FSU | FLORIDA STATE UNIVERSITY

Approval of Request to Offer New Degree

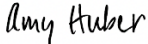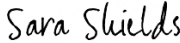|	
College:	Fine Arts
Department:	Interior Architecture and Design
Degree Name:	Interdisciplinary Design
Degree CIP Code:	50.0401
Dean's Office Contact:	Sara Shields
Level:	__X__ Bachelor's
	_____ Master's
	_____ Thesis ____ Coursework ____ Project
	_____ Specialist
	_____ Doctoral
Degree Type(s):	BS
Semester to be Implemented:	Fall 2026

Substantive Change Required ____Approval ____Notification ____None
To be completed by Institutional Accreditation Liaison

Amy Huber —693D4B8FDCB8492...	8/5/2025 | 4:33 PM EDT
Department Curriculum Committee	**Date**
[signature] —794F09BFBB29488...	8/5/2025 | 5:01 PM EDT
Department Chair	**Date**
Sara Shields —ED78454E16A4405...	8/6/2025 | 8:52 AM EDT
College Curriculum Committee	**Date**
James Frazier —706D6E7B7F09458...	8/6/2025 | 1:22 PM EDT
Academic Dean	**Date**
Galiya Tabulda —E0349093F34B1B6...	8/6/2025 | 2:37 PM EDT
Director of Institutional Performance & Assessment	**Date**
Sara Hamon —EB826D1C91E0435...	8/11/2025 | 10:20 AM EDT
Institutional Accreditation Liaison	**Date**
Graduate Policy Committee or **Undergraduate Policy Committee**	**Date**
Vice President for Faculty Development and Advancement	**Date**

Note: OFDA will obtain the signatures of the Provost, President, and FSU Board of Trustees Chair on BOG Form.

STATE UNIVERSITY SYSTEM OF FLORIDA

Request to Offer a New Degree Program
In accordance with Board of Governors Regulation 8.011,
Academic Degree Program Coordination and Approval

Florida State University	**Fall 2026**
Institution Submitting Proposal	Proposed Implementation Term
College of Fine Arts	**Interior Architecture and Design**
Name of College(s) or School(s)	Name of Department(s)/Division(s)
Design and Visual Communication	**Interdisciplinary Design**
Academic Specialty or Field	Complete Name of Degree
50.0401	
Proposed CIP Code (2020 CIP)	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met before the program's initiation.

_____
**Date Approved by the University
Board of Trustees**

_____
President's Signature   Date

_____
**   Board of Trustees Chair's Signature
Date**

_____
Provost's Signature   Date

I. Overview

A. Briefly describe the proposed program in the following table.

Purpose	The purpose of the Interdisciplinary Design BS program is to prepare students to become agile, collaborative, and future-oriented design professionals equipped to meet the growing demand across creative industries. As the need for human-centered and cross-functional design solutions expands, this program will provide students with the frameworks and skills necessary to thrive in a range of design-focused careers. The curriculum integrates design thinking, digital technologies, and problem-solving methodologies, enabling students to address complex challenges through visual communication and design innovation. With an emphasis on collaboration, creativity, and interdisciplinary learning, the program responds to state, national, and global demand for design skills while offering a distinct educational experience currently only offered by one other university in the SUS.
Degree Level(s):	Bachelors (BS)
Majors, Concentrations, Tracks, or Specializations	Design and Visual Communication
Total Number of Credit Hours	120
Program Type	☒ **E&G Program** ☐ **Market Tuition Rate Program*** ☐ **Self-Supporting Program*** *Refer to Board Regulation 8.002, Self Supporting and Market Tuition Rate Program and Course Offerings, for additional details.
Possible Career Outcomes	Web and Digital Interface Designers, Commercial and Industrial Designers, Graphic Designers, Set and Exhibit Designers, Designers

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan?
Programs of Strategic Emphasis List
   ☐ Yes, it does qualify as a Program of Strategic Emphasis.
   ☒ No, it does not qualify as a Program of Strategic Emphasis.

C.   Does the program fall under one of the CIP codes listed below that qualifies for the Programs of Strategic Emphasis Waiver? (for baccalaureate programs only)

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

☐ Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to Board Regulation 7.008 and the Programs of Strategic Emphasis Waiver Guidance.

☒ No

☐ Not Applicable

II. Institutional and State-Level Accountability

A. Describe how the proposed program directly or indirectly supports the following.
1. The State University System's Strategic Plan goals.
2. The institution's strategic plan and goals the program will directly advance.
3. The university's mission.
4. The benefit to the university, the local community, and the state.

1. **Alignment with The State University System's Strategic Plan goals.** The proposed Bachelor of Science in Interdisciplinary Design directly supports the State University System's 2025 Goals by advancing excellence, increasing productivity, and addressing strategic priorities across teaching and learning, research and innovation, and community and business engagement.

   Teaching & Learning
   Excellence Goal: Strengthen Quality & Reputation of Academic Programs & Universities
   - Offers an innovative, studio-based curriculum centered on interdisciplinary problem solving, human-centered design, and visual communication.
   - Draws on nationally recognized faculty in design, digital media, and the arts to enhance academic prestige.
   - Positions FSU as a leader in design education within the State University System by offering a unique degree under CIP 50.0401.

   Productivity Goal: Increase Degree Productivity & Program Efficiency
   - Leverages existing faculty and facilities from multiple departments inside of and beyond the College of Fine Arts, maximizing resources without

duplicating programs.

- Attracts students from multiple disciplines (e.g., studio art, marketing, urban planning), expanding degree pathways and retention.
- Focuses on real-world application, ensuring students graduate with career-ready portfolios and skills.
- Responds to the growing demand for interdisciplinary creative professionals in technology-driven industries.

Scholarship, Research, & Innovation

Excellence Goal: Strengthen Quality & Reputation of Scholarship, Research, & Innovation

- Encourages applied research in design problem-solving, sustainability, and digital innovation.
- Faculty will produce peer-reviewed scholarship, exhibitions, and public impact projects at national and international levels.

Productivity Goal: Increase Research Activity & Attract More External Funding

- Supports grant-seeking activities through cross-university collaborations in digital media, entrepreneurship, and design.
- Offers undergraduate applied research opportunities that prepare students for graduate study and contribute to FSU's research profile.

Strategic Priorities Goal: Increase Commercialization Activity

- Encourages development of marketable design solutions.

Community & Business Engagement

Excellence Goal: Strengthen Quality & Recognition of Commitment to Community & Business Engagement

- Design coursework will embed community-based design projects into the curriculum, advancing FSU's public service mission.
- Program plans to partner with regional organizations and local governments to address real-world challenges that can be addressed through visual communication and design thinking.

Productivity Goal: Increase Community & Business Engagement

- Offers experiential learning where students design with community members and local businesses in mind.
- Faculty will build long-term relationships with industry and nonprofit partners, possibly contributing to regional development initiatives.

Strategic Priorities Goal: Increase Community & Business Workforce

- Equips students with creative, technological, and collaborative skills needed in the 21st-century workforce.
- Graduates will enter high-demand roles in digital media, user experience, and design consulting, expanding Florida's talent pipeline.

2. **Alignment with Florida State University's Strategic Plan (2023–2027).** The proposed Bachelor of Science in Interdisciplinary Design directly supports and advances multiple goals outlined in Florida State University's 2023–2027 Strategic Plan. Grounded in FSU's mission to foster excellence in teaching, research, creative

endeavors, and service, the program embodies the university's vision to be among the most entrepreneurial and innovative institutions in the nation.

Goal I: Expanding Research and Academic Excellence
- Supports the recruitment and development of high-impact faculty in design, digital media, and creative research.
- Faculty will engage in translational scholarship and artistic creation through interdisciplinary, community-engaged design research.
- Promotes the expansion of FSU's fine and performing arts by integrating design as a bridge to collaborate with other colleges.
- Lays a foundation for future graduate-level training in interdisciplinary design fields.

Goal II: Ensuring Student Success on Campus and Beyond
- Offers a curriculum grounded in active learning, design thinking, and real-world applications that build long-term professional and personal success.
- Engages students in co-curricular learning, including possible internships, design projects, and collaborative studio work.
- Prepares students with transferable, career-ready skills relevant to high-demand industries in Florida and beyond.
- Reinforces student well-being and resilience by fostering meaningful engagement and self-expression through the creative process.

Goal III: Nurturing and Inspiring FSU's Entrepreneurial Spirit
- Builds a culture of creativity and innovation by empowering students to use design to solve complex problems.
- Encourages smart risk-taking, iterative making, and innovation through curriculum built around hands-on projects and community partnerships.
- Supports commercialization opportunities by connecting design thinking with real-world market and societal needs.

Goal IV: Committing to Inclusive Excellence and Civil Discourse
- Centers inclusive design practices and responsive teaching methods that promote civil discourse.
- Creates opportunities for all students to engage in community-based research and creative work that reflect a range of perspectives.
- Prepares students to navigate a range of working environments through globally aware design education.
- Builds collaborative competency by connecting students with community partners.

Goal V: Enhancing Our Brand to Reflect Institutional Excellence
- Positions FSU as a leader in interdisciplinary, innovation-driven education by offering a program only available in one other institution in the SUS.
- Strengthens the university's reputation for academic innovation, creative leadership, and impact.

- Attracts attention from prospective students, faculty, and partners interested in contemporary design education and public engagement.
- Contributes to institutional excellence and FSU's national visibility through a bold, future-oriented academic offering.

3. **The university's mission.** The proposed Bachelor of Science in Interdisciplinary Design supports Florida State University's mission to preserve, expand, and disseminate knowledge across disciplines while fostering fostering learning centered on transferable skills such as design thinking, collaboration, and creative problem solving through excellence in teaching,research, creative endeavors, and service. The program is deeply aligned with the university's core values and contributes to the holistic development of students as thinkers, makers, and citizens.

Transformative Daring
- Encourages students to embrace creative risk-taking and problem-solving through design thinking and iterative making.
- Empowers students to tackle real-world challenges using speculative and human-centered design approaches.
- Supports resilience and adaptability by teaching students to work through failure, ambiguity, and open-ended problems—skills essential to innovation.

Inspired Excellence
- Fosters collaboration among students, faculty, and community partners to generate high-quality creative and scholarly work.
- Attracts and supports faculty who are leaders in the fields of design, visual communication, and interdisciplinary research.
- Encourages students to pursue excellence through challenging studio courses, critiques, and research-based design practices.

Dynamic Environment
- Builds a creative academic culture where students from a range of backgrounds collaborate on design projects.
- Integrates perspectives from the arts, humanities, technology, communication, and sciences to create an interdisciplinary learning environment.
- Prioritizes connection through teamwork, mentorship, and reflective practice in both classroom and community settings.

Responsible Stewardship
- Leverage existing resources—faculty expertise, campus infrastructure, and community partnerships—for maximum impact without duplication.
- Prepares graduates to use design as a tool for civic responsibility, advancing public good through thoughtful visual and spatial interventions.
- Promotes ethical design practices rooted in sustainability and community needs.

Engaged Community
- Deepens FSU's connections to local and regional communities through design challenges embedded into the classes.
- Supports studio-based instruction that nurtures meaningful peer and faculty relationships within a large research university.
- Connects students with local organizations, public institutions, and businesses to co-create solutions that address community needs while enriching student learning.

4. **The benefit to the university, the local community, and the state.** The proposed Bachelor of Science in Interdisciplinary Design will make meaningful contributions to Florida State University, the broader community, and the state of Florida by advancing education, fostering innovation, and addressing workforce and societal needs through creative, interdisciplinary approaches.

Contributions to the University
- Expands FSU's academic portfolio by offering a distinct degree program.
- Enhances interdisciplinary collaboration across units such as Studio Art, Interior Architecture and Design, Communication, the Innovation Hub, and Entrepreneurship.
- Attracts high-achieving students interested in contemporary, career-ready creative pathways that blend technology, art, and innovation.
- Increases opportunities for faculty research, public scholarship, and grant-funded design initiatives that elevate FSU's academic reputation.
- Strengthens FSU's national and international standing as a leader in design, digital creativity, and community-engaged scholarship.

Contributions to the Community
- Provides students with opportunities to work on public-facing projects that address local challenges through design solutions (e.g., placemaking, wayfinding, communication campaigns).
- Builds sustainable partnerships with nonprofits, small businesses, and public agencies to co-create meaningful, long-term impact.
- Encourages civic engagement and service learning through design studios and community-based research, reinforcing FSU's role as a public-serving institution.
- Offers workshops, exhibitions, and outreach events that make design education and resources accessible to broader community audiences.
- Fosters a pipeline of design-savvy graduates who are prepared to contribute meaningfully to the cultural and economic development of Tallahassee and the region.

Contributions to the State
- Addresses statewide workforce needs in growing sectors such as digital media, UX/UI, branding, and visual communication.
- Supports economic development by preparing graduates to work in creative

industries, launch startups, or serve in design-driven public and nonprofit roles.
- Advances the Florida Board of Governors' strategic goals by increasing degree production in a high-demand, high-skill areas.
- Helps retain talent in the state by offering students a compelling, future-facing design education at a major public university.
- Promotes innovation and entrepreneurship by equipping graduates to create solutions that respond to the challenges facing Florida communities.

B. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each has been addressed in this proposal or will be addressed before the proposed program is implemented.

The university presented the BS in Interdisciplinary Design pre-proposal to the CAVP ACG on February 5, 2025, no concerns were addressed.

III. Student and Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip III-A.
A. Describe the Florida and national workforce demand for the proposed program. The response should, at a minimum, include the current state workforce data from Florida's Department of Commerce and national workforce data from the U.S. Department of Labor's Bureau of Labor Statistics. Additional documentation for workforce needs may include letters of program support by employers and job postings for program graduates, as well as a description of any specific needs for research and service that the program would fulfill.
Complete the table below using data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

The proposed Bachelor of Science in Interdisciplinary Design degree program aligns with growing workforce demand in Florida and nationally. Data from Florida's Department of Economic Opportunity and the U.S. Department of Labor's Bureau of Labor Statistics highlight significant employment opportunities in design-related occupations.

Florida Workforce Demand
- In Florida, the demand for **Commercial and Industrial Designers** is projected to grow by 8**.5%** between 2024 and 2032, surpassing the national average of 7.9%.
- **Art and Design Workers** are projected to grow by **4.7%** in Florida during the same period, contributing nearly 3,930 new jobs by 2032.
- Other design roles, such as **Graphic Designers**, are also projected to grow at **6.1%.**

National Workforce Demand

- Nationally, **Web and Digital Interface Designers** are projected to grow by **7.9%** between 2023 and 2033, creating 10,200 new jobs and averaging 128,600 annual job openings.
- **Graphic Designers** remain a significant segment, with 267,200 annual openings nationally, growing at **2.5%**.
- Specialized fields, such as **Set and Exhibit Designers**, demonstrate strong growth at **5.1%**, reflecting increasing demand in entertainment and exhibition industries.

This program directly supports workforce needs in Florida by preparing students for fast-growing roles in interdisciplinary design and visual communication fields, particularly in areas like web design, user experience, and environmental graphics. By equipping students with interdisciplinary skills, the program fulfills industry demands for innovation and cross-functional expertise, critical for addressing evolving design challenges in local, national, and international markets. Support from employers and industry stakeholders, alongside the workforce data, emphasizes the need for graduates equipped with creative, technical, and collaborative skills to thrive in diverse design sectors.

Labor Market Demand, CIP Code 50.0401

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2024-32	U.S. 2023-33	FL 2024	U.S. 2023	FL 2032	U.S. 2033	
Web and Digital Interface Designers (15-1255)	Not Available	15.2%	NA	10,700	NA	27,900	Bachelor's degree
Art, Drama, and Music Teachers, Postsecondary (25-1121)	10.7%	3.2%	322	10,200	664	14,100	Master's degree
Commercial and Industrial Designers (27-1021)	8.5%	2%	143	2,200	264	2,900	Bachelor's Degree
Graphic Designers (27-1024)	6.1%	3.3%	1,873	22,800	3,022	31,700	Bachelor's Degree

Sources:
Date Retrieved: 1/15/2025
U.S. Bureau of Labor Statistics - https://data.bls.gov/projections/occupationProj
Florida Department of Economic Opportunity - http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections

B. If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
N/A	N/A	

C. Describe the student demand for the proposed program. The response should, at a minimum, include the following.

1. Projected headcount for Year 1 through Year 5.

Year	Projected Headcount
Year 1	15 students
Year 2	30 students
Year 3	50 students
Year 4	75 students
Year 5	95 students

2. Data that supports student interest or demand for the proposed program. Include questions asked, results, and other communications with prospective students.

The BS in Interdisciplinary Design has significant interest among students, evidenced by a survey conducted with undergraduate and graduate students across departments at FSU, including Communication, Marketing, Urban and Regional Planning, and Entrepreneurship. The survey revealed strong enthusiasm for offerings related to design, with 83% of respondents indicating they would be extremely or somewhat likely to use design skills in their ideal job, and over 70% expressing interest in interdisciplinary design coursework. Students highlighted career aspirations in UX/UI design, graphic design, branding, and environmental design, indicating strong alignment between professional goals and program offerings.

In addition to strong student interest, conversations with faculty and leadership in the College of Communication have highlighted the value of this degree as a complementary option for students pursuing careers in media production, digital strategy, and advertising. Faculty expressed enthusiasm for opportunities to collaborate around shared topics such as branding, visual communication, and user experience.

Likewise, faculty and deans in the College of Communication and Information (CCI) have noted strong potential for alignment with their programs, particularly in relation to innovation, product development, and design-centered experiences. Several expressed interest in seeing students pair the BS in Interdisciplinary Design with CCI coursework or use it as a second major to supplement programs like advertising and communication.

Currently, the only other program with the same CIP code in the SUS is offered at USF. As it was recently added to the State Degree Inventory in Fall 2024, data on its performance is not yet available. Establishing this program at FSU would provide North Florida students access to interdisciplinary design, filling a geographic and academic gap in the state's higher education offerings. This program's integration of design thinking and cross-disciplinary collaboration also distinguishes it from other available design programs, making it an essential addition to FSU

IV. Duplication of Existing Programs

A. If the program duplicates another degree program at a private or public state university in Florida with a substantially similar curriculum, provide evidence that the university has investigated the potential impact on the existing program, has discussed opportunities for collaboration with the affected university, and can justify the need for duplication. Additionally, summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at the affected institutions regarding the potential impact on enrollment and any opportunities for collaboration in the areas of instruction and research.

The BS in Design at the University of South Florida (USF) launches in Fall 2025 and shares some thematic elements with the proposed program at Florida State University (FSU); however, careful steps have been taken to ensure that the FSU curriculum remains distinct in both focus and delivery. While both programs offer a broad, interdisciplinary approach to design education and will draw from multiple departments across the university, FSU's program diverges in key ways—most notably in its lack of emphasis on architecture and engineering and academic minors, which are both significant structural component of USF's program.

To assess potential overlap and opportunities, the Associate Dean of Academic Affairs in FSU's College of Fine Arts met with the Associate Dean and new Design Program Director at USF. This collaborative review of program materials

from both institutions affirmed that the FSU program's interdisciplinary, exploratory structure offers a unique educational experience that complements, rather than duplicates, USF's offering.

As a result of these discussions, both universities identified several promising areas for collaboration, including joint capstone opportunities, potential online course sharing, and the organization of student-centered events such as design expos and virtual showcases. Ongoing dialogue between the institutions will continue as both programs evolve, with a shared commitment to transparency, innovation, and cross-institutional support for the advancement of design education in Florida.

B. If the proposed program curriculum substantially duplicates an existing program at Florida Agricultural and Mechanical University, provide evidence that the proposed program would not affect enrollment in Florida Agricultural and Mechanical University's program.

A degree in this CIP Code is not offered at FAMU.

V. Curriculum
A. If the program is a bachelor's degree, please identify if the university is seeking any of the following statuses for the program.
☐ Not Applicable

Status	Yes	No	If yes, complete the following
Common Prerequisites		x	Appendix C
Exception to 120 Credits		x	Appendix D
Specialized Admissions		x	Appendix E

B. Describe the admissions criteria and graduation requirements for the program.

Admission Requirements:
- FSU requires that students must have completed a minimum of 52 semesters hours of college credit and maintained a cumulative grade of C (2.0) or better for certification into upper division.

Graduation Requirements:

- Specific program course requirements that must be completed are described below in Section V.D. In addition, Florida State University will confer the bachelor's degree when the following conditions have been met: satisfactory completion of Florida State University's CoreFSU requirements with a minimum overall adjusted grade point average of 2.0; a minimum adjusted grade point average (GPA) of 2.0 on all coursework taken at FSU; successful completion of a minimum of one hundred twenty unduplicated semester hours; completion of at least forty-five

semester hours in courses numbered 3000 and above, thirty of which need to be taken at Florida State University; completion of the last thirty semester hours and half of the major course semester hours, in residence at this University; successful completion of the Civic Literacy requirement.

- Must complete: Minimum 52 earned credit hours
  - Must complete: English and Quantitative/Logical Thinking (math) requirements for General Education completed (not in progress)
  - Must complete: Minimum half (18 hours) of General Education requirements completed (not in progress)
- Mapping on track within the major
- Satisfactory completion of Florida State University's CoreFSU requirements with a minimum overall adjusted grade point average of 2.0. The CoreFSU curriculum requirements are divided into two curriculum segments: General Education and University-Wide Graduation Requirements, which encompass all state requirements.
- Satisfactory completion of major requirements in a chosen degree program, including additional requirements set by the college offering the degree. The student's degree program will appear on the baccalaureate diploma. A list of degree programs is available in the "Academic Degree and Certificate Programs" chapter of the General Bulletin. Major names are not printed on university diplomas.
- A minimum adjusted grade point average (GPA) of 2.0 on all coursework taken at Florida State University is required for a degree. In addition, the overall GPA on all college-level work attempted (high school dual enrollment, transfer and FSU coursework) is used as part of the determination of degrees of distinction. See the "Degrees of Distinction" section of this chapter for more information.
- Successful completion of a minimum of one hundred twenty unduplicated semester hours. Physical education activity courses may count as elective credit except in cases where an individual degree program places a specific limit.
- Completion of at least forty-five semester hours in courses numbered 3000 and above, thirty of which need to be taken at Florida State University.
- Completion of the last thirty semester hours and half of the major course semester hours, in residence at this University. In cases of emergency, a maximum of six hours of the final thirty semester hours may be completed by correspondence or residence at another accredited institution with the approval of the academic dean. College-Level Examination Program (CLEP) credit earned may be applied to the final thirty-hour requirement provided that the student has earned at least thirty semester hours credit at Florida State University.
- Students who have entered a university in the State of Florida, Division of Colleges and Universities, with fewer than sixty hours of credit in the fall of 1976 or any time thereafter are required to earn at least nine hours prior to graduation by attendance in one or more Summer terms at one of the State University System institutions. The University President may waive the application of this rule in cases of unusual hardship to the individual. Students may request waivers of this requirement by giving the details of their hardships through their academic

deans to the Vice President for Faculty Development and Advancement. Prior to 2011, students who had earned nine semester hours of credit through approved acceleration methods (AP, IB, CLEP, and approved dual enrollment courses) were exempt from the summer residency requirement. Effective 2011, this exemption is no longer available.

- Satisfaction of the foreign-language admissions requirement by having two sequential units of the same foreign language in high school, or eight semester hours of the same foreign language in college, or documented equivalent proficiency.
- Successful completion of the Civic Literacy requirement.
- Successful completion of coursework constituting the student's program of studies, minor, Honors in the Major Research, or certification examination does not guarantee the awarding of the baccalaureate degree. Faculty judgment of the academic performance of the student is inherent in the educational process in determining whether the awarding of the baccalaureate degree or admission into a higher level degree program is warranted.

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines for such programs, as outlined in State Board of Education Rule 6A-10.024. List any prerequisites and identify the specific AS degrees that may transfer into the proposed program.

⊠ Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program in the table below.

Course Prefix & Number	Course Title	Required or Elective	Credit Hours	Course Description
Foundations Coursework - (15 hours)				
ART 1300c	Drawing Foundations	Required	3	This course includes creative expression and communication using a variety of black and white media.
IND 1203c	Design Fundamentals	Required	3	This course is the study and development of two- and three-dimensional design projects using the elements and principles of design.
ART 1602c	Digital Foundations	Required	3	This course offers an introduction to the theory and practice of digital imaging and the basics of time-based art and design.

ARH 2050	History and Criticism of Art I	Required	3	This course is an introductory survey from prehistoric through late-Medieval art history.
ARH 2051	History and Criticism of Art II	Required	3	This course is an introductory survey from early Renaissance through modern art history including developments in American art.
Core Degree Coursework - (29 hours)				
IND 2300	Graphic Techniques I	Required	3	This course is an introduction to achromatic media used in sketching, rendering, and design drawing, with an emphasis on schematics used in problem solving.
IND 3529	Portfolio Development I	Required	1	This course is designed to assist students in developing the documents necessary to represent their professional identity.
IND 3533	Portfolio Development II	Required	1	This course provides students with the skills and knowledge they need to develop the graphic documents necessary to represent their creative work.
VIC 3xxx	Design Ethics and Responsibility	Required	3	Explores ethical practices and the social responsibility of design, emphasizing accessibility, inclusivity, and sustainability in professional contexts.
ART 3651	Art and Electronic Media	Required	3	This course explores the relationships between art and electronic media in the 20th and 21st centuries. The course focuses on the shift from industrial to information-driven economies, the curriculum outlines digital arts historical trajectory, from the invention of

				photography to recent digital tools. Special attention is given to film, gaming, 3D printing, architecture and interdisciplinary art practices.
ART 4642	Digital Fabrication	Required	3	This course serves as an introduction to the modeling, simulation, and physical realization of digital forms, through the use of rapid prototyping techniques and associated software applications. Through readings, screenings, and discussions, students explore technology, theory, history, and current trends regarding the use of digital forms in contemporary art and culture. Students also design and realize their own works of art utilizing the appropriate tools and techniques, then evaluate the results and those of their peers in critique sessions.
ENT 3607	Innovation by Design	Required	3	This course teaches methods common to human-centered innovation frameworks such as Design Thinking: empathizing, framing and reframing problems, ideating, prototyping and testing solutions. Students learn the process of developing products, services, systems and other solutions from the initial discovery of needs, to presenting a tested solution ready for deployment.
ENT 3605	Systems	Required	3	In this course, students

	Innovation by Design			learn the systems innovation process and develop solutions to systemic problems in areas such as education, transportation, housing, environment, health and employment. Student teams identify relevant components of the system, recognize cause and effect relationships and feedback loops, build a systems map, and unveil levers to improve system performance.
IND 2620	Responsible Design	Required	3	This course explores the role of designers in creating safe, equitable, sustainable environments that contribute to the well-being of both people and the planet. Students are introduced to theories of environmental psychology and learn principles that allow their work to adapt to a diversity of people, places, and timelines.
VIC 4xxx	Design Capstone I: Research and Framing	Required (Scholarship in Practice)	3	This course serves as the first half of the capstone sequence for Interdisciplinary Design majors. Students engage in critical research, problem framing, and project development rooted in human-centered and systems-based design methodologies. Emphasis is placed on identifying a complex problem of interest, conducting contextual and stakeholder research, and developing a

				clear project proposal. Students will refine their ability to articulate design intent, establish research-informed goals, and define project parameters in preparation for full implementation in Capstone II.
VIC 4xxx	Design Capstone II: Application and Presentation	Required	3	Building on the work completed in Design Capstone I, this course guides students through the development, prototyping, testing, and final presentation of a comprehensive design solution. Students will work independently or in teams to realize their capstone project, integrating interdisciplinary skills, stakeholder feedback, and iterative design practices. The course culminates in a public presentation or exhibition, accompanied by a reflective analysis of the design process, outcomes, and impact.
Design and Visual Communication Major Coursework - (24 hours)				
GRA 3xxx	Foundations of Graphic Design I	Required	3	This course is your gateway to uncovering the fundamental principles that make graphic design a powerful communication tool. In this course, you will explore the fundamental principles of graphic design, focusing on the effective use of design elements and principles, graphic design terms, theories, and strategic design processes used to convey graphic messages to diverse audiences.

GRA 3xxx	Foundations of Graphic Design II	Required	3	This course provides graduate students with hands-on intermediate introduction to graphic design useful for the creation of publications, the development of brand elements for coherent and consistent communication, and data visualization. Explorations include event promotion materials, animations, introductory video editing techniques and basic website creation.
ART 4925Cr	Media Workshop: Digital Media	Required	3	This course is an intensive study in intermediate graphic design. Course topics may include issues in word and image, typography, or image and production techniques.
GRA 3xxx	Typography	Required	3	An introduction to the fundamentals of typography as a core component of visual communication. Students explore type anatomy, hierarchy, legibility, and expressive form through digital and print-based projects that emphasize concept, composition, and communication.
CGS 2821	Introduction to Website Design	Required	3	This course teaches proper website design techniques to students from all degree programs. Topics include visual design and graphics, information architecture, usability and accessibility, communication, adaptation to audience, markup languages, and development tools and processes. Coursework is focused on applying

				Website design principles and techniques to projects in the students' disciplines. The course is gauged for beginners who are computer competent; it does not teach computer programming.
CGS 2835	Interdisciplinary Web Development	Required	3	This interdisciplinary course provides basic training in project management, communication, information architecture, interface design, graphic design, Web technologies, content editing, and subject-area expertise, thus empowering students across disciplines to effectively communicate their subject-area expertise through today's most popular publishing medium, the Web.
VIC 4xxx	History of Design and Visual Communication	Required	3	This course explores the evolution of design and visual communication from the Industrial Revolution to the present, examining how social, cultural, technological, and political forces have shaped design practices across time. Students will engage with key movements, figures, and artifacts in graphic design, product design, typography, advertising, and digital media. Through lectures, discussions, and projects, the course emphasizes critical analysis and visual literacy, encouraging students to understand design not only as aesthetic practice but also as a powerful tool for communication, identity,

				and social change.
LIS 4701	Information and Data Visualization	Required	3	This course expands digital graphics by integrating accurate information into a visual representation by encouraging critical thinking, communication, media design, and lifelong information literacy skills. The course introduces techniques to evaluate information, guide students through the design process to express their own creativity and offer a diverse representation of information visualization through a wide variety of past and modern examples from digital posters to data visualization. A strong knowledge in digital graphic software is highly recommended.
Elective Coursework - (19 hours - students will be encouraged to use elective coursework to establish an area of emphasis)				
Typography & Layout				
ART 4923Cr	Media Workshop: Printmaking	Elective	3	This course covers advanced techniques of silkscreen, relief printing, etching, and lithography, as well as photo-silkscreen, and papermaking, depending on appropriate instructor. May be repeated to a maximum of twelve semester hours.
ART 2400C	Introduction to Printmaking	Elective	3	In this introductory printmaking course, students learn the basics of each printmaking media including relief, etching, screen printing, polyester plate lithography, and bookmaking.
ART 3471Cr	Letterpress	Elective	3	This course is an introduction to the

				fundamentals of letterpress printing. Using movable type and other relief surfaces, students design and print several projects. In addition to learning techniques in letterpress printing, students are introduced to the history and context of letterpress printing. May be repeated to a maximum of nine semester hours.
ART 3433Cr	Screen Printing	Elective	3	In this course students, expand on the basics of screen printing learned in the Introduction to Printmaking course. New processes include photo-based stencils, alternate materials, multiple colors, and advanced concepts and uses of the multiple. May be repeated to a maximum of nine semester hours.
ART 3173C	Book Structures	Elective	3	This course is an initiation into the fundamental techniques, processes and materials used in producing handmade books. In addition to hand skills, students are introduced to the history, theory and context concerning the field of book arts.
ARH 4720	History of Photography	Elective	3	This course surveys artists and processes in Western printmaking from the 15th century through the 20th century
VIC 4xxx	Internship	Elective	3	Internship providing practical experience in a professional design environment. Students apply interdisciplinary design skills—such as

				visual communication, user-centered thinking, and collaborative problem solving—in real-world contexts.
Environmental & Spatial Design				
IND 1204	Design Fundamentals II	Elective	3	This course is the continuing study and development of two- and three-dimensional design projects using the elements and principles of design leading to the development of architectural space.
IND 1206	Introduction to Interior Design	Elective	3	
IND 2219	Design and Human Experience	Elective	3	This course focuses on the impact of design on the human experience. It is a gateway experience in which students will explore the nature of design, creativity, and problem-solving. The course will introduce some of the major theories from the design disciplines of interiors, architecture, landscape architecture, and products design, and provide students with an awareness, understanding, and enthusiasm for design and its impacts on our lives.
IND 3627	Principles of Sustainable Design	Elective	3	This course gives students a basic introduction to the fundamentals of sustainable design in order to better understand the inter-relationships between the built environment and nature.
IND 2305	Sketching the City	Elective	3	In this course, students discover an awareness and appreciation for strong design input, inventiveness, and sense of style in

				design, architecture, and planning of spaces that define cities and their rural and urban neighbors by recording visuals via sketching and drawing. Students learn quick sketch techniques to be utilized during off- and on-site lectures and daytrips for local exploration.
IND 4101	History of Interiors I	Elective	3	The course focuses on historical and theoretical explorations of architecture, interiors, furniture design, and decorative arts from antiquity through the end of the 18th century.
VIC 4xxx	Internship	Elective	3	Internship providing practical experience in a professional design environment. Students apply interdisciplinary design skills—such as visual communication, user-centered thinking, and collaborative problem solving—in real-world contexts.
Digital & New Media				
ART 3654C	Web 1: Art, Design, Code	Elective	3	In this course, students learn to conceptualize, design, and program responsive websites as both an applied and creative practice. Through a combination of technical topics in interface design and development such as usability, coding in HTML, CSS, JavaScript and Jquery, as well as readings and discussions around net-based artworks and historical and cultural concerns surrounding the internet as a

				communication platform, student execute interactive projects that are both culturally relevant and technically sophisticated.
ART 4656Cr	Web 2: Art, Design, Code	Elective	3	This course introduces students to advanced interface design and programming concepts for creating dynamic internet applications for both practical and expressive ends. Students explore themes through reading, discussion and film that address the public, chaotic, and political space that is the Internet. Students also execute culturally relevant webbased applications using professional tools. May be repeated to a maximum of nine semester hours.
ART 4652C	Interactive Art I: Creative Coding	Elective	3	This course is an introduction to the possibilities that computational processes hold for visual artists and designers. Students learn the basics and intermediate knowledge of computer programming and discover how this awareness can advance computers beyond their role as simple tools and toward a true artistic medium.
ART 4872C	The Directorial Mode	Elective	3	This course considers the various ways in which the camera has been used to document ideas and images created specifically for the lens. Conceptual ideas explored include photography and performance, the studio as

				stage, time-based investigations, and the isolation of identity in the portraiture. Significant technical skills are explored such as the proper use of lighting (studio and natural) and advanced Lightroom and Photoshop skills.
ART 4686C	Video Art	Elective	3	This course emphasizes video as a fine art medium, rather than a vehicle for narrative storytelling. The course is geared toward conflict and resolution and focuses on creating works primarily concerned with concept and affect, with an interest in the formal aspects of digital video.
VIC 4xxx	Internship	Elective	3	Internship providing practical experience in a professional design environment. Students apply interdisciplinary design skills—such as visual communication, user-centered thinking, and collaborative problem solving—in real-world contexts.

E. Does an industry or employer advisory council exist to provide input regarding curriculum development, student assessment, and academic workforce alignment?

☒ Yes
☐ No. Describe any plans to develop one or other plans to ensure academic workforce alignment.

F. Explain how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Has a strategy been established for assessing student learning and reviewing academic workforce alignment to modify the curriculum as needed?

The proposed Bachelor of Science in Interdisciplinary Design integrates employer-driven and industry-aligned competencies in accordance with the National Association of Schools of Art and Design (NASAD) standards for undergraduate

design education. NASAD emphasizes that professional undergraduate degrees in design must prepare students with the knowledge, skills, and attitudes necessary for entry into the field, as well as for lifelong learning and adaptability in response to industry evolution.

Identification of Industry Competencies

Program development was informed by a combination of NASAD standards, current design job market trends, consultation with literature highlighting the needs of industry professionals, discussion with an interdisciplinary team of design related faculty at FSU and a review of benchmark programs nationally. Core competencies incorporated into the curriculum include:

- Visual literacy and communication across digital and print platforms
- Design thinking and human-centered problem solving
- Technical proficiency in industry-standard tools
- Collaborative and interdisciplinary teamwork
- Ethical design practices
- Portfolio development and professional presentation skills

These competencies reflect current expectations across industries employing designers, including marketing, digital media, technology, non-profit sectors, and the public realm.

Assessment and Curriculum Review Strategy

In line with NASAD's standards for ongoing self-evaluation and improvement, a multi-level assessment strategy has been established. Through this structure, the program ensures it remains responsive to employer needs and NASAD's call for continuous alignment between academic preparation and real-world application.

- **Course-Level Assessment:** Studio and seminar courses include project-based evaluations aligned with clearly defined student learning outcomes that reflect current industry standards.
- **Program-Level Assessment:** Students complete a culminating capstone project and participate in formal review processes designed to assess professional readiness and integrative learning across the curriculum.
- **Annual Review Process:** Program faculty, in coordination with Florida State University's Institutional Effectiveness (IE) processes, conduct yearly assessments of program and student learning outcomes. This review ensures ongoing alignment with both NASAD standards and the evolving expectations of the design profession.
- Additionally, evaluative feedback will be solicited from program leadership, instructional faculty, and course evaluations. The data associated with these outcomes will be shared with the program's advisory board for the purpose of continuous improvement planning, in light of workforce alignment. Moreover, the compiled data from metrics and evaluative feedback from within the unit as well as from the advisory council will be directly linked to curricular review, revision, and development as managed and implemented by the department's curriculum committee.
- **NASAD Accreditation Review:** The program participates in NASAD's periodic accreditation review process, including comprehensive self-study reporting,

external peer review, and responsive planning to ensure long-term curricular relevance and institutional accountability.

G. Does the proposed curriculum align with Section 1001.706 (5)(a), Florida Statutes?
☒ Yes
☐No

H. For degree programs in medicine, nursing, and/or allied health sciences, identify the courses with the competencies necessary to meet the requirements in Section 1004.08, Florida Statutes.

For teacher preparation programs, identify the courses with the competencies required in Section 1004.04, Florida Statutes.

☒ Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

I. Select the anticipated mode of delivery for the proposed program

☒ Face-to-Face
☐ Hybrid
☐ Distance Learning

If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below.

J. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or an increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort with another academic department(s), college(s), or school(s) within the institution, provide a letter(s) of support or MOU(s) from each department, college, or school in Appendix B.

We do not anticipate an increased need for general education courses as a result of this program, and there are no designated common prerequisite courses. However, given the interdisciplinary nature of the curriculum, we will continue to work closely with partnering units to monitor enrollment and create additional sections of required courses as needed to support student success and maintain course accessibility.

The proposed program has been designed to minimize disruption to other academic units while fostering meaningful interdisciplinary collaboration. Most of the required coursework is housed within the College of Fine Arts, with four required courses delivered outside the college—two in the College of Communication and Information (CCI) and two in the College of Entrepreneurship (JMC). Memoranda of Understanding (MOUs) with these colleges have been included in Appendix B to formalize collaboration and ensure ongoing access to these courses.

To ensure curricular cohesion, this program was developed through a working group comprised of faculty from all academic units within the College of Fine Arts, as well as the faculty responsible for the development of the contributing coursework in CCI and JMC. This collaborative approach helped align content, learning outcomes, and scheduling across departments from the outset.

K. Describe any currently available sites for internship and/or practicum experiences and any plans to seek additional sites in the next five years.
⊠ Not applicable to this program because students are not expected to seek internship or practicum opportunities as a required curriculum component.

L. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

The degree program is only be offered on the Tallahassee campus

M. If the institution has conducted recent program reviews, received feedback from accreditation bodies, or received input from other entities that affect the proposed program, describe the institution's progress in implementing the recommendations. If the proposed program is a doctoral-level program, include the external consultant's report and the institution's responses to the report as Appendix A.

During the most recent Quality Enhancement Review (QER) of the Studio Art degree program, it was noted that the elimination of the previous design program resulted in a notable loss of student enrollment. Additionally, the review of Interior Architecture and Design degree program highlighted the significant number of students interested in design-related fields who do not matriculate into the limited-access Interior Architecture and Design (IAD) program due to space constraints.

The proposed BS in Interdisciplinary Design directly responds to these findings by reestablishing a design-focused undergraduate pathway within the college. This new program offers a flexible, interdisciplinary curriculum that addresses both the loss of design opportunities and the growing demand among students for diverse, applied design experiences. It creates an alternative route for students who may not pursue IAD but who demonstrate strong interest and potential in related design fields.

By expanding access to design education and responding to prior review findings, this program represents a strategic step toward better serving student demand and strengthening the college's enrollment and degree completion outcomes.

VI. Faculty

A. Identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty in the table below. Additionally, provide the curriculum vitae for each identified faculty member.

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program
A	Terry Londy, MA, Environmental Graphic Design	Assistant Professor	Tenure	Fall 2026
A	Luis Castaneda, MA, Design	Associate Professor	Tenure	Fall 2026
A	Daniel Leonardos, MFA, Graphic Design	Assistant Professor	Tenure	Fall 2026
A	Meghan Mick	Assistant Professor	Tenure	Fall 2026
A	Ken Baldauf	Teaching Faculty III	Non-Tenure	Fall 2026
C	New Hire	Teaching Faculty I	Non-Tenure	Fall 2027
C	New Hire	Assistant Professor	Tenure	Fall 2028

*Faculty Code	Code Description	Source of Funding
A	Existing faculty on a regular line	Current Education & General Revenue
B	New faculty to be hired on a vacant line	Current Education & General Revenue
C	New faculty to be hired on a new line	New Education & General Revenue
D	Existing faculty hired on contracts/grants	Contracts/Grants
E	New faculty to be hired on contracts/grants	Contracts/Grants
F	Existing faculty on endowed lines	Philanthropy & Endowments
G	New faculty on endowed lines	Philanthropy & Endowments

H	Existing or new faculty teaching overload in addition to assigned course load	Enterprise Auxiliary Funds

B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program has been productive in teaching, research, and service. Such evidence may include trends over time for average course load, student headcount in major or service courses, degrees granted, external funding attracted, and other indicators of excellence (e.g., thesis, dissertation, or research supervision).

Faculty contributing to the proposed BS in Interdisciplinary Design represent a collaborative and highly engaged group of teacher-scholars whose work spans graphic design, entrepreneurship, environmental and experiential design, digital media, sustainable systems, and visual communication. Drawing from departments across the College of Fine Arts, these faculty bring a strong record of teaching excellence, innovative research, and meaningful service that together form a robust foundation for launching this interdisciplinary program.

Teaching

The teaching contributions of this group are both extensive and deeply student-centered. Over the past three academic years, participating faculty taught more than 80 distinct course sections, enrolling approximately 1,400 students in undergraduate and graduate classes across design, entrepreneurship, sustainability, and communication. Teaching responsibilities span traditional studio courses, large lecture-based classes, online and distance delivery formats, and small-format seminars and thesis supervision.

Faculty teach courses across all levels of the curriculum—from foundational design studios and software-intensive labs to graduate portfolio reviews and topical seminars in areas such as Responsible Design, Graphic Design for Entrepreneurship and Brand Identity, Life-Centric Design, and Innovation by Design. These offerings reflect a commitment to preparing students not only with technical skills but also with critical thinking capacities and professional fluency in interdisciplinary problem-solving.

In addition to formal coursework, faculty are actively engaged in mentoring undergraduate research and creative work. Examples include student participation in the FSU Honors in the Major program, Directed Individual Studies, national and regional design competitions, and interdisciplinary research charrettes. Several faculty serve as chairs or members on master's thesis committees, and multiple students under their guidance have received recognition for design excellence and research innovation.

Faculty involved in this proposal have also received multiple awards for teaching and mentorship, including national recognition from professional organizations such as IDEC and institutional honors such as FSU's Community Engaged Teaching Award and nominations for university-wide teaching prizes.

Tenure track faculty associated with the program hold the following average Assignments of Responsibility (AOR): teaching 50%, research 40%, and service 10%; while specialize faculty associated with the program are anticipated to hold the following average AOR: teaching 80%, research 5%, and service 15%

Research

The research and creative work produced by this faculty group is nationally and internationally recognized, with scholarly activity that spans academic publications, juried exhibitions, keynote presentations, digital projects, and practice-based research. Faculty maintain active research agendas in areas such as biophilic and sustainable design, user-centered branding and environmental graphics, interdisciplinary computing, and community-engaged creative practices.

Since 2022, faculty have published or submitted more than 15 refereed journal articles, contributed to national and international conference proceedings, and delivered over 30 invited or peer-reviewed presentations. Several faculty regularly exhibit creative works in juried national exhibitions and lead innovative public-facing projects, such as branded environments for nonprofits, public signage systems, and interactive installations.

Research excellence is further demonstrated through success in securing external funding. Collectively, this group has received over $100,000 in competitive grants in the past three years, including support from the Florida Department of Environmental Protection, the Council on Research and Creativity, and FSU's Student Tech Fee. These awards have funded initiatives such as a digital fabrication lab, responsible design curriculum development, community-based branding projects, and summer research on environmental communication and design ethics.

Several faculty hold or have held leadership roles in professional and academic research networks, including editorial service, peer review for design journals, and participation in national working groups focused on sustainability and the future of design education.

Service

Faculty affiliated with the BS in Interdisciplinary Design are also deeply engaged in service at the departmental, college, university, and national levels. Within the College of Fine Arts, they have served as chairs of hiring committees, coordinators of technology upgrades, leads for curriculum development, and advisors to student organizations and professional associations. Notably, this group led the creation of the Interdisciplinary Graduate Certificate in Graphic Design, which laid the foundation for the undergraduate program proposal.

At the university level, faculty contribute to standing committees such as the Innovation Hub Steering Committee, Council on Research and Creativity, and Strategic Planning Task Forces, helping shape policies and initiatives aligned with institutional goals around innovation, equity, and student success.

Professionally, these faculty are active in organizations such as the Interior Design Educators Council (IDEC), the Society for Experiential Graphic Design (SEGD), the American Institute of Graphic Arts (AIGA), the American Society of Landscape Architects (ASLA), the Environmental Design Research Association (EDRA), and the Association for Computing Machinery (ACM). They serve as conference reviewers, abstract jurors, competition judges, and graphic design leads for major academic events. Multiple faculty have led national conference design efforts and participated in interdisciplinary keynote panels on transformative pedagogy and design for social good.

Faculty also demonstrate an ongoing commitment to public engagement. Their community-facing work includes partnerships with K–12 schools, nonprofit organizations, city planning boards, and cultural institutions. These partnerships have resulted in interactive public art installations, environmental wayfinding systems, and branding strategies for mission-driven entities—projects that model civic responsibility and applied design thinking.

VII. Estimate of Investment

A. Provide the tuition rate for the proposed program for resident and non-resident students.

Resident/Credit Hour	Non-Resident/Credit Hour
$215.55	$721.10

If the proposed program will operate as self-supporting, market tuition rate, or establish differentiated graduate-level tuition, per Board of Governors Regulation 8.002, complete Appendix F, Self-Supporting & Market Rate Tuition.

B. Complete the summary table below.
1. Provide funding sources for Years 1 and 5 of program operation.
2. Provide headcount (HC) estimates of student enrollment for Years 1 through 5.

Implementation Timeframe	HC	E&G Funds	Contract & Grants Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	15	$580,650.19		$11,300.00	$591,950.19
Year 2	44				
Year 3	67				
Year 4	81				
Year 5	95	$827,245.55		$41,300.00	$868,545.55

C. Is the infrastructure in place to meet the new degree program requirements, such as hiring faculty and staff, curriculum development, facilities, and funding, before enrollment of students to the program?

☒ Yes

☐ No. If not, is there a plan to establish the infrastructure to support the program? Please describe.

VIII. Institutional Resources

A. Describe any additional library resources needed to implement and/or sustain the program through Year 5.

☒ Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

B. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

To support the successful implementation and long-term sustainability of the proposed undergraduate degree program, several key facilities and specialized equipment are currently available, with additional enhancements planned to meet anticipated growth through Year 5. The college currently houses a fully equipped computer lab outfitted with industry-standard hardware and software essential for coursework across design, digital media, and research components of the program. This includes high-performance workstations capable of running advanced creative software (such as Adobe Creative Cloud, AutoCAD, Rhino, and other relevant applications), color-calibrated monitors for precise visual work, and secure server access for file storage and collaborative projects.

In addition, the program has access to existing printing equipment, including large-format color printers and high-resolution laser printers, which support a wide range of media outputs—from technical documentation to exhibition-quality visual presentations. These resources will be vital in enabling students to prototype, produce, and display their creative work throughout the curriculum. Dedicated

classroom and studio space, including flexible-use rooms for critiques, workshops, and collaborative projects, are currently in use and will support the program's hands-on learning approach.

To support continued growth and evolving technological needs, the College of Fine Arts plans to pursue tech fee funds to support future enhancements and routine maintenance. These funds will help expand access to lab and studio spaces, update equipment and software, and maintain the high-quality production infrastructure necessary for interdisciplinary design work. The College is committed to meeting the space and technology needs required for the program to thrive over time.

C. Describe any additional specialized equipment or space needed to implement and/or sustain the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space. Costs for new construction should be provided in response to Section VIII.D. below.

☒ Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5.

D. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe and estimate those expenses below. High enrollment programs, in particular, are expected to necessitate increased costs in non-I&R activities.

☒ Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

E. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel.

☒ Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

F. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5.

☐ Not applicable to this program because no fellowships, scholarships, and/or graduate assistantships will be allocated to the proposed program through Year 5.

Students enrolled in the proposed undergraduate program will be eligible to apply for all existing fellowships and scholarships currently offered across the College of Fine Arts (CFA). These include merit-based awards, need-based scholarships, and discipline-specific opportunities that support academic achievement, creative excellence, and community engagement. The college is committed to ensuring

equitable access to these resources and encourages students from all programs to apply annually.

As the program grows, we anticipate identifying and developing targeted scholarship opportunities specifically aligned with the program's focus areas, in partnership with the FSU Foundation and external donors. These may include scholarships that support interdisciplinary research, community-based projects, or innovative uses of technology in the arts.

At this time, the College administers a single open scholarship process for all students. The primary opportunity available is the Student Research & Creativity Award, funded by the Career Preparation in the Arts Fund. This endowed fund generates support through both interest income and annual giving efforts. Each year, the College awards an average of $11,300 from this fund to support student-driven projects and creative initiatives.

As part of our long-term vision, the College has set a fundraising goal of $30,000 specifically for this new program—an amount consistent with the support raised for the College's other design-related offerings. This effort aligns with Florida State University's broader comprehensive campaign, which includes the Arts, Entrepreneurship & Innovation, and Student Success as major fundraising priorities. Within the College of Fine Arts, a key focus of this campaign is expanding support for Design programs, including resources for students, faculty, and programmatic development.

IX. Required Appendices
For now I've included a link – but will embed after I get a final green light 😊
[Proposal Appendix](#)

Table 1 outlines the required appendices by degree level. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 2 below.

Table 1. Appendices

	Appendix Title	Degree Level	Required for Specific Programs	Included Yes/No
A	Consultant's Report and Institutional Response	Doctoral or Professional		No
B	Letters of Support or MOUs from Other Academic Units	Any new program	Only for programs offered in collaboration with other academic unit(s) within the institution	Yes

C	Common Prerequisite Request Form	Bachelor's		No
D	Request for Exception to the 120 Credit Hour Requirement	Bachelor's	Requesting approval to exceed the 120 credit hour requirement	No
E	Request for Specialized Admissions Status	Bachelor's	Requesting approval for specialized admissions status	No
F	Self-Supporting & Market Rate Tuition Programs	Graduate programs	Only for self-supporting or market tuition rate programs	No
G	Faculty Curriculum Vitae	Any new program		Yes

Table 2. Additional Appendices

Appendix	Appendix Title	Description
H	Program and Student Learning Outcomes	Includes the program outcomes (PO) and student learning outcomes (SLOs) for the BS in Interdisciplinary Design and a curriculum map aligning each outcome with corresponding coursework throughout the program.

Appendix B
Memoranda of Understanding (MOUs)

FSU | COLLEGE OF FINE ARTS

MEMORANDUM OF UNDERSTANDING
Between the College of Fine Arts, the College of Communication and Information, and the Innovation Hub

Purpose
This Memorandum of Understanding (MOU) establishes a formal agreement between the College of Fine Arts (CFA), the College of Communication and Information (CCI), and the Innovation Hub at Florida State University to support the implementation of the Bachelor of Science in Interdisciplinary Design.

Background
The BS in Interdisciplinary Design is a new degree program within the College of Fine Arts, designed to equip students with the skills needed to solve complex challenges through integrative, cross-disciplinary design practices. As part of the degree's emphasis on digital fluency and visual communication, two courses housed in CCI have been identified as essential curricular components:

- **CGS 2821 – Introduction to Website Design**
- **CGS 2835 – Interdisciplinary Web Development**

These courses directly support the following Student Learning Outcome (SLO) tied to the National Association of Schools of Art and Design (NASAD):

- **SLO #2: Visual Communication**
  Students will effectively communicate ideas through visual and sensory forms and composition across physical or digital media.
  NASAD Reference: H.VII.F.6.a

Agreement

1. **Course Inclusion**
   CGS 2821 and CGS 2835 will be included as designated required courses within the Interdisciplinary Design curriculum.
2. **Curricular Oversight**
   CCI will maintain full curricular oversight for these courses. Course descriptions and learning objectives cannot be altered without consultation and approval by the appropriate CCI programs and curriculum committee.
3. **Instructional Support and Staffing**
   If needed to ensure regular course offerings, the CFA will collaborate with the FSU Innovation Hub to identify qualified adjunct instructors. These adjuncts will be hired and

managed through the College of Fine Arts, in close consultation with CCI to ensure alignment with course standards and objectives.

4. **Scheduling and Frequency**

CFA will work to ensure that CGS 2821 and CGS 2835 are scheduled on a recurring basis to meet enrollment needs for Interdisciplinary Design students. CFA will also be responsible for course building any sections related to the BS in Interdisciplinary Design.

5. **Assessment and Review**

This agreement may be reviewed occasionally by representatives from both colleges and the Innovation Hub to ensure continued alignment with programmatic goals, enrollment trends, and instructional capacity.

Signatures

This MOU shall be effective as of the date of the last signatures below and shall remain in effect until terminated by either party with 120 days written notice to the other party. By signing below, both colleges affirm their commitment to this collaborative initiative and to preparing students for interdisciplinary careers that bridge the arts, technology, and design.

Signature: *Sara Shields*	Signature: *Ulla Bunz*	Signature: *Ken Baldauf*
ED78454E18A4405...	126DB4BCB51D49F...	CF06E0FD14E843B...
Sara Scott Shields, Associate Dean of Academic Affairs, College of Fine Arts	**Ulla Bunz,** Associate Dean for Academic and Student Affairs, College of Communication & Information	**Ken Baldauf**, Director, Innovation Hub
Date: 5/13/2025 | 9:44 AM EDT	**Date:** 5/13/2025 | 10:39 AM EDT	**Date:** 5/13/2025 | 11:30 AM EDT

FSU | COLLEGE OF FINE ARTS

MEMORANDUM OF UNDERSTANDING
Between the College of Fine Arts, the Jim Moran College of Entrepreneurship, and the Innovation Hub

Purpose
This Memorandum of Understanding (MOU) establishes a formal agreement between the College of Fine Arts (CFA), the Jim Moran College of Entrepreneurship (JMC), and the Innovation Hub at Florida State University to support the successful implementation of the Bachelor of Science in Interdisciplinary Design degree.

Background
The BS in Interdisciplinary Design is a new academic program slated for a soft launch in **Fall 2026**, with concentrated recruitment efforts planned throughout the **2026–2027 academic year**. The degree is designed to attract students from a wide range of academic and creative backgrounds who are interested in developing the skills and mindset necessary to address complex challenges through human-centered and systems-based design approaches. As part of the core curriculum, the program requires students to complete two entrepreneurship courses housed in JMC and taught by the Innovation Hub:

- **ENT 3607 – Innovation by Design (3 credits)**
  - This course introduces students to human-centered innovation methods, including Design Thinking. Students engage in empathizing with users, defining problems, generating ideas, prototyping, and testing solutions.
- **ENT 3605 – Systems Innovation by Design (3 credits)**
  - This course trains students in systems thinking and design to address large-scale challenges across sectors such as education, healthcare, transportation, and the environment. Students work in teams to map complex systems and develop actionable interventions.

These courses help students meet the following **Student Learning Outcomes (SLOs)** established for the Interdisciplinary Design degree in the CFA:

- **SLO #1: Foundational Design Knowledge**
  Students will demonstrate knowledge of visual organization principles, design fundamentals, and technical skills necessary for basic communication using visual media. *NASAD Reference: H.VII.F.6.a*
- **SLO #5: Interdisciplinary Design Problem Framing, Analysis, and Practice**
  Students will work collaboratively in interdisciplinary teams to evaluate complex problems in design contexts, identify user needs, and analyze design decisions within the context of historical and contemporary practices. *NASAD Reference: H.VII.F.6.d, H.VII.F.6.e, H.VII.F.6.g*

Agreement

FSU | COLLEGE OF FINE ARTS

1. **Course Access**
   Students enrolled in the BS in Interdisciplinary Design will be able to register for **ENT 3607** and **ENT 3605** to fulfill major requirements.

2. **Course Requirements**
   All courses are designated as *required* components of the Interdisciplinary Design degree and are considered integral to achieving the program's learning outcomes.

3. **Enrollment Management**
   JMC and the Innovation Hub will make a reasonable effort to accommodate enrollment needs for students in the Interdisciplinary Design major, recognizing the required nature of these courses.

4. **Instructional Support**
   Should enrollment demands from Interdisciplinary Design students result in the need for additional course sections of **ENT 3607** or **ENT 3605** the CFA agrees to collaborate with JMC and the Innovation Hub to identify and provide financial and instructional support. This may include contributing financial resources or identifying qualified instructional personnel (Instructor of Record) in coordination with JMC and Innovation Hub leadership.

5. **Assessment and Review**
   This agreement may be reviewed occasionally by representatives from both colleges and the Innovation Hub to ensure continued alignment with programmatic goals, enrollment trends, and instructional capacity.

Signatures

This MOU shall be effective as of the date of the last signatures below and shall remain in effect until terminated by either party with 120 days written notice to the other party.

DocuSigned by:	DocuSigned by:	DocuSigned by:
Signature: *Sara Shields*	Signature: *SUSAN FIORITO*	Signature: *Ken Baldauf*
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Sara Scott Shields, Associate Dean of Academic Affairs College of Fine Arts

Susan Fiorito, Dean Jim Moran College of Entrepreneurship

Ken Baldauf, Director Innovation Hub

Date: 5/20/2025 | 5:18 PM EDT

Date: 5/22/2025 | 3:17 PM EDT

Date: 5/27/2025 | 11:11 AM EDT

Certificate Of Completion

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Certificate Pages: 2   Initials: 0   Envelope Originator:
AutoNav: Enabled   Sara Shields
EnvelopeId Stamping: Enabled   A1400 University Center
Time Zone: (UTC-05:00) Eastern Time (US & Canada)   Tallahassee, FL 32306-2370
                                                               skshields@fsu.edu
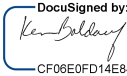   IP Address: 144.174.212.121

Record Tracking

Status: Original   Holder: Sara Shields   Location: DocuSign
      5/20/2025 5:15:33 PM   skshields@fsu.edu

Signer Events	Signature	Timestamp
Kenneth Baldauf kbaldauf@fsu.edu Director, FSU Innovation Hub Florida State University Security Level: Email, Account Authentication (None)	*Ken Baldauf* CF06E0FD14E843B... Signature Adoption: Uploaded Signature Image Using IP Address: 128.186.51.185	Sent: 5/20/2025 5:17:49 PM Viewed: 5/27/2025 11:11:28 AM Signed: 5/27/2025 11:11:41 AM
Electronic Record and Signature Disclosure: Not Offered via Docusign		
Sara Shields skshields@fsu.edu Department Chair Security Level: Email, Account Authentication (None)	*Sara Shields* ED78454E16A4405... Signature Adoption: Pre-selected Style Using IP Address: 144.174.212.121	Sent: 5/20/2025 5:17:50 PM Viewed: 5/20/2025 5:17:59 PM Signed: 5/20/2025 5:18:03 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		
SUSAN FIORITO sfiorito@fsu.edu Jim Moran Professor and Dean of the JM College Florida State University Security Level: Email, Account Authentication (None)	*SUSAN FIORITO* C1EB65EE89244B4... Signature Adoption: Pre-selected Style Using IP Address: 128.186.69.214	Sent: 5/20/2025 5:17:50 PM Viewed: 5/22/2025 3:17:07 PM Signed: 5/22/2025 3:17:20 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		

In Person Signer Events	Signature	Timestamp

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Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
James Frazier jfrazier@fsu.edu Dean, College of Fine Arts College of Fine Arts Security Level: Email, Account Authentication (None)	**COPIED**	Sent: 5/20/2025 5:17:50 PM Viewed: 5/20/2025 5:21:42 PM
Electronic Record and Signature Disclosure: Not Offered via Docusign		

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
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Signing Complete	Security Checked	5/22/2025 3:17:20 PM
Completed	Security Checked	5/27/2025 11:11:41 AM

Payment Events	Status	Timestamps

Appendix G
Program Faculty CV's

DANIEL LEONARDOS

Tampa, FL
Phone: (904) 347-8478
E-mail: danleonardos@gmail.com
Portfolio: danleonardos.com

Graphic Designer

Brand Strategy & Visual Identity　　**Digital Fabrication**
Editorial Design　　**Motion Graphics**
Environmental Graphics　　**User Interface / User Experience Design (UI/UX)**

Degree: MFA, Graphic Design, University of Florida

Technologies: Adobe Creative Cloud Suite (Photoshop, Illustrator, InDesign, After Effects), Microsoft Office, Figma, HTML, CSS, digital fabrication
Industries: Education, Government, Travel, Entertainment
Languages: English (fluent), Portuguese (native), Spanish (intermediate)

WORK HISTORY

Design Consultant / Self-Employed / 2015–Present
- Spearheaded branding, visual identity, illustration, editorial, and web design projects for diverse clients across multiple industries.
- Designed the logo and visual identity for *Grifin*, a financial investment app, contributing to its success in securing $2 million in funding.
- Collaborated with *Steinway & Sons* on a detailed mural illustration of a piano's cross-section and developed the editorial structure for their internal newsletter.
- Led the design of *Arts & Ideas* magazine for the *University of Tampa*, delivering high-quality issues for the past two years.
- Produced promotional materials for gallery exhibitions, art history symposiums, and various events at the *University of Florida*, enhancing their visual impact and audience engagement.

Part-Time Instructor / University of Tampa, Tampa, FL / 2024
- Currently teaching two sections of the Digital Arts course, an introduction to Adobe Illustrator, Photoshop and InDesign.

Assistant Professor of Digital Media / University of North Alabama, Florence, AL / 2020–2024
- Taught 45-60 students per semester, delivering roughly 300 projects annually.
- Passed the 3rd-Year mid-tenure review in preparation towards promotion.
- Restructured the content for 60% of the Digital Media concentration courses.

- Facilitated experiential learning opportunities via trips to design firms, internships, and the UNA Athletics logo and visual identity redesign.
- Redesigned and updated the Department of Visual Arts and Design website, including the homepage and all 12 degree programs.

Visiting Lecturer of Graphic Design / University of Florida, Gainesville, FL / 2018–2020
- Taught 45-60 students at the undergraduate and graduate level per semester, delivering roughly 300 projects each year.
- Helped restructure the content for the 2 entry-level graphic design courses.
- Ran cross-disciplinary courses in design thinking, the business of graphic design, and VR for the Social Good.
- Facilitated workshops and experiential learning opportunities with IDEO, IBM, and other recognized organizations.

Graphic Design Graduate Assistant / University of Florida, Gainesville, FL / 2015–2018
- Served as professor of freshman and sophomore level courses of Typography 1, and Visual Methods and Processes.
- Taught 15-20 students at the undergraduate level per semester, delivering roughly 70 projects each year.
- Created a promotional brochure for the School of Art + Art History, with 10,000 copies printed and distributed to prospective students.
- Designed the schedule, poster, invite and catalog for the University Gallery exhibitions for 2 consecutive years.
- Designed the visual identity and promotional material for 3 Art History conferences.

Senior Graphic Designer / Boibumbá Studio (design firm), Brasilia, Brazil / 2013–2015
- Worked on over 30 branding, editorial, and promotional projects for more than 18 private and public organizations in Brazil, ranging from local restaurants and medical clinics to the Brazilian Ministry of Foreign Affairs and the International Airports of Brasilia.
- Conducted meetings and presentations with high-profile clients and partner agencies.
- Created projects that won us 3 medals at the Columnists Awards on both regional and national levels.

Graphic Designer / Federal Court of Accounts, Brasilia, Brazil / 2013
- Designed 4 books documenting and presenting the FCA's work to international agencies and Brazilian citizens.
- Created a 700-page national report of the government's expenses in 2012.
- Designed a bilingual book documenting the role of fiscal entities across the Southern Common Market (Mercosul).

Senior Graphic Designer / Attorney General's Office, Brasilia, Brazil / 2011–2013
- Lead a team of 5 graphic designers within the Secretariat of Social Communication.
- Created over 20 campaigns and visual identities for events, among other digital and print materials to support the work of the attorneys, and other Secretariats throughout Brazil.
- Collaborated daily with the areas of copywriting, web development, events, client and public relations.

EDUCATION

Master of Fine Arts, Graphic Design / University of Florida / 2018
- Minor in Entrepreneurship

Bachelor of Fine Arts, Industrial Design / Universidade de Brasília / 2011
- Double-Major in Graphic and Product Design

ADDITIONAL EXPERIENCE

INTERNSHIPS

Part-Time Junior Graphic Designer / ACP Design (design firm), Brasilia, Brazil / 2011
- Creation of visual identity for restaurants, law firms, car service companies, etc.
- Development of season catalog, display windows, newsletters and mail marketing for fashion stores like Avanzzo and Ortiga.
- Visual identity and stationery design for a wine tasting event from Vintage Vinhos and a gastronomic event at the Mercure Hotel.

Part-Time Junior Graphic Designer / Attorney General's Office, Brasilia, Brazil / 2009–2011
- Design of visual identities for events, website layouts, books, folders, posters, slide presentations, among others to support the work of the attorneys and other Secretariats throughout Brazil.

AWARDS

Graduate School Fellowship / University of Florida / 2015

Awarded Gold in the Promotional Publication Category / Prêmio Colunistas Design Brasil / 2014

Awarded Design Company of the Year / Prêmio Colunistas Brasília / 2014

Awarded Gold in the Stationery Category / Prêmio Colunistas Brasília / 2014

CERTIFICATIONS

Jumpstart (Design Thinking Workshop) / Duane Bray of IDEO, Gainesville, FL / 2016–2020
- Participant in 2016 and 2017, event organizer in 2019 and 2020

Packaging Update from A to V Course / Packaging Institute of Brazil, São Paulo, Brazil / 2009

Autodesk Maya Animation Course / OZI Audiovisual School / 2009

Furniture Design Course by Luciano Deviá / ABRADI and ECCO / 2009

Design Innovation Labs / 2nd Brazilian Biennial of Design / 2008

Photoshop, InDesign and Corel Draw Course / SENAI / 2007

Certificate of Proficiency in English / University of Michigan / 2005

Luis Castañeda
Graphic Designer

USA: +1-850-518-9349
DE: +49 (0)1-515-993-4750
E: info@grafikdasein.com

www.grafikdasein.com
www.haodesign.org

CURRICULUM VITAE

current	location	details
employment	**Florida State University** Tallahassee, Florida, USA	**Visiting Associate Professor, Graphic Design, Interior Architecture Dept.** Teach undergraduate and graduate certificate courses, Fall 2024–Active
	Freelance Graphic Design International, 2017–Active	**The Peanut Factory & Spruill Farm, Edenton, North Carolina** Visual Identity Design, and on Board of Directors, 2021—Active **The Prometheus Trust, Gloucestershire, United Kingdom** Strategy (UX) and website re-design, December 2021—Active **Jaime Arredondo, Fine Artist & Professor, New York City** Visual identity: Exhibition, presentations, website and book design for artist and M.I.C.C.I. , Fall 2019—Active **Tetraktys Verlag, Stuttgart, Germany** Book design, 2017—Active **Dr. John A. Smith, Architect & Professor, Dubai, United Arab Emirates** Book design (print, e-books and online presence), 2017 Book and graphic design, 2021—Active **Dr. Irene Barbaris, Metasenta Publications, Melbourne, Australia** Book design, 2010—Active

past		
employment	**American University in Dubai** P.O. Box 28282 Media City, Dubai, UAE	**Associate Professor of Graphic Design / Fall 2008–Summer 2017** NASAD Accreditation Committee, Spring 2015—2017 UAE Ministry of Higher Education & Scientific Research, Visual Communication, Accreditation Committee, Fall 2014–16 Taught all undergraduate Graphic Design courses.
	University of the Arts 320 South Broad Street Philadelphia, PA, 19102	**Master Lecturer / Spring 2007–Spring 2008** Taught senior class courses; Senior Problem Solving, Corporate Identity & Interface design.
	Lippincott 499 Park Avenue New York, New York 10022	**Web & Graphic Designer / Fall 2006–Fall 2007** Website projects: Marsh Risk Insight, Mashreq Bank, Oliver Wyman, Sabic Plastics
	Post St. Joost Academie, AKV Postbus 9011 4800 RA, Breda, The Netherlands	**Teachers Assistant / Fall 2005–Summer 2006** Main responsibilities included advising graduate students on their thesis projects and collaborating with faculty on design lectures.
	Büro Plantage Postbus 417 3100AK, Schiedam, The Netherlands	**Freelance / Fall 2005–Spring 2006** Completed a visual identity program for Volya Films which included film title designs for three films.
	Traast & Grüson Nieuwe Haven 91 NL-3116 AB, Schiedam, The Netherlands	**Freelance / Summer 2004** As part of a team designed graphics for the Dutch entry at the 9th Annual Architecture Biennial Venice, *Hybrid Landscapes*, co-produced by the, National Architecture Institute (NAi)
	Lippincott 499 Park Avenue New York, New York, 10022	**Associate Designer / June 1999–August 2003** As part of a team developed brand marks and visual systems which included stationery, ads, posters, newsletters, web-sites, corporate, retail graphics and signage. Specialized in designing printed and online corporate identity guidelines.

Luis Castañeda
Graphic Designer

USA: +1-850-518-9349
DE: +49 (0)1-515-993-4750
E: info@grafikdasein.com

www.grafikdasein.com
www.haodesign.org

CURRICULUM VITAE

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education

Mokuhanga Innovation Laboratory
P.O. Box 2061, JPS Ginza Branch
Tokyo, Japan 100-8690

Artist in Residence / July–August, 2014
Advanced Mokuhanga: Traditional Japanese Woodblock Printing

Post St. Joost Academie, AKV
Postbus 90116
4800 RA, Breda, The Netherlands

Master of Arts / Fall 2003–06
Graphic Design

New York City Board of Education
1075 2nd Avenue
New York, New York, 10022

Mentorship Program Certificate / 2003
NYC High School of Art and Design

Parsons School of Design
14 West Street, Fifth Avenue
New York, New York, 10022

Bachelor of Fine Arts / Spring 1999
Communication Design

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membership

AIGA | The Professional Association for Design
233 Broadway, 17th floor,
New York, New York 10279

Member since 2008

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exhibitions,
presentations &
selected papers

Fundamentals of Design
Honolulu, Oahu, Hawaii

Conducted a two-day design workshop to 4th and 5th grade students at the Waikiki Middle School in Oahu, Hawaii.
January 24-25, 2019

Observations of an Urban Framework
Dubai, UAE

Participated in design workshop initiated by Studio Cultural Engineering and B+H Architects which took place in Deira & Bur Dubai, Dubai, Spring 2016. Contributed a photographic essay which was published in *Observations of an Urban Framework*, Fall 2016.

IMPACT 9, 2015
China Academy of Art
Hangzhou, China

IMPACT 9, International Printmaking Conference 2015
Printmaking in the Post-Print Age: Critical & Creative Methods in the context of Contemporary Art and Society
Conference paper: *Beauty & Truth: Printmaking & Graphic Design*

World Expo, Milan 2015
Milan, Italy

United Arab Emirates, Expo Pavilion / Date Palm Prints Exhibition
01 May–31 October, 2015
Exhibition part of UAE National Pavilion.
In collaboration with Studio Cultural Engineering, Dubai, and Case Design Architects, Mumbai.

Mokuhanga Innovation Laboratory
B 109, 11-14, 6-chome, soto-kanda,
Chiyoda-ku, Tokyo 101-0021, Japan

2nd International Mokuhanga Conference 2014
09–12 September
Tokyo CfSHE Gallery, Tokyo, Japan
Exhibited artist in residency works, Mokuhanga 'Horizon' Prints

Curriculum Vitae
Terry Londy
Last Revised: March 18, 2025

General Information

University address: Interior Design
College of Fine Arts
143 Honors Way WJB2029
Florida State University
Tallahassee 32308-FL
Phone: 2489302026

E-mail address: tlondy@fsu.edu

Web site: https://interiordesign.fsu.edu/

Professional Preparation

2014   MA, Lawrence Technological University. Major: Environmental Graphic Design. Supervisor: Steve Coy.

2012   BFA, Eastern Michigan University. Major: Graphic Design/ Interior Design Dual Major. cum laude.

Nondegree Education and Training

2021   ARE 5745 Research Survey.

2021   CITI Program - Humans Subjects Research.

2021   Completion of FSU mentor training workshop series FSU Research Mentor Academy.

Professional Credential(s)

2016–present   LEED GA.

Professional Experience

2021–present	Assistant Professor, Interior Design School of Fine Arts, Florida State University.
2009–present	Design Lead/ Consultant, Graphic Design/ Fabrication/ EGD/ Interior Design, On A Bender Designs. Freelance Entity.
2020–2021	Design Manager, Design Leadership/ Creative Direction, Forcade Associates. EGD/ Signage/ Wayfinding/ Team Development/ Client Relationships.
2018–2021	Adjunct Professor, College of Computing and Digital Media, Depaul University - Chicago.
2018–2019	Senior Designer/ Project Manager, Design Leadership/ Creative Direction, Gensler. EGD/ Signage/ Wayfinding/ Team Development/ Client Relationships.
2016–2018	Associate/ Senior Designer, Design Leadership/ Creative Direction, CRTKL. EGD/ Signage/ Wayfinding/ Team Development/ Client Relationships/ Exhibit Design.
2015–2016	Creative Director/ Senior Designer, Graphic Design/ Marketing, Startex. Marketing/ Graphic Design/ Photography/ exhibit design.
2014–2015	Designer, Fabrication/ Graphic Design, DPOP/ Pophouse. Marketing/ Graphic Design/ Photography/ Interior Design.

Honors, Awards, and Prizes

2024 AIA Design Excellence Award, ULI Urban Land Insitute (2024).
2024 Honorable Mention, THOM Thomasville Arts Collective (2024).
2023 Merit Award Chicago - Residential & Hospitality, Chicago Building Congress (2023).
2023 Interior Design Educators Council (IDEC) President's Award, IDEC - Interior Design Educators Council (2023).
2023 ACEC Grand Conceptor Award Winner, ACEC American Council of Engineering companies (2023).
2022 METAMORPHOSIS AWARD WINNER, Retrofit (2022).
2022 AIA Award, American Institute of Architects - AIA (2022).
2022 AIA Design Excellence Award, AIA American Institute of Architects (2022).
2022 IIDA ILLINOIS RED AWARD, IIDA Illinois (2022).
2020 AIA Chicago | Design Excellence Awards, AIA - American Institute of Architects (2020).

Current Membership in Professional Organizations

American Institute of Graphic Artists - AIGA
Interior Design Educators Council - IDEC
The Society for Experiential Graphic Design - SEGD

Teaching

Courses Taught

Florida State University - Graduate Portfolio (IND 5528)
Florida State University - Graphic Design for Entrepreneurship & Brand Identity (IND 5930)
Florida State University - Design & the Human Experience (IND 2219)
Florida State University - Directed Study (IND 5910)
Florida State University - Sketching the City (IND 2305)
Florida State University - Integrated Graphics (IND 5327)
Florida State University - Graduate Portfolio (IND 5528)
Florida State University - Graphic Design for Entrepreneurship & Brand Identity (IND 5930)
Florida State University - Construction Systems - IND3470 (IND 3470)
Florida State University - Design Foundations - IND1203 (IND 1203)
Florida State University - Design Foundations - IND1203 (IND 1203)
Construction Systems (IND5479)
Integrated Design Fundamentals (IND5208)
Florida State University - Graphic Design - IND3930 (IND 3930)
Florida State University - Graphic Design - IND5930 (IND 5930)
Depaul University - Graphic Design: Portfolio Design & Development - GD381 (GD 381)
Depaul University - Graphic Design: Portfolio Design & Development - GD381 (GD 381)
Depaul University - Graphic Design: Portfolio Design & Development - GD381 (GD 381)
Depaul University - Graphic Design: Portfolio Design & Development - GD381 (GD 381)
Depaul University - Special Topics: Exhibit Design - DMA495 (DMA 495)
Depaul University - Design For Client & Community: Branding - GD380 (GD 380)

New Course Development

Florida State University - Graphic Design Foundations 2 (2024)
Florida State University - Exhibit Design: Storytelling and Creating a Connection (2024)
Florida State University - Minimester - Environmental Graphics for Wayfinding in the Built
        Environment (2023)
Florida State University - Graphic Design For Entrepreneurship & Brand Identity (2021)

Master's Committee Member

Nicky Maria Valencia-Arrieta, graduate. (2026). *Title in progress, Hospitality Design fostering*

play for children.

Riley, E., graduate. (2024). *Creating Community for College-Aged Generation Z through the Design of Baptist Church Interiors*.

Supervision of Student Research Not Related to Thesis or Dissertation

Pellini, Laura, Valeria (Feb 2022–present).

Riley, E. (Jan–May 2024).

Trignano, Delaney, Tyler (May–Aug 2023).

Additional Teaching Not Reported Elsewhere

Londy, T. A. (2025–2024). *Interior Design Department Annual Design Charrette*. Florida State Univesity.

Londy, T. A. (2024). *Workshop Series - Indesign Refresher & Best Practices, Illustrator for Fabrication - Multiple Sessions*. FSU - IDSO.

Londy, T. A. (2024). *Interior Design Department Annual Design Charrette*. Florida State Univesity.

Webber, S., & Londy, T. A. (2023). *Interior Design Department Annual Design Charrette*. Florida State University.

Londy, T. A. (2022–2023). *Workshop Series - Indesign Refresher & Best Practices, Illustrator for Fabrication - Multiple Sessions*. FSU - IDSO.

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Research and Original Creative Work

Publications

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Invited Journal Articles

Londy, T. A. (2023). "I think Brand can save the future of the workplace". *Leo Revista Academica - Facultad DE Arquitectura Y Diseno*, *2*, 28-29.

Refereed Journal Articles

Londy, T. A., & Webber, S. (2024). The Design Charrette: Lessons Learned in Seeking Methods to Accelerate Student Learning. *Communication + Place SEGD Society for Experiential Graphic Design*, 92-106.

Refereed Proceedings

Londy, T. A. (2024). "Where am I?" A narrative inquiry study assessing the success of wayfinding in international airports for non-native language speakers | Scholarship of Design Practice. In *2024 Annual Conference- IDEC - Designed to Thrive* (pp. 333-341). Washington DC, IDEC. Retrieved from chrome-extension:// efaidnbmnnnibpcajpcglclefindmkaj/https://idec.org/wp-content/uploads/2024-Proceedings-Report_Final-6_11_24.pdf

Londy, T. A. (2024). Environmental Graphics Reflect Cultures Creating a Sense of Place and Belonging: An Immersive Study in Valencia. In Loredana Di Lucchio, & Lorenzo Imbesi (Eds.), *Eighteenth Annual International Conference on Design Principles & Practices* (pp. 53). n Champaign, Illinois, USA; by Common Ground Research Networks, NFP. Retrieved from https://kc.cgpub.net/assets/downloads/design/G24-Conference-Proceedings-Draft.pdf?dlv-emuid=6310d7c5-8c38-4e36-b426-81cf66a17b11&dlv-mlid=46074691

Londy, T. A. (2023). "Can I see myself working with this person?" Practitioner insight of highly sought after behaviors in design teams | Scholarship of Design Research - Practice. In *2023 Annual Conference- IDEC - Accelerating Change* (pp. 229-231). Washington DC, IDEC. Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:// idec.org/wp-content/uploads/2023/08/COMPRESSED-2023-IDEC-Annual-Conference-Proceedings.pdf

Londy, T. A. (2023). A Scalable Strategy for Branding and the Wayfinding Experience. In Loredana Di Lucchio, Lorenzo Imbesi, & Pablo Diaz Morilla (Eds.), *Seventeenth Annual International Conference on Design Principles & Practices* (pp. 118). n Champaign, Illinois, USA; by Common Ground Research Networks, NFP. Retrieved from https:// designprinciplesandpractices.com/assets/downloads/G23-Conference-Proceedings.pdf

Londy, T. A. (2023). Design Practitioner Perspective: Highly sought-after Skills exhibited in a portfolio that can get our students hired. Scholarship of Design Research | Practice. In *2023 Annual Conference- IDEC - Accelerating Change* (pp. 235-236). Washington DC, IDEC. Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:// idec.org/wp-content/uploads/2023/08/COMPRESSED-2023-IDEC-Annual-Conference-Proceedings.pdf

Londy, T. A. (2022). The Incredible Edible Impact of Workplace Brand - Creative Scholarship | Design as Interior. In *2022 Annual Conference- IDEC - Reconnect/ Recalibrate* (pp. 261-265). Washington DC, IDEC. Retrieved from chrome-extension://

efaidnbmnnnibpcajpcglclefindmkaj/https://idec.org/wp-content/uploads/2023/03/2022-Conference-Proceedings_FINAL_opt.pdf

Londy, T. A. (2022). When in Detroit, you Do Detroit things, and yes the Branding is awesome. In *2022 Annual Conference IDEC - Reconnect/ Recalibrate* (pp. 40-46). Washington DC, IDEC. Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://idec.org/wp-content/uploads/2023/03/2022-Conference-Proceedings_FINAL_opt.pdf

Presentations

Invited Keynote and Plenary Presentations at Conferences

Londy, T. A., Mick, M., & Webber, S. (presented 2022, November). *Transformative Teaching Keynote Day 2*. Keynote presentation at Amps Transformative Teaching : Focus on Pedagogy 2022, Architecture, Media, Politics, Society - (AMPS), Virtual. (International)

Refereed Presentations at Conferences

Londy, T. A. (submitted). *Learning to develop inclusive wayfinding through the experiential classroom: The importance of Strategy*. Presentation submitted for approval.

Londy, T. A. (submitted). *A Strategic Model for Branding & Wayfinding Experience*. Presentation submitted for approval.

Londy, T. A. (submitted). *Lynch as a scalable model for orientation and Brand experience*. Presentation submitted for approval.

Londy, T. A. (accepted). *Enhancing Final Design Drawings: Leveraging Storytelling, Depth, and Materials for a Deeper Connection*. Presentation to be given at Nineteenth Annual International Conference on Design Principles & Practices, Thinking, Learning, Doing: Plural Ways of Design, Design Principles & Practices, LASALLE College of Arts, Singapore (Virtual). (International)

Londy, T. A. (accepted). *Reinforcing Design Details Through Full-Scale Construction Mock-ups: Further Developing the Experiential Classroom*. Presentation to be given at New Schools of Thought - Critical Thinking & Creative Teaching 2025, AMPS - Architecture - Media - Politics - Society, United Kingdom (Virtual). (International)

Londy, T. A. (accepted). *Stadiums and Branded Amenity Experiences: Making the game inclusive for all*. Presentation to be given at 205 Annual Conference- IDEC - The Future of Design Starts Here, IDEC - Interior Design Educators Council, Chicago, IL. (National)

Londy, T. A. (accepted). *Storytelling invites participation, creating a connection to place: a story*

of fabrication, prototyping, and community. Presentation to be given at 2025 Annual Conference- IDEC - The Future of Design Starts Here, IDEC - Interior Design Educators Council, Chicago, IL. (National)

Londy, T. A. (presented 2024, March). *"Where am I?" A narrative inquiry study assessing the success of wayfinding in international airports for non-native language speakers*. Presentation at 2024 Annual Conference- IDEC - Designed to Thrive, IDEC - Interior Design Educators Council, New York City, NY. (National)

Londy, T. A. (presented 2024, March). *Environmental Graphics reflect cultures creating a sense of place and belonging: An Immersive Study in Valencia*. Presentation at Eighteenth Annual International Conference on Design Principles & Practices, Design Principles & Practices, Valencia, Spain (Virtual). (International)

Londy, T. A. (presented 2023, August). *Multidisciplinary Student Learning Through Immersive Experiences*. Presentation at Teaching Beyond the Curriculum 2023, AMPS - Architecture - Media - Politics - Society, United Kingdom (Virtual). (International)

Londy, T. A. (presented 2023, March). *"Can I see myself working with this person?" Practitioner insight on key behaviors that are highly sought after for design teams*. Presentation at 2023 Annual Conference - Accelerating Change, IDEC - Interior Design Educators Council, Vancouver, BC. (International)

Londy, T. A. (presented 2023, March). *A Scalable Strategy for Branding & the Wayfinding Experience*. Presentation at Seventeenth International Conference on Design Principles & Practices, Design Principles & Practices, Lisbon, Portugal (Virtual). (International)

Londy, T. A. (presented 2023, March). *The Design Practitioner Perspective: Three highly sought-after Skills exhibited in a design portfolio that can get our students hired*. Presentation at 2023 Annual Conference - Accelerating Change, IDEC - Interior Design Educators Council, Vancouver, BC. (International)

Londy, T. A., & Webber, S. (presented 2023, February). *The Design Charrette: Lessons Learned in Seeking Methods to Accelerate Student Learning*. Presentation at SEGD Academic Summit, SEGD - Society for Experiential Graphic Design, Virtual. (International)

Londy, T. A. (presented 2022, March). *When in Detroit, you Do Detroit things, and yes the Branding is awesome*. Presentation at 2022 Annual Conference - Reconnect/ Recalibrate, IDEC - Interior Design Educators Council, Virtual. (National)

Londy, T. A. (presented 2022). *The Incredible Edible Impact of Workplace Brand (Abstract was scored as one of the top five in submittal category)*. Presentation at 2022 Annual Conference - Reconnect/ Recalibrate, IDEC - Interior Design Educators Council, Virtual. (National)

Invited Lectures and Readings of Original Work

Londy, T. A. (2023, November). *Experiential Graphic Design - Case Studies & Fabrication.* Delivered at Eastern Michigan University- Fine Arts Dept | Ypsilanti, MI, Eastern Michigan University - Virtual. (National)

Londy, T. A. (2023, November). *Student Success and the Portfolio Engine, How can we better prepare them?* Delivered at Chatham UNIVERSITY- Pittsburg, PA, Chatham University Virtual. (National)

Londy, T. A. (2023, April). *Branded Environments & Opportunities to Thrive in the Profession.* Delivered at Florida State University - Fine Arts Dept, Fine Arts Building, Florida State University. (Local)

Londy, T. A. (2023, April). *How do we develop Students and Not just their design portfolios? But they need that too.* Delivered at Chatham UNIVERSITY- Pittsburg, PA, Chatham University - Virtual. (National)

Londy, T. A. (2023, April). *Wayfinding and Designing Spaces for Everyone.* Delivered at Florida State University - Art Therapy, William Johnston Building Florida State University. (Local)

Original Creative Works

Image Published in a Book

Londy, T. A. (in press). Working title - Room Diagrams to facilitate Story in Art Education [Diagrams (3) High School, Middle School, Elementary School]. In Dr. Jeffrey Broome, *Managing an Art Classroom with Care: Stories from the Field.* Fairchild Books.

Londy, T. A. (in press). Design Process Diagram - Intersection of design phases, client, designer & design thinking [Diagram - Design Process]. In Steven B. Webber, *Interior Design Fundamentals 2e.* Fairchild Books.

Exhibitions

Invited Exhibitions

Londy, T. A., & Ransdell, M. (2022, November–2023, February). *Land Water Sky - Wildlife Arts Festival* [Public Art Experience]. Thomasville Collective, Thomasville Georgia: Thomasville Collective.

Juried Exhibitions

Londy, T. A. (2024, May–June). *16th International Biennial Poster Design Terras Gauda* [Poster Design]. Bodegas Terras Guada, Spain, Spain: Puerto De Vigo, Galicia, Xunta De Galicia.

Londy, T. A., & Webber, S. (2024, May–July). *THOM Collective Exhibition* [Member Collective]. Thomasville Collective THOM, Thomasville Georgia: THOM, Blick.

Londy, T. A. (2024, March–April). *Due South: Strings Attached!* [Public Art Exhibition at a Festival]. Thomasville Collective THOM, Thomasville Georgia: Flowers AutoGroup.

Londy, T. A. (2024, January–February). *Bicentential Brew: A Taste of Tallahassee* [Call to Artists]. LeMoyne Arts Tallahassee, Tallahassee, Florida: Proof Brewery, LeMoyne Arts.

Marlo Ransdell, & Londy, T. A. (2023, November–December). *Studio D: A decade of process in the making* [Showcase of Student Work]. William Johnston Gallery, Florida State University, Tallahassee Florida: FSU IA& D Dept.

Londy, T. A. (2023, May–July). *THOM Collective Exhibition* [Member Collective]. Thomasville Collective THOM, Thomasville Georgia: THOM, Blick.

Londy, T. A., & Webber, S. (2023, January–February). *10 Years of the Annual Design Charrette Competition* [Showcase of Student Work]. William Johnston Gallery, Florida State University, Tallahassee Florida: FSU IAD Dept.

Non-Juried Exhibitions

Ward, A., Jeon, M., & Londy, T. A. (2023, February). *Social Justice Symposium Interactive Exhibit "I Commit Too..."* [Interactive]. 1006 William Johnston Building, Florida State University, Tallahassee Florida: The Annual Social Justice Symposium.

Digital Projects

Invited Digital Projects

Londy, T. A., & Webber, S. (Co-Contributor). (2023, April–May). *Celebrating 10 Years of Immersive Student Design Charrette Competitions* [Website feature Article]. SEGD Society for Experiential Graphic Design. Retrieved from https://segd.org/celebrating-10-years-immersive-student-design-charrette-competitions?utm_source=SEGD+Master&utm_campaign=96d261694d-Weekly_05_09_2018_COPY_01&utm_medium=email&utm_term=0_ea87b1ddbd-96

Contracts and Grants

Contracts and Grants Funded

Kellie Keys, Dr. Christopher Werner, & Terry Londy. (Oct 2024–Oct 2025). *Wakulla Springs Project - Wakula Springs Lab*. Funded by Florida Department of Environmental Protection (FDEP). (182014-110). Total award $40,000.

Londy, T. A. (Oct 2024–Dec 2024). *Student Technology Fee Funding for Proposal to Enhance Instructional Technology*. Funded by Information Technology Services. (4525023761). Total award $18,295.

Londy, T. A. (May 2022–Aug 2022). *What are they missing? A Performance Outcomes Approach to Design Portfolio Success*. Funded by FYAP First Year Assistant Professor Grant. Total award $20,000.

Reviews of My Research and Original Creative Work by Other Authors

Reviews Appearing on a Web Site

Staff Reports. (2024). Thomasville Center for the Arts announces Due South 2024: Strings Attached! Public Art Competition winners. *Thomasville Times-Enterprise*. Retrieved from https://www.timesenterprise.com/news/local_news/thomasville-center-for-the-arts-announces-due-south-2024-strings-attached-public-art-competition-winners/article_16c56c6c-f529-11ee-a694-074825da736b.ht

Caban, J. (2023). FSU Interior Architecture and Design Department Holds Charrette Competition. *Florida State University News - The official News Source for Florida State University*. Retrieved from https://news.fsu.edu/multimedia/radio/2023/02/14/fsu-interior-architecture-and-design-department-holds-charrette-competition/

Additional Research or Original Creative Work Not Reported Elsewhere

Londy, T. A. (2024). *Northstar Country Club Primary Branding*. Architype / Polaris Properties.

Londy, T. A. (2023). *Polaris Properties Primary Branding*. Architype.

Londy, T. A. (2023–2024). *400 West Capitol, Little Rock AK*. Architype - Freelance Work.

Londy, T. A. (2022–2023). *444 N Michigan Ave - Chicago, IL*. Forcade Associates Team as Design Consultant.

Londy, T. A. (2022). *Movie Poster "Not My Enemy"*. Sisters Unite Productions.

Londy, T. A. (2022–2023). *801 S Canal - Chicago, IL*. Forcade Associates Team as Design Consultant.

Londy, T. A. (2022–2024). *Northstar Center - Minneapolis, MN*. Archetype - Freelance Design.

Londy, T. A. (2020–2021). *CMC Materials - Aurora, IL*. Forcade Associates Design Team.

Londy, T. A. (2020). *CommonGrounds - Chicago, IL*. Forcade Associates Design Team.

Londy, T. A. (2020–2021). *Conagra Foods - Chicago, IL*. Forcade Associates Design Team.

Londy, T. A. (2020–2021). *Lakeshore East - Chicago, IL*. Forcade Associates Design Team.

Londy, T. A. (2020). *IMC - Chicago, IL*. Forcade Associates.

Londy, T. A. (2020). *Nature Center at Shaker Lakes - Cleveland, OH*. Forcade Associates Design Team.

Londy, T. A. (2020). *Generator Hotel - Washington DC*. Forcade Associates Design Team.

Londy, T. A. (2020). *Moses Cone Memorial Hospital - Greensboro, NC*. Forcade Associates.

Londy, T. A. (2019). *167 Green - Chicago, IL*. Gensler Design Team.

Londy, T. A. (2019). *333 Green - Chicago, IL*. Gensler.

Londy, T. A. (2019). *Illinois State University - Normal, IL*. Gensler.

Londy, T. A. (2019). *Planet Fitness - Hampton, NH*. Gensler.

Londy, T. A. (2019). *Ronald McDonald House*. Gensler.

Londy, T. A. (2019). *Uber Freight Headquarters - Chicago, IL*. Gensler.

Londy, T. A. (2018–2019). *Syd Jerome - Chicago IL*. Gensler.

Londy, T. A. (2018–2019). *Aon Center - Chicago IL*. Gensler.

Londy, T. A. (2018–2019). *Ford Motor Company - Wagner Place - Dearborn, MI*. Gensler.

Londy, T. A. (2018–2019). *Mars Wrigley - Chicago IL*. Gensler.

Londy, T. A. (2018–2019). *Corners of Brookfield - Brookfield, WI*. Gensler.

Londy, T. A. (2018–2019). *Dayton's - Minneapolis, MN*. Gensler.

Londy, T. A. (2018–2019). *Willis Tower - Chicago IL*. Gensler.

Londy, T. A. (2018–2019). *56 central - Manilla, Philippines*. Gensler.

Londy, T. A. (2018–2019). *545 WYN - Miami, FL*. Gensler.

Londy, T. A. (2018–2019). *Columbia College - Getz Theatre - Chicago, IL*. Gensler.

Londy, T. A. (2018–2019). *Columbia College - Student Center - Chicago, IL*. Gensler.

Londy, T. A. (2018–2019). *Navy Pier - Peoples Energy Welcome Pavilion - Chicago, IL*. Gensler.

Londy, T. A. (2018–2019). *Old Post Office - Chicago IL*. Gensler.

Londy, T. A. (2017–2018). *Rosedale Center - Rose & Loon - Minneapolis, MN*. CRTKL.

Londy, T. A. (2017–2018). *Pinecrest - Orange Village, OH*. CRTKL.

Londy, T. A. (2017–2018). *Shops at WillowBend - Plano, TX*. CRTKL.

Londy, T. A. (2016–2018). *Rosedale Center - Minneapolis, MN*. CRTKL.

Londy, T. A. (2016). *The Avenues Food Hall - Kuwait Al Rai, Kuwait*. CRTKL.

Service

Florida State University

FSU University Service

Faculty Advisor, Themed Entertainment Association (2024–present).

Member, Innovation Hub Steering Committee (2022–2024).

Member, Innovation Hub Immersive Media Hiring Committee (2022–2023).

FSU College Service

Chair, Graphic Design/ Digital Communications Hiring Committee _ College of Fine Arts (2024–present).

Committee Member, CFA Design Taskforce Committee _ College of Fine Arts Communication Team (2024–present).

Facilitator, Development of XGD Lab at G38 WJB Building (2024–present).

Member, Technology Committee (2023–present).

Lead, Visual Communications Committee (2022–present).

Member, Graphic Design Visioning Committee (2022–present).

Member, College Website Design Advisory Committee (2023–2024).

50 Year IAD Logo Design, Department of Interior Architecture - School of Fine arts (2023).

T Shirt Design for Program "50 Years in Design", Department of Interior Architecture - School of Fine arts (2023).

T Shirt Design for Program "TOGETHER, We will build, we will persevere", Department of Interior Architecture - School of Fine arts (2021).

T Shirt Design for Program "Design Thinking Changes the World", Department of Interior Architecture - School of Fine arts (2021).

FSU Department Service

Committee Member, Computer Lab Updates/ Spending Task Force (2022–present).

Co-Chair, Visiting Line Faculty Search Committee (2023–2024).

Design & Production/ Fabrication Files for Awards, FSU IAD Alumni Association (2023).

The Profession

Reviewer for Textbooks

The Prefabricated Interior (2022).

Service to Professional Associations

Communications Committee - Member, Graphic design consultant for communications in events and collateral, IDEC - Interior Design Educators Council (2024–present).

Graphic Design/ Branding For Annual Conference, Annual International Conference Graphic Collateral_ Entire Conference Graphic Package, IDEC - Interior Design Educators Council (2024).

Guest Reviewer For National Conference Abstracts, 2024 National Call for Abstracts, IDEC - Interior Design Educators Council (2024).

Guest Reviewer For Conference Abstracts, 2024 Regional Call for Abstracts, IDEC - Interior Design Educators Council (2024).

Guest Reviewer For Student Portfolios, 2024 Student Portfolio Session - Jacksonville AIGA, AIGA - American Institute of Graphic Arts (2024).

Guest Reviewer For Conference Poster Session, 2024 IDEC National Conference, IDEC - Interior Design Educators Council (2024).

Graphic Design/ Branding For Annual Conference, Annual International Conference Graphic Collateral_ Entire Conference Graphic Package, IDEC - Interior Design Educators Council (2023–2024).

Guest Reviewer For Conference Abstracts, 2023 Regional Call for Abstracts, IDEC - Interior Design Educators Council (2023).

Guest Reviewer Student Design Competition, 2023 National IDEC Conference - Vancouver - Accelerating Change, IDEC - Interior Design Educators Council (2023).

Graphic Design For Annual Conference, Annual International Conference Graphic Collateral_ Entire Conference Graphic Package, IDEC - Interior Design Educators Council (2022–2023).

Session Chair, ,Moderator, Curation and ideation for International Conference, Creativity, Flexibility, and Innovation in Education, Architecture, Media, Politics, Society - (AMPS) (2022).

The Community

Environmental Graphic Design Strategy & Design, Design, Branding, Strategy, wayfinding, EGD, Raleigh Rescue Mission - The Garden (2024–present).

Construction Volunteer, Construction site clean-up, building racks, painting, framing, Big Band Habitat for Humanity (2024).

Environmental Graphic Design Strategy & Design, Design, Branding, Strategy, wayfinding, Waterfront Rescue Mission (2023–2024).

Design, Wayfinding & Brand Strategy, Assessment, consultation, and design for Brand Strategy, Wayfinding design and locations, as well as fabrication drawings and consultation, Redemptive Love Farm (2022–2023).

(5) T Shirt Designs for Earth day, Tshirt concept and design for Earth day, Earth's Garden LLC (2022).

Additional Service Not Reported Elsewhere

Londy, T. A. (2017–2019). *Ride MS Team Go Johnny Go Bike Jerseys*. Bike MS/ Starwood Retail.

Completely redesigned Web Programming and Design (2006)
Completely redesigned CGS2060, Computer literacy (1997)

Management of Multiple Course Sections

Computer Literacy (CGS2060)
MicroApps for Business (CGS2100)

Additional Teaching Not Reported Elsewhere

Baldauf, K. J. (2006). *Continuing Ed for K-12 teachers at Maclay School through FSU*. FSU.

Research and Original Creative Work

Publications

Invited Books

Baldauf, K. J. (2012). *Emerge with Computers*. Course technology & Cengage Learning.

Baldauf, K. J., & Stair, R. (2011). *Succeeding with Technology*. Course Technology.

Baldauf, K. J. (2000). *Learn Windows 2000*. Prentice Hall.

Baldauf, K. J. (1999). *Learn Windows NT4.0 Workstation*. Prentice Hall.

Baldauf, K. J. (1999). *Windows 98 Essentials*. Prentice Hall.

Baldauf, K. J. (1998). *Windows NT4 Essentials*. Prentice Hall.

Refereed Books

Baldauf, K. J. (2011). *Emerge with Computers, 3rd Edition*. Cengage Learning/Course
        Technology. Retrieved from http://tinyurl.com/baldauf-emerge

Invited Book Chapters

Baldauf, K. J., Stair, R., & Reynolds, G. (2010). 3 Chapters: Internet, Databases, Software. In

Curriculum Vitae
Kenneth J. Baldauf

Last Revised: November 01, 2021

General Information

University address: College of Arts and Sciences
Diffenbaugh Building 0432
Florida State University
Tallahassee, Florida 32306-4120

E-mail address: kbaldauf@fsu.edu
kbaldauf@pic.fsu.edu

Professional Preparation

1997   M.S., Florida State University. Major: Computer Science.

1982   Bachelor of Arts, Morehead State University. Major: Music. Music Theory
and Composition.

Professional Experience

2011–present   Research Associate, Program Director, College of Arts & Sciences, Florida
State University. Director, Program in Interdisciplinary Computing.

2008–2011   Associate in the Program in Interdisciplinary Computing, Program Director,
Program in Interdisciplinary Computing, Florida State University. Director,
Program in Interdisciplinary Computing (PIC).

2002–2008   Associate in Computer Science, Computer Science, Florida State University.
Director of Computer Literacy at FSU - Faculty member charged with
managing Florida State University's computer literacy program; guaranteeing
that Florida State University students acquire a solid foundation of
technological understanding and the computer application skills necessary to
excel in today's competitive job market.

1997–2002   Assistant in Computer Science, Computer Science, Florida State University.
Director of Computer Literacy at FSU - Faculty member charged with
managing Florida State University's computer literacy program; guaranteeing
that Florida State University students acquire a solid foundation of

technological understanding and the computer application skills necessary to excel in today's competitive job market.

Honors, Awards, and Prizes

FSU Web Star (2008).
Outstanding Teaching Assistant Award, FSU (1996).
Upsilon Pi Epsilon (1996).
Outstanding Teaching Assistant Award, FSU (1995).

Current Membership in Professional Organizations

Association for Computing Machinery (ACM)

Teaching

Courses Taught

Introduction to Website Design (CGS2821)
Interdisciplinary Web Development (CGS2835)
Special Topics in Interdisciplinary Computing - Beginning Level (IDC2930)
Special Topics in Information Studies (LIS4930)
Computer Literacy (CGS2060)
Microcomputer Applications for Business/Economics (CGS2100)
Computer Literacy II (CGS2064)
Web Programming and Design (CGS3066)
Intermediate Topics in Computer Science (CIS3931)
Special Topics - Digital Media and Communications (CGS3931)
Special Topics - Intranet Database Programming (CGS5900)
Special Topics in Computer Science (CIS4930)
Object Oriented Programming with C++ (CGS4406)

New Course Development

Web Design (2010)
Web Development (2008)
Computer Literacy II (2005)
MicroApps for Business (1999)

Curriculum Development

Principles of Information Systems. Course Technology and Cengage Learning.

Nonrefereed Tests, Instruments, or Assessment Measures

Baldauf, K. J., Stair, R., & Reynolds, G. (2010). *Case Studies, Boxes, Vignettes, Chapter Exercises for all chapters of Textbook: Principles of Information Systems*. Course Technology.

Presentations

Invited Keynote and Plenary Presentations at Conferences

Baldauf, K. J. (presented 2010, November). *Shifting Paradigms in Education*. Keynote presentation at California Business Educators Association State Conference, California Business Educators Association, San Jose, CA. (International)

Baldauf, K. J. (presented 2010, November). *Welcome to the Social LMS*. Plenary presentation at California Business Educators Association State Conference, California Business Educators Association. (International)

Baldauf, K. J. (presented 2009, October). *Teaching Outside the Book*. Plenary presentation at The League for Innovation's annual Conference on Information Technology (CIT), The League for Innovation, Detroit, MI. (National)

Baldauf, K. J. (presented 2009, March). *Interdisciplinary Computing*. Plenary presentation at Cengage/Course Technology National Conference, Cengage Learning, Las Vegas. (National)

Baldauf, K. J. (presented 2009, February). *Topic Relevance through Current Events and Podcasting*. Plenary presentation at Teaching With Technology Showcase and Tech Fair, Center for Teaching and Learning at FSU. (Local)

Baldauf, K. J. (presented 2008, March). *Back to the Drawing Board - Re-evaluating what we teach in the Intro Course and how we teach it*. Plenary presentation at Course Technology National Conference, Course Technology, Nashville, TN. (National)

Baldauf, K. J. (presented 2008, March). *Teaching with New Technologies II*. Plenary presentation at Course Technology Forums, Course Technology. (National)

Baldauf, K. J. (presented 2008, March). *The Value of College Computer Literacy in the New Age*. Plenary presentation at ATEAM Alabama Community Colleges Conference, ACC. (State)

Baldauf, K. J. (presented 2007, November). *Teaching with New Technologies*. Plenary

Knight Creative Communities Institute. Discovery at Cascades Designer (2012–2014).

Service to Research Organization

Mick, M. (2022). *Virtual Conference Session Chair*. Architecture, Media, Society, Politics (AMPS).

Service to State Organizations

Mick, M. (2025). *Corridor Compatible Communities Design Guidelines Expert Roundtable*. Florida Wildlife Corridor Foundation.

presentation at Course Technology National Conference, Course Technology. (National)

Baldauf, K. J. (presented 2007, March). *How I Increased Class Enrollment by 53 Percent Overnight*. Plenary presentation at Course Technology National Conference, Course Technology. (National)

Baldauf, K. J. (presented 2006, March). *Computer Literacy: What Do Employers Want?* Plenary presentation at Course Technology National Conference, Course Technology. (National)

Baldauf, K. J. (presented 2006, March). *The Elements of the Intro Course*. Plenary presentation at Course Technology National Conference, Course Technology, Orlando. (National)

Baldauf, K. J. (presented 2005, March). *The Effects of K-12 Educational Technology Standards on the Future of College Computer Literacy*. Plenary presentation at Course Technology National Conference, Course Technology. (National)

Baldauf, K. J. (presented 2004, March). *Computer Literacy: A New Approach*. Plenary presentation at Course Technology National Conference, Course Technology, San Antonio, TX. (National)

Digital Projects

Nonrefereed Digital Projects

Baldauf, K. J. (2011). *Online Learning Community System* [Social Media App].

Baldauf, K. J. (2008). *Emerge with Computers* [Online Course Delivery System].

Baldauf, K. J. (2004). *Online Scheduler* [Web App].

Baldauf, K. J. (2001). *Digital Gradebook* [Web App].

Information and Communication Technology

Internet Web Site Development

Baldauf, K. J. (2012). *PIC*. Retrieved from Program in Interdisciplinary Computing: http://www.pic.fsu.edu/

Baldauf, K. J. (2010). *Teach Technology*. Retrieved from Self: http://teachtech.biz

Service

Florida State University

FSU University Service

Committee member, FSU Taskforce on Scholarly Communication (2010–2011).

Committee member, FSU Provost Search Committee (2010–2011).

FSU Department Service

Committee member, Computer Science Undergrad Curriculum Committee (2004–2007).

Committee member, Computer Science Faculty Recruitment Committee (2004–2005).

Committee member, Computer Science Bylaws Committee (2003–2004).

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Curriculum Vitae
Meghan Mick
Last Revised: July 31, 2025

General Information

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University address: Interior Architecture and Design
College of Fine Arts
143 Honors Way
Florida State University
Tallahassee 32306-FL

E-mail address: mmick@fsu.edu

Professional Preparation

2006   Masters, North Carolina State University, College of Design, Raleigh, NC. Major: Landscape Architecture. Supervisor: Dr. Lee-Anne Milburn.

Mick, M.T.C. (2006). *Streams of Consciousness: Integrating Nature and Culture in the Design of Urban Streams*. Unpublished master's thesis, North Carolina State University, College of Design, Raleigh, NC.

1998   Bachelor of Arts, Vanderbilt University, Nashville, TN. Major: Fine Arts. Cum Laude.

Nondegree Education and Training

2023   Writing for Design Research: Peer Writing Workshop, DDN 810-651/DDN 893-651.

2022   ARE 5745 Research Survey.

1996   Australian and Asian Studies, Murdoch University, Perth, Western Australia.

Professional Credential(s)

2024–present   Living Future Accreditation.

2021–present   WELL Accredited Professional.

2020–present   Registered Landscape Architect, LA6667506.

2007–present   LEED Accredited Professional.

Professional Experience

2020–present   Assistant Professor, Interior Architecture & Design, College of Fine Arts, Florida State University.

2015–2019   Project Manager, Wood+Partners, Inc. Project Manager with a professional landscape architecture and land planning firm, where a partial list of duties includes: site design, master planning, sketching/rendering, marketing graphics, budget management, construction administration, and client communication. Lead designer and project manager of four public park development projects for Phase V of the Natural Resource Damage Assessment (NRDA) as a result of the Deepwater Horizon oil spill of 2010.

2013–2015   Adjunct Instructor, Interior Architecture and Design, College of Fine Arts, Florida State University. Undergraduate Interior Design courses: Introduction to design principles and applications in a studio setting.

2010–2015   Adjunct Instructor, Urban and Regional Planning, College of Social Sciences and Public Policy, Florida State University. Urban & Regional Planning Graduate level courses: Graphic techniques for effective communication of creative ideas; Urban Nature: Planning for nature in the urban setting.

2015   Visiting Instructor, Public Art/Architectural Art, College of Fine Arts, Florida State University. Public Art Studio.

2009–2015   Owner, From the Ground Up. Founder of design business, where a list of services includes: planning and design of outdoor environments for play and learning, eco-conscious design and consulting, branding, graphic communications, and project management. Mix of pro bono and for profit projects mostly located in Northern Florida.

2013–2014   Lead Designer, Wilderness Graphics. Lead designer and planner for exhibits, interpretive signage and environmental graphics. Other duties include: project management, client communication, graphic design for exhibit panels, schematic drawings of interactive elements, and administration of interns.

2012–2013   Planning Consultant, Office of Park Planning, Florida Department of Environmental Protection. Temporary position in the Office of Parks Planning for the State of Florida DEP. Tasked with the layout and design of the

Statewide Comprehensive Outdoor Recreation Plan (SCORP) for 2013. Additional duties include: planning meetings, design workshops, and schematic design for State Parks in Florida.

2011–2012 Adjunct Instructor, Landscape Architecture, School of Architecture, Florida A&M University. Graduate Studio courses in the School of Architecture for students in Landscape Architecture; committee member for six MLA graduate theses.

2006–2009 Project Planner, Wood+Partners, Inc. Designer at landscape architecture and land planning firm. Duties included site analysis, site design, sketching/ rendering, marketing graphics, and client communication.

Honors, Awards, and Prizes

Nominated for Community Engaged Teaching Award, Florida State University (2024).
Honor Award for Park Design, Florida Chapter of the American Society of Landscape Architects (2023).
Honor Award, General Design, South Carolina ASLA (2022).
Frederic B. Stresau Award, Florida ASLA (American Society of Landscape Architects) (2021).
Green Business of the Year, Finalist, Tallahassee Chamber of Commerce (2010).
Inductee, Tau Sigma Delta (2006).
Inductee, Phi Kappa Phi (2004).

Fellowship(s)

Glaxo Smith Kline (2004).

Current Membership in Professional Organizations

American Society of Landscape Architects (ASLA)
Council of Educators in Landscape Architecture (CELA)
Environmental Design Research Association (EDRA)
Interior Design Educators Council (IDEC)
International Living Future Institute (ILFI)
International Union for the Conservation of Nature (IUCN)

Teaching

Courses Taught

Life-Centric Design (IND 5624)
Responsible Design (IND 2620)
Graphic Techniques II (IND2310)
Principles of Sustainable Design (IND5628)
Computer-Aided Design II (IND5477)
Integrated Design Studio 2 (IND5246C)
Principles of Sustainable Design (IND3627)
Sociological and Psychological Aspects of Design (IND4601)
Directed Individual Study (IND5910)
Graduate Seminar: Social-Psychological Aspects of Design (IND5609)
Integrated Graphics (IND5327)
Computer-Aided Design II (IND3469)
Interior Design Studio III (IND4242C)
Portfolio Development I (IND3529)
Special Topics in Interior Design (IND3930)
Special Topics in Interior Design (IND5930)
Graphics Communication for Urban Planning and Design (URP5885)
Design Fundamentals I (IND1203)
Design Fundamentals (IND5208)
Special Topics in Urban and Regional Planning (URP4936)
Special Topics in Urban and Regional Planning (URP5939)

New Course Development

Environmental Graphics and Wayfinding (2024)
Responsible Design (2024)
Integrated Studio (2023)
Environmental Graphics Minimester (2022)
Urban Nature (2011)

Curriculum Development

Updated Social/Psychological Aspects of Design content to include a variety of readings from
      multiple sources instead of reliance on one textbook (2022)
Updated course curriculum for Principles of Sustainable Design to include a community design
      project with recycled materials (2021)

Management of Multiple Course Sections

Graphic Techniques II (IND 2310)
Responsible Design (IND 2620)
Graphic Techniques II (IND 2310)

Principles of Sustainable Design (IND 3627)
Computer-Aided Design (IND 3469)

Master's Committee Chair

Altamirano, S., graduate. (2026).

Master's Committee Member

Garcia, C., graduate. (2026).
Valencia-Arrieta, N., graduate. (2026).
Wagner, R., graduate. (2026).
Zabot, C., graduate. (2025).
Ellis, A., graduate. (2024). *Interior Design for Well-Being: A Trauma-Informed Approach to Higher Education Social Spaces*.
Neri, E., graduate. (2023). *Supporting Attention through Design: Examining How Library Design Can Influence Attention Restoration*.
Walker, G., graduate. (2023). *Reducing Stress in Leisure Travelers through the us of Biophilic Design Elements to Enhance the Sense of Arrival in Hotel Lobby Interior Design*.
Bannister, R., graduate. (2022). *Early Elementary Spaces for Active Learning and Constructivist Teaching*.
Baptiste, A., graduate. (2012). [FAMU]
Bogle, R., graduate. (2012). [FAMU]
Carter, A., graduate. (2012). [FAMU]
Dolan, S., graduate. (2012). [FAMU]
Eisele, J., graduate. (2012). [FAMU]
Ranjbari, S., graduate. (2012). [FAMU]

Supervision of Student Research Not Related to Thesis or Dissertation

Avriett, G. and Kolb, M. (Aug–Dec 2024).

Miller, J. (Jun–Aug 2024).

Stephens, J. (May–Jun 2024).

Ellis, A. (Jan–Apr 2024).

Damera, M. (May–Jul 2022).

Houston, A. (May–Jul 2022).

Smith, H. (Jan–May 2022).

Lepp, R. (May–Dec 2021).

Facilitator of Student Collaboration with Community Partner

Mick, M. (2024). *Tallahassee Downtown Improvement Authority Office/Retail Space*. Tallahassee Downtown Improvement Authority.

Mick, M., & Jodi Benoit. (2023). *White Oak Pastures Hipcamp Loft Design*. White Oak Pastures.

Mick, M. (2023). *Deerlake Middle School ESE Sensory Pathway designs*. Deerlake Middle School.

Mick, M. (2021). *Upcycled Park Project*. Leon County Parks and Recreation Department.

Student Award Mentorship

Mick, M. (2022). *Mentor to Winners of the Memorial to the Enslaved Design Competition: Alana Houston, Sarah Rifqi, and Hannah Smith*. Goodwood Museum and Gardens.

Supervision of Student Group for a National Design Competition Entry

Mick, M., Bareford, K., Wright, A., Marshall, R. E., Eisele, J., Suñer, N. C., & Carter, A. L. (2011). *Parks for the People: A Student Competition to Reimagine America's National Parks*. Van Alen Institute.

Research and Original Creative Work

Publications

Refereed Journal Articles

Mick, M., & Ordia, K. (submitted). Rewilding Human Habitat: Liminal Space in the Built Environment. *Ecology and Society*. Manuscript submitted for publication, 25 pages.

Mick, M. (in press). Beyond sustainable: A responsible framework for design. *The International Journal of Design Education*, 12 pages.

Mick, M. (2024). Designing Ecotones: Engaging Liminal Space in the Built Environment. *Ekistics and the New Habitat*, *84*(2), 45-55.

Mick, M., & Wettstein, F. (2023). Design at the Edges: Crossing Boundaries of Space and Practice. *Landscape Research Record*, 1-9.

Nonrefereed Proceedings

Mick, M. (2021). IDEC 2021 Annual Conference Proceedings. In Kristin Maki, Tina Patel, John Humphries, Zina Alaswad, & Jerome Gomez (Eds.), *2021 Interior Design Educators Council (IDEC) Annual Conference* (pp. 308-318). IDEC. Retrieved from https://idec.org/wp-content/uploads/2022/08/Proceedings_Appendices_2021_opt.pdf

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Presentations

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Invited Keynote and Plenary Presentations at Conferences

Mick, M., Londy, T., Weber, S., & Chapin, T. (presented 2022, November). *Transformative Teaching Keynote Day 2*. Keynote presentation at AMPS Transformative Teaching: Focus on Pedagogy 2022, Architecture, Media, Society, Politics (AMPS), Virtual. (International) Retrieved from https://amps-research.com/conference/teaching/

Invited Presentations at Conferences

Mick, M., Alcaide, A., & Biodiversity and Climate Action Committee. (presented 2025, July). *From Vision to Action: Practical Climate & Biodiversity Solutions for Every Landscape Architect*. Presentation at ASLA Florida Annual Conference, Florida ASLA, Ponte Vedra, Florida. (State)

Mick, M., Vick, A., Houston, A., Lewis, E., & Neri, E. (presented 2023, April). *The Nature of Learning: Highlighting Biophilic Research*. Presentation at Biophilic Leadership Summit, The Biophilic Institute, Biophilic Cities, Serenbe, Georgia. (International)

Mick, M., & Kalbli, S. (presented 2019, August). *21st Century Parks: Leveraging Public Infrastructure Investment to Create a Sense of Place*. Presentation at FRPA Annual Conference, Florida Recreation and Parks Association, Orlando, Florida. (State)

Mick, M., & Hattaway, D. (presented 2018, August). *Placemaking Partnerships: How Four Florida Communities Got New Parks*. Presentation at FRPA Annual Conference, Florida Recreation and Parks Association, Orlando, Florida. (State)

Mick, M. (presented 2012, October). *Grow Outside (and Play!)*. Presentation at Sustainable

Communities Summit, Leon County. (Local)

Mick, M., & Hill-Binkley, S. (presented 2012, April). *Natural Playground Design: Maximizing Creative Opportunities Outside*. Presentation at Annual Conference, National Head Start Association, Nashville, TN. (National)

Refereed Presentations at Conferences

Mick, M., Lawson, K., & McCoy, S. (submitted). *Uniting Communities through Nature: Florida Wildlife Corridor's Mural Program*. Presentation submitted for approval.

Mick, M., Morrison, S., & Johnson, R. (accepted). *Into the open air: Designing and using outdoor learning spaces*. Presentation to be given at AASHE 2024, Association for the Advancement of Sustainability in Higher Education, San Diego, California. (National)

Mick, M. (accepted). *Moving beyond "the other:" Responsible Design as an ethical foundation*. Presentation to be given at NCBDS 38, National Conference on the Beginning Design Student (NCBDS), Fargo, North Dakota. (National)

Mick, M., Brager, G., Ordia, K., & Puttock, R. (presented 2025, March). *Biophilic Teaching*. Presentation at Biophilic Leadership Summit, Biophilic Institute, Serenbe, Georgia. (International)

Mick, M., Floyd, J., & Harbin, L. (presented 2025). *Finding Balance in Career Changes: From Public and Private Practice to the University*. Presentation at 2025 Annual Conference, Florida ASLA, Ponte Vedra, Florida. (State)

Mick, M., Ellis, A., & Neri, E. (presented 2024, April). *Restorative Environments in Higher Learning*. Presentation at Biophilic Leadership Summit, Biophilic Institute, Serenbe, Georgia. (International)

Mick, M., Curtis, A., & Alcaide, A. (presented 2024). *Connecting Vision to Action: Landscape Architects as Catalysts for Climate Initiatives*. Presentation at 2024 Annual Conference, American Society of Landscape Architects (ASLA) Florida, Orlando, Florida. (State)

Mick, M., Harbin, L., Leavins, D., & Dost, K. (presented 2024). *Design Thinking in Planning Practice and Education*. Presentation at Florida Planning Conference, American Planning Association (APA) Florida Chapter, Tampa, Florida. (State)

Mick, M., & Ordia, K. (presented 2024). *Rewilding Interiors: Biodiversity from the inside out*. Presentation at EDRA 55, EDRA (Environmental Design Research Association), Portland, Oregon. (International)

Mick, M. (presented 2024). *Tangata Whenua (People of the Land): The Endemic Influence of*

Māori Culture on Visitor Experience in Aotearoa New Zealand. Presentation at EDRA 55, EDRA (Environmental Design Research Association), Portland, Oregon. (International)

Mick, M. (presented 2024). *The Aesthetics Of Safety: Perception And Community In Schools, Lessons From Sandy Hook*. Presentation at Fourteenth International Conference on The Constructed Environment, Common Grounds Research Network, Vienna, Austria. (International)

Mick, M. (presented 2023, December). *From the Ground Up: Ecological Principles as a Basis for Teaching Responsible Design*. Presentation at AMPS Local Cultures - Global Spaces, Architecture, Media, Society, Politics (AMPS), Virtual. (International) Retrieved from https://amps-research.com/venue-local-global/

Mick, M., & Wettstein, F. (presented 2023, March). *Design at the Edges: A Transdisciplinary Approach for Nature Connectio*. Presentation at CELA 2023 Annual Conference, CELA (Council of Educators in Landscape Architecture), San Antonio, Texas. (International)

Mick, M., Sickler, S., & Young, C. (presented 2022). *Inclusive Engagement: Planting the Seed for a More Diverse Future of Design*. Presentation at Conference on Landscape Architecture, American Society of Landscape Architects (ASLA), San Francisco, California. (National)

Mick, M. (presented 2022). *Learning Outside the Box: A Methodology to Assess Outdoor Spaces for Higher Education*. Presentation at Conference on Academic Research in Education (CARE), University of Nevada at Las Vegas (UNLV) College of Education, Virtual. (National)

Mick, M. (presented 2021, December). *Taking it Outside: Lessons Learned from Historic and Contemporary Outdoor Learning Environments for Improved Health in a Post-Covid World*. Presentation at Environments by Design: Health Wellbeing and Place, AMPS (Architecture, Media, Politics, Society), Virtual. (International) Retrieved from https://www.youtube.com/channel/UCyfWS4KkYSauAaTV2pjrQlQ

Mick, M. (presented 2021, March). *Contextures: Context and Meaning in Materials*. Presentation at 2021 Interior Design Educators Council (IDEC) Annual Meeting, Interior Design Educators Council (IDEC), Virtual. (National)

Mick, M., & Milburn, Lee-Anne. (presented 2006, June). *Sustainable Water-Ground Relationships: Shifting Dynamics Between Humans and Ecology in Urban Stream Systems*. Poster presentation at Council of Educators in Landscape Architecture (CELA) Annual Conference, Council of Educators in Landscape Architecture (CELA), Vancouver, British Columbia. (International)

Mick, M., & Okigbo, A. R. (presented 2006, January). *Deviations from the Normative: Towards a New Museum Landscape*. Presentation at Hawaii International Conference on Arts and

Humanities, Hawaii International Conference on Arts and Humanities, Honolulu, Hawaii. (International)

Refereed Presentations at Symposia

Mick, M., & Ordia, K. (presented 2025). Rewilding Human Habitat: Liminal Space in the Built Environment. In Charles Andrew Cole, Ph.D (Chair), *Biophilia: Designing for Animals*. Presentation at the meeting of Stuckeman School, College of Arts and Architecture, The Pennsylvania State University. (International)

Refereed Workshops

Mick, M., & Morrison, S. (2025, April). *Embracing Outdoor Teaching and Learning for Student Engagement and Well-Being*. Workshop delivered at Provost Showcase of Teaching, Tallahassee, FL. (State)

Invited Lectures and Readings of Original Work

Mick, M. (2025, March). *Collaborative Collision: Sustainable Solutions*. Delivered at Florida State University Division of Research, Tallahassee, FL. (State)

Mick, M. (2024, November). *Design and Climate*. Delivered at FSU Department of Urban and Regional Planning, Tallahassee, FL. (State)

Mick, M. (2024, November). *People and Nature*. Delivered at FSU Anthropology Department, Tallahassee, FL. (State)

Mick, M. (2024, November). *The Art and Science of Responsible Design*. Delivered at Vanderbilt University - Department of History of Art and Architecture (HART), Nashville, Tennessee. (International)

Mick, M. (2024, May). *Reconnecting Humans and Nature*. Delivered at Leon County Sustainable Communities Summit, Tallahassee, Florida. (Local)

Mick, M. (2024, April). *Aesthetics of Safety: Sandy Hook Elementary Case Study*. Delivered at DAG Architects, Tallahassee, FL. (Local)

Mick, M. (2023, November). *Design and Climate Change*. Delivered at Florida State University Department of Urban & Regional Planning, Dr. Tisha Holmes' class. (State)

Mick, M. (2023, November). *Landscape Architecture*. Delivered at FAMU School of Architecture, Tallahassee, FL. (State)

Exhibitions

Invited Exhibitions

Mick, M. (2024, June). *Wildlife Arts Festival* [Temporary installation]. The UnVacant Lot, Thomasville, Georgia: Thomasville Center for the Arts.

Mick, M. (2023, February–March). *Biophilic Design - Which Space do you Prefer?* [Temporary installation]. William Johnston Building "Under the Stairs" exhibit space, Interior Architecture and Design Department.

Mick, M., & Ransdell, M. (2022, November–2023, February). *Land Water Sky* [Public Art Experience]. Wildlife Arts Festival, Thomasville, Georgia: Thomasville Center for the Arts.

Mick, M., & School of Architecture faculty. (2012, February). *FAMU Faculty Exhibit* [Temporary installation]. Tallahassee, Florida: FAMU School of Architecture.

Juried Exhibitions

Mick, M., Native American and Indigenous Studies Center, & Responsible Design students. (contract). *One with the (Changing) Land* [Temporary installation]. William Johnston Building Gallery, Tallahassee, Florida: College of Fine Arts.

Contracts and Grants

Contracts and Grants Funded

Mick, M. (May 2023–Aug 2023). *Design at the Edges: Liminal Space in the Built Environment*. Funded by FSU Council on Research & Creativity. Total award $20,000.

Mick, M. (May 2021–Aug 2021). *Inside Out: Assessing and Designing Outdoor Spaces for Teaching and Learning in a Post-Pandemic Campus Environment*. Funded by Florida State University, Council on Research and Creativity. Total award $20,000.

Resource Grant

Mick, M. (2024, February–June). A grant of $1000. *College of Fine Arts Faculty Travel Grant*. Sponsored by FSU College of Fine Arts.

Mick, M. (2022). A grant of $1000. *Provost's Faculty Travel Grant*. Sponsored by FSU Office of the Provost.

Mick, M. (2022). A grant of $1000. *College of Fine Arts Faculty Travel Grant*. Sponsored by FSU College of Fine Arts.

Contracts and Grants Pending

Kellison, T., Coleman, E., Holmes, T. J., Kim, A., McSorley, M., Mesev, V., Mick, M., Waldman, D., Xue, H., Andrew, D. P. S., Chapin, T., Doel, R., Kowal, A., Newman, J. I., & Ryan, E. (May 2025). *UNESCO Chair in Sport Ecology and Sustainable Development*. Submitted to United Nations Educational, Scientific and Cultural Organization (UNESCO). Unspecified award amount.

Mick, M., Reynolds, J., Powell, E., Holmes, T., & Meyers, C. (May 2025). *The Resilient Community Field School: Enhancing Environmental Literacy through Innovation in the Florida Panhandle*. Submitted to National Academies of Science, Engineering, and Medicine's Gulf Research Program. Total award $750,000.

Contracts and Grants Denied

Mick, M. (Sep 2023). *Design at the edges: Transcending disciplinary boundaries for nature connection*. Submitted to Graham Foundation. Unspecified award amount.

Ozguven, E., & UTC Co-PIs. (Nov 2022). *FSU National University Transportation Center*. Submitted to Funding: $8,039,166.00 Client: U.S. Department of Transportation (U.S. DOT). Unspecified award amount.

Mick, M., & Houston, A. (May 2022). *Resilient by Nature: Regional Ecoliteracy as a Method to build Community in Secondary Schools*. Submitted to Stantec Innovation Grant. Unspecified award amount.

Mick, M. (Sep 2021). *Beyond Acknowledgment: Honoring Indigenous Culture Through Design, on a University Campus*. Submitted to Landscape Architecture Foundation. Unspecified award amount.

Additional Research or Original Creative Work Not Reported Elsewhere

Mick, M. (2006). *Streams of Consciousness: Integrating Nature and Culture in the Design of Urban Streams*. College of Design, North Carolina State University.

Commissioned Work

Mick, M., & McCoy, S. (2025). *Wildlife Mural*. The Florida Wildlife Corridor Foundation.

Reviewer and Contributing Author

Mick, M., & Eitland, E. (2025). *A co-author and reviewer of a K-12 facilities outdoor/siting research white paper*. Healthy K-12 by Design, Perkins+Will.

Reviews of my Research

Mick, M. (2022). *FSU University Review of Sustainability Research and Teaching on the United Nations (UN) Sustainable Development Goals (SDGs)*. FSU Sustainable Campus.

Service

Florida State University

FSU College Service

Member, Goal II CFA Strategic Planning (2024–present).

IAD representative, College Awards Committee (2021–2024).

Chair, College Awards Committee (2023–2024).

Contributor, First Impressions Grant Submissions (2021–2022).

FSU Department Service

Member, IAD By-Laws Task Force (2024–present).

Chair, Design Education Outreach Committee (2022–present).

Member, Visioning Task Force (2022–present).

Co-Chair, Visiting Professor Search Committee (2023–2024).

Member, Undergraduate Curriculum Committee (2022–2024).

Member, Equity, Diversity and Inclusion Task Force (2020–2022).

Member, Graphic Design Faculty Search Committee (2021).

Contributor, First Impressions Grant Submissions (2021).

FSU Institute or Center Service

Reviewer of CRC grant applications, Council on Research and Creativity (2025–present).

Collaborator, Resilient Infrastructure & Disaster Response Center (2022–present).

Collaborator, Campus as a Living Laboratory (2021–present).

Panel member, Sustainability in the Arts Panel (2025).

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The Profession

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Guest Reviewer for Refereed Journals

The International Journal of Design Management and Professional Practice (Jun 2025).

Journal of Interior Design (Jan–Feb 2025).

Service to Professional Associations

Biodiversity and Climate Action Committee Member, National organization committee member, American Society of Landscape Architects (ASLA) (2024–present).

Biodiversity & Climate Action Committee Member, Florida ASLA (2023–present).

Urban Plan Facilitator, Urban Land Institute North Florida (2019–present).

Guest Juror, 2025 Student Awards Jury, Florida ASLA (2025).

Team Leader, 2023 ASID Committee on Climate, Health, and Equity Knowledge & Learning: Research Work Group   Team Leader: Protect & Restore Ecosystems, American Society of Interior Designers (2023–2024).

Abstract Reviewer for annual conference, EDRA54 Mexico City, EDRA (Environmental Design

Research Association) (2022–2023).

Service to Other Universities

Guest critic for student final presentations, *University of Florida Department of Landscape Architecture* (2025).

Guest critic for 5th year Architecture students' site plans, *Kennesaw State University* (2024–2025).

Panel member/Reviewer for DDes Student Research Symposium, *North Carolina State University* (2025).

The Community

Founder, Red Dirt Discoveries (2010–present).

School Advisory Committee, Hawks Rise Elementary School (2017–2024).

Lead Facilitator, Student visit to Interior FAMU School of Architecture, R. Frank Nims Middle School (2023–2024).

Lead Facilitator, Student visit to Interior Architecture & Design Department, R. Frank Nims Middle School (2022–2023).

Charrette Co-Organizer, The Power of Design Charrette, R. Frank Nims Middle School (2021–2022).

School Advisory Committee, Secretary from 08/2016 to 05/2017, Gilchrist Elementary School (2015–2017).

Board of Directors, Secretary from 11/2011 to 09/2013, The Sharing Tree (2011–2014).

Interpretive Planning Team, Tallahassee Museum (2010–2011).

Consultation

School of Communication Science and Disorders, College of Communication & Information, Florida State University. Design of outdoor space for Communication Corner (2023–present).

Appendix H
Program and Student Learning Outcomes

Educational program name: **Design and Visual Communication**

Program type: **Bachelors Degree**

College: **College of Fine Arts**

Department: **Interior Architecture and Design**

Location(s): ☒ Tallahassee, FL   ☐ Panama City, FL   ☐ Republic of Panama   ☐ Distance/Online

Modality: **100% F2F**

Start term: **Fall 2026**

Responsible individual(s): **Program Director**

Program Outcome

PO Name	PO - Degree Program Enrollment
PO Statement	The number of students enrolled in the Interdisciplinary Design undergraduate degree program will grow steadily as the program becomes established and matures.
Description of Assessment Plan	For this Program Outcome, we will track undergraduate student enrollment in the fall and spring terms of each academic year. Enrollment data will be gathered from the student enrollment dashboard maintained by the Office of Institutional Research at: https://ir.fsu.edu/enrollment.aspx. Only degree-seeking undergraduate students officially declared in the Interdisciplinary Design major will be included in the enrollment count. The program director will compile and report enrollment data annually and lead discussions within the department and college regarding observed enrollment trends and strategies for continued growth.
Numeric Target	The program aims to enroll 15 students in Year 1 and grow enrollment to 95 students by Year 5. The annual enrollment goals are as follows: 15 students in Year 1, 35 students in Year 2 (a 133% increase), 55 students in Year 3 (a 57% increase), 75 students in Year 4 (a 36% increase), and 95 students in Year 5 (a 27% increase). These targets reflect intentional and sustainable growth, allowing time for curricular refinement, recruitment efforts, and cohort development. Annual targets anticipate early demand and increase in enrollment in the early years, tapering in Years 4 and 5 as the program stabilizes.

Student Learning Outcome #1

SLO Name	SLO #1: Foundational Design Knowledge (Content / Disciplinary Knowledge & Skills)
SLO Statement	Upon completion of Portfolio Development II (IND 3533), students will be able to demonstrate foundational design knowledge by applying principles of visual organization, design fundamentals, and technical skills in the development of a professional website that communicates their individual design identity and portfolio of work.
Description of Assessment Plan	We will assess this outcome for students with a declared major in the Interdisciplinary Design Bachelor's Degree Program in all sections of Portfolio Development II (IND 3533) offered during the academic year. As a final deliverable, students will submit a publicly accessible design portfolio website that integrates visual composition, layout consistency, and narrative coherence. Faculty will use a program-developed rubric to evaluate students on three dimensions: (1) application of visual organization and hierarchy, (2) technical execution and usability of the site, and (3) integration of individual design identity across media. Assessment data will be reviewed annually to ensure consistent instruction and skill development across cohorts.
Numeric Target	By the end of Portfolio Development II (IND 3533), at least 85% of students will score "Proficient" or higher on all three rubric categories assessing visual organization, technical skill, and cohesive identity representation through their final website submission.

Student Learning Outcome #2

SLO Name	SLO #2: Visual Communication (Communication Skills)
SLO Statement	Upon completion of Portfolio Development II (IND 3533), students will be able to effectively communicate design ideas through cohesive visual and sensory composition across both physical (print) and digital (web) media.
Description of Assessment Plan	This outcome will be assessed for all students with a declared major in the Interdisciplinary Design Bachelor's Degree Program in all sections of Portfolio Development II (IND 3533) during the academic year. Students will submit both a print portfolio and a personal website that together reflect their ability to structure, design, and present content using principles of hierarchy, layout, typography, and visual storytelling. Faculty will evaluate submissions using a program-standardized rubric that assesses three criteria each for the web portfolio and the print portfolio. These materials are required final deliverables in the course and represent the culmination of students' applied visual communication training.
Numeric Target	By the end of Portfolio Development II (IND 3533):At least 85% of students will receive a score of "Proficient" or higher on their print portfolio in all 3 rubric areas:

visual narrative, design effectiveness, and composition.AND at least 85% of students will receive a score of "Proficient" or higher on their web portfolio in all 3 rubric areas: visual narrative, user interface clarity, and consistency with print identity.

Student Learning Outcome #3 (if applicable)

SLO Name	SLO #3: Professional Presentation (Communication Skills)
SLO Statement	Upon completion of Design Capstone II (XXX 4***), students will be able to present their design work clearly and persuasively to diverse audiences by articulating the conceptual intent, formal decisions, and contextual significance of their final project through a public presentation and accompanying written or visual documentation.
Description of Assessment Plan	We will assess this outcome by evaluating all students with a declared major in the Interdisciplinary Design Bachelor's Degree Program enrolled in Design Capstone II (XXX 4***) during the academic year. This is the culminating course in the major and requires students to publicly present a final design project. To assess this learning outcome, faculty will use a standardized oral presentation rubric developed by the program, which measures clarity, persuasiveness, articulation of conceptual and formal rationale, and contextual awareness. The rubric will be applied by at least two faculty evaluators during each student's final presentation. Supplemental written documentation (such as a project rationale or reflective analysis) will also be reviewed to triangulate assessment results.
Numeric Target	By the end of Design Capstone II (XXX 4***), at least 80% of students will score at or above the "Proficient" level (3 out of 4) on each of the four rubric criteria: clarity of communication, persuasiveness, articulation of rationale, and contextual awareness.

Student Learning Outcome #4 (if applicable)

SLO Name	SLO #4: Design Ethics and Responsibility (Values & Attitudes)
SLO Statement	Upon completion of Design Ethics & Responsibility (XXX 3***), students will be able to analyze the ethical implications of a design decision and justify choices related to accessibility, inclusivity, and sustainability in a written case study or design proposal.
Description of Assessment Plan	We will assess this outcome for all students with a declared major in the Interdisciplinary Design Bachelor's Degree Program in all sections of Design Ethics & Responsibility (XXX 3***) offered during the academic year. Students will complete a structured case study analysis in which they respond to a real-world or hypothetical design scenario, identifying ethical considerations and articulating how their proposed solutions reflect principles of accessibility, inclusivity, and sustainability. Faculty will assess student work using a standardized rubric with

	criteria aligned to the three focal areas. Rubric scores will be reviewed annually by program faculty to ensure consistency and relevance.
Numeric Target	By the end of the Design Ethics & Responsibility course (XXX 3***), at least 85% of students will achieve a rating of "Meets Expectations" or higher on all three rubric categories: accessibility, inclusivity, and sustainability.

Student Learning Outcome #5 (if applicable)

SLO Name	SLO #5: Interdisciplinary Design Problem Framing, Analysis, and Practice (Critical Thinking)
SLO Statement	Upon completion of Design Capstone II (XXX 4***), students will be able to collaboratively frame complex design problems, assess user needs, and evaluate design decisions through iterative prototyping and reflection, situating their work within historical and contemporary design practices.
Description of Assessment Plan	We will assess this outcome for students with a declared major in the Interdisciplinary Design Bachelor's Degree Program in all sections of Design Capstone II (XXX 4***) offered during the academic year. Students will submit a comprehensive capstone report that includes a documented design process, user research summary, and rationale for design decisions, framed by relevant historical and contemporary precedents. Assessment will be conducted using a rubric co-developed by faculty from participating disciplines. The rubric will evaluate student performance in three key areas: (1) problem framing and interdisciplinary analysis, (2) user-centered research, and (3) contextual grounding of design decisions. Teams will be assessed both on group deliverables and individual contributions documented in reflective statements.
Numeric Target	By the end of Design Capstone II (XXX 4***), at least 80% of students will achieve a "Proficient" score or higher on all three rubric dimensions associated with interdisciplinary design analysis and critical thinking.

Student Learning Outcome #6 (if applicable)

SLO Name	SLO #6: Design Scholarship and Research (Scholarship & Research)
SLO Statement	Upon completion of Design Capstone II (XXX 4***), students will be able to investigate and interpret scholarly perspectives on design history, theory, and criticism, and effectively communicate their findings through written and visual formats using appropriate research methods and citation practices.
Description of Assessment Plan	We will assess this outcome for students with a declared major in the Interdisciplinary Design Bachelor's Degree Program in all sections of Design Capstone II (XXX 4***) during the academic year. Students will be required to submit a research-informed rationale as part of their final capstone documentation, which synthesizes relevant design theory, historical precedent, and critical perspectives related to their project. Faculty will assess these

	submissions using a rubric designed to evaluate (1) the quality of research sources and methods, (2) integration of theory and historical context, and (3) clarity and rigor of written or visual argumentation.
Numeric Target	By the end of Design Capstone II (XXX 4***), at least 80% of students will receive a score of "Proficient" or higher in all rubric categories related to research quality, critical interpretation, and scholarly communication.