be described.

The Bachelor of Science in Interior Architecture and Design requires a six-credit Study Abroad experience as well as a required six-credit Professional Internship.

The Professional Internship requirement, an important component in the Interior Architecture and Design degree, is structured in the same format as the required internship in the Master of Architecture. Students fulfill their internship in the fall semester of their final year where they will most likely intern in either one of the many multi-disciplinary firms that have already joined the School's internship network or in one of the interior architecture firms that have already expressed an interest in joining the network.

The internship experience provides students with valuable office and client experience that, in many cases, leads to employment. Regardless, the internship offers students beneficial portfolio material should they choose to interview with any of the 60+ firms that attend the School's annual career fair.

The study abroad requirement can be completed during any of the summers or winter intersessions while a student is enrolled in the program. The School offers almost 20 different programs on a rotational basis; some involve internships with international firms in such places as Paris, Singapore, and Seoul. Others, organized as studios (led by the School's faculty), focus on interior architecture and design problems in such places as Prague, Siena, Barcelona, London, and Florence. Students may also opt for intense programs offered during the winter intersession in Cuba and Southeast Asia; these shorter, faculty-led programs involve visits to construction sites, design firms, building inspections, and notable buildings representative of historic and vernacular architecture. In addition, some students complete the study abroad requirement by enrolling in exchange programs that have been set up in European and Australian universities; completed course work appropriately substitutes for degree requirements.

Program Faculty. Program proposals shall establish clearly the requirements, costs and quality of the faculty for the program.

What is the quality of the faculty? The instructional staff shall consist of a sufficient number of permanent faculty appropriately qualified for the level of instruction. Three years after their inception, programs should be staffed according to the following guidelines: Bachelor's Program – 3 with Ph.D. or appropriate terminal degree; Master's Program – 3 additional faculty with Ph.D. or appropriate terminal degree; Specialists and Doctoral Programs two additional faculty with Ph.D. or appropriate terminal degree. The proposal shall differentiate core faculty from others who teach in the program. The instructional staff shall consist of faculty whose academic specializations are appropriate to the new degree program. The instructional staff shall consist of faculty whose accomplishments suggest that the proposed program will be of high quality and appropriate to the institution's mission, role and aspirations. The number, qualifications and rank of proposed new faculty shall be identified.

Required courses in the Bachelor of Science in Interior Architecture and Design will be taught by faculty currently assigned to the Architecture or Design faculties within the School as well as three, new full-time faculty members who will be hired to cover courses that are unique to this degree. Graduate Teaching Assistants will also be hired to assist with the larger non-studio classes.

The following table is organized per the degree's curriculum, from first year through fourth year. It lists current faculty who are teaching required classes in the proposed degree. Other current faculty in the School will also contribute to this program by occasionally teaching foundation studios in the first year or professional elective classes that are required in the final year of the degree.

The table indicates those courses in which a Graduate Teaching Assistant will work with the Instructor to help deliver the class. The table also shows the names of faculty members listed by course, their full-time equivalent (FTE) appointments, the percentages of their assigned teaching loads devoted to the new program, their current rankings, and their highest academic degree.

The current faculty members who will be engaged in the proposed program have considerable teaching experience, ranging from two years to 43 years in higher education. Many have extensive and ongoing experience in professional practice. Nine are tenure-line faculty with fully developed programs of research that they maintain in addition to their teaching load. All (except one adjunct lecturer) hold a doctorate or the highest terminal professional degree in their field.

Course	GTA for Course?	Current/Likely Instructor	FTE	Teaching Load %	Faculty Rank	Highest Degree
IAD 103 Intro to Architecture	Yes	Colistra, Joe	1.0	0.33	Assoc. Professor	M.Arch.
IAD 108 Arch Foundations I		Castillo, Roberto	0.5	0.50	Lecturer	Ph.D.
IAD 104 Principles of Modern Arch	Yes	Grabow, Stephen	1.0	0.33	Professor	Ph.D.
IAD 109 Arch Foundations II		Castillo, Roberto	0.5	0.5	Lecturer	Ph.D.
IAD XXX Intro to Design Computing	Yes	Sheward, Hugo	1.0	0.33	TBD	Ph.D.
IAD XXX Interior Arch Studio I		Vakil, Nilou	0.5	0.5	Lecturer	M.Arch.
IAD 540 Global History I	Yes	Karim, Farhan	1.0	0.33	Asst. Professor	Ph.D.
IAD 524 Structures I	Yes	Hascall, Jason	0.5	0.5	Lecturer	M.S.
IAD 510 Ergonomics		TBD	1.0	0.33	Asst. Professor	TBD
IAD XXX Interior Arch Studio II		Vakil, Nilou	1.0	0.5	Lecturer	M.Arch.
IAD XXX History of Interior Arch		TBD	1.0	0.33	Asst. Professor	TBD
IAD 624 Structures II	Yes	Hascall, Jason	0.5	0.5	Lecturer	M.S.
IAD XXX Human Centered Design		TBD	1.0	0.33	Asst. Professor	TBD
IAD 201 Visual Communication	Yes	Hossler, Tim	1.0	0.25	Asst. Professor	M.Arch.
IAD 509 Design Build Studio		Van de Riet, Keith	1.0	0.33	Asst. Professor	Ph.D.
IAD XXX Products, Materials, Specs		TBD	1.0	0.33	Asst. Professor	TBD
IAD XXX Branded Environments	Yes	Shellhorn, Jeremy	1.0	0.25	Assoc. Professor	M.F.A.
IAD 530 Environmental Systems I	Yes	Chang, Jae	1.0	0.33	Assoc. Professor	D.Arch.
IAD XXX Interior Arch Studio III		TBD	1.0	0.33	Asst. Professor	TBD
IAD 552 Professional Practice	Yes	Johnson, William	0.5	1.0	Lecturer	M.Arch.

IAD XXX Furniture Design		Huang, Thomas	1.0	0.25	Assoc. Professor	M.Arch.
IAD 531 Environmental Systems II	Yes	Chang, Jae	1.0	0.33	Assoc. Professor	D.Arch
Study Abroad/Mentor-Intern		TBD	1.0	0.33	Asst. Professor	TBD
IAD XXX Professional Internship		TBD	1.0	0.33	Asst. Professor	TBD
IAD XXX Integrated Int Arch Studio		TBD	1.0	0.33	Asst. Professor	TBD
Professional Electives (3)		Potentially, any faculty member in the School	1.0		TBD	TBD

Identify other teaching requirements outside the proposed program assigned to core faculty. Also, identify the proportion of their assignments devoted to the proposed program.

Each of the current faculty members listed in the table as 1.0 full-time equivalent (FTE) teaches other courses in the Architecture or Design departments. The column marked "Teaching Load %" shows the percentage of the instructor's overall teaching load for which each course comprises.

Administrative Staff

The proposed degree will be administered by a tenure-line faculty member, supported by a half-time administrative assistant/student support officer. The faculty director of the degree program will receive an administrative stipend and a slight teaching reduction.

The cost of proposed new faculty shall be identified, along with expected timelines for their employment by the institution.

The proposed B.S. in Interior Architecture and Design will require six additional half-time adjunct instructors to cover foundation and design-build studios (IAD 108, IAD 109 and IAD 509). These positions will be phased in over a four-year period. The current instructional cost for one 6-credit studio is $9,000 so, at this rate, by the fourth year of the program, annual instructional costs for six sections of these studios would be $54,000.

The most important instructional component of the new program will be the three tenure-line assistant professors hired to cover the courses highlighted in the table (some of which will have multiple sections). The first of these positions must be advertised and filled by 2018. One more will be added in the year two, and the third hire would need to be made by year three. A fourth hire may come during the fourth year. The first hire will be responsible for administering and developing the program and will carry a slightly reduced teaching load. The other three new faculty members will carry the standard 40-40-20 teaching, research and service load.

Each of these new positions is budgeted at $84,000 (9-month salary plus benefits). The first position filled will also receive an administrative stipend and partial summer salary.

How many graduate assistants will serve the program? The proposal shall identify any necessary graduate positions and budgeted salaries.

The program will require eleven half-time graduate teaching assistants (GTA) who will work with those faculty members who are teaching larger support classes required in the degree. These are budgeted at the current rate of $6,000. The

program will require three GTAs in 2018-19, seven in the following year, and the full complement of eleven half-time GTAs in academic year 2020-21 and beyond.

Academic Support. Program proposals shall establish clearly the requirements, costs and quality of the academic support services for the program.

What are the academic support services for this program? The advising services, library, audio-visual and academic computing resources shall be of sufficient volume and quality to support the program effectively. New or enhanced forms of academic support shall be identified with anticipated costs. What new supporting staff will be required beyond normal addition?

The academic support services and staffing required for this program are already included within the advising services, libraries, audio-visual and academic computing services that have been developed for related degree programs in Architecture and Design.

The following print, digital and materials collections will be important sources of support for the proposed degree program: Art & Architecture Library, Hatch Resource Center, Donald E. & Mary Boyle Hatch Reading Room, Art & Cultural Heritage Digital Image Collection, Amos Rapoport Image Collection of Vernacular Design, ARTstor Digital Library, and Material ConneXion. Within these facilities are voluminous collections of books, journals, visual arts, archaeological specimens and historical documents, computer programs, and research materials; a fully-equipped, instructional digitization lab; computer terminals with scanners, printers, and photocopiers; the world's largest publicly accessible digital image collection on vernacular architecture; and the world's largest collection of unique, innovative, and sustainable materials.

What new library materials and other forms of academic support are required beyond normal additions. The expected number of library acquisitions shall be identified with anticipated costs.

Materials and sources that focus on building interiors, furniture, finishes, renovation and adaptable re-use have always been a part of the collections described above, largely because the Department of Design supported an Interior Design concentration for several decades. Acquisitions have continued and are more than adequate to cover the needs of the proposed Interior Architecture and Design degree program.

The proposal shall list support staff requirements and budgeted salaries.

The support of the proposed degree program will not require additional staffing in the support services area. It will require a half-time administrative assistant to support the degree program's director in administering the program itself. This half-time position is budgeted at $25,000 (including benefits).

What are the anticipated facilities requirements (existing, renovated or new)? Space requirements shall be sufficient to the instructional and laboratory needs of the program. The facilities needed for the delivery of a high-quality program shall be itemized. Renovated or new facilities shall carry a fiscal note, identifying necessary work and additional costs. Sources of funding for renovation and new construction shall be identified. What new equipment will be required beyond normal additions? Equipment requirements shall be sufficient to the instructional and laboratory needs of the program.

The proposed Interior Architecture and Design degree will require studios and faculty/student access to: a shared classroom, faculty offices and computer labs, shops, digital fabrication labs, and other specialized support facilities. Current dedicated computer labs include: The Architecture Bridge Lab, The Design Print Lab, Snow Teaching Lab, Marvin Hall Third Floor, Chalmers Hall Third Floor, East Hills Design Build Center, and the West Campus Center for Design Research. Digital fabrication labs, available for students' use of specialized printers, laser cutters, large-bed

cutters, industrial robots, etc., are located in the 3-D Printer Lab, the Laser Cutter Lab, the CNC Lab, and the Robotics Lab.

Students will have access to the following wood and metal shops: Marvin Shop, Snow-Building Shop, and the East Hills Design-Build Center. These facilities house a full-range of power and hand woodworking tools as well as welding equipment. Regarding the East Hills site, students in the proposed degree program will be required to complete a design-build studio with a focus on interior architecture in Year 3. The studio will most likely be held at the 65,000 square-foot School of Architecture, Design and Planning's (SADP) East Hills Design-Build Center at the East Hills Industrial Park where each student will have an assigned work space, access to a computer lab, and will be involved in a design-build project that is assigned a large assembly area with access to both a fully-equipped wood shop and an extensive metal shop.

In addition to the East Hills location, two labs provide specialized support services in sound and photography: the Architectural Acoustics Lab and the Photo Lab and Dark Room.

Facility Requirements

Faculty Offices. Most of the Interior Architecture and Design faculty currently occupy offices in Marvin Hall or Chalmers Hall. Offices for the three new faculty members will become available in Marvin Hall during the Summer of 2017 with the relocation of the Urban Planning faculty to Snow Hall. Later hires will also find office space in this building.

Studio Spaces. As the proposed degree program develops with an enrollment of 15 students in its first year (followed by standard annual enrollments of 30 students in each following year), the need for studio spaces will grow. The School will need to supply one space for the program in its first year, three in Year 2, five new spaces in Year 3, seven by the end of Year 4 and eight studio rooms when the program is in its fifth year.

The administrative move of the Department of Urban Planning will result in the opening of additional studio, classroom, conference room and lab space on the Third Floor of Marvin Hall. This area can be reconfigured to produce from three to four studio spaces for the program. Additional spaces can be created either through restructuring the facility needs of other degree programs or by using the differential tuition revenues generated by the proposed program to obtain and convert other nearby spaces.

A statement shall be made about the equipment needed for the delivery of a high-quality program. The proposal shall itemize available inventory including equipment condition and life-span. The proposal shall itemize new equipment needs.

Additional Equipment Requirements

Studio Workstations. Each new studio space that is occupied will require individual workstations (work table and chair) for each of the students enrolled. The enrollment plan for the program is based on a maximum studio size of 15 students. This equipment can be purchased with differential tuition generated by the new degree program.

Studio Projectors, Screens and Connections. Each new studio space will require a projector, screen and digital connections. This equipment can also be purchased with differential tuition generated by the new degree program.

Program Review, Assessment and Accreditation. Program proposals shall establish clearly the institution's plan to monitor, maintain and enhance the quality and effectiveness of the program.

What program review process or evaluation methods will be used to review the program?

The proposed Bachelor of Science in Interior Architecture and Design will be reviewed and evaluated in an ongoing manner within the School, at the University level, at the Board of Regents level, and by the Council of Interior Design

Accreditation (CIDA), a national accrediting organization.

School-level Review and Assessment. As a School-level degree program, the curriculum was originally developed and approved by a faculty committee with approval by faculty in the School Assembly. Ongoing development of the curriculum for the degree (including content identification and development, scheduling, and definition of outcomes and learning expectations) will be carried out by a faculty committee. The administration of the degree program will be handled by a faculty director with a degree program advisory committee made up of faculty who teach courses required in the degree. Course evaluation responses and course-based learning outcomes assessments will be used on an annual basis to make recommendations for program and curricular development and change.

University-level Review and Assessment. The courses in this undergraduate degree are subject to the same standard course evaluation procedures administered each semester throughout the University. Similarly, expected outcomes will be identified for each required class, and learning outcomes assessment procedures will be followed annually in order to determine the effectiveness of the program and to make recommendations for curricular revision.

Board-of-Regents Review. This degree program will be included in the Board-of-Regents program review schedule and will undergo the assessment process used for undergraduate degrees.

What student learning outcomes measures will be used to assess the program's effectiveness?

Undergraduate degree programs within the School are subject to regular external review for accreditation (NAAB and NASAD). Curricular content, learning objectives, student performance, and learning outcomes are all considered in these external reviews.

The same criteria are built into the annual internal learning outcomes surveys administered for each degree program and for each course. For this degree, learning outcomes surveys will be based on critical knowledge and performance standards identified by the Council of Interior Design Accreditation. The review system includes a feedback loop to provide the Curriculum Committee with annual survey results in order to make recommendations for curricular and program improvement, where needed.

What are the institution's plans regarding program accreditation? The program shall identify the specialized accrediting agency where applicable. The proposal shall identify institutional plans to have the program accredited, including timelines and projected costs of achieving and maintaining accreditation.

The Bachelor of Science in Interior Architecture and Design degree will be labeled a "candidate program" for accreditation by the Council for Interior Design Accreditation (CIDA). A full accreditation review cannot take place until two classes of graduates have completed the degree, and, at that point, a two-part review of the degree will take place.

The first part will examine the degree program's Identity and Context and will focus on three major foci: 1) Program Identity and Curriculum; 2) Faculty and Administration; and 3) Learning Environment and Resources. The School will provide documentation of accomplishments for the six-year period.

The second part will focus entirely on Knowledge Acquisition and Applications and will focus on Student Learning Expectations and Outcomes and Program Outcomes in the following areas:

1. Global Context
2. Collaboration
3. Business Practices and Professionalism
4. Human-Centered Design
5. Design Process
6. Communication
7. History and Theory

8. Design Elements and Principles
9. Light and Color
10. Products and Materials
11. Environmental Systems and Comfort
12. Construction
13. Regulations and Guidelines

The professional review for full CIDA accreditation will use information covering the first six years of the degree, will be comprehensive, and will require more than one year to carry out and complete.

The proposed curriculum for the degree has been developed in consultation with CIDA and the courses have been selected and sequenced to:

1. meet or exceed CIDA's program standards and degree requirements;
2. meet the KU Core requirements;
3. afford the students in the program an opportunity to become proficient in existing areas of Architecture and Design that are considered exceptionally strong at KU; and,
4. address emerging areas of importance in the Architecture, Design and Interior Design professions.

Upon completion of the degree, a student would be required to complete 3,520 hours of qualifying work experience before registering to take the Certified Interior Design Qualification Examination for licensure as a Certified Interior Designer. Up to half of the work/experience requirement (1,760 hours) can be completed before graduation if the degree is CIDA-accredited. The required internship in the proposed program would account for almost two-thirds of that experience before the degree is completed.

New Degree Request – University of Kansas

Criteria	Program Summary
1. Program Identification	Bachelor of Science in Interior Architecture and Design 04.0501
2. Academic Unit	School of Architecture, Design and Planning
3. Program Description	This Bachelor of Science degree, serving undergraduate students on the Lawrence Campus, draws on courses and strengths from the School of Architecture, Design and Planning. It will prepare students to work as National Council for Interior Design Qualification (NCIDQ)-licensed Interior Designers and/or Interior Architects in architecture firms, design firms, corporate architecture/design offices, and public or private organizations that manage and operate complex public and commercial buildings or companies that design equipment, furnishings, and technologies to improve the use of buildings. Students who complete the eight-semester, sequential curriculum are trained to work collaboratively with architects, engineers, and other design and construction professionals. In addition to specialized interior architecture courses, an integrated senior design project, and a professional internship, students must also fulfill a six-credit study-abroad requirement.
4. Demand/Need for the Program	The demand for this program at KU has grown significantly in the last seven years due to three factors. First, the design and construction industries have recovered from the 2008-09 recession and prospective students are aware of increased employment opportunities. Second, many school districts have launched specialized programs that direct students toward careers in architecture, design, and engineering (e.g., Blue Valley Center for Advanced Professional Studies, Shawnee Mission Project Lead the Way, Olathe Environmental Design, and others). And, third, when the KU Design department joined the School of Architecture and Urban Planning in 2010, the interior design program was dissolved due to the need to reallocate faculty. Thus, without seeking prospective students, KU continues to receive 30-35 inquiries, applications, and visits each year from students who wish to study Interior Architecture and Design and who must go elsewhere or find a different major. The need for this program is clear. The Kansas Bureau of Labor Statistics shows an expected 15.1 percent annual growth in positions for interior architects/designers and the U.S. Bureau of Labor Statistics showed 13 percent growth in this field in 2015 and a projected rate of growth of 20 percent through 2024. Additionally, a survey conducted in February 2017 of 90 firms that are connected to the School of Architecture, Design and Planning showed that 89.5 percent of the respondents are interested in hiring entry-level graduates of the proposed program. Several leading national design firms have already expressed interest in joining the internship network for the degree and providing other learning opportunities; a substantial donation in support of the program was recently pledged by a distinguished graduate.

5.	Comparative /Locational Advantage	Four-year Interior Design degrees are found at three of the State's universities (FHSU, PSU, and KSU). The only Interior Architecture degree in Kansas is KSU's five-year Master of Interior Architecture and Product Design degree. Interior Design programs are found in the major universities of the neighboring states. KU is the only major university in the region that does not have a Council for Interior Design Accreditation (CIDA)-accredited degree that focuses on Interior Architecture or Interior Design. Yet, KU has the largest and closest market of potential Interior Architecture and Design students as well as the largest and closest network of Interior Architecture and Design employers. The proposed degree differs from all of the programs mentioned in the following ways: 1) The degree is designed to be completed in four years with content and coursework drawn from both Architecture and Design; 2) Graduates of this program will have the option of completing the accredited Master of Architecture degree upon completion of the 4-year Interior Architecture and Design program; 3) It will include the fundamental, technological strengths of an architecture degree with advanced course work from our Visual Communications and Industrial Design programs; 4) Students will have unparalleled opportunities for internships with leading firms in the US and abroad; and 5) Students will participate in a design-build studio experience that has no comparable experience within the region. Proximity to local firms in the Kansas City-Topeka corridor offers a significant local advantage for students seeking internships and professional connections.
6.	Curriculum	The 36 classes that make up the Interior Architecture and Design curriculum can be divided into six groups: *Studio* (33 credits). Students will complete seven project-based classes that require synthesis and application of content knowledge. *Support* (27 credits). Students will complete nine support classes focusing on history, theory, computing, structures, environmental systems and other areas that overlap with Architecture and Design. *Specialized* (30 credits). Students will complete seven, required, fundamental courses and three career-specialized electives. *External Courses* (25 credits). Students must meet the KU Core requirements and complete basic course work in English, Calculus, and Physics. *Study Abroad* (6 credits). Students will complete this requirement either during the summer or winter intersession. The School has developed a broad range of programs in Europe, Asia and the Caribbean, all led by faculty. *Professional Internship* (6 credits). Students will spend at least the fall semester of their final year in a professional internship.
7.	Faculty Profile	Core faculty who teach support courses, studios and some of the specialized Interior Architecture and Design are listed below. <table><tr><td>**Faculty Name**</td><td>**Faculty Rank**</td><td>**Highest Degree**</td><td>**FTE**</td></tr><tr><td>Colistra, Joe</td><td>Assoc Professor</td><td>M.Arch.</td><td>1.0</td></tr><tr><td>Castillo, Roberto</td><td>Lecturer</td><td>Ph.D.</td><td>0.5</td></tr><tr><td>Grabow, Stephen</td><td>Professor</td><td>Ph.D.</td><td>1.0</td></tr><tr><td>Sheward, Hugo</td><td>Asst Professor</td><td>Ph.D.</td><td>1.0</td></tr><tr><td>Vakil, Nilou</td><td>Lecturer</td><td>M.Arch.</td><td>0.5</td></tr><tr><td>Karim, Farhan</td><td>Asst Professor</td><td>Ph.D.</td><td>1.0</td></tr></table>

Hascall, Jason	Lecturer	M.S.	0.5
Hossler, Tim	Asst Professor	M.Arch.	1.0
Van de Riet, K.	Asst Professor	Ph.D.	1.0
Shellhorn, J.	Assoc Professor	M.F.A.	1.0
Chang, Jae	Assoc Professor	D.Arch.	1.0
Johnson, W.	Lecturer	M.Arch.	0.5
Huang, Thomas	Assoc Professor	M.Arch.	1.0

Three additional tenure-line core faculty members will be hired in the first three years of the program's operation to cover studios and specialized Interior Architecture and Design classes.

8. Student Profile	Students who will be drawn to this interactive program will likely have interests in design, ergonomics, spatial lighting and acoustics, energy efficiency, and architectural designs from a variety of cultures. Students in this architectural program tend to focus more on the human use of a building, including sustainability, comfort, and health. Typically, these students have a great interest in creating an "experience" within a space. They tend to focus more on the human use of a building than the typical architectural student. Because there will be a limited number of seats available, admission will be competitive and will follow the same guidelines and requirements established for the professional Master of Architecture degree. Thus, the School attempts to attract the highest quality applicants within the pool, measured both by objective metrics (GPA, standardized test scores, class rank and other numerical indices of academic achievement) and by other screening tools such as interviews, required essays, portfolios, and questionnaires that focus on maturity, preparedness, and character.
9. Academic Support	Students and faculty have access to KU's extensive research library system and holdings. Additionally, they will be served by the Murphy Art & Architecture Library, as well as the following collections and resources housed in the School of Architecture, Design and Planning: the Hatch Resource Center, the Donald E. & Mary Boyle Hatch Reading Room, the Art & Cultural Heritage Digital Image Collection, the Amos Rapoport Image Collection of Vernacular Design, the ARTstor Digital Library, and Material ConneXion. Advising services are sufficient and available for students in the Student Services Center, and no additional hires are needed here. A half-time administrative assistant and a student support officer will be hired for the program.

10. Facilities and Equipment	The proposed program will be housed in Marvin Hall with faculty offices and initial studio spaces made available in 2017 by the relocation of the Urban Planning Program. The following support facilities, labs, and shops required for this program are well equipped and easily accessible: *Dedicated Computer Labs* include the Architecture Bridge Lab, the Design Print Lab, the Snow Teaching Lab, and other specialty computer labs. *Wood and Metal Shops* include space in the Marvin Shop, the Snow Model-Building Shop, and the East Hills Design-Build Center. *Digital Fabrication Labs* include the 3-D Printer Lab, the Laser Cutter Lab, the CNC Lab, and the Robotics Lab. *Specialized Support Facilities* include the East Hills Furniture Design Studio, the Architectural Acoustics Lab, and the Photo Lab and darkroom. Differential tuition revenues generated by enrollment in the program will be used to support funding for studio workstations and projectors.
11. Program Review, Assessment, Accreditation	The Bachelor of Science in Interior Architecture and Design will be reviewed and assessed within the School with a focus on content, scheduling, expectations, and attainment of learning outcomes. These course-based assessments are supplemented by instructor/course student evaluations conducted each semester. The program will also be assessed at the university-level each year following standard university procedures utilizing metrics that address expectations, performance, and learning outcomes. Additionally, this program will be included in the Board of Regents program review schedule for assessment. Furthermore, dependent upon KBOR approval, as a Council for Interior Design Accreditation (CIDA) candidate program, the degree will undergo a complete accreditation review following the graduation of the second class from the program. Finally, some of the courses and projects included in the degree will also fall within the scope of accreditation reviews conducted by the National Architecture Accrediting Board (NAAB) and the National Association of Schools of Art and Design (NASAD).
12. Costs, Financing	For the implementation of this program, salaries and fringe benefits total $132,000. This includes $84,000 for tenure-track instruction, $25,000 for support staff, $18,000 for graduate teaching assistants, and $5,000 for administration. Other operating costs (travel, office expenses, recruitment) and equipment/furnishings (workstations and audio-visual equipment) total $36,250 for the implementation year. Overall costs are $168,250 for the implementation year, $308,500 for year two, and $443,500 for year three. The School of Architecture, Design and Planning is following a new business model, approved by the university administration, in which tuition revenues generated by new enrollment in this program can be used to finance the development of the program. Projected enrollments will cover the full cost of the program. Differential tuition revenues produced by the new enrollment may also be used to purchase new studio furnishings and classroom equipment.

KU SCHOOL OF ARCHITECTURE & DESIGN
The University of Kansas

Draft 3- 08.29.2017
Draft 1- 10.11.2016 -Draft 2- 10.19.2016

Proposed CIDA Accredited B.S. in Interior Architecture and Design 120 credits

Year 1 (31 credits)

Fall (15 credits)		KU Core	Spring (16 credits)		KU Core
IAD 103 Introduction to Architecture	3		IAD 104 Principles of Modern Architecture	3	
IAD 108 Arch Foundations I	6		IAD 109 Arch Foundations II	6	
ENGL 101 Composition I (3) L.Arts.S	3	2.1	IAD XXX Intro to Design Computing	3	
MATH 105, 115 or 365 (3) L.Arts.S	3	1.1	PHSX 114 College Physics I L.Arts.S	4	1.2
	15			16	

Summer: Proposed mentorship Program or Courses Meeting KU Core or L.Arts.S

Year 2 (30 credits)

Fall (15 credits)			Spring (15 Credits)		
IAD XXX Interior Architecture Studio I	3		IAD XXX Interior Architecture Studio II	3	
IAD 540 Global History I L.Arts.S	3	3.1	IAD XXX History of Interior Architecture L.Arts.S	3	4.2
IAD 524 Structures I	3		IAD 624 Structures II - Required for March II	3	
IAD 510 Ergonomics	3		IAD 510 Human Centered Design	3	
KU Core Class, Goal 2, Learning Outcome 2 L.Arts.S	3	2.3	ENGL 102/105 Critical Reading & Writing L.Arts.S	3	2.2
	15			15	

Summer: Proposed mentorship/internship Program or Study Abroad

Year 3 (32 Credits)

Fall (15 credits)			Spring (12 Credits)		
IAD 509 Design Build Studio Focus on Interior Architecture	6		IAD XXX Interior Architecture Studio III	3	
IAD XXX Products Materials and Specifications	3		IAD 552 Professional Practice	3	5.1
ARCH 530 Environmental Systems I	3		IAD XXX Furniture Design	3	
IAD 201 Visual Communication	3		IAD 531 Environmental Systems II -Required for March II	3	
	15			12	

Summer or Winter (5 Credits)

Study Abroad	5	4.1

Year 4 (27 Credits)

Fall (12 credits)			Spring (12 Credits)		
IAD XXX Professional Internship	6		IAD XXX Integrated Interior Architecture Design Studio	6	6.1
Professional Enrichment Elective in Design or Architecture	3		IAD XXX Branded Environments	3	
Elective Meeting L.Arts.S	3		Elective Meeting L.Arts.S	3	
KU Core Class, Goal 3, Learning Outcome 2 L.Arts.S	3	3.2			
	15			12	

Notes:

L.Arts.S = CIDA requires 30 Liberal Art and Sciences Credits from these areas: English Composition, Oral Communication, Logic, Literature, Foreign Language, History, Fine Arts History, Philosophy, Biology, Botany, Zoology, Mathematics, Physics, Chemistry, Anthropology, Archeology, Sociology, Psychology, Economics.

IAD = Is used as a placeholder for the Interior Architecture & Design courses instead of the use of ARCH or INDD

New courses are noted in blue

Existing or new specialty courses with concentration on: Health and Wellness, Design Build, Spatial Typography, Smart Spaces, Digital Fabrication, Exhibition Design, Lighting Design, Virtual Environments

IMPLEMENTATION YEAR FY 2018

Fiscal Summary for Proposed Academic Programs

Institution: University of KansasProposed Program: Bachelor of Science in Interior Architecture and Design

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	15	0	43	0	70	0
B. Total semester credit hours taken by all students in program	465		1,398		2,331	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, year two, and year three, please list all identifiable costs.						
	Implementation Year		Year 2		Year 3	

<u>Salaries and Fringe…Total</u>
    Instruction: GTAs
    Instruction: Adjuncts
    Instruction: Tenure-Line
    Administration
     Support Staff
	<u>132,000</u>
	18,000
	-
	84,000
	5,000
	25,000
			<u>258,000</u>
			42,000
			27,000
			168,000
			5,000
			25,000
					<u>393,000</u>
					66,000
					45,000
					252,000
					5,000
					25,000	

<u>OOE…Total</u>
    Travel
    Office Expenses
    Recruitment
	<u>22,000</u>
	6,000
	12,000
	4,000
			<u>22,000</u>
			6,000
			12,000
			4,000
					<u>22,000</u>
					6,000
					12,000
					4,000	

<u>Equipment/Furnishings…Total</u>
    Studio Workstations
    Studio AV Equipment
	<u>14,250</u>
	11,250
	3,000
			<u>28,500</u>
			22,500
			6,000
					<u>28,500</u>
					22,500
					6,000	

<u>TOTAL</u>	<u>168,250</u>		<u>308,500</u>		<u>443,500</u>	

Indicate source and amount of funds if other than internal reallocation:

Salaries and OOE will be funded with tuition revenue generated by the program. Equipment and furnishings will be funded with differential tuition collected from new enrollments in the program and with new tuition revenue generated by the program.

Revised: January, 2017