

**MICHIGAN STATE
UNIVERSITY**

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October 15, 2007

ASST PROV UNDERGRAD ED

MEMORANDUM

TO: Dr. Douglas Estry, Associate Provost for Undergraduate Education
and Dean of Undergraduate Studies

FROM: Dr. Linda O. Stanford, Associate Provost for Academic Services

RE: Request to Change the Admission as a Junior Requirements for the
Bachelor of Arts Degree in Interior Design

For Transmittal to the University Committee on Academic Policy (UCAP)

The request referenced above is being sent to you for action by the University Committee on Academic Policy (UCAP).

UCAP Response Requested:

Please ask the UCAP to consider the request referenced above at its meeting on October 25, 2007. Please mail the related materials referenced under the heading Attachments at the end of this memorandum to the members of the UCAP.

The UCAP alone will consider this request.

If you have any questions about this memorandum or the attached materials, please call me at 5-8420.

Thank you for your help.

Attachments:

1. Request to Change the Admission as a Junior Requirements for the Bachelor of Arts Degree in Interior Design



**UNIVERSITY
CURRICULUM
and CATALOG**

Michigan State University
176 Administration Building
East Lansing, Michigan
48824-1046

PH: 517/355-8420
FAX: 517/353-1935

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View a Program

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Joy Speas, RO

Tuesday, 9/4/2007

Program Name: Interior Design Degree Name: BA Sequence Number: 2**Effective Dates: Spring 2008 - Open Status: Interim Initial Action: Change****Requested Date:** 3/27/2007 2:26:53 PM**1. Department/School/College:**

02116 School of Planning, Design and Construction

2. Name of Program:

Interior Design

3. Name of Degree:

BA

4. Type of Program:

Major

5. Effective Start Semester:

Spring 2008

6. Target student audience for the program:**7. Enrollment:**

What is the expected enrollment per year:

0

What is the minimum enrollment acceptable:

0

8. Source of budget for the program:**9. Projected Costs as compared to other programs in unit:**

Same

10. Staff requirement:

How many additional staff will be required:

0

Who will provide the primary instruction. Describe any external linkages(industry, government, etc.):

11. Will additional equipment be required:**Approximate cost:**

0

Source of funding:

12. Will additional library materials be required:

Approximate cost:

0

Source of funding:

13. Will additional space be required:**Type:**

Approximate amount:

14. If the program requirements contain a named concentration, do you wish for the concentration to be noted on the student's transcript?:

No

15. Detailed Description:***Current wording in catalog:******INTERIOR DESIGN***

This major provides academic preparation designed to enable the graduate to enter the profession of interior design. The program has been accredited by the Foundation for Interior Design Education Research (F.I.D.E.R.). Emphasis is placed on learning the means of satisfying functional and aesthetic requirements appropriate for a variety of specific interior spatial uses. Consideration is given to the human being and the micro-environment in the total complex of environmental relationships. The combination of courses and experiences provides students an opportunity to develop knowledge, skills, and insights needed to solve design problems creatively and effectively.

Students meeting the University admissions requirements are enrolled as freshmen and sophomores in the Undergraduate University Division but may declare a major preference for Interior Design.

Admission as a Junior

The number of students admitted as juniors to the major in interior design is limited. To be considered for admission, a student must have:

- 1. An all-University grade-point average of 2.50 or better.*

2. A grade-point average of 3.00 or better in selected interior design courses.

In addition, transfer students must have previous design work evaluated by the department prior to placements in required courses.

Selective admissions are made at the end of spring semester for MSU and transfer students from those students who have met the criteria referenced above and who have completed Interior Design 252. The final selection of students to be admitted to the major is based on the cumulative grade-point average of all courses taken and a grade-point average calculated for selected courses. In addition, factors such as diversity and residency may be considered.

New Catalog Wording:

INTERIOR DESIGN

This major provides academic preparation designed to enable the graduate to enter the profession of interior design. The program has been accredited by the Council for Interior Design Accreditation (C.I.D.A). Emphasis is placed on learning the means of satisfying functional and aesthetic requirements appropriate for a variety of specific interior spatial uses. Consideration is given to the human being and the micro-environment in the total complex of environmental relationships. The combination of courses and experiences provides students an opportunity to develop knowledge, skills, and insights needed to solve design problems creatively and effectively. Students meeting the University admissions requirements are enrolled as freshmen and sophomores in the Undergraduate University Division but may declare a major preference for Interior Design.

Admission to the Upper Division Program

The number of students admitted to the Upper Division Program for the major in interior design is limited. To be considered for admission, a student must have:

1. Completed a minimum of 56 credits by the end of the application semester.
2. An all-University grade-point average of 2.50 or better.
3. A grade-point average of 3.00 or better in selected interior design courses.
4. Completed the Upper Division Review Application during the Spring semester.
5. Submitted portfolio pieces, from specific course projects, for review at the end of Spring semester when the Upper Division Review Application is submitted.

In addition, transfer students must have previous design work evaluated by the department prior to placements in required courses.

Selective admissions are made at the end of spring semester for MSU and transfer students from those

students who have met the criteria referenced above and who have completed IDES 252. The purpose of the Portfolio review is to encourage excellence in design and recognize those students best prepared for the challenge in the Professional program level course work. The 2.5 cumulative university grade point average is a prerequisite for consideration into the Upper Division Program. Admission is based upon (1) Portfolio review and (2) grade point average from selected Interior Design courses. Academic and non-academic factors and experiences will also be considered.

Michigan State University

Assessing Student Outcomes

College: __College of Agriculture and Natural Resources_____

Department: __School of Planning, Design and Construction_____

Program or Major: __Interior Design_____

Program Level: __Undergraduate_____

Contact Person: __Roberta L. Kilty, Director, Interior Design Program_____

Inventory of Written Statements and Plans

1. Do you have a written mission statement or statement of purpose? **X** yes no
If yes, please attach a copy or reference where this can be found:

The *Mission* of the Interior Design Program is to provide academic preparation to enable the graduate to enter the profession of Interior Design. Emphasis is placed on satisfying functional and aesthetic requirements appropriate for a variety of interior special uses. The academic program combines theoretical and practical experiences to develop professional and technical design expertise. The curriculum enables the student to design and present solutions which support human performance, both physically and psycho-socially. The interior design program Mission is in concert with the University, College and School mission statements, the focus of which is to strengthen and empower individuals and families to integrate effectively with the environment.

Philosophy. The First Professional Degree Level Program should prepare students to learn the means of satisfying functional and aesthetic requirements appropriate for a variety of specific interior spatial uses. Consideration is given to the human being and the micro-environment in the total complex of environmental relationships. The combination of courses and experiences provides students an opportunity to develop knowledge, skills, and insights needed to solve design problems creatively and effectively. Increased effectiveness in educating prospective designers about Universal Design through experiential learning techniques will directly benefit the students, persons with disabilities and faculty. Benefits in the long run will be in the practice of a more humane, insightful and visionary interior design for the life span, including the development of student consciousness regarding sustainability. The belief in bringing the latest technology in project development is shown through the AutoCAD courses.

2. Do you have a written statement of intended educational outcomes **X** yes no
describing what a student should know or be able to do when they
have completed this program?

The Council for Interior Design Accreditation (CIDA, formerly FIDER) identifies intended educational outcomes describing student outcomes at three levels: competencies, understanding and awareness of Interior Design content. The standards for compliance cover the following.

- curriculum structure,
- professional values (*attitudes, traits, and values of professional responsibility, accountability, and effectiveness*)
- design fundamentals (*foundation in the fundamentals of art and design, theories of design and human behavior, and discipline-related history*)
- Interior Design (*student application of the knowledge, skills, processes, and the theories of interior design*)
- communication, building systems and interior materials (*ability of students to design within the context of building systems and use appropriate materials and products*)
- regulations (*student ability to apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public*)
- business and professional practice.

A professional Interior Designer is one who has developed expertise through theoretical and practical experiences to solve interior design problems related to the physical and psycho-social elements of the near environment. The goal of the undergraduate interior design major is to prepare students for professional careers in interior design. This agrees with the School's (SPDC) student related objectives and goals which are to produce students exhibiting professional and ethical behavior and attitude, high levels of thinking, effective verbal, written and visual communication, leadership, joy in learning and competency in the profession, awareness and appreciation of cultural differences and global issues, an ability to manage change and solve problems, responsible action toward the environment, proficiency in industry-specific knowledge, appreciation and pride in their department and program affiliation. Through a combination of theoretical and practical experiences, the curriculum enables the student to apply the problem solving approach to design and present solutions which support human performance.

The undergraduate curriculum addresses creativity and the problem solving process, including programming, space planning, technology and aesthetics. Projects are selected to facilitate student interaction with actual clients in various environmental settings whenever possible and appropriate. Varied projects at various levels are concerned with the quality of life, health, safety and well-being of people in their environments as they exist currently and as they may change over time.

3. Do you have a written method of assessment for measuring student outcomes? **yes** **no**

4. Does your program have a separate accreditation process? **yes** **no**
If yes, please list all accrediting agencies below:

Council for Interior Design Accreditation

Assessment Methodologies

It is likely that some assessment measures are already in place in this program even if they are not identified as being part of a formal assessment plan. Listed below are some of the assessment methodologies you may be using. Indicate "A" if the method is currently being used; "B" if it is **not** being used but you are interested in using it; and "C" if the method of assessment does not apply to your program.

Direct Methods of Assessment

1. C Comprehensive Examinations
2. C Writing proficiency Examinations
3. A National Examinations assessing subject matter knowledge
National Council for Interior Design Qualification (NCIDQ)
4. C Graduate Record Exam General Test
5. C Graduate Record Exam Subject Test
6. B Certification Examinations
7. B Licensure Examinations
8. B Locally developed pre-test or post-test for subject matter knowledge
9. A Senior thesis or major project
10. A Portfolio evaluation of student work
11. A Capstone courses
12. B Audio or Video tape evaluations

Indirect Methods of Assessment

1. A Comparison or benchmarking with peer institutions
2. A Job placement of graduates
3. B Employer surveys
4. A Advisory groups from your profession
5. B Graduate school acceptance rates
6. A Student graduation/retention rates
7. A Exit interviews with students graduating or leaving the program
8. A Student satisfaction surveys
9. A Student course evaluations
10. C Focus group discussions
11. A Alumni surveys
12. A Alumni honors, awards, achievements
13. A Analysis of grade distributions
14. A Peer review of courses
15. A Peer review of program
16. A Curriculum/syllabus analysis
17. A Community service/volunteerism participation

18. A Other:

Student Instruction Rating System (SIRS) Form (provides for a quantitative rating on a five point scale and written comments on the back of the form)

Student Opinion of Courses and Teaching (SOCT) form (provides for a quantitative rating on a five point scale)

Does your program have an experiential learning component? yes no
If yes, how do you assess the student learning outcomes from that experience?

1. A Participate in a class designed to complement the experience
2. A Student journals
3. A Formal evaluation procedures from field-based supervisor
4. A Formal meetings between supervisor, student, and faculty
5. _____ Formal test of practical skills
6. _____ Other: _____

Implementation Plans

1. How has your department used any of the indicators above to improve services and programs for students?
 - The self-analysis conducted by faculty in preparing the Program Evaluation Report (PER) for the accreditation review (FIDER, currently CIDA) revealed program strengths and areas of needed improvement. CIDA recommendations for program improvement following the accreditation site visit are being addressed as a result, with an annual self-study of the Interior Design curriculum by I.D. faculty as a part of the continuous quality improvement process. For example, with the addition of two 400 level courses, it has been possible to scale projects which demonstrate variety and complexity in type, size and scope; interaction is being provided with multiple disciplines within SPDC and externally, thus strengthening students' global perspective and approach to problem solving; learning experiences which address the value and importance of community or public service are increasingly provided in 300 and 400 level courses; plans to increase the number of faculty and other personnel continue.
 - All SPDC programs are accredited. All programs conduct self studies in a concerted effort to continually improve the quality of programs. See attached spread sheet.
 - Regular assessment has taken place on several levels: student evaluation of instruction, instructor evaluation of student progress, School Director's and Program Director's evaluation of faculty professional accomplishments, college-level and department-level graduate exit interviews to assess overall program quality and vitality, and, ultimately, stakeholders' assessment of program quality through employment of graduates. In the past, department-wide self studies and external reviews have contributed to overall improvement. This includes a department self-study conducted in 1996, a review of the PhD degree in 1999, FIDER reviews in 1997 and 2004, and a Cooperative State Research, Extension, and Education (CSREES) Review sponsored by USDA in 2002-03. Results of these reviews, in addition to accreditation recommendations, have contributed to recent implementation of recommendations to improve the Interior Design program.
 - Internal advisory committees within the School of Planning, Design and Construction have insured communication at various levels which contribute to program improvement and vision for the School, i.e.,

the School Advisory Council (SAC) composed of faculty from SPDC program areas. Prior to incorporation into SPDC, the Department of Human Environment and Design had its own Industry Advisory Board which included representatives from the Interior Design profession. Currently the Interior Design faculty is seeking to institute an Interior Design Advisory Board, with the potential of future expansion to include all of SPDC.

- Job shadowing experiences and internships provide opportunities for student exposure to professional practice. These opportunities provide input through assessment of student performance in these roles.
- In some courses professionals practicing in the field of interior design assist in the evaluation of student projects. For the past two years, a noted practitioner has been brought in to conduct a review of student projects for a national retail competition. In 2006, one student placed in the top 10 nationwide. Three submissions went forward in April, 2007. Funding for this annual event was made possible through the generous donation by an alumna.
- Faculty typically monitor student placement upon graduation.
- Alumni are monitored through the university Career, Planning, and Placement Office which keeps current alumni records and administers job surveys upon graduation. This office maintains a data base of records related to alumni which can be accessed by departments to maintain alumni contacts.
- Interior Design faculty maintain ties to alumni and keep active files which are updated as alumni make contacts after graduation.

2. When you think about developing and implementing an assessment plan, what concerns do you have?

- The frequency with which continuing assessment is appropriate, given that assessment and evaluation within an academic unit serve as a basis for building excellence.
- Qualifications of individuals and groups conducting the assessment.
- Qualifications and quantity of support staff to facilitate assessment preparations, delivery and closure.
- Faculty members and other instructional personnel are qualified and adequate in number to implement program objectives.
- Having sufficient faculty and staff to conduct the necessary preparations, participate in the review, and ability to implement and fund changes deemed appropriate.
- Qualifications of students attracted to the program.
- Establishing and maintaining close interaction and communication among faculty and students over the long term.
- Being able to meet minimum standards for national accreditation, thus being able to attract a strong group of students consistently over time.
- Integrating the program with other related programs within the School and across the University.
- Generating sufficient information for those outside the program to facilitate interaction with the unit.

- Having sufficient funds available to provide the necessary tools and equipment for students to function adequately.

Return this form to: Kelly Funk
308 Administration Building

Assessing Student Outcomes modified and used with permission, Dr. Sharron L. Ronco, Florida Atlantic University

16. Type(s) of change(s):

Incorporate portfolio review in admission process

17. Students who will be affected by the proposed changes:

18. Will the proposed change(s) have a negative impact on students? If so, which ones?:

Describe impact and explain what accommodations will be made:

19. Reason(s) for change(s):

Create accurate picture of students creative abilities.

DEPARTMENT LEVEL APPROVAL STATUS

Approved by: School of Planning, Design and Construction
4/13/2007 1:11:40 PM by Jeane Boynton for Robert von Bernuth, Director

Comments: After discussion with the Acting Personnel for SPDC, Roberta Kilty, I was given the authorization to sign off on this request.

COLLEGE LEVEL APPROVAL STATUS

Approved by: College of Agriculture and Natural Resources
8/31/2007 9:25:02 PM by Eunice Foster for Eunice F. Foster, Associate Dean

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SOPHOMORE REVIEW

Current:

2.5 All University GPA minimum grade point to qualify for consideration.

3.0 ID major GPA in the following eight courses.

IDES 140, 142, 150, 152, 231, 240, 250 and 252

New:

Weigh portfolio at 70%.

Weigh the ID Major GPA at 30%.

PORTFOLIO REVIEW:

Purpose. To encourage excellence in design and recognize those students best prepared for the challenge in the Professional program level course work.

For Portfolio Review, the student will submit A) a reflective essay and B) projects from courses determined by the Interior Design faculty. For 2008, the student will choose either the color or the 3D project from IDES 142 and will submit the IDES 250 project and the last IDES 252 project. For 2008 the due date for submission of the essay and portfolio will be Friday, May 2, 2008 in Room 101HE.

A. Reflective Essay:

Each student will write a reflective essay to be submitted with the portfolio. In this essay of 250 words or less, the student will identify future career goals in the field of Interior Design. This information must be typed. The student must include his/her name, local address and student PID number.

B. Portfolio Review Evaluation Sheet: Key to Scoring

Excellent	Very good	Fair	Unacceptable
4	3	2	1 (or 0)

1. **Logic: Functional problem resolution** as demonstrated in design process, problem statement clarity, diagrammatic analysis, concept development, thinking in the abstract, space planning, compliance with codes/standards (ADA), materials selection and project completeness.

Score:
 E 4 VG 3 G 2 U 1-0

2. **Aesthetics:** as demonstrated in creativity expressed in degree of experimentation, unconventional thinking, resolution of function and aesthetics criteria in an aesthetic, creative manner, color scheme relation to design concept, variety and unity, composition, rhythm, harmony, proportion.

Score:
 E 4 VG 3 G 2 U 1-0

3. **Skill Competency:** as demonstrated in drafting & dimensioning, hand lettering, rendering techniques, handling the media, visual presentation, composition and layout, board to board consistency, sample/materials board, in collage or architectural format, craftsmanship.

Score:
 E 4 VG 3 G 2 U 1-0

4. **Attitude & Professionalism:** as demonstrated in thoughtfulness, depth, breadth of content, level of maturity in the reflective essay, grammar and spelling.

Score:
 E 4 VG 3 G 2 U 1-0

Computation of Scores.

The mathematical score will be determined by

- Average four scores per student
- Weight that score by 70%.
- Multiply the ID major GPA by 30%
- Add b & c to get the final score
- Put scores in rank order
- Use the All University GPA as tie breaker if needed.

Other Accredited Program Catalog Descriptions, including Portfolio Review

Eastern Michigan University

Interior Design Program (IDE)

The interior design program offers a Foundation for Interior Design Education Research (FIDER) accredited, four-year studio based curriculum, culminating in a bachelor's of science degree. The program's mission is to academically prepare students to enable them to creatively solve problems related to the function and quality of interior environments.

The program promotes critical thinking by requiring a balance between broad liberal arts courses, specific courses in fine arts, management, marketing, construction, textiles; and an intense curriculum of interior design courses. The interior design curriculum provides experiential educational opportunities to investigate the interaction of humans and environments through the integration of theory, knowledge and technical skills, preparing students to achieve in the challenging profession of interior design. Central to our mission of preparing students to achieve as professional interior design practitioners is our goal to impart to our students: a holistic view of people and their environments in multi-cultural, multi-racial and multiethnic settings; a sensitivity to environmentally conscious design issues; a consideration of the needs of all people, regardless of age, stature or ability; and the ability to creatively analyze design problems in order to create interior environments that meet human needs and fulfill human aspirations. Before students may enter courses at the 300- or 400-level, the following standards must be met:

1. The student must receive a C or better in a) identified courses in the major and b) identified general education courses;
2. The student must achieve a GPA of 2.7 or above as calculated from the grades in a) identified courses in the major and b) identified general education courses; and
3. The student must successfully complete a portfolio review by a minimum of two interior design faculty members and one interior design practitioner who has not taught courses in the interior design program in the previous two years.

Western Michigan University

Interior Design

Interior Design emphasizes the application of analytical, technical, business, and aesthetic skills in the development of spaces for living, working, and/or relaxation. Graduates are employed with architectural and design firms, in interior/facilities management divisions of large corporations, retailing home furnishings, and marketing positions and showroom management.

An active student chapter of ASID (American Society of Interior Designers) provides additional exposure to professional activities. Students are encouraged to combine a major in interior design with a minor in marketing, management, art, or communications.

The program is accredited by FIDER (Foundation for Interior Design Education Research) and by NASAD (National Association of Schools of Art and Design).

Admission Requirements

Only the Office of Admissions and Orientation grants admission to Western Michigan University for undergraduate students. Application forms may be obtained from that office or the University's website at www.wmich.edu.

The Interior Design program at Western Michigan University is in high demand by incoming freshmen and transfer students. The number of faculty and available space limits courses and sections that can be offered. Therefore, the Department of Family and Consumer Sciences has established two separate acceptance processes for students seeking to pursue the Interior Design program. The first, acceptance into the pre-Interior Design program, will ensure that

incoming students with only the strongest motivation and credentials are able to enroll in the required interior design courses. Students accepted into the program must begin the program in a fall semester only. Applications are accepted any time of the year, but are due no later than March 1 for the following fall semester. Applicants will be notified of their status by April 1. Applications are available at the Family and Consumer Sciences office, 3326 Kohrman Hall, or the College of Education Academic Advising office, 2504 Sangren Hall. NOTE: Admission to the pre-Interior Design program does not guarantee the student will be admitted to the upper-division of the curriculum. (See Portfolio Review Requirement)

The interior design application consists of the following:

1. Completed Interior Design Admission Application Form.
2. A one to two page, double-spaced word processed essay discussing why you wish to major in Interior Design. See Essay Requirement.
3. A current resume which includes activities, awards, and work experience.
4. Additional materials, such as examples of creative work, are highly encouraged but not required for acceptance into the program.

Portfolio Review Requirement

During their fourth semester in the program, students in the pre-Interior Design program will then submit to a portfolio review, held annually during the spring semester, which is the basis for selective admission to the upper division of the curriculum. The purpose of the review is to encourage excellence in design and recognize those students best prepared for the challenge of advanced studio courses.

To apply for the portfolio review and acceptance into the upper division of the curriculum:

1. Students must complete the following courses:

2. The courses listed above must be completed with an average grade of 2.75

3. The University overall grade point average must be no less than 2.5

The review will consist of a 10-minute presentation by the student to the Interior Design faculty, an essay detailing the student's reasons for seeking admission to the upper level sequence of courses, and a portfolio of the student's work showing ability in color layout, drafting, free hand drawing, lettering, sample board assembly, etc.

Up to twenty (20) students will be selected from the portfolio review applicants each year to continue in the upper division course work. Students who are denied advancement may retake courses or redo projects before reapplying for portfolio review the following spring semester.

University of Minnesota Interior Design B.S.

Design, Housing & Apparel

Requirements for this program are current for Fall 2006.

Required credits to graduate with this degree: 125.

Required credits within the major: 95.

This program requires summer terms.

Degree: Bachelor of Science.

Interior design is a professional program accredited by the Council for Interior Design Accreditation (CIDA). Its focus is on providing for human welfare by improving the quality of life and protecting human health and safety through design of the interior environment. Students study fundamentals, theory, process, communication, research, and technology to identify and solve problems related to people and their use

of interior space. They analyze human behavior to determine clients' functional, aesthetic, social, and psychological needs, which prepares them to solve interior design problems. They design various types of interiors such as hospitals, offices, schools, residences, restaurants, hotels, and entertainment facilities. To do this, students acquire

- a foundation in basic design;
- understanding of the relationship between individuals and their environments;
- understanding of the contextual relationship of the site, the building, and its systems to the interior;
- knowledge of regulations that govern their practice of interior design;
- the ability to research users' needs and apply their findings to problem identification and solution;
- understanding of historical precedent and contemporary design theories;
- technical knowledge and communication skills;
- understanding of business issues and professional ethics; and
- a sense of responsibility to society, especially in the use of resources.

Admission Requirements

Students must complete seven courses before admission to the program. Freshmen and transfer students are usually admitted to pre-major status before admission to this major.

A GPA above 2.00 is preferred for the following:

- 2.50 for students already admitted to the degree-granting college.
- 2.50 for students transferring from another University of Minnesota college.
- 2.50 for students transferring from outside the University.

Admission to the pre-major status is done by a competitive holistic review. Students must maintain a GPA of 2.50 during pre-major coursework. In addition, students must receive a minimum grade of C- or better in the required pre-major courses before going through **portfolio review** (not just a 2.50 GPA). Once students have achieved major status, they must maintain a GPA of 2.00.

For information about University of Minnesota admission requirements, visit <http://admissions.tc.umn.edu>.

Required Courses for Admission

Pre-Interior Design Courses

Students must complete freshman composition and at least one additional liberal education course in addition to the required coursework below to be admitted to major status in the interior design program.

Note: Students must be admitted to a pre-major status to take most of these courses.

DHA 1101W - Introduction to Design Thinking, OH, WI (4.0 cr)

DHA 1311 - Foundations: Drawing and Design in Two and Three Dimensions (4.0 cr)

DHA 1312 - Foundations: Color and Design in Two and Three Dimensions (4.0 cr)

DHA 1601 - Interior Design Studio I (4.0 cr)

DHA 1602 - Interior Design Studio II (4.0 cr) General Requirements

Recommended freshman writing course(s) for this program: RHET 1101.

University of Florida

2007 - Selective Admissions Guidelines

The following procedures and criteria are to be used in the evaluation and selection of students who are applying for admission to the Upper Division in the Department of Interior Design.

Who is Eligible?

Application to the upper division of University of Florida's Department of Interior Design is open to students who meet the following requirements:

Students must have completed Architectural Design III (ARC 2303) at the University of Florida - or its equivalent

Students must have completed prior to the close of Fall Semester 2006 all lower division Interior Design and University requirements listed on the curriculum outline located at the end Interior Design Advising packet.

Students must have a minimum overall GPA of 2.8 by the end of Fall Semester 2006.

Transfer students must make certain that transcripts for all of their transfer course work completed prior to January 1, 2007 has been recorded in the Registrar's Office.

Application Materials - Due March 29, 2007 no later than 4:00 PM

All Upper Division Application Materials to be submitted in the Department Office (336 ARCH)

Your application materials must contain:

A current SASS audit (Ask Juanita Melchior our Program Assistant or Andy Wehle, Student Affairs Coordinator, to print one for you).

A list of the instructors and institutions where you completed ARC 1301, ARC 1302, ARC 2303 and IND 2214 or their equivalent.

Place all application materials in an 8 ½ x 11 file folder. Place a label on the flap of the folder with your Last name, First Name, Middle Initial and UFID number.

When you deliver the packet you will be assigned a numbered space for your exhibit of work.

Selection Process

The Interior Design Department has a limited number of upper division vacancies. The number of applicants always outnumbers the spaces available. Therefore, the UF Department of Interior Design uses a selection process developed to determine which candidates show the most potential for success in this particular interior design program.

Key Dates

March 29 – Application materials due

April 05 – 3-5PM pin-up exhibit

April 11 – Take exhibit down

April 17 – Interviews

April 20 – Notification of admission status.

Pin up Exhibit - April 10-12, 2007

All applicants must present an exhibition of their best work for evaluation by Interior Design faculty members. The exhibition will take place in the administrative wing of the Architecture Building.

Each student should prepare an organized display of their best work from ARC 1301, ARC 1302 and ARC 2303 as well as IND 2214. It should include both 2D and 3D work. One or two examples of work from IND 2313 and IND 2460 should be included. Non-UF design training may be included. Photos of large scale model projects are acceptable.

Your exhibit must conform to the following specifications:

All exhibits are to be installed between 2:00 and 5:00 PM on Thursday (not to disturb classes in session).

Exhibit space will be 7'-9" high and 4'-0" wide. All applicants must exhibit within the boundaries of your designated space.

Exhibits may not project more than 12" into the corridor.

All materials are to be hung using push pins or T-pins. **Absolutely no nails or adhesives.**

Students must cover or conceal their names on all displayed work.

Exhibits must include at least one model project and two rendered perspective drawings

During installation and removal of work, **noise in the corridors is to be kept to an absolute minimum.** The exhibit is to stay in place until 12:00 PM on Wednesday, April 11. Students must remove their work from the walls between 12:30 and 4:00 PM on Wednesday. All student work should be off walls and removed from the halls by 4:00 PM on Wednesday. Failure to remove work will result in its removal (and possible destruction) by departmental faculty, college faculty and/or staff.

Purdue University

Interior (Space Management) Design

Interior Design is based on solving problems to improve the quality of people's physical environment. Students in Purdue's Interior Design program develop the analytical skills and gain the experience to plan commercial, institutional, retail, and residential interiors. The program is FIDER accredited and gives students a sound background in understanding the design process through fundamental design analysis, space planning, and programming.

Career Opportunities

- Commercial interior design (designer/project architect/job captain)
- Interior design specialist
- Showroom manager
- CAD designer

Plan of Study

Special note regarding portfolio review - an art portfolio is not required to begin this major. However, students are required to pass a selective portfolio review in the spring of their sophomore year at Purdue to advance to upper-level design and complete this major. Selection is competitive and is based on the student's work in Purdue art and design courses and development as a designer. Students not selected for upper-level Interior Design work with their academic advisor to change to their second choice major, usually without adding time to their 4-year degree plan.

Ohio State University

Download the undergraduate [\[ENTRANCE EXAM\]](#) in PDF format. If you don't have the Acrobat reader or another PDF reader, you can download it from the Adobe site [\[here\]](#). The completed exam is due by 12 noon on January 8.

Admission to the Department of Design is very competitive, and is based on a portfolio of design work and the completion of the Department Entrance Exam. The Entrance Exam consists of the following components:

- A background questionnaire
- A copy of a transcript or advising record
- A personal interest statement
- A resume showing extracurricular activities
- Visual test material assigned by the faculty
 - this component includes drawing and problem-solving exercises that are both general and specific to the desired undergraduate major area.
- A student agreement form
- A selection of an undergraduate major area
- International applicants must include a TOEFL report with a score greater than 550.

INTERIOR DESIGN

This major provides academic preparation designed to enable the graduate to enter the profession of interior design. The program has been accredited by the ~~Foundation for Interior Design Education Research (F.I.D.E.R.)~~

Council for Interior Design Accreditation (C.I.D.A.)

Emphasis is placed on learning the means of satisfying functional and aesthetic requirements appropriate for a variety of specific interior spatial uses. Consideration is given to the human being and the micro-environment in the total complex of environmental relationships. The combination of courses and experiences provides students an opportunity to develop knowledge, skills, and insights needed to solve design problems creatively and effectively.

Students meeting the University admissions requirements are enrolled as freshmen and sophomores in the Undergraduate University Division but may declare a major preference for Interior Design.

Admission as a Junior

The number of students admitted as juniors to the major in interior design is limited. To be considered for admission, a student must have:

- ~~2~~ 1. An all-University grade-point average of 2.50 or better.
- ~~3~~ 2. A grade-point average of 3.00 or better in selected interior design courses.

Insert ①

Insert ②

In addition, transfer students must have previous design work evaluated by the department prior to placements in required courses.

Selective admissions are made at the end of spring semester for MSU and transfer students from those students who have met the criteria referenced above and who have completed Interior Design 252. The final selection of students to be admitted to the major is based on the cumulative grade-point average of all courses taken and a grade-point average calculated for selected courses. ~~In addition, factors such as diversity and residency may be considered.~~

Insert ③

Requirements for the Bachelor of Arts Degree in Interior Design

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Interior Design.
 The University's Tier II writing requirement for the Interior Design major is met by completing Interior Design 340, 440, 442, and 452. Those courses are referenced in item 3. a. below.
 The completion of the College of Agriculture and Natural Resources mathematics requirement may also satisfy the University mathematics requirement.
2. The completion of the requirements of the College of Agriculture and Natural Resources for the Bachelor of Arts degree.
3. The following requirements for the major:

CREDITS

a.	All of the following courses in the School of Planning, Design, and Construction		62
	HED 231	Textile Materials	4
	IDES 140	Design for Living	3
	IDES 142	Design Theory Studio	3
	IDES 150	Interior Design Drafting	3
	IDES 152	Interior Environments	4
	IDES 240	Computer-Aided Design for Designers	3
	IDES 250	CAD and Structural Systems	3
	IDES 252	Interior Design Synthesis I	4
	IDES 340	Interior Design Specifications and Workroom Practices	3
	IDES 342	Interior Design: Human Dimensions	3
	IDES 343	Interior Design Presentation and Media	3
	IDES 344	History of Interior Design: Ancient Through Rococo	3
	IDES 350	Interior Design Lighting and Environmental Systems	3
	IDES 352	Interior Design Synthesis II	4
	IDES 354	History of Interior Design: Neo-Classical Through Modern	3
	IDES 393	Introduction to Professional Practice	1
	IDES 440	Contemporary Design Issues	2

Insert ①

1. Completed a minimum of 56 credits by the end of the application semester.

Insert ②

4. Completed the application for admission to the major during the Spring semester which includes the submission of portfolio pieces from specific course projects for review

Insert ③

as well as the portfolio review which is designed to encourage excellence in design and recognition of those students who are best prepared for admission to the major.

IDES 441	Interior Design Open Office Systems	1	
IDES 442	Interior Design Programming	3	
IDES 451	Interior Design Professional Practice	2	
IDES 452	Interior Design Synthesis III	4	
b.	The following course:		3
CSE 101	Computing Concepts and Competencies	3	
Students who pass a waiver examination will not be required to complete Computer Science and Engineering 101.			
c.	One of the following courses:		5
MTH 110	Finite Mathematics and Elements of College Algebra	5	
MTH 116	College Algebra and Trigonometry	5	
d.	One of the following courses:		3
EC 201	Introduction to Microeconomics	3	
EC 202	Introduction to Macroeconomics	3	
e.	Any two of the following History of Art courses (6 to 8 credits):		
HA 120	Perspectives on World Art: What is Art?	4	
HA 209	Ancient Art	3	
HA 210	Medieval Art	3	
HA 220	Renaissance Art	3	
HA 232	Baroque and Rococo Art	3	
HA 250	American Art	3	