



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

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

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

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check # 30173200	Payment Amount:	Date Submitted:
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Department Proposing Program			
Degree Level and Degree Type			
Title of Proposed Program			
Total Number of Credits			
Suggested Codes	HEGIS:	CIP:	
Program Modality	On-campus	Distance Education (fully online)	Both
Program Resources	Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog	URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: <i>Jermaine J. Williams</i> Date:

	Date of Approval/Endorsement by Governing Board:
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OFFICE OF THE PRESIDENT

February 15, 2023

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Montgomery College respectfully requests approval of the following academic program action:

Substantial modifications to the preprofessional general area of concentration, interior design-preprofessional associate of applied science, CIP 50.0408, HEGIS 5012.03, effective fall 2023.

Montgomery College is prepared to offer the revised general interior design associate of applied science in fall 2023. The program is designed for individuals intending to enter a career in an entry-level assistantship position or for students currently employed in unrelated careers intending to make a significant career change. The revised curriculum allows students more flexibility and course options, as well as the flexibility to tailor their program to their area of interest or chosen transfer institution.

The associated fee of \$50 for substantial modifications to a certificate program will be sent to the Maryland Higher Education Commission via U.S. mail.

Thank you for your time and consideration of this request. If you have questions, please Dr. Carolyn Terry, associate senior vice president for academic affairs, at 240-567-4226 or Carolyn.Terry@montgomerycollege.edu.

Sincerely,

A handwritten signature in cursive script that reads "Jermaine F. Williams".

Dr. Jermaine F. Williams
President

Montgomery College
Professional General Area of Concentration,
Interior Design-Preprofessional Associate of Applied Science

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Montgomery College is prepared to offer the revised preprofessional general area of concentration, interior design-preprofessional associate of applied science (general interior design A.A.S.) in fall 2023. The 60-credit curriculum prepares students for entry-level positions in interior design and related professions with a general interior design concentration. Emphasis is placed on the creative application of design principles, addressing environmental and human health and well-being, employing the design process, and developing effective visual communication and technical skills. Some students choose to continue their studies and have been successful transferring to four-year institutions with resulting portfolio. The program is designed for individuals intending to enter a career in an entry-level assistantship position or for students currently employed in unrelated careers intending to make a significant career change.

This program supports Montgomery College's [mission](#), which is to empower our students to change their lives, to enrich the life of the community, and to hold ourselves accountable. Interior design students are empowered by developing workplace competencies, including critical thinking, strong communication skills and strategies, creative problem solving, discipline, and technological advances. They are further empowered to be imaginative and innovative professionals who develop competencies in a range of interior design concepts and techniques that lead to professional employment or transfer opportunities. These new skills enrich both the individual and local community. The interior design program holds itself accountable through curriculum and workforce alignment, program assessment, faculty evaluations, and student feedback through evaluations.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Student success is at the heart of all planning at Montgomery College. The College's [2025 strategic plan](#) is a five-year working plan comprised of strategic goals that shape the future of the College and objectives and outcomes to measure success. Every program at the College aligns to one or more goals in the strategic plan.

Montgomery College has been, and continues to be, a leader in the state of Maryland in career and technical education. Following are examples of the interior design program's alignment with the College's strategic plan:

Goal I: Empower Students to Start Smart and Succeed. The revised general interior design A.A.S. provides a pathway for individuals to gain skills in interior design that enhance their employment possibilities. The program allows students more flexibility and course options, as well as the flexibility to tailor their program to their area of interest or chosen transfer institution. Access to program coursework is available through in-person and online course offerings. Student success is enhanced through the availability of specialized industry software, instruction from industry professionals, on-campus career recruitment events, community partnerships to encourage internship opportunities, and individual advising for students. The goal of the revised program is to provide students a basic skillset to support a career pivot, increased wages, and employability and/or a seamless transition to a bachelor program within the University System of Maryland.

Goal II: Enhance Transformational Teaching Practices and Learning Environments: Key to this goal is excellence, rigor, and equity. This is exemplified by offering students accurate and current information in the classroom, the opportunity to observe professionals in the field, and timely advising from program faculty who are most able to offer students advice on both their current academic plan as well as future career opportunities.

Goal III: Fuel the Economy and Drive Economic Mobility. The best way to ensure economic mobility is to enable students to earn meaningful credentials that allow them to secure jobs after program completion. The revised program prepares individuals for employment or advancement in the interior design industry. A combination of academic and practical instruction and industry-standard best practices provides individuals with knowledge and skills that are necessary for success in this profession.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The revised general interior design A.A.S. will be implemented with existing institutional resources as the program and courses are currently being offered at the College; no additional resources are needed.

4. Provide a description of the institution's commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

This academic proposal is proceeding with the full support of the department chair, dean, and provost under which the program was developed. The program also has the full support of the offices of the senior vice president for academic affairs, the Montgomery College president, as well as the Board of Trustees.

Montgomery College has a commitment to excellence and innovation and the administration is supportive of cutting-edge programs. The College collaborates with business and industry leaders, WorkSource Montgomery, and Lightcast Data to determine Montgomery County's workforce needs and how the influx of Montgomery College students will impact the County's economy. As a result of this needs assessment, the general interior design program is an integral part of Montgomery College's strategic plan. The College's current and forecasted operational budgets include funding for the administrative, financial, and technical support for the revised program; Section L includes forecasted resources and expenditures for the program.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Montgomery College is committed to providing all students an opportunity to complete their program of study. Students may elect to graduate from a program by meeting the curriculum requirements outlined in any catalog in effect during their enrollment, provided they graduate within seven years of the chosen catalog. Since courses and programs may be discontinued at the discretion of the College, the College and administering academic department will provide all students affected by such decisions with assistance in choosing appropriate courses and programs for completion.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

According to [Montgomery County Demographics](#) from Montgomery Planning (April 2021), Montgomery County is home to over one million residents (p 3). [Montgomery County Public Schools](#) state their 2021 high school population is 25.3 percent White, 33.4 percent Hispanic or Latino, 21.9 percent Black or African American, 14.1 percent Asian, and 5 percent two or more races. Montgomery College expects the demographics of the interior design program to mirror that of Montgomery County Public Schools.

In comparison, EMSI data in Appendix A reports the interior design occupation rate at 71.8 percent White. Only 9.2 percent of interior design positions were filled by Hispanic or Latino, 8.8 percent Asian, and 7.3 percent Black or African American (p 19). There remains a need for more diversity in race/ethnic breakdown within the field.

The general interior design A.A.S. contributes to Montgomery College's stated [values](#) of inclusion by offering equal opportunity for every student, "regardless of ability, background, economic status, race, or age," to access interior design careers through higher education. The program also provides an excellent opportunity for Maryland students wanting to reskill, improve their marketability, prepare for a career in the interior design field, or advance their professional career by supplementing their work experience or an existing college degree with interior design knowledge.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

2. Provide evidence that the perceived need is consistent with the [2022 Maryland State Plan for Postsecondary Education](#).

The [2022 Maryland State Plan for Higher Education](#) lists eight priorities and action items to meet the goals of access, success, and innovation to support student success with less debt. Following are Montgomery College actions in support of those goals:

Priority 6, develop and publicize credit for prior learning policies: Montgomery College offers all students the opportunity to apply credit earned outside the College towards graduation or program completion. Students may transfer prior credits from other institutions, take exams, and/or gain credit for life experiences, including military service or industry credentials. ENGL 101 and six 100-level interior design courses in the program offer a credit by examination option for students, thus saving time to completion and money for the student.

Priority 7, evaluate General Education requirements for associate/undergraduate degrees to meet a 21st education: The addition of [ARTT 116](#) – Digital Tools for the Visual Arts is a general proficiency digital tools for visual arts course that addresses the social, cultural, and ethical complexities of the digitally-dominated 21st century while also teaching hands-on digital skills. [ARTT 116](#) fulfills the program's humanities distribution.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: *mid-level management*) for graduates of the proposed program.

The revised general interior design A.A.S. is designed to provide students with the fundamental skills, knowledge, and basic principles of interior design required to function as competent interior design professionals, apply to entry level positions in the workforce, and/or complete an associate or bachelor's degree. Students will develop skills in advanced presentation

techniques, use of industry specific software, and design analysis. Additionally, students will develop the hard skills needed to create safe, environmentally responsible, and professional specification of textiles, materials, finishes and furnishings and the soft skills critical to effectively communicate their vision.

Whether a student's focus is on residential or commercial design, there are a number of entry-level career opportunities available to Montgomery College graduates in the area of interior design, including sketching, drawing, 3-d modeling, software technician, design assistant, and sales associate. An understanding of design development and professional business practices are valuable skills needed to succeed in the industry.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

According to the United States Bureau of Labor Statistics [Geographic Profile for Interior Designers](#), this region provides considerable opportunities for employment. The District of Columbia is ranked as the number one state with the highest concentration of jobs with a location quotient of 2.38 for interior designers. The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average. The District of Columbia is also ranked as the top paying state for interior designers with an hourly mean wage of \$38.18 and an annual mean wage of \$79,420. The Washington, DC-Virginia-Maryland-West Virginia area is ranked as the metropolitan area with the seventh highest employment level in interior design.

In comparison, [Research.com](#) experts projected a compound annual growth rate (CAGR) of 7.8% in the global interior design services market in their 2020-2027 report (Research and Markets, 2021). This suggests that the interior design market will grow from a \$150.7 billion market in 2020 to a \$255.4 billion market by 2027. In the United States, this industry can become quite competitive in the coming years as the Bureau of Labor Statistics projects a decrease in employment in the next decade. However, with an increasingly globalized job market, graduates of interior design can work anywhere in the world, while still staying at home in America, as is also the increasing trend. After all, in 2019, already more than two in 10 are self-employed and can take advantage of this flexibility.

According to the United States Bureau of Labor Statistics [Occupational Outlook Handbook](#), employment of interior designers is projected to show little or no change from 2021 to 2031. Even so, employment projection data shows 2021 employment at 93,300 employees and projected 2031 employment at 94,200, netting a one percent increase of 800 jobs. The need for interior designers to renovate existing homes and commercial buildings should create some demand. Despite limited employment growth, about 8,200 openings for interior designers are projected each year on average, over the decade. Most of those openings are expected to result from the need to replace workers who exit the labor force, such as to retire. The median annual wage for interior designers was \$60,340 in May 2021. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$30,930, and the highest 10 percent earned more than \$99,070.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

According to data in Appendix A, EMSI Occupation Overview for Interior Design Occupations (January 2022), the Maryland-Virginia-Washington, DC area is a hotspot for interior design positions (p 3). The national average is 3,747 employees, while there were 4,433 positions locally. Earnings are about average in the Maryland-Virginia-Washington, DC area (p 3). The

national median salary for interior design occupations is \$56,620, compared to \$55,446 locally. Furthermore, job posting activity is high in the region (p 3). The national average for an area this size is 53 job postings/month, while there were 69 job postings locally. There were 823 job postings from January to December 2022 among 256 employers nationally (p 8). Retirement risk is average in the Maryland-Virginia-Washington, DC area. The national average is 1,208 employees 55 and older, while there are 1,288 locally (p 17).

EMSI data is derived from official government sources such as the United States Census Bureau, the Bureau of Economic Analysis, and the Bureau of Labor Statistics. For more data on the interior design industry, please refer to Appendix A.

4. Provide data showing the current and projected supply of prospective graduates.

The table below reflects the projected number of graduates for the revised general interior design A.A.S. The data are extrapolated from a five-year average of graduates of the existing program and students who would potentially study interior design. This estimate is based on 10 percent growth per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Graduates	9	10	11	12	13

D. Reasonableness of Program Duplication:

1. Identify similar programs in the state and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Numerous interior design programs exist throughout the State of Maryland:

- Anne Arundel Community College offers an [advanced interior design certificate and an architecture and interior design certificate and associate of applied science](#).
- Community College of Baltimore County offers an [interior design certificate](#) and [associate of applied science](#).
- Morgan State University offers a [bachelor of science in interior design](#).

Although comparable programs exist at other community colleges in Maryland, none are close enough geographically for duplication to be a concern. Interior design programs, by nature, require significant contact hours in classrooms and studios. Studio courses are only viable if students can easily access campus facilities. For this reason, program duplication is reasonable for this program.

2. Provide justification for the proposed program.

While the general interior design A.A.S. has been relevant for many years, the discipline is revising the program to be more pertinent to the current needs of students and today’s employers. Unaware of the non-substantial modification process, in fall 2022 the discipline replaced two core interior design courses with new courses focused on CAD drafting and techniques for visualization, communication, and presentation skills. The new courses help students develop the hard skills needed to create designs and the soft skills needed to effectively communicate their vision. The discipline also strengthened the arts distribution in response to an increased need for students in the visual arts to obtain a general proficiency with digital tools. In fall 2023, the discipline plans to replace two courses (textiles and business practices) with an art course providing foundational drawing skills and a three-credit program elective allowing more flexibility for student to choose electives aligned with their goals. These program revisions exceed the 33.3 percent threshold for substantial modifications, which requires an academic program proposal.

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

1. Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBIs.

Montgomery College’s general interior design A.A.S. is intended for individuals seeking immediate employment opportunities or transfer to a four-year university. Morgan State University offers the only four-year interior design program in the state of Maryland. Morgan State and Montgomery College have an unofficial transfer pathway from the College’s general interior design A.A.S. to Morgan’s bachelor in science in interior design; a formal agreement is in progress.

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

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs.

Montgomery College’s goal is to remove barriers and provide access to students who may not have an opportunity to access higher education. For that reason, the interior design program does not require a portfolio review for program acceptance.

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

1. Describe how the proposed program was established, and describe the faculty who will oversee the program.

Montgomery College’s interior design discipline has been offering courses for more than 30 years in the form of an associate of arts, two associates of applied sciences, and two certificates. In 2003, the general interior design A.A.S. was created for students wishing to study interior design and to meet the evolving needs of the College’s students and the community.

Faculty provide valuable input to the program regarding relevant needs in the interior design field and the expectations of professional employees. Two full-time faculty positions and three part-time faculty sufficiently support the interior design program. General Education courses are taught by qualified faculty in each area of study. The department chair and dean oversee the program.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Objectives and outcomes for the program are as follows:

	Upon completion of this program a student will be able to:	Courses Supporting Program Outcomes
1	Apply design principles and color theory in the execution of interior design projects.	IDES 101 , IDES 107 , IDES 111 , IDES 118 , IDES 221 , IDES 222
2	Demonstrate an understanding of the factors that influence the ethical, environmentally responsible, and professional specification of textiles, materials, finishes & furnishings.	IDES 101 , IDES 111 , IDES 118 , IDES 221 , IDES 222
3	Collect and interpret appropriate information to solve interior design problems in keeping with the industry-recognized project process.	IDES 101 , IDES 107 , IDES 111 , IDES 118 , IDES 221 , IDES 222

	Upon completion of this program a student will be able to:	Courses Supporting Program Outcomes
4	Incorporate an understanding of the history of interior design, art, architecture, and decorative arts from western and non-western cultures into design solutions for interiors projects.	IDES 101 , IDES 107 , IDES 110 , IDES 111 , IDES 118 , IDES 221 , IDES 222
5	Exhibit proficient visual, oral, and written communication essential to convey design solutions, employ design intentions, and manage the project process effectively.	IDES 101 , IDES 107 , IDES 110 , IDES 111 , IDES 118 , IDES 123 , IDES 221 , IDES 222
6	Express an understanding of the role and value of interior designers as essential collaborators within the building industry.	IDES 101 , IDES 107 , IDES 110 , IDES 111 , IDES 118 , IDES 123 , IDES 221 , IDES 222
7	Produce interior design solutions that are healthy, safe, pleasing, and functionally efficient demonstrating the value of interior design.	IDES 101 , IDES 107 , IDES 110 , IDES 111 , IDES 118 , IDES 123 , IDES 221 , IDES 222
8	Communicate an understanding of trade and business issues, and professional practice standards.	IDES 101 , IDES 107 , IDES 110 , IDES 111 , IDES 118 , IDES 123 , IDES 221 , IDES 222
9	Utilize essential drafting, drawing, visualization, and software skills to develop and execute design projects.	IDES 101 , IDES 107 , IDES 110 , IDES 111 , IDES 118 , IDES 123 , IDES 221 , IDES 222
10	Demonstrate an understanding of codes, standards, and regulations that apply to interior environments.	IDES 101 , IDES 110 , IDES 111 , IDES 118 , IDES 123 , IDES 221 , IDES 222

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program

In addition to traditional written exams and assessments, students will engage in regular and scheduled laboratory activities to demonstrate their skills and knowledge. A portfolio of student work will be completed and assessed in the two 200-level program courses, based on the program assessment plan and rubrics approved through the curriculum review process.

b) document student achievement of learning outcomes in the program

There are several comprehensive and multifaceted assessment processes for all disciplines across the College. Montgomery College's [Office of Assessment](#) supports the College's mission and vision by providing leadership in the area of assessment and evaluation and collecting, analyzing, and distributing reports and information to the College about assessment results.

Following is an overview of assessment processes at Montgomery College:

Assessment Type	Purpose	Cycle
General Education Outcomes Assessment	To examine student acquisition of General Education competencies.	Once every three years
Program Assessment	To assess student attainment of the program's learning outcomes for the purpose of discovering what is working well and where improvements can be made to increase student learning.	Once every three years
Program Review (also referred to as the College Area Review)	To examine the current alignment and relevance of a program's curriculum and success with retaining and matriculating students.	Once every five years
Administrative Assessment	To review an administrative area's success with achieving outcomes and institutional priorities.	Once every five years

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Program Title: [Preprofessional General Area of Concentration, Interior Design-Preprofessional Associate of Applied Science \(2021-2022 Curriculum\)](#)

This program prepares students for entry-level positions in interior design and related professions. Some students choose to continue their studies and have been successful transferring to four-year institutions with resulting portfolio. Content offerings will include fundamental design, drawing, color, space planning, and historical topics; fabrics, lighting, window, wall, and floor treatments; and professional business practices for interior designers. Technical development will include architectural drafting; preparation of estimates; design analysis; kitchen, bath, structural, mechanical, and electrical systems; and advanced presentation techniques for interior designers. Completion of requirements for this program will lead to the award of the AAS.

Students may select one of two areas of concentration: (1) the general area of concentration, which allows students to select eight interior design program electives; or (2) the NKBA area of concentration, which meets the requirements of the National Kitchen and Bath Association accreditation and requires specific courses instead. A grade of B or higher is required in all interior design classes for the NKBA area of concentration degree. If these conditions are not met, a general area of concentration degree will be awarded. Students with the NKBA area of concentration degree will be able to sit for the NKBA AKBD examination upon graduation.

Course	Title	Credits
Semester One		
ENGL 101	Introduction to College Writing *	3
MATE	Mathematics Foundation (MATE)	3
IDES 101	Interior Design I	3
IDES 107	Interiors: Design Principles	3
IDES 110	Interiors: Technical Drawing and Drafting	3
Semester Two		
ENGF	English Foundation (ENGF)	3
IDES 111	Interior Design II ‡	3
IDES 116	Interiors: Advanced Presentation Techniques	3

Course	Title	Credits
IDES 120	Interiors: Computer Presentation Techniques	3
Elective	Program Elective ‡‡	3
Semester Three		
IDES 221	Interior Design: Residential	3
IDES 234	Textiles ‡	3
BSSD	Behavioral and Social Sciences Distribution (BSSD)	3
NSLD	Natural Sciences Distribution with Laboratory (NSLD)	4
Elective	Program Elective ‡‡	2
Semester Four		
ARTT 201	Art History: 1400 to Present (HUMD) **	3
IDES 222	Interior Design: Commercial/Contract ‡	3
IDES 272	Business Practices and Procedures for Interior Design ‡	3
HUMD	Humanities Distribution (GEEL)	3
Elective	Program Elective ‡‡	3
	Total Credits	60

* [ENGL 101](#)/ENGL 101A, if needed for [ENGL 102](#)/[ENGL 103](#) or program elective.

** A.A.S. programs require one 3-credit Arts or Humanities General Education course.

‡ This IDES course may not be offered every semester; advising by interior design coordinator is required.

‡‡ Students should consult with interior design advisor before selecting program electives. Select program electives from the following disciplines: ACCT, ARCH, ARTT, BLDG, BSAD, CMGT, GDES, HMG, IDES, LNTP, PHOT.

Program Outcomes:

- Apply design principles and color theory in the execution of interior design projects.
- Identify the correct textiles, materials, finishes, and furniture for specifications.
- Collect and interpret the data necessary to solve interior design problems.
- Demonstrate an understanding of the historic styles of interior design.
- Execute presentation and construction drawings.

Program Title: Preprofessional General Area of Concentration, Interior Design-Preprofessional Associate of Applied Science (Proposed 2023-2024 Curriculum)

This program prepares students for entry-level positions in interior design and related professions with a general interior design concentration. Some students choose to continue their studies and have been successful transferring to four-year institutions with resulting portfolio. Emphasis is placed on the creative application of design principles, addressing environmental and human health and well-being, employing the design process, and developing effective visual communication and technical skills.

Course	Title	Credits
Semester One		
ENGL 101	Introduction to College Writing *	3
MATE	Mathematics Foundation (MATE)	3

Course	Title	Credits
IDES 101	Interior Design I	3
IDES 107	Interiors: Design Principles	3
IDES 110	Interiors: Technical Drawing and Drafting	3
Semester Two		
ARTT 100	Introduction to Drawing	3
IDES 111	Interior Design II	3
ARTT 116	Digital Tools for the Visual Arts (GEEL)	4
IDES 118	Interior Design Visualization & Presentation	3
Elective	Program Elective ‡‡	1
Semester Three		
IDES 123	CAD Drafting for Interior Design	3
Elective	Program Elective ‡‡	3
IDES 221	Interior Design: Residential ‡	3
NSLD	Natural Sciences Distribution with Laboratory (NSLD)	4
ENGF	English Foundation (ENGF)	3
Semester Four		
IDES 222	Interior Design: Commercial/Contract ‡	3
ARTT 201	Art History: 1400 to Present (ARTD) **	3
BSSD	Behavioral and Social Sciences Distribution (BSSD)	3
Elective	Program Electives ‡‡	6
	Total Credits	60

* [ENGL 101](#)/ENGL 101A, if needed for [ENGL 102](#)/[ENGL 103](#) or program elective.

** A.A.S. programs require one 3-credit Arts or Humanities General Education course.

‡ This IDES course may not be offered every semester; advising by interior design coordinator is required.

‡‡ Students should consult with interior design advisor before selecting program electives. Select program electives from the following disciplines: ANTH, ARCH, ARTT, BLDG, BSAD, COMM, CMGT, ENES, GDES, GEOG, HIST, HMGMT, HORT, IDES, PHOT, PHIL, PHYS, PSYC, SOCY.

Program Outcomes:

- Apply design principles, elements, and color theory in the execution of interior design projects.
- Demonstrate an understanding of the factors that influence the ethical, environmentally responsible, and professional specification of textiles, materials, finishes & furnishings.
- Collect and interpret appropriate information to solve interior design problems in keeping with the industry-recognized project process.
- Incorporate an understanding of the history of interior design, art, architecture, and decorative arts from western and non-western cultures into design solutions for interiors projects.
- Exhibit proficient visual, oral, and written communication essential to convey design solutions, employ design intentions, and manage the project process effectively.
- Express an understanding of the role and value of interior designers as essential collaborators within the building industry.
- Produce interior design solutions that are healthy, safe, pleasing, and functionally efficient demonstrating the value of interior design.

- Communicate an understanding of trade and business issues, and professional practice standards.
- Utilize essential drafting, drawing, visualization, and software skills to develop and execute design projects.
- Demonstrate an understanding of codes, standards, and regulations that apply to interior environments.

Summary of Changes:

Action	Course Designator	Description	Credits
Add	ARTT 116 – Digital Tools for the Visual Arts	Replaced Humanities Distribution	4
Reduce	Reduced Program Electives by one credit	Due to ARTT 116 (4 credits vs. 3 credits)	-1
Remove	IDES 116 – Interior Advanced Presentation Techniques	Replaced by IDES 118	3
Remove	IDES 120 – Interiors: Computer Presentation Techniques	Replaced by IDES 123	3
Add	IDES 118 – Interior Design Visualization & Presentation	Replaced IDES 116	3
Add	IDES 123 – CAD Drafting for Interior Design	Replaced IDES 120	3
Effective Fall 2022			17
Remove	IDES 234 - Textiles	Replaced by ARTT 100	3
Remove	IDES 272 - Business Practices and Procedures for Interior Design	Replaced by 3-credit Program Elective	3
Add	ARTT 100 – Introduction to Drawing	Program Requirement	3
Add	3-Credit Program Elective	Replaced IDES 272	3
Effective Fall 2023			12

Courses in Program with Title, Semester Credit Hours, and Course Descriptions:

General Education/Course Designators:

- [ARTD](#): Arts Distribution
- [BSSD](#): Behavioral and Social Sciences Distribution
- [ENGE](#): English Foundation
- [GEEL](#): General Education Elective
- [MATE](#): Mathematics Foundation
- [NSLD](#): Natural Sciences Distribution with Laboratory
- CE: Credit Available by Examination
- R-Only: Only offered at the Rockville Campus

[ARTT 100 – Introduction to Drawing](#)

An introduction to drawing and creative visual problem solving. Emphasis is on the analysis and exploration of basic observational drawing techniques in the visual interpretation of natural and fabricated forms. Students will be introduced to a variety of drawing media. Two hours lecture, four hours studio each week. 3 semester hours.

[ARTT 116 – Digital Tools for the Visual Arts](#)

An introduction to the digital tools used in the visual arts and the social, cultural and ethical application of those tools. Students are exposed to the theory and function of the major software packages, basic digital design principles, and collaborative processes utilized in the visual arts. Topics include operating systems, typography, vector and bitmap imaging, page layout, PDF creation and editing, timeline-based video editing, file transfer, output, web, emerging technologies, and other material relative to the digital visual arts workflow. Two hours lecture, four hours laboratory each week. 4 semester hours.

[ARTT 201 – Art History: 1400 to Present](#)

A survey and analysis of major trends in architecture, painting, and sculpture in Western civilization, including Proto-Renaissance, Renaissance, Mannerist, Baroque, Neoclassic, Romantic, Realist, Impressionist, Expressionist, Cubist, nonobjective, and 20th century art. There are no prerequisites, but students are advised to take the history of art courses in sequence. Assessment Level(s): [ENGL 101/ENGL 011](#), [READ 120](#). Three hours each week. 3 semester hours.

[ENGL 101 – Introduction to College Writing \(CE\)](#)

An introduction to college writing. The first of two sequential freshman composition courses, this course emphasizes the process of critical thinking, reading, and writing. Student writing progresses from a personal to an academic perspective. Students write for different audiences and purposes using a variety of rhetorical strategies. Students write in response to reading and are introduced to standard documentation procedures. Students are required to submit a final portfolio that meets department requirements. PREREQUISITE(S): Placement through assessment testing; or concurrent enrollment in [ENGL 011](#); or completion of [IERW 002](#) with a grade of A; or completion of [AELW 940/ELAI 990](#) with a grade of C or better; or consent of the department. Assessment Level(s): [READ 120](#). Three hours each week. 3 semester hours.

[IDES 101 - Interior Design I \(R only\) CE](#)

An introduction to the relationship of people to their environment and the design process necessary to create functional aesthetic interior space. The study of design theory using conceptual problem-solving methods. Emphasis on the basic elements and principles of design and use of drafting instruments required to translate design concepts into completed projects. Two hours lecture, four hours studio each week. 3 semester hours.

[IDES 107 - Interiors: Design Principles \(R only\) CE](#)

Introduces design elements, including color, space, texture, line, lighting, sound, and form in two- and three-dimensional spaces. Topics include principles and design theory, as related to environmental applications. Two-dimensional studies include applications in elevations and plans; three-dimensional studies include applications in interiors models. Two hours lecture/discussion, four hours studio each week. 3 semester hours.

[IDES 110 - Interiors: Technical Drawing and Drafting \(R only\) CE](#)

Introduces basic drawing and drafting techniques, employed as the foundation for all graphic communications for interior designers. Three-dimensional and two-dimensional drawings, as well as freehand sketching, are incorporated in weekly projects and assignments. Two hours lecture/discussion, four hours studio each week. 3 semester hours.

[IDES 111 - Interior Design \(R only\) CE](#)

A continuation of [IDES 107](#), with emphasis on creating design solutions for both residential and nonresidential spaces. Projects will be more complex. Students will utilize appropriate scale, color, materials, furniture, form, and light to define and solve major interior space problems and design objectives in an organized method. PREREQUISITE(S): [IDES 101](#), [IDES 107](#), [IDES 110](#) or consent of interior design coordinator. Two hours lecture, four hours studio each week. 3 semester hours.

[IDES 118 – Interior Design Visualization & Presentation](#) (R only) (CE)

Traditional and new methods and techniques for visualization, communication, and presentation. Perspective drawing, graphic design principles, sketching and rendering for design development and communication. Digital software, Sketchup, and 3-D models. Editing with Photoshop.

PREREQUISITE(S): [IDES 101](#) and [IDES 110](#) or consent of interior design coordinator.

COREQUISITE(S): IDES 118L. Two hours lecture, four hours lab each week. 3 semester hours.

[IDES 123 – CAD Drafting for Interior Design](#) (R only) (CE)

An introduction to computer-aided drafting (CAD) in the interior design profession utilizing AutoCAD to create design and construction drawings for residential and commercial interior design projects. PREREQUISITE(S): [IDES 101](#) and [IDES 110](#) or [ARCH 103](#), or consent of interior design coordinator. COREQUISITE(S): IDES 123L. Assessment Level(s): [ENGL 101/ENGL 011](#), [MATH 050](#), [READ 120](#). May not be taken concurrently with [MATH 017](#), [MATH 020](#), [MATH 030](#), [MATH 045](#) without appropriate Math assessment score. Two hours lecture, four hours studio each week. 3 semester hours.

[IDES 221 - Interior Design: Residential](#) (R only)

To develop the student's concepts and ideas by designing the interior spaces of an apartment and house. Analysis of aesthetics of style, function, and space culminating in finished perspective rendering in color, floor plan, sample boards, and cost estimates. PREREQUISITE(S): [IDES 111](#). Two hours lecture/discussion, four hours studio each week. 3 semester hours.

[IDES 222 - Interior Design: Commercial/Contract](#) (R only)

The design and planning of public interiors and commercial spaces such as offices, stores and/or showrooms. Students learn to analyze and organize the elements of interior design and cost estimates, including the role of function and structure in space planning and lighting. Focus is on interiors systems, technical project presentations, codes, and teamwork. PREREQUISITE(S): [IDES 111](#) or [ARCH 183](#). Two hours lecture, four hours studio each week. 3 semester hours.

5. Discuss how general education requirements will be met, if applicable.

Each two-year program of study includes General Education requirements, program requirements, and program electives. General Education requirements are interspersed with program requirements for each program.

The following General Education courses are required for students to graduate with the general interior design A.A.S. and meet the external standards set forth in COMAR and Montgomery College's institutional requirements.

Designator	Title	Credits
Foundation Courses		
ENGF	English Foundation (ENGF)	3
MATF	Mathematics Foundation (MATF)	3
Distribution Courses		
ARTT 201	Art History: 1400 to Present (ARTD)	3
BSSD	Behavioral and Social Sciences (BSSD)	3
NSLD	Natural Sciences Distribution with Lab (NSLD)	4
General Education Elective		
ARTT 116	Digital Tools for the Visual Arts (ARTD)	4
	Total Credits	20

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Montgomery College is accredited by the National Association of Schools of Art and Design (NASAD). The College is also affiliated with the National Kitchen and Bath Association (NKBA) and is an NKBA Founding School.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

There are no written contracts with other institutions or non-collegiate organizations for this degree.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Each course syllabus clearly states technology requirements for completion of exercises and projects, available computer and software resources for students, and the process for requesting support from the Montgomery College Foundation if the student's technology will not support success in interior design coursework.

Montgomery College's online catalog helps students quickly locate and save details about the current schedule of classes, courses, and programs. The catalog is dynamic, meaning a live document that reflects changes in real time. The online catalog is located on the official policies page of the College's website at montgomerycollege.edu/catalog.

To determine program-specific information, students can view the program advising guide aligned with any program in the catalog. These guides directly link to the catalog so they reflect real-time information. They are meant to supplement the advising process and should be used in conjunction with the College catalog and other College resources.

Students may find general information such as availability of academic support services, financial aid resources, tuition rates, and payment policies by using the search function at montgomerycollege.edu.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Upon approval, the revised general interior design A.A.S. will be published in the College catalog. The Office of the Senior Vice President for Academic Affairs oversees publication and maintenance of the online catalog.

Advertising and recruitment for the program occurs at College events such as new student orientation, major-specific fairs, guest speaker series, symposia, and college recruitment fairs; social media managed by the program coordinator; and networking opportunities from outside businesses and organizations. The Office of Communications oversees publication of electronic and hard copy marketing materials.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

While Montgomery College’s A.A.S. programs are intended for individuals seeking immediate employment opportunities, the department is actively pursuing a formal articulation agreement with Morgan State University’s bachelor in science in interior design. An unofficial transfer agreement is already in place.

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

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

Montgomery College appoints faculty who are experienced educators and working professionals in the field of interior design. The current faculty continue to engage with the professional community in the region while serving as faculty in the department. Furthermore, because of the College’s close relationship with the professional interior design community in Washington, DC, Maryland, and Virginia, numerous part-time faculty serve as adjunct instructors as well as guest speakers and mentors.

Following is a summary of faculty supporting the general interior design A.A.S.:

Name	Terminal Degree and Field	Academic Rank	Courses
Molly Kunselman	<ul style="list-style-type: none"> ▪ Master’s in interior design 	Full-Time Faculty	IDES 101 , IDES 107 , IDES 111 , IDES 221 , IDES 222
Chantal Vilmar	<ul style="list-style-type: none"> ▪ Ed.D. in community college leadership ▪ Master's in leadership in education ▪ Bachelor’s in interior design 	Full-Time Faculty	IDES 101 , IDES 107 , IDES 110 , IDES 111 , IDES 221 , IDES 222
Julie Priddy	<ul style="list-style-type: none"> ▪ Bachelor’s in interior design ▪ CMKBD (certified kitchen and bath designer) ▪ NCIDQ (licensed interior designer) 	Part-Time Faculty	IDES 101 , IDES 107
Shekesia Joyner	<ul style="list-style-type: none"> ▪ Master’s in interior design ▪ NCIDQ (licensed interior designer) 	Part-Time Faculty	IDES 101 , IDES 118
Jace Garcia	<ul style="list-style-type: none"> ▪ Bachelor’s in architecture 	Part-Time Faculty	IDES 123 , IDES 222

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

Montgomery College offers numerous in-person and online professional development course offerings for best practices in pedagogy, content delivery, and course assessment. The College also offers an educational assistance program (EAP) that provides faculty funds to support graduate and doctoral coursework and professional conferences and workshops.

Interior design faculty maintain active memberships in many professional organizations related to their field, such as the [American Society of Interior Designers \(ASID\)](#), the [International Interior](#)

[Design Association \(IIDA\)](#), the [National Kitchen and Bath Association \(NKBA\)](#), the [Hospitality Industry Network \(NEWH\)](#), and the [Interior Design Educator's Council \(IDEC\)](#). Montgomery College students participate in the competition for the National Kitchen and Bath association.

b) The learning management system

Montgomery College's [E-Learning, Innovation, and Teaching Excellence \(ELITE\)](#) department offers many online and in-person training sessions for the College's learning management system (Blackboard), as well as Quality Matters training and semester-long training to prepare faculty for distance education courses.

Since 2020, all full and part-time faculty are trained in the best practices for implementing structured remote instruction (live synchronous online classes) and distance learning (asynchronous web-based classes) through the learning management system. Faculty are also encouraged to use the learning management system to support their in-person classes.

c) Evidenced-based best practices for distance education, if distance education is offered.

ELITE offers numerous training opportunities in distance education pedagogy and instructional technology. A team of instructional designers works closely with individual faculty, academic departments, and committees to design and deliver faculty professional development. In addition, all online instructional faculty are required to complete Blackboard training prior to teaching in the online setting.

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

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The various library resources are adequate to support the proposed program. Students have ready access to a supply of current and relevant books, journals, periodicals, and other reference materials needed to meet the requirements of the curriculum.

Library resources are adequate to support the program and all proposed courses for the revised general interior design A.A.S. Students have ready access to current and relevant books, journals, and reference materials needed to meet the requirements of the curriculum.

In addition to its robust online presence, the Montgomery College Library has three physical locations with comfortable facilities that are conducive to academic work. In-person library services are available 73 hours per week. The library supports the academic goals of the College's students and employees through group instruction sessions, personal research consultations, and online support. Technology available in the library includes computers, printers, charging stations, high-speed scanners, laptops, tablets, One Button Studios for easy video creation, and collaborative workstations for group projects. Web-delivered subscription databases cover many academic disciplines, including interior design. In addition, the [Fairchild Books Interior Design Library](#) offers all-in-one digital access to just under 70 acclaimed textbooks and dedicated supplementary resources from Fairchild Books, to support course delivery and learning across the entire interior design curriculum.

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

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Physical facilities and equipment are adequate to support the proposed program as Montgomery College currently offers all courses in the revised general interior design A.A.S. The program will be implemented with existing resources.

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
 - a) **An institutional electronic mailing system, and**
 - b) **A learning management system that provides the necessary technological support for distance education**

Upon admission, every student receives a Montgomery College email account; this is the primary method for receiving correspondence and information from various College offices and departments. The College utilizes Blackboard as its learning management system. Additionally, Montgomery College promotes distance learning by providing access to online counseling, advising, library resources, tutoring, Zoom, the Microsoft Office software suite accessible through MyMC (Office 365), and more.

- L. **Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)
 1. **Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

TABLE 1: PROGRAM RESOURCES

1. Reallocated Funds:

- Reallocated funds include faculty, administrative, and support salaries currently supporting the general interior design A.A.S.

2. Tuition and Fee Revenue:

- Tuition rates are based on [2022-2023 in-county tuition](#) (89.5 percent of enrollment).
- The credit hour rate includes both tuition and fees with an estimated annual tuition increase. The first credit hour is \$201 (\$132 plus minimum \$50 consolidated fee and other fees); the rate is \$177.40 for two or more credit hours.
- Full-time enrollment is equivalent to 30 credit hours for the academic year; part-time enrollment is equivalent to 12 credit hours for the academic year.

3. Grants and Contracts:

- No grants or external funding are used to implement this program.

4. Other Sources:

- No additional funds are needed to implement this program.

5. Total Year:

- Program resources reflect a conservative projection of full-time and part-time student enrollment over five years.

Table 1: Program Resources					
Resource Categories	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
1. Reallocated Funds	\$150,251	\$153,934	\$157,721	\$161,614	\$184,241
2. Tuition/Fee Revenue (c + g below)	\$230,975	\$264,554	\$299,574	\$344,089	\$390,448
a. Number of F/T Students	25	28	31	35	39
b. Annual Tuition/Fee Rate	\$5,322	\$5,466	\$5,610	\$5,754	\$5,898
c. Total F/T Revenue (a x b)	\$133,050	\$153,048	\$173,910	\$201,390	\$230,022
d. Number of P/T Students	46	51	56	62	68
e. Credit Hour Rate	\$177.40	\$182.20	\$187.00	\$191.80	\$196.60
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$97,925	\$111,506	\$125,664	\$142,699	\$160,426
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$381,226	\$418,489	\$457,295	\$505,703	\$574,689

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: PROGRAM EXPENDITURES

1. Faculty (# FTE, Salary, and Benefits):

- The following faculty support the general interior design A.A.S.
- Faculty salaries are based on an annual increase of 2.75 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Molly Kunselman	Full-Time Faculty	50%
Chantal Vilmar	Full-Time Faculty	20%
Julie Priddy	Part-Time Faculty	52%
Shekesia Joyner	Part-Time Faculty	26%
Jace Garcia	Part-Time Faculty	26%

2. Administrative Staff (# FTE, Salary, and Benefits):

- Multiple administrative staff support the interior design program. All serve the department as a whole and are not exclusive to this program.
- Administrative staff salaries are based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Chantal Vilmar	Department Chair	10%
Edward Roberts	Dean	5%

3. Support Staff (# FTE, Salary, and Benefits):

- Multiple support staff support the interior design program. All serve the department as a whole and are not exclusive to this program.
- Support staff salaries are based on an annual increase of 3 percent.
- Benefits include 7.65 percent for FICA and \$9,000 per FTE for insurance.

Name	Appointment/Status	Program Time
Berhan Wubneh	Administrative Aide II	10%
Patti Secreto	Lab Coordinator	10%

4. Equipment:

- No additional equipment is needed to implement this program.

5. Library:

- No additional library resources are needed to implement this program.

6. New and/or Renovated Space:

- No additional facilities are needed to implement this program.

7. Other Expenses:

- No other expenses are anticipated to implement this program.

8. Total Year:

- The total expenditures include faculty, administrative, and staff salaries supporting the general interior design A.A.S. These positions will support the revised program. The expenditure is a reallocated resource.

Expenditure Categories	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
1. Faculty (b + c below)	\$119,546	\$122,403	\$125,338	\$128,354	\$131,453
a. Number of FTE	1.74	1.74	1.74	1.74	1.74
b. Total Salary	\$96,503	\$99,157	\$101,884	\$104,686	\$107,565
c. Total Benefits	\$23,043	\$23,246	\$23,454	\$23,668	\$23,889
2. Admin. Staff (b + c below)	\$23,030	\$23,680	\$24,350	\$25,040	\$25,751
a. Number of FTE	0.15	0.15	0.15	0.15	0.15
b. Total Salary	\$20,139	\$20,744	\$21,366	\$22,007	\$22,667
c. Total Benefits	\$2,891	\$2,937	\$2,984	\$3,034	\$3,084
3. Support Staff (b + c below)	\$7,675	\$7,851	\$8,033	\$8,220	\$8,412
a. Number of FTE	0.20	0.20	0.20	0.20	0.20
b. Total Salary	\$5,457	\$5,621	\$5,790	\$5,963	\$6,142
c. Total Benefits	\$2,217	\$2,230	\$2,243	\$2,256	\$2,270
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$10,212
5. Library	\$0	\$0	\$0	\$0	\$8,412
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 7)	\$150,251	\$153,934	\$157,721	\$161,614	\$184,241

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

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

The College assesses and reviews programs on a regular basis based on the information noted in section G.3. All courses and programs at Montgomery College have clearly stated learning outcomes. The program learning outcomes align with and support the student learning outcomes of the individual courses that form a program's curriculum. The program assessment process involves assessment planning, data collection, review of results, action plan development and implementation, and reassessment. The cyclical loop is closed by using the assessment results to improve teaching and learning experiences.

College faculty undergo an extensive and comprehensive evaluation process in compliance with the agreements between the College and the Montgomery College Chapter of American Association of University Professors (full-time faculty) and the Service Employees International Union (part-time faculty). This process includes student evaluations, self-evaluations, peer reviews, classroom observations, department chair reviews, and dean evaluation. The evaluation schedule varies from annually to every five years, depending on the faculty contract type and contract year. Evaluations determine if faculty members demonstrate high-quality performance in their teaching assignments, seek professional growth in their teaching area, are available to students, meet special objectives from preceding evaluations, and demonstrate substantial progress in service to their campus, College, and/or community. The purpose of a performance review is to promote the highest quality teaching techniques, to ensure knowledge of subject matter, to encourage professional growth and development of faculty, to assess strengths and weaknesses in faculty performance, and to assess service to the College community.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

All programs at Montgomery College go through an academic program review every five years to determine program viability. The academic program review ensures all programs support the College's mission, effectively use the College's instructional resources, and serve the needs of students and the College community. The general interior design A.A.S. will go through the academic program review process as all other programs at Montgomery College.

Montgomery College is proud to be selected as an [Achieving the Dream \(ATD\)](#) institution. ATD is a nationwide network of higher education institutions committed to systemic change to increase student success and completion, especially among disadvantaged students. As an ATD institution, Montgomery College works to build a culture of evidence that uses data to make informed decisions for student success. One example of the College's use of data is the [Student Success Score Card](#), which is a summary of indicators used to track student achievement.

The academic program review process and the student success scorecard provide actionable information to help the College assess and improve its focus on achievement and the success of every student.

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

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Montgomery College is committed to creating a welcoming and inclusive environment for all students. As a whole, the Montgomery College community promotes an equity and inclusion focus where radical inclusion—or deeply rooted values of welcoming all individuals seeking

higher education or continuing education—is an essential element of the College’s fabric. The College’s steadfast commitment to radical inclusion creates an inclusive, respectful learning environment that fosters critical thinking and civil discourse.

The interior design program is committed to serving Montgomery College’s diverse student body and promoting equity and inclusion by:

- increasing the recruitment of women and minority students to promote diversity in the student body and interior design professions as a whole
- teaching a curriculum focused on the professional designer’s responsibility to consider inclusivity and accessibility.
- encouraging student participation in real-world activities
- providing a safe space for growth
- providing a solid, skills-based curriculum designed for student success, retention, and completion
- encouraging students to research a particular culture and build their design around that culture
- planning events and presentations that spotlight minority interior design professionals.

O. Relationship to Low Productivity Programs Identified by the Commission

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable. This program is not related to low-productivity programs identified by the Maryland Higher Education Commission.

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

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

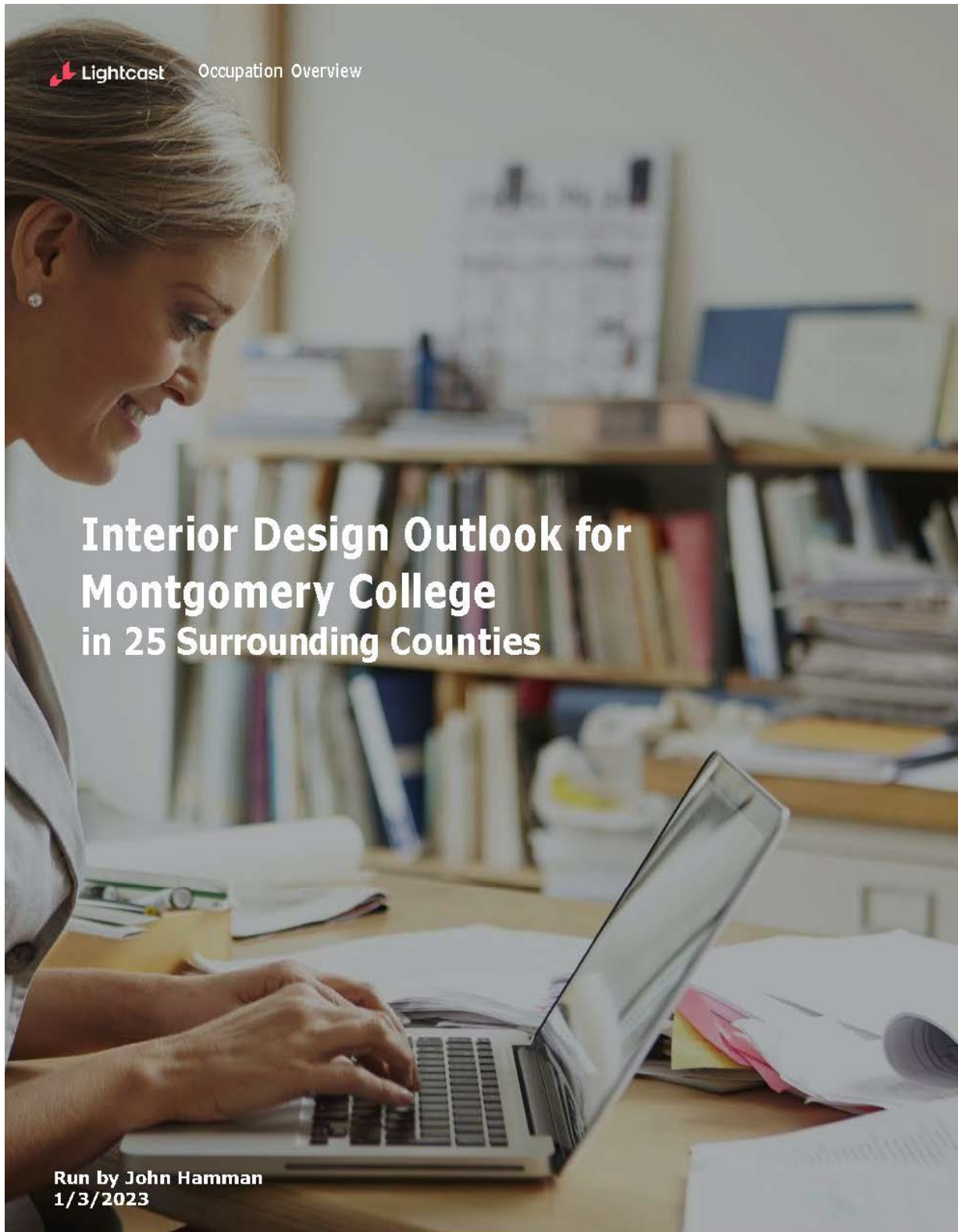
Montgomery College received Commission approval to provide distance education programs. Montgomery College currently offers numerous degrees and certificates with an online delivery option, all of which have been approved by the Commission.


- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

C-RAC guidelines are not related to the proposed general interior design A.A.S. because it is not a distance education program.

The Middle States Commission on Higher Education is the accrediting body for Montgomery College. The College follows the appropriate guidelines and adheres to the national standards and integrity for our distance education programs. Montgomery College received a positive outcome at the 2018 reaccreditation.

**Appendix A
EMSI Data**



 Lightcast Occupation Overview

**Interior Design Outlook for
Montgomery College
in 25 Surrounding Counties**

**Run by John Hamman
1/3/2023**

Contents

What is Lightcast Data?	1
Report Parameters	2
Executive Summary	3
Jobs	4
Compensation	7
Job Posting Activity	8
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Occupational Programs	17
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What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumé, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

The Atlantic

Forbes

**Harvard
Business
Review**

*The
New York
Times*

WSJ

**USA
TODAY**

Report Parameters

2 Occupations

27-1025 Interior Designers

27-1027 Set and Exhibit Designers

25 Counties

11001 District of Columbia County, DC

24003 Anne Arundel County, MD

24005 Baltimore County, MD

24009 Calvert County, MD

24013 Carroll County, MD

24017 Charles County, MD

24021 Frederick County, MD

24027 Howard County, MD

24031 Montgomery County, MD

See Appendix A for all 25 Counties

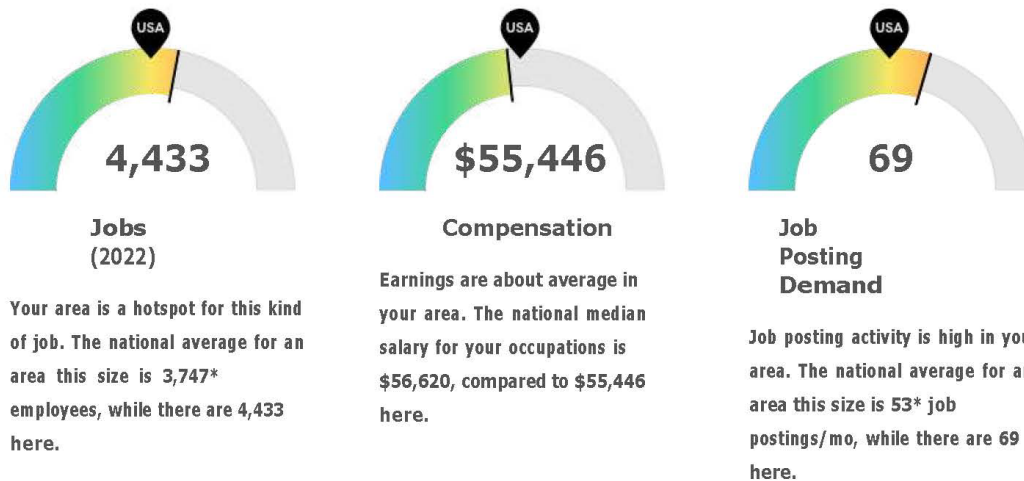
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupations and geographical areas.

Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs

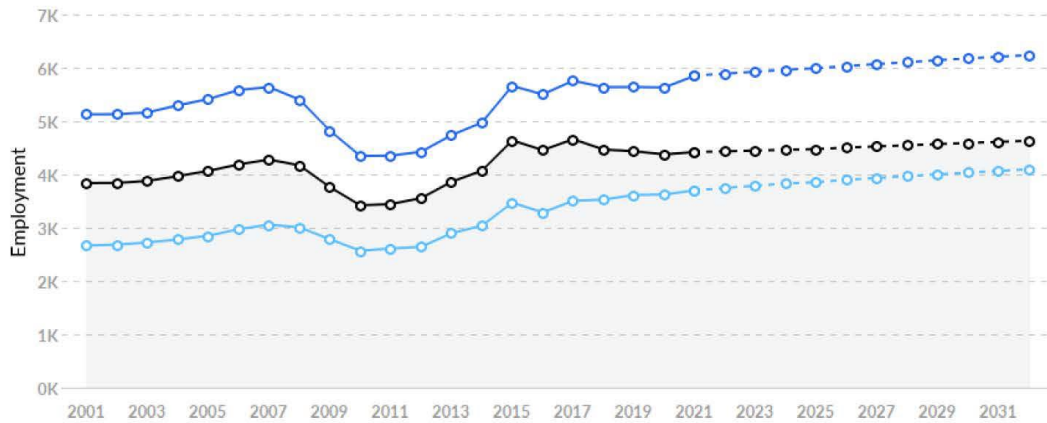


*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

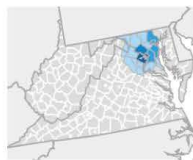
An average area of this size typically has 3,747* jobs, while there are 4,433 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2022 Jobs	2032 Jobs	Change	% Change
• 25 Counties	4,433	4,633	200	4.5%
• National Average	3,747	4,097	350	9.3%
• 4 States	5,893	6,239	345	5.9%

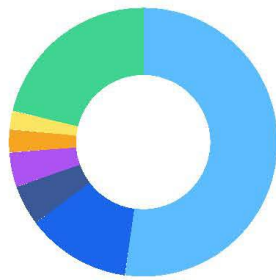
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2022 Jobs
Fairfax County, VA	1,162
District of Columbia County, DC	1,078
Montgomery County, MD	574
Prince George's County, MD	268
Baltimore County, MD	258

Most Jobs are Found in the Specialized Design Services Industry Sector

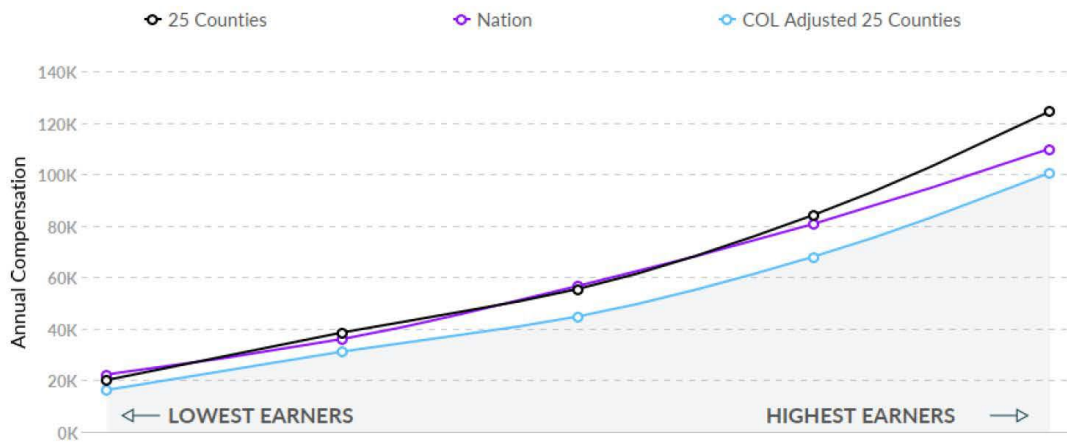


Industry	% of Occupation in Industry (2022)
● Specialized Design Services	52.1%
● Architectural, Engineering, and Related Services	12.6%
● Federal Government, Civilian	4.8%
● Furniture Stores	4.2%
● Residential Building Construction	2.8%
● Management, Scientific, and Technical Consulting Services	2.2%
● Other	21.3%

Compensation

Regional Compensation Is 2% Lower Than National Compensation

For your occupations, the 2021 median wage in your area is \$55,446, while the national median wage is \$56,620.



Job Posting Activity



823 Unique Job Postings

The number of unique postings for this job from Jan 2022 to Dec 2022.



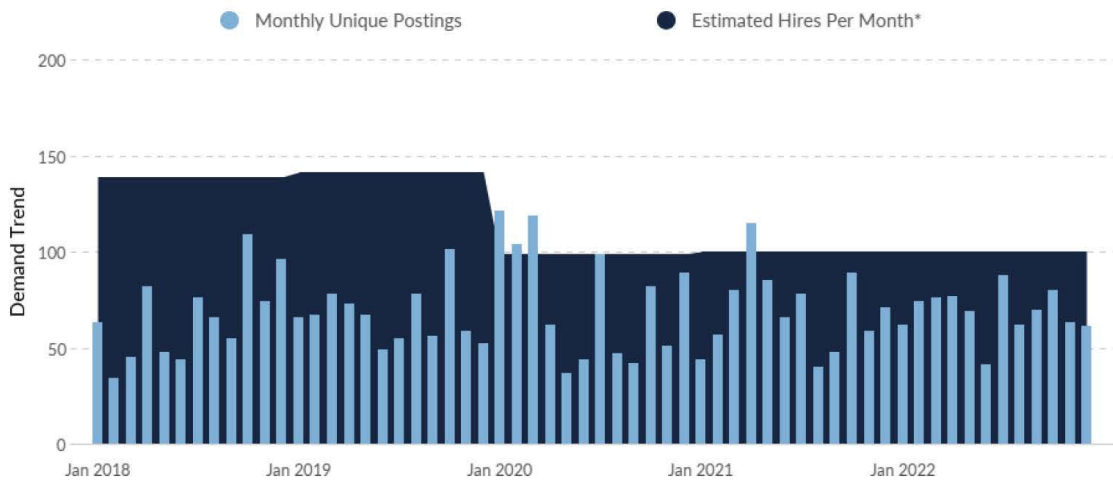
256 Employers Competing

All employers in the region who posted for this job from Jan 2022 to Dec 2022.























32 Day Median Duration

Posting duration is 7 days longer than what's typical in the region.

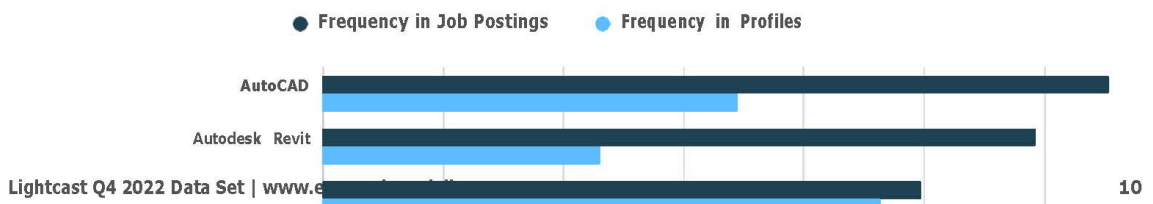


Occupation	Avg Monthly Postings (Jan 2022 - Dec 2022)	Avg Monthly Hires (Jan 2022 - Dec 2022)
Interior Designers	66	77
Set and Exhibit Designers	3	23

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings	Top Job Titles	Unique Postings
The Home Depot	96 	Interior Designers	273 
Actalent	41 	Kitchen and Bath Designers	165 
La-Z-Boy	17 	Design Consultants	46 
Stantec	15 	Interior Design Assistants	21 
Leo A Daly	13 	Kitchen Designers/Sales Assoc...	16 
WSP Global	12 	Interior Designers/Architects	15 
Interior Talent	11 	Design Associates	13 
Arhaus	8 	Kitchen Designers	13 
Floor & Decor	8 	Interior Design Project Managers	11 
Gensler	8 	Exhibit Designers	10 

Top Specialized Skills

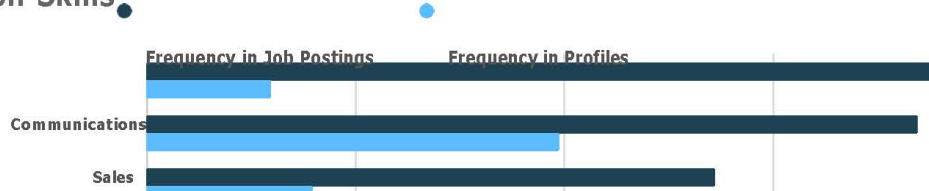


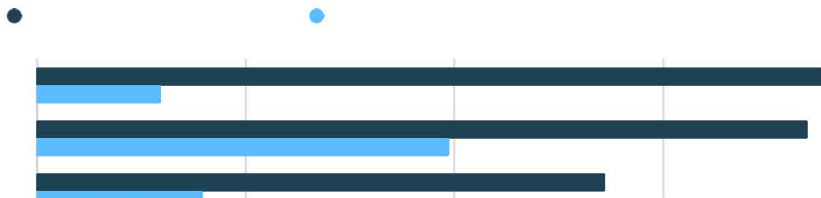
Occupation Overview



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
AutoCAD	269	33%	681	17%
Autodesk Revit	244	30%	455	12%
Space Planning	205	25%	915	23%
Construction	191	23%	327	8%
SketchUp (3D Modeling Software)	179	22%	553	14%
Showrooms	147	18%	129	3%
Furniture Fixtures And Equipment (FF&E)	126	15%	315	8%
Purchasing	118	14%	124	3%
Renovation	116	14%	451	11%
Construction Management	114	14%	149	4%

Top Common Skills



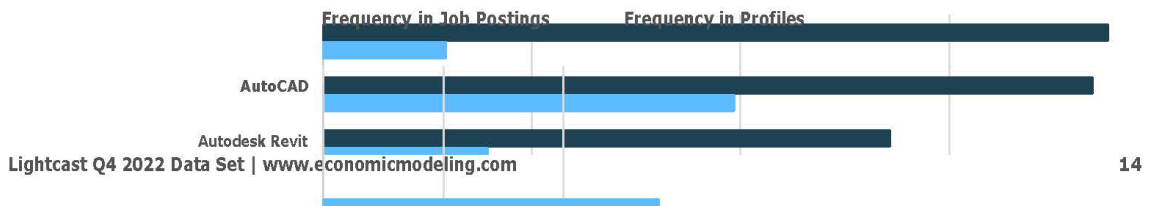


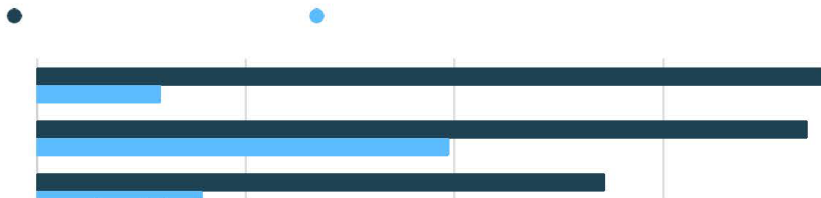
Occupation Overview



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	310	38%	236	6%
Sales	304	37%	780	20%
Presentations	224	27%	314	8%
Microsoft Office	174	21%	631	16%
Customer Service	170	21%	666	17%
Management	168	20%	472	12%
Detail Oriented	158	19%	43	1%
Coordinating	152	18%	144	4%
Planning	145	18%	247	6%
Research	113	14%	328	8%

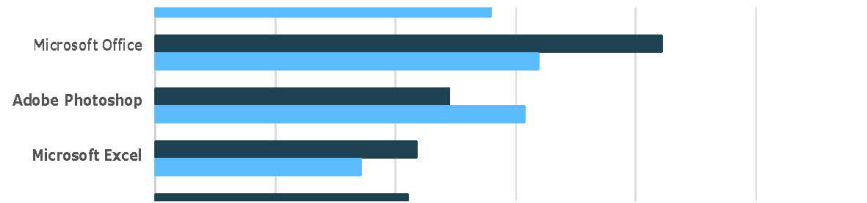
Top Software Skills







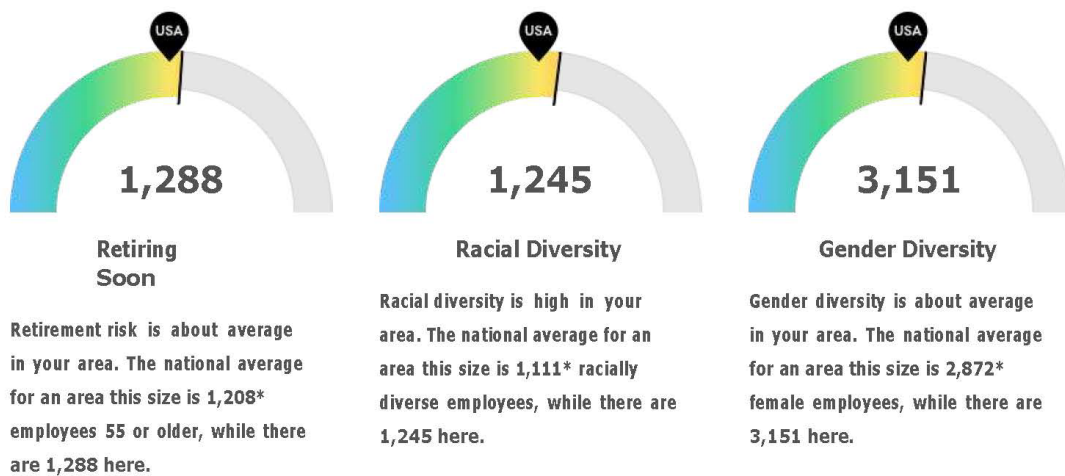
Occupation Overview



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
AutoCAD	269	33%	681	17%
Autodesk Revit	244	30%	455	12%
SketchUp (3D Modeling Software)	179	22%	553	14%
Microsoft Office	174	21%	631	16%
Adobe Photoshop	101	12%	608	15%
Microsoft Excel	90	11%	341	9%
Adobe Creative Suite	87	11%	328	8%
Adobe InDesign	82	10%	428	11%
Microsoft Outlook	64	8%	60	2%
Microsoft PowerPoint	60	7%	346	9%

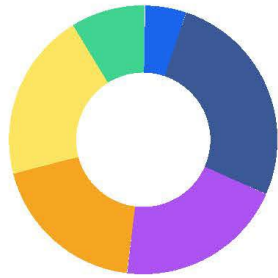
Demographics

Retirement Risk Is About Average, While Overall Diversity Is High



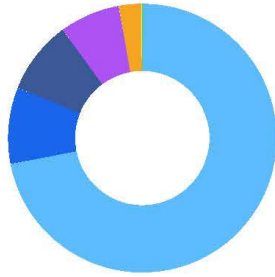
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



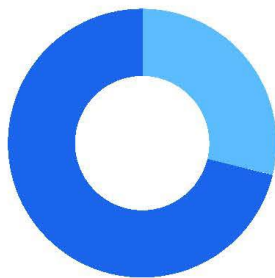
		% of Jobs	Jobs
●	14-18	0.1%	6
●	19-24	5.0%	220
●	25-34	26.4%	1,168
●	35-44	20.3%	898
●	45-54	19.0%	840
●	55-64	20.3%	897
●	65+	8.8%	391

Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	71.8%	3,176
Hispanic or Latino	9.2%	407
Asian	8.8%	389
Black or African American	7.3%	322
Two or More Races	2.7%	120
American Indian or Alaska Native	0.1%	6
Native Hawaiian or Other Pacific Islander	0.0%	2

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	28.7%	1,270
Females	71.3%	3,151

Occupational Programs



10 Programs

Of the programs that can train for this job, 10 have produced completions in the last 5 years.













1,414 Completions (2021)











The completions from all regional institutions for all degree types.



459 Openings (2021)

The average number of openings for an occupation in the region is 707.

CIP Code	Top Programs	Completions (2021)
50.0701	Art/Art Studies, General	266 
50.0702	Fine/Studio Arts, General	224 
50.0501	Drama and Dramatics/Theatre Arts, General	183 
50.0499	Design and Applied Arts, Other	151 
50.0408	Interior Design	139 
50.0703	Art History, Criticism and Conservation	127 
50.0401	Design and Visual Communications, General	121 
50.0402	Commercial and Advertising Art	105 
50.0410	Illustration	90 
50.0502	Technical Theatre/Theatre Design and Technology	8 

Top Schools	Completions (2021)
Maryland Institute College of Art	227 
Towson University	173 
Northern Virginia Community College	140 
University of Maryland-College Park	126 
George Washington University	114 
Montgomery College	73 
University of Maryland-Baltimore County	69 
Marymount University	59 
Bowie State University	57 
George Mason University	57 

Appendix A (Geographies)

Code	Description	Code	Description
11001	District of Columbia County, DC	51013	Arlington County, VA
24003	Anne Arundel County, MD	51043	Clarke County, VA
24005	Baltimore County, MD	51059	Fairfax County, VA
24009	Calvert County, MD	51061	Fauquier County, VA
24013	Carroll County, MD	51107	Loudoun County, VA
24017	Charles County, MD	51153	Prince William County, VA
24021	Frederick County, MD	51179	Stafford County, VA
24027	Howard County, MD	51510	Alexandria City County, VA
24031	Montgomery County, MD	51600	Fairfax City County, VA
24033	Prince George's County, MD	51610	Falls Church City County, VA
24043	Washington County, MD	51683	Manassas City County, VA
24510	Baltimore City County, MD	51685	Manassas Park City County, VA