

TO: Jane Grant, Chair, Senate Executive Committee
FROM: Carol Lawton, Chair, Curriculum Review Subcommittee
DATE: February 28, 2005
SUBJECT: Items Under Consideration

The Curriculum Review Subcommittee reviewed the "Bachelor of Science in Interior Design" on 1/21/05. The committee found that the proposal requires no Senate review.

Members

C. Lawton, Chair

M. Codispoti

R. Duchovic

J. Garrett

L. Graham

W. Ludwin

D. Mansour-Cole

J. Manzer

R. Narang

D. Oberstar

J. Purse-Wiedenhoef

S. Sarratore

Indiana University-Purdue University Fort Wayne

School of Engineering, Technology, and Computer Science

Department of Civil and Architectural Engineering Technology

Interior Design

Bachelor of Science / Degree Code B. S.

Suggested CIP Code 040501

IPFW / Campus Code 001812

Projected Date of Implementation: August 2005

Approved by Institutional Board of Trustees on _____

Signature of Authorizing Institutional Officer _____

Date _____

Date Received by Commission for Higher Education _____

Commission Action _____ Date _____

ABSTRACT

Bachelor of Science in Interior Design

To be offered by the School of Engineering, Technology and Computer Science,

Indiana University - Purdue University Fort Wayne

Objectives: This degree program will prepare students for employment as a residential or commercial interior design professional, or as a consultant, or as an employee in a variety of construction industry related occupations. Graduates will develop a broad background in the interior design concepts, theories and methodologies needed to analyze, design, and manage complex information and to coordinate construction of interior environmental projects. Building on technical knowledge of construction materials and systems, developed in the existing A.S. degree in Interior Design, graduates of the B.S. in Interior Design will acquire skill in advanced design concepts and process, business communication, the dynamics of construction project teams, and an understanding of legal and professional relationships.

Clientele to be Served: Enrollment is expected to be comprised of the following:

- 1) recent high school graduates who wish to pursue a career in the interior design field and are currently pursuing or who already have completed the IPFW A.S. degree in Interior Design,
- 2) non-traditional students seeking career change opportunities,
- 3) students who are currently pursuing or who already have completed the A.S. degree in Interior Design at Ivy Tech, subject to the articulation agreement detailed in Appendix 1,
- 4) individuals who are currently employed within the interior design industry who desire to further their education for personal or professional reasons. The majority of students will be residents of northeastern Indiana.

Curriculum:

Students are admitted to the B.S. Interior Design degree program upon completion of the existing,

65 credit, A.S. Interior Design degree program, (which includes General Education Area I, 6 cr., and General Education Area II, 3 cr., General Education Area III, 3 cr., General Education Area IV, 3 cr.).

• B.S. Interior Design total number of credit hours required:	125
• Credit hours and subject areas for the B.S. in Interior Design	60
Interior Design	27
Applied Interior Design	15
Design Fundamentals	06
Interior Design Graphic Communication	03
Interior Design Practicum	03
Communication and Professional Practice	15
Professional Practice	09
Public Speaking	03
Business Writing	03
Interdisciplinary Design Topic	03
Interdisciplinary Design Topic Selective	03
IPFW General Education program completion	15
Area II. Natural and Physical Sciences	03
Area III. The Individual, Culture, and Society	03

Area IV. Humanistic Thought	03
Area V. Creative and Artistic Expression	03
Area VI. Inquiry and Analysis	03

- *Practicum requirements*

Students who have completed all INTR 300-level design courses or with approval of the faculty are eligible to enroll in INTR 404 Interior Design Practicum. This course is required for all Interior Design B.S. degree students.

- *Unique or innovative features of the curriculum*

The IPFW B.S. Interior Design program will be unique in providing students a foundation in design theory, advanced design process and interdisciplinary design. The three course interdisciplinary capstone design course sequence, (INTR 400 Interior Design Studio I, INTR 401 Interior Design Studio II, and Interdisciplinary Design Topic) will require a design topic related course from one of several different departments. This course will provide in-depth background knowledge related to the chosen capstone design topic. Topic areas will include: Residential Design, Special Populations- Aging, Healthcare Design, Education Design, Hotel Design, Restaurant Design, Corrections Design. The B.S. Interior Design offered by the Department of Civil and Architectural Engineering Technology will provide rare multi-disciplinary exposure to faculty representing all segments of the construction team, including architects, structural engineers, civil engineers, mechanical engineers, land surveyors and construction managers. Additional required courses will provide expertise in business communication, leadership, and graphic communication. In addition students will have the opportunity to work on multi-disciplinary design projects with students in other CAET department programs through the department's Center for the Built Environment. The Interior Design program's established Rome, Italy travel course provides an opportunity for exposure to international design issues.

Employment Possibilities:

The interior design profession is rapidly moving toward the establishment of unified professional standards similar to other design professions such as architecture and engineering. Twenty-one states, Washington D.C., and Puerto Rico already require state licensing or certification. In Indiana there is active lobbying for an Interior Design Licensing Act. It is expected that the State of Indiana will require the registration of interior designers within the next three to five years. This would include affixing

professional certification to drawings that do not require structural construction. In the last session of the General Assembly, Indiana House Bill 1291 to provide state certification for interior designers has been assigned to the Commerce and Economic Development Committee in the Indiana House. The IPFW B.S. Interior Design degree will prepare students for professional practice as a residential or commercial interior designer.

The proposed program will also develop the requisite skills for careers in a variety of building and design related occupations, including interior construction project manager, kitchen and bath design/consultant, product representative, interior product retail sales, lighting specialist, historic restoration specialist, housing design, cad drafter, architecture/interiors illustrator and technical writer.

Northeastern Indiana regional industries provide special employment opportunities for qualified design professionals, including manufactured housing design, furniture design, exhibit design, and cabinetry design.

B. Program Description

1. Description of the proposed program and program objectives

The proposed B.S. program in Interior Design builds on the existing A.S. program in Interior Design. The existing A.S program provides a foundation in design and construction technology. The B.S. program is structured to follow a logical sequence with an increasing degree of difficulty in core interior design application courses. Significant concepts in building codes, mechanical systems, lighting, ADA requirements, energy conservation and green design will be reinforced throughout the curriculum. Students will acquire knowledge of theories of design and design process through courses that are experiential and studio based. Industry collaboration, exposure to regional art and design resources, service learning, and foreign and domestic travel experiences will be integrated as a component of the design education. Additional courses provide knowledge of human behavior, and discipline related history. An emphasis is placed on the development of effective business and communication skills. A primary focus of the program is interdisciplinary education through cooperative arrangements with other departments. The program culminates in a three-course capstone sequence requiring students to engage in extensive design topic related research, design solution generation, documentation, and presentation. Design accomplishments will be shared with the larger academic and design communities through a Senior Exhibition. Experiential learning is emphasized through the department's established Rome, Italy travel course and the required practicum.

In order to prepare students for employment as residential or commercial interior design professionals the program objectives are as follows:

- Provide an educational program grounded in interdisciplinary, experiential learning, including laboratory/studio courses, service learning, practicum placements, site visits, national and international travel study opportunities, and interaction with the regional multi-disciplinary design/art community.
- Provide a broad and well-integrated background in the interior design concepts, theories and methodologies needed to analyze, design, and manage complex information and to coordinate construction of interior environmental projects.
- Develop technical knowledge of construction materials and systems, and an understanding of legal and professional relationships, and the dynamics of construction project teams.
- Develop attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

2. Admission Requirements and Anticipated Student Clientele

a. *Admission requirements*

Admission requirements to the Department of Civil and Architectural Engineering Technology and the A.S. Interior Design degree Program are the same as those in effect for entering the School of Engineering, Technology, and Computer Science.

b. Prerequisite coursework or degrees

Students are admitted to the B.S. Interior Design degree program upon completion of the existing, 65 credit, A.S. Interior Design degree program.

c. Meeting the needs of specific student clienteles

The proposed B.S. degree program in Interior Design at IPFW is designed to meet the needs of traditional students and part time students who wish to obtain a degree that develops both design and technical skill. The degree is designed to meet the needs of currently employed professionals who desire additional technology training and advanced design education. Interior design is a career traditionally pursued by women. As such the degree will assist in re-training women preparing to re-enter the job market.

d. Enrollment limitations

Enrollments will be limited according to available resources. However, it is not anticipated that enrollment limits will be required during the first years of the program. If limitations are required, students will be admitted on a competitive basis as established by academic credentials.

3. Proposed Curriculum

a. Requirements

To attain a B.S. degree in Interior Design, students will be required to complete the 65 credits required for the existing A.S. degree in Interior Design and an additional 60 credits in the proposed B.S. degree in Interior Design for a minimum total of 125 credit hours. The existing A.S. degree in Interior Design requires 27 credits in upper level Interior Design courses. The proposed B.S. degree in Interior Design

will require 27 credits in core Interior Design courses and 3 credits of an interdisciplinary design topic course. Full time B.S. students will enroll in a minimum of 6 credit hours of Interior Design Technology courses every semester throughout the degree program. While focusing on current interior design principles, students will also be required to take at least 15 credit hours of advanced communication or leadership related courses. Additionally, the IPFW General Education program requirements in humanities, social sciences, physical sciences and creative expression ensure that Interior Design graduates will have sharp critical thinking skills, and have a familiarity with diverse cultures and traditions enhancing the ability to develop appropriate, creative and original design solutions.

b. Sample curriculum

For students that enter the IPFW Interior Design program in Fall 2005 and thereafter, the following course of study will be their guideline, first for the A.S. and then for the B.S. degree.

Associate of Science in Interior Design (65 credit hours)

		<u>Sem. Cr. Hrs.</u>
FRESHMAN YEAR <i>First Semester</i>		
ARET 123	Construction Graphic Communication	4
ARET 167	Construction Systems and Materials	3
INTR 121	Freehand Sketching	3
ENG W131	Elementary Composition	3
MA 153	Algebra and Trigonometry	<u>3</u>
Total		16

FRESHMAN YEAR *Second Semester*

	ARET 124	Architectural Engineering Construction I	3	
	INTR 111	Introduction to Interior Design	3	
	INTR 131	Decorative Materials and Accessories	3	
	INTR 123	Perspective Drawing		
3	PHY 125	Light and Color (Gen Ed Area II Physical Sciences)		3
	MA 154	Algebra and Trigonometry II	<u>3</u>	
	Total		18	

SOPHOMORE YEAR *First Semester*

	INTR 201	AutoCAD for Interior Design (3D)	3	
	ARET 281	Environmental Equipment I	3	
	VCD F102	Color Design	3	
	CNET 280	Quantity Estimating	3	
	INTR 112	Interior Design I	<u>3</u>	
	Total		15	

SOPHOMORE YEAR *Second Semester*

	INTR 241	Lighting and Color Design	3	
	INTR 220	Architecture and Urban Form (Gen Ed Area IV)	3	
	COM 114	Fundamentals of Speech Communication	3	
	CNET 276	Construction Specifications, Contracts and Codes	3	
	OLS 252	Human Relations in Organizations (Gen Ed Area III)		3
INTR 206		Portfolio and Professional Presentation	<u>1</u>	
	Total		16	

Bachelor of Science in Interior Design (A.S. Degree plus 60 credit hours)

JUNIOR YEAR First Semester

INTR 308	Interior Design II	3
VCD P476	Three-Dimensional Modeling Class	3
INTR 306	Interior and Furniture Styles I	3
English W232	Introduction to Business Writing	3
IPFW General Education Area V, Artistic Expression		<u>3</u>
Total		15

Sem. Cr. Hrs.

JUNIOR YEAR Second Semester

INTR 309	Interior Design III	3
INTR 307	Interior and Furniture Styles II	3
OLS 342	Interviewing Strategies in Organizations	3
SOC S161	Principles of Sociology (Gen Ed Area III)	3
IPFW General Education Area IV, Humanistic Thought		<u>3</u>
Total		15

SENIOR YEAR First Semester

INTR 400	Interior Design Studio I	3
XXX xxx	Interdisciplinary Design Topic – See attached list	3

XXX xxx	Leadership/Communication Elective see list of approved courses	3
XXX xxx	Interior Design Elective – see list of approved courses	3
	IPFW General Education Area II, Physical and Natural Sciences	<u>3</u>
Total		15

SENIOR YEAR *Second Semester*

INTR 401	Interior Design Studio II	3
INTR 402	Professional Practice	3
INTR 404	Interior Design Practicum	3
INTR XXX	Interior Design Elective – see list of approved courses	3
	Gen Ed Area VI, Inquiry and Analysis	<u>3</u>
Total		15

INTERDISCIPLINARY DESIGN TOPIC ELECTIVE

One course co-requisite to INTR 400 Interior Design Studio I.

Residential Design

CDFS 255	Marriage and Family Relationships
SOC S316	The Family
SOC S309	The Community

Special Populations- Aging

GERN G231	Introduction to Gerontology
SOC S331	Sociology of Aging

HSRV 351 Human Services for the Elderly

Healthcare Design

NUR 309 Trans-cultural Healthcare

SPEA H320 Health Systems Administration

SOC S314 Social Aspects of Health and Medicine

Education Design

SOC S415 Sociology of Education

Hotel Design

HTM 181 Lodging Management

HTM 371 Introduction to Tourism

Restaurant Design

HTM 291 Quantity Food Production and Service

Corrections Design

SPEA J433 Institutional Corrections

COMMUNICATION AND LEADERSHIP ELECTIVE (one required)

OLS 350 Applied Creativity for Business and Industry

OLS 376 Human Resources Issues

- COM 318 Principles of Persuasion
COM 323 Business and Professional Speaking

INTERIOR DESIGN ELECTIVES (two required)

- INTR 320 Architecture and Urban Form in the Modern World
INTR 310 Interior Design Travel
INTR 403 Interior Detailing
HTM 321 Equipment for Restaurant, Hotels and Institutions
HTM 323 Foodservice Layout and Design (P: HTM 321)
THTR 261 Introduction to Theatrical Design
THTR 360 Scenic Design (P: THTR 261)
THTR 362 Lighting Design (P: THTR 261)
VCD P357 Display and Design Studio 3

c. Courses in the proposed B.S. Interior Design curriculum that already exist in the IPFW system

- INTR 306 Interior and Furniture Styles I (currently INTR 141)
INTR 307 Interior and Furniture Styles II (currently INTR 210)
INTR 308 Interior Design II (currently INTR 231)
INTR 309 Interior Design III (currently INTR 232)
INTR 320 Architecture and Urban Form in the Modern World
INTR 402 Professional Practice (currently INTR 251)
INTR 404 Interior Design Practicum (currently INTR 261)

Additional existing required *non-Interior Design* courses in the IPFW system

ENG W232 Introduction to Business Writing
OLS 342 Interviewing Strategies in Organizations
SOC S161 Principles of Sociology
VCD P476 Three-Dimensional Modeling Class

Existing elective *non-Interior Design* courses in the IPFW system

COM 318 Principles of Persuasion
COM 323 Business and Professional Speaking
HTM 321 Equipment for Restaurant, Hotels and Institutions
HTM 323 Foodservice Layout and Design (P: HTM 321)
OLS 350 Applied Creativity for Business and Industry
OLS 376 Human Resources Issues
THTR 261 Introduction to Theatrical Design
THTR 360 Scenic Design (P: THTR 261)
THTR 362 Lighting Design (P: THTR 261)
VCD P357 Display and Design Studio 3

Interdisciplinary Design Topic Elective (Dept approved courses in the IPFW system, see list above)

IPFW General Education Area II, Physical Sciences (IPFW approved courses)

IPFW General Education Area III The Individual Culture and Society (IPFW approved courses)

IPFW General Education Area IV, Humanistic Thought (IPFW approved courses)

IPFW General Education Area V, Artistic Expression (IPFW approved courses)

IPFW General Education Area VI, Inquiry and Analysis (IPFW approved courses)

e. Courses that must be developed to support the program

INTR 400 Interior Design Studio I

INTR 401 Interior Design Studio II

Interior Design Elective Courses:

INTR 403 Interior Design Detailing

INTR 310 Interior Design Travel

f. Required courses delivered by another institution

The program will not require any courses to be delivered by another institution.

4. Form of Recognition

a. Degree to be awarded

Upon successful completion of the degree requirements, students will be awarded the Bachelor of Science (B.S.) degree with major field of study in Interior Design.

b. *CIP Code*

The proposed CIP Code is 040501.

c. *Program, organizational, and site information on diploma*

Bachelor of Science

Purdue University

Awarded at Fort Wayne, Indiana

5. *Program Faculty and Administrators*

a. *Faculty and administrators directly involved with the program*

Gerard Voland, Ph.D., Engineering Design, Tufts University

Dean, School of Engineering, Technology and Computer Science

Indiana University - Purdue University Fort Wayne

Matthew Kubik, Architectural Association Graduate Diploma, London, England

Associate Professor of Interior Design

Interim-Chair, Department of Civil and Architectural Engineering Technology

School of Engineering, Technology and Computer Science

Suining Ding, M.A. Interior Design, Ohio State University

Assistant Professor of Interior Design

DJP Marshall, M.Arch. Architecture, Harvard University

Associate Professor of Architectural Engineering Technology

Limited Term Lecturers:

Janet Sylvester, M.A. Interior Design, Valparaiso University

Flaim Cupp, B.A., Interior Design, Purdue University, NCIDQ Certified

Tom Farney, B.Arch. Architecture, Ball State University, Registered Architect

b. New Faculty members required to implement the program

Starting fall 2006, one tenure track faculty position in Interior Design with primary educational qualifications in the field of Interior Design and NCIDQ certification is required. This is necessary in order to meet FIDER accreditation criteria. No current IPFW faculty members have all appropriate credentials (degree plus NCIDQ certification). Up to 75% of core Interior Design courses are taught by limited term lecturers with courses at near full enrollment. In-coming fall freshmen have difficulty enrolling in required courses due to closed sections prior to summer orientation and registration. In addition, several Limited Term Lecturers who have provided program stability are nearing retirement. Development of consistent course topic content is critical for FIDER accreditation preparation. Additional course sections of existing Interior Design program courses are needed in order to allow continuing program growth.

One tenure track faculty position in Architectural Engineering Technology or Construction Engineering Technology will be required starting fall 2006. Concurrent with the implementation of the proposed B.S. degree in Interior Design, the A.S. degree in Interior Design will be revised, adding 15 credits of core technology courses. In order to accommodate Interior Design program students, new sections of these courses must be offered. Success of the proposed B.S. program is dependent on the effective offering of the revised curriculum of the existing A.S. Interior Design program. Most of these technology courses are already at full enrollment. Additional sections of these courses will need to be added.

Required courses in both the existing A.S. Interior Design and proposed B.S. Interior Design degree programs will be offered through the Visual Communication and Design program and the Department of Organizational Supervision and Leadership. Starting Fall 2006 additional sections of VCD and OLS courses will have to be offered in order to accommodate interior design students. Extra faculty may be required in these departments.

6. Needed Learning Resources

a. *Availability of equipment and facilities that directly support the program*

The interior design faculty has taken the lead in a study for the reallocation of space in the IPFW Engineering, Technology, and Computer Science Building. Building renovation will be completed fall 2004. Facilities available to the Interior Design Program will include a dedicated design studio with a lighting laboratory, an interior materials library and work space, three manual drafting rooms, three AutoCAD labs, an interactive computer teaching lab, a blueprinting and computer plotting lab with an illumination table, and a model building/construction mock-up lab. An ETCS school senior interdisciplinary design studio provides space for team projects, industry/student collaboration and a presentation preparation studio including video and power point equipment. In addition to existing technological equipment possessed by the department, the administration of the school is committed to aggressively supporting the acquisition and implementation of state-of-the-art technologies to enhance educational opportunities for future students. The Department of Civil and Architectural Engineering Technology is the lead department for the implementation of wireless technology. It is a three-year plan for all Junior/Senior department students to have their own wireless notebooks. School corridors have numerous glass cabinets for the display of student work. Corridor walls adjacent to drafting rooms and the design studio have tack surface walls. The IPFW Learning Resource Center provides, as needed, mobile computers and projectors for power point presentations, high-grade projection units, portable flexcams and elmo cams, VCR/TV carts and traditional overhead and slide projectors for instructional delivery. The IPFW campus has numerous open computer labs where all computers are connected to the Internet. All students in the Department of Civil and Architectural Engineering Technology are provided with a password-protected personal U-drive account for the storage of large graphic files. All IPFW students are provided an e-mail account and ten megabytes of web space. The IPFW Helmke Library has a strong core of materials focusing on design history, topics, and technology. The document delivery agreement and data base resources available through Indiana University library system provide timely access to additional current materials to support the curriculum.

b. *Needed learning resources*

Advances in computer graphic presentations will require the acquisition of new software programs, a large format color plotter, and flatbed scanners. An important part of the proposed curriculum is a Senior Exhibition of design work. FIDER accreditation requirements include gallery space. Permanent display panels and lighting are needed for the corridors adjacent to interior design classrooms. Temporary display panels will be needed for use of the Engineering, Technology and Computer Science Building Lobby as a gallery space.

7. Other program strengths

a. *Features defining the character of the proposed program that make it distinctive*

This program is distinctive for its interdisciplinary and experiential learning. Interdepartmental cooperation will allow students to examine design related topics in depth, thereby developing extensive knowledge of a specific design issue. The Interior Design program sponsors a three-credit, two-week summer course in Rome, Italy. In its 15th year, the course has been team taught by an interdisciplinary faculty of architects, interior designers, art historians, liturgical experts, and landscape architects. A 15-year departmental collaboration with the International Masonry Institute includes project sponsorship and a fully funded academic trip to Chicago, Illinois for presentation of a class project. Civil and Architectural Engineering Technology's Materials Lab allows for hands-on demonstrations of interior finish material installations. All programs of the Department of Civil and Architectural Engineering Technology have a tradition of service learning. An on-going relationship with Habitat for Humanity has produced housing design concepts, working drawings, and volunteer labor. Interior Design service learning research activities have also benefited ARCH, Historic Preservation Organization. The Department- sponsored Center for the Built Environment provides design and research services, creating opportunities for students to participate in faculty-led projects for pay. Courses include numerous field trips to the offices of practicing design professionals, materials suppliers and fabricators. The practicum course allows students to observe and gain practical work experience. Extra curricular activities extend the experiential learning beyond the classroom. Students are encouraged to participate in the American Society of Interior Designers student organization. Annual trips include the March ASID Design Interaction Day at Ball State University and the June Neocon trade show in Chicago, Illinois. Additional trips are being created for the October Kitchen and Bath show, Chicago, Illinois, and a spring Miami Beach, Art Deco, museum and Design District tour.

b. *Anticipated collaborative arrangements with other parties*

An articulation agreement with Ivy Tech State College, South Bend is described in Appendix 1. This provides for the transfer of interior design course credit from the Ivy Tech, South Bend Interior Design program to the IPFW existing A.S. and proposed B.S. Interior Design degree program.

Ivy Tech State College Northeast does not offer an associate degree in interior design since it does not have a Visual Technologies Division. Credit for courses in drawing, computer-aided design, architectural technology, and construction technology will be transferred whenever course material closely matches IPFW Interior Design program courses.

Additional articulation agreements with other university interior design programs will be developed should a student seek to transfer.

Within the university, two courses in architecture and design history offered through the Interior Design program fulfill IPFW General Education Requirements and are available to all students. A key component of the proposed B.S Interior Design degree is the set of collaborative arrangements developed with several IPFW departments. Academic departments cooperating in this interdisciplinary education include: Consumer and Family Science, Human Services, Hotel and Restaurant Management, Nursing, Public and Environmental Affairs, and Sociology. Interdisciplinary Interior Design program elective courses will be offered by the departments of Hotel and Restaurant Management, Theater, and Visual Communication and Design. Within the department, students of Architectural Engineering Technology are required to develop graphic communication skills through Interior Design (INTR) 121, Freehand Sketching.

Interior design education at IPFW is strongly supported by northeastern Indiana design professionals, material suppliers and fabricators. During the past three years, students have taken practicum positions in 22 different offices. 17 material suppliers and fabricators have hosted facility tours. This level of collaboration is expected to continue and expand with initiation of the proposed B.S. Interior Design program.

The IPFW Interior Design program's established Rome, Italy summer course is available to faculty and students of all Indiana interior design programs. Collaborative arrangements will be sought with other interior design programs offering travel experiences in order to make these opportunities available to IPFW students.

C. *Program Rationale*

1. *Institutional factors*

a. Proposed program's compatibility with the institution's mission

The proposed degree program supports the mission of IPFW to develop high quality academic programs structured to meet the specific regional needs of northeastern Indiana. The program's focus on interdisciplinary, experiential and service learning as the fundamental teaching/learning methodology provides opportunities for students and faculty to share creative endeavor and develop partnerships with the community that improve the quality of life through design excellence of the interior environment.

b. Planning process which has resulted in the development of this new program

The profession of Interior Design is rapidly moving toward a status of equality to architects and engineers in the design and management of specialized construction. The educational standard for the professional practice of interior design is increasing to the Bachelor's level degree.

In 1996, the existing A.S. Interior Design program moved to the Department of Civil and Architectural Engineering Technology in order to consolidate the administration of all construction related academic programs. Discussions regarding the relevance of a B.S. degree began shortly thereafter. Turnover in the interior design full-time faculty did not make it feasible to begin curriculum development. However, enrollments remained consistently high. Both students and alumni expressed interest in a bachelor degree program. During the 2001-2002 academic year, the Department of Civil and Architectural Engineering Technology engaged in a rigorous self study of its strengths and weaknesses. The inability to establish stability in the Interior Design faculty was discussed at length. This led to the visit of Henry Hildebrandt, Professor of Interior Design, University of Cincinnati, as external reviewer for the CAET department. With the support of the Vice Chancellor of Academic Affairs, a tenured faculty member was appointed to lead the existing A.S. Interior Design program in Fall 2002 with the specific charge to begin the process of developing a new B.S. degree program. Permission was also granted to search for an additional tenure-track position in interior design. This position was filled fall 2003.

Ivy Tech State College Northeast does not have the Interior Design Associate Degree. In consultation with the Interior Design Professional Advisory Board and area employers, continued support for IPFW's existing and proposed programs in interior design was expressed. Both of these factors led to a decision that IPFW should retain its 2 year Associate in Interior Design in order to best serve the students and employers in northeastern Indiana. Planning for the bachelors program began with a review of the FIDER standards for accredited programs in Interior Design. Part-time IPFW lecturers who have taught Interior Design courses for many years were consulted. The curricula of all Interior Design programs offered in the State of Indiana were reviewed. Selected renowned programs were also reviewed. A Professional Advisory Board, consisting of practicing interior design professionals and a student representative, was

consulted. During the development of the B.S. Interior Design Pre-Proposal, the Board met four times to review documents. The pre-proposal for a new B.S. degree in Interior Design to be offered at Indiana University – Purdue University Fort Wayne was submitted for internal Purdue University review August 2003. Approval to proceed with the development of this proposal was granted September 2003.

During the Fall 2003 semester the School of Engineering, Technology, and Computer Science began a comprehensive review of space allocation within the school's facilities. Projected studio, laboratory and faculty office space for the proposed B.S. Interior Design program was included in the reallocation of building space. Construction will be completed Fall 2004.

c. Impact on other instructional, research or service programs of the institution

The proposed program will enhance course offerings within the Department of Civil and Architectural Engineering Technology. All department students will be required to take courses that focus on knowledge common to construction design disciplines. Having students from all construction related degree programs share a common classroom will foster an understanding of the dynamics of construction project teams, developing attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

Building on the tradition of service learning in the existing A.S. Interior Design program, the junior and senior level design and elective courses will provide opportunities to engage in service learning activities. Increased participation in the Center for the Built Environment will also extend the service learning efforts already underway within the department.

d. Proposed program's utilization of existing resources

In addition to the utilization of existing general education courses, the proposed program will utilize technology courses and computer laboratories in the School of Engineering, Technology, and Computer Science and upper level courses in several other departments.

2. *Student Demand*

a. Enrollment data

The results of a survey of spring 2003 students show that approximately 40 of the 86 students enrolled in the Interior Design Associate Degree program would continue their studies to receive a new B.S in Interior Design degree. Between fall 2003 and fall 2004 the program experienced 20 % growth to 104 students. With current staffing and facilities, enrollment for the combined existing A.S. degree program and the proposed B.S. degree program is 120 students. Based on industry demand for interior design graduates and enrollment histories at institutions offering similar programs, and current growth in the IPFW Interior Design Program, it is estimated that the proposed B.S. Interior Design program will experience an initial growth rate of no less than 20% per year. The 20% growth figure is based on individuals entering the interior design field for the first time, students transferring from other locations or institutions within the state of Indiana and returning students who wish to pursue a bachelor's degree.

From its 1997 move to the CAET department to 2003, the two-year A.S. Interior Design degree program currently in place at IPFW has experienced over 20% growth. Until fall 2003, the program was staffed by one full-time faculty member and several part time lecturers. Courses are at full enrollment.

A.S. Interior Design, 1998-2003 (IPFW records)

	1998	1999	2000	2001	2002	2003	2004
<u>Majors Fall Semesters</u>	71	77	88	82	93	86	104
<u>Degrees Granted</u>	16	08	07	13	14	25	14

b. Enrollment projections

Enrollment projections for the B.S. Interior Design program are shown in the tables in Section E.

3. Transferability

The articulation agreement between IPFW and Ivy Tech, South Bend provides full transferability of Ivy Tech A.S. degree courses to the proposed B.S. Interior Design degree at IPFW. IPFW policies also extend this agreement to any other Ivy Tech sites that offer interior design courses.

Ivy Tech State College Northeast does not offer the Associate Degree in Interior Design. Credit for courses in drawing, computer-aided design, architectural technology, and construction technology will be accepted as applicable. General education courses will be accepted under existing agreements for transfer credit. Overall, an IVY Tech Fort Wayne student could transfer approximately 22 credit hours into the IPFW program.

Vincennes University Interior Design Program courses do not correlate directly to IPFW's interior design program courses. Drawing, discipline-based history, and design courses will transfer. IPFW faculty will assist transferring students with a review of course topics and individual student transcripts to determine course equivalencies. This will provide for the maximum amount of possible transfer credit into the IPFW Interior Design program. General education courses will be accepted under existing agreements for transfer credit. A Vincennes University student could transfer approximately 40 credit hours into the IPFW program.

IPFW General Education course requirements are transferable to other Indiana higher education institutions under existing agreements for transfer of credit.

IPFW students could easily transfer to IUPUI's Interior Design program. Similar to IUPUI, this proposal's existing A.S. Interior Design curriculum and proposed B.S. Interior Design curriculum has a broad base of required courses in construction, computer graphics, and organizational leadership and supervision that would not typically transfer into other degree programs.

Other Interior Design programs in Indiana focus on different specialties and are administered through widely different academic units as follows:

Purdue University West Lafayette, Department of Art and Design, School of Liberal Arts

Indiana University Bloomington, Department of Apparel Merchandising, College of Arts and Sciences

Indiana State University, Department of Family and Consumer Sciences, College of Arts and Sciences

Ball State University, Department of Family and Consumer Sciences, School of Applied Sciences and Technology

IUPUI, Department of Construction Technology, School of Engineering and Technology

Basic courses in drawing, discipline-based history, and design should transfer to these Interior Design programs. IPFW faculty will assist students in establishing course equivalencies as required.

4. Access to Graduate and Professional Programs

Upon completion of a B.S. degree in Interior Design, students will be prepared to enter graduate programs that emphasize further study of interior design, facility management, or Master's of Architecture professional degree programs.

5. Demand and Employment Factors

The proposed Interior Design B.S. program is designed to prepare students for a wide variety of careers in the design and construction industry. The existing two-year Associate of Science degree program in Interior Design provides a student with basic application skills and technological knowledge for entry-level positions with residential and commercial interior design firms, architectural offices, contracting companies, material supply businesses, and companies requiring facility managers. The proposed four-year, Bachelor of Science degree program is designed to provide graduates who are both highly skilled in the principles of interior design and broadly educated in related interdisciplinary skills for employment as a residential or commercial interior design professional.

Geographic Region to be Served

IPFW is considered to serve a 10 county area of northeastern Indiana. These counties include Adams, Allen, DeKalb, Huntington, Kosciusko, Noble, Steuben, Wabash, Wells, Whitley. This geographic region contains the second largest city in Indiana, Fort Wayne, and the third most populated county, Allen. There are seven cities with populations between 5000-10,000 people, 3 cities of 10,000 -15,000, and one city of

15,000-20,000. The year 2000 population for these counties was 702,965 representing 11% of the population of Indiana.

Since there is no similar B.S. degree program in northern Indiana, and an articulation agreement has been established with Ivy Tech, South Bend, the geographic region may be considered to extend to Elkhart, St Josephs, Marshall, Starke and possibly La Porte counties. The inclusion of these counties increases the population served to 1,337,461 representing over 20% of the population of Indiana.

Source: U.S. Census Bureau, 2000 Census.

Labor Market Projections

The US Department of Labor, Bureau of Labor Statistics projects a national growth rate of 17.4% in employment for Interior Designers between the years 2000 and 2010. In related occupations for which an Interior Design education is applicable, including art and design work, drafting, and exhibition design, the expected growth is between 16.8% and 27%.

The 2002 Indiana Department of Workforce Development, Indiana Career Cluster Guide, 4th edition, estimates for the years 1998-2008 an under-supply of 1454 graduates to fill design profession jobs, including interior design. This does not include graduates needed to fill related technical positions in drafting, project management, sales, or specialty consultation.

Potential Employers

Graduates of the existing A.S. Interior Design program are employed in the following areas:

Residential Interiors

Commercial Interiors

Healthcare Interiors

Kitchen and Bath Design Consultation

Kitchen and Bath Cabinetry Design

Architectural Firm Interior Design

Corporate Facilities Interior Design

Furniture Design

Lighting Design and Consulting

Interior Finishes Consultation and Sales

Interior Accessories Consultation and Sales

Graduates of the proposed B.S. Interior Design program would be prepared for additional employment areas in northeastern Indiana:

Interior Project Construction Management

Home Design and Drafting

Specialty Project Design Consultation

Computer Modeling and Animation

Color Specialty Consultation

Facilities Function and Space Programming

Manufactured Housing and RV Interiors, Finishes, and Materials

Architectural Construction Document Drafting and Detailing

Design Specification

Interiors Construction Estimating

The following northeastern Indiana firms provide practicum placements, indicating the variety of positions available to graduates. Firms in italics also employ IPFW CAET or Interior Design graduates:

ARCHITECTURE

Schenkel & Schultz

Fort Wayne, IN

Grinsfelder Associates

Fort Wayne, IN

Kelty/Taylor Design

Fort Wayne, IN

Vintage Archonics

Fort Wayne, IN

Moake Park

Fort Wayne, IN

MSKTD

Fort Wayne, IN

COMMERCIAL INTERIORS

111 Design

Fort Wayne, IN

Workspace Solutions

Fort Wayne, IN

PBI

Fort Wayne, IN

RESIDENTIAL INTERIORS AND SHOWROOMS

Boutique Interiors

Grabill, IN

Brad Conway Design

Fort Wayne, IN

Charter Place

Fort Wayne, IN

Design Guild

Fort Wayne, IN

Rustic Hutch

Fort Wayne, IN

FURNITURE AND CABINETRY DESIGN AND FABRICATION

Copper River Cabinets

Warsaw, IN

KDA Design

Huntertown, IN

Roanoke Woodworking

Roanoke, IN 46783

HOME DESIGN AND CONSTRUCTION

Carriage Place Homes

Fort Wayne, IN

Cedar Creek Homes

Fort Wayne, IN

SPECIALTY SERVICES

Blinds and Designs, Window Treatment

Fort Wayne, IN

Kris Shoemaker, Decorative Painting

Syracuse, IN

The Studio, Specialty and Seasonal Interiors

Auburn, IN

Creative Crafter, Craft and Design Publishing

Berne, IN

6. *Regional, state, and national factors*

a. *Comparable programs*

One of the core goals of IPFW is to provide innovative, relevant, and rigorous academic programs that meet regional needs in innovative ways. Currently there are no interior design programs within commuting distance for northeastern Indiana students. Indiana University Purdue University Indianapolis offers a B.S degree in Interior Design Technology. There are bachelor's degree Interior Design programs

at four other Indiana post-secondary educational institutions: Indiana University Bloomington, Purdue University West Lafayette, Ball State University and Indiana State University. Only two of these programs are FIDER-accredited: Indiana University and Purdue University. These programs are not within commuting distance for northeastern Indiana students.

b. External agencies.

The proposed B.S in Interior Design, which requires completion of the existing A.S. in Interior Design, has been designed to meet Foundation for Interior Design Education and Research (FIDER) accreditation standards and guidelines. FIDER is a specialized accrediting agency, accrediting interior design programs at colleges and universities in North America. FIDER is recognized as a reliable authority on interior design education by the Council for Higher Education Accreditation (CHEA) and is a member of the Association of Specialized and Professional Accreditors (ASPA).

FIDER publishes a list of Standards that academic programs should meet. Course design, faculty qualifications, and classroom and laboratory specifications are based on FIDER Standards.

FIDER Standards

***** Courses in bold italics are required in the existing A.S. Interior Design degree.***

Standard 1. Curriculum Structure

The curriculum is structured to facilitate and advance student learning.

Indicators:

- The curriculum must follow a logical sequence.

- Course content must increase in degree of difficulty.

- Significant concepts must be interrelated and reinforced throughout the curriculum.
- Projects must demonstrate variety and complexity in type, size, and scope.
- The teaching and learning methods must incorporate the experience of team approaches to design solutions as well as multidisciplinary experience.
- The program must provide interaction with practicing professionals, exposure to cultures and organizational structures of businesses, and opportunities for design work experience.

Standard 2. Design Fundamentals

Students have a foundation in the fundamentals of art and design, theories of design and human behavior, and discipline-related history.

Courses:

- *INTR 111 –Introduction to Interior Design*
- *INTR 241 – Lighting and Color Design*
- *INTR 131 – Decorative Materials and Accessories*
- *INTR 123 – Perspective Drawing*
- *INTR 306 – Interior and Furniture Styles I (currently INTR 141)*
- *INTR 307 – Interior and Furniture Styles II (currently INTR 210)*
- *INTR 241 – Light and Color Design*
- *INTR 220 – Architecture and Urban Form*
- *VCD F105 – Color Design*

Indicators:

- Student work must demonstrate understanding of design fundamentals including design elements and principles, color principles, theories, and systems, theories of design and design composition, and lighting fundamentals.

- Student work must demonstrate understanding of theories of human behavior and interior environments, human factors, and the relationship between human behavior and the built environment.

- Student work must demonstrate understanding of history including art, architecture, interiors, and furnishings.

Standard 3. Interior Design

Students understand and apply the knowledge, skills, processes, and theories of interior design.

Courses:

- *INTR 111 – Introduction to Interior Design*
- *INTR 241 – Lighting and Color Design*
- *INTR 123 – Perspective Drawing*
- *INTR 131 – Decorative Materials and Accessories*
- *INTR 112 – Residential Interior Design*
- INTR 308 – Interior Design II
- INTR 309 – Interior Design III
- INTR 400 – Interior Design Studio I
- INTR 401– Interior Design Studio II
- INTR 201 – AutoCAD for Interior Design
- ARET 124 – Architectural Engineering Construction I

Indicators:

- Student work must follow a process and demonstrate the ability to apply 2-dimensional design elements and principles in interior design projects, apply 3-dimensional design elements and principles to the development of the spatial envelope, and select and apply color in interior design projects.

- Student work must demonstrate programming skills, including problem identification, problem solving, identification of client and/or user needs, and information gathering research and analysis.

- Student work must demonstrate competent schematic design skills, including concept development, the ability to rapidly visualize concepts through sketching, space planning, and preliminary specification of interior finishes.

- Student work must demonstrate competent design development skills in detailed and developed layout of furniture, fixtures, and equipment, detailed and developed furniture selection, space plans, elevations, sketches, study models, selection and application of luminaires and lighting sources, validation of design solutions relative to the objectives of the project program, and appropriate selection and application of decorative elements.

- Student work should demonstrate design development skills, including appropriate selection and application of art and accessories, the ability to design custom interior elements, wayfinding methods, and graphic identification, such as signage.

- Student work must demonstrate competent skills in preparation of contract documents as a system of drawings, schedules, and specifications.

Standard 4. Communication

Students communicate effectively.

Courses:

- *INTR 111 –Introduction to Interior Design*
- *ARET 123 – Construction Graphic Communication*
- *INTR 121– Freehand Sketching*
- *ARET 124 – Architectural Engineering Construction I*
- *INTR 123 – Perspective Drawing*
- *INTR 201–AutoCAD for Interior Design*
- *INTR 206 – Portfolio and Professional Presentation*
- VCD P476 – Three Dimensional Modeling
- *CNET 280 – Quantity Estimating*
- *CNET 276 – Construction Specifications Contracts and Codes*
- *COM 114– Fundamentals of Speech Communication*
- *ENG W131 – Elementary Composition I*
- ENG W232– Introduction to Business Writing
- OLS 252 – Human Behavior in Organizations
- OLS 342 – Interviewing Strategies in Organizations
- INTR 402 – Professional Practice

Indicators:

- Student work must demonstrate competence in drafting and lettering, illustrative sketching, and presentation of color, materials, and furnishings.
- Students must express ideas clearly in oral presentations, critiques, and interviews and communicate clearly in writing in specifications, schedules, and contracts and other

business-related documents such as project programs, concept statements, reports, research papers, resumes, and correspondence.

- Student work should demonstrate the ability to render, draw in perspective, construct models, apply the metric system to design work, and communicate through alternative presentation techniques.

Standard 5. Building Systems and Interior Materials

Students design within the context of building systems. Students use appropriate materials and products.

Courses:

- *ARET 124 – Architectural Engineering Construction I*
- *ARET 167 – Construction Systems & Materials*
- *CNET 276 – Construction Specifications Contracts and Codes*
- *ARET 281 – Environmental Equipment I*
- *INTR 112 – Interior Design I*
- *INTR 131 – Decorative Materials and Accessories*
- *INTR 241 – Lighting and Color Design*
- INTR 308 – Interior Design II
- INTR 309 – Interior Design III
- INTR 400 – Interior Design Studio I
- INTR 401 – Interior Design Studio II

Indicators:

- Student work must demonstrate understanding that design solutions affect and are impacted by construction systems and methods, power distribution systems, mechanical

systems, energy management, data/voice telecommunications systems, lighting systems, ceiling systems, flooring systems, security systems, acoustics, and interface of work station furniture systems with building systems.

- Student work must demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.

- Student work must demonstrate knowledge of sources for materials and products.

- Student work should demonstrate understanding of the concept of sustainable resources.

- Student work should demonstrate knowledge of installation methods and material maintenance requirements.

Standard 6. Regulations

Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.

Courses:

- *ARET 124 – Architectural Engineering Construction I*
- *ARET 167 – Construction Systems & Materials*
- *ARET 281 – Environmental Equipment*
- *CNET 276 – Construction Specifications Contracts and Codes*
- *INTR 112 – Interior Design I*
- *INTR 131 – Decorative Materials and Accessories*
- *INTR 241 – Lighting and Color Design*
- INTR 308 – Interior Design II

- INTR 309 – Interior Design III
- INTR 400 – Interior Design Studio I
- INTR 401 – Interior Design Studio II

Indicators:

- Student work must demonstrate the appropriate application of fire and life safety principles that include compartmentalization, movement detection, and suppression.
- Student work must demonstrate the appropriate application of codes, regulations, and standards, barrier-free design concepts, and ergonomic and human factors data.
- Student work must demonstrate understanding of the impact on health and welfare of indoor air quality, sanitation, noise, and lighting.
- Student work must demonstrate understanding of universal design concepts and principles.

Standard 7. Business and Professional Practice

Students have a foundation in business and professional practice.

Courses:

- INTR 402 – Professional Practice
- INTR 404 –Interior Design Practicum
- INTR 400 – Interior Design Studio I
- INTR 401– Interior Design Studio II
- *CNET 280 – Quantity Estimating*

- *OLS 252 – Human Behavior in Organizations*
- OLS 342 – Interviewing Strategies in Organizations
- ENG W232 – Introduction to Business Writing

Indicators:

- Students must demonstrate understanding of project management practices including estimating, budget management, coordination, time management, scheduling, and contract administration, information management, conflict resolution, and assessment processes.
- Students must demonstrate knowledge of certification, licensing, and/or registration requirements, and professional design organizations.
- Students should demonstrate understanding of basic business computer applications.
- Students should demonstrate knowledge of business processes.

Standard 8. Professional Values

The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

Courses:

- *INTR 111 –Introduction to Interior Design*
- INTR 402 – Professional Practice
- INTR 404 –Interior Design Practicum

- XXX xxx – Interdisciplinary Design Topic (Department approved course)
- INTR 400 – Interior Design Studio I
- INTR 401 – Interior Design Studio II
- *OLS 252 – Human Behavior in Organizations*
- OLS 342 – Interviewing Strategies in Organizations

Indicators:

- The program must incorporate learning experiences that develop knowledge of client and/or user needs and their responses to the interior environment.
- The program must provide learning experiences to address professional ethics and the role of ethics in interior design, develop consciousness of alternate points of view and appreciation of cultural diversity, lead students to understand the designer’s ability to affect people and the environment, and lead to a global perspective.
- The program must incorporate learning experiences that develop critical, analytical, and strategic thinking, creative thinking, the ability to think visually and volumetrically, and professional discipline and active listening skills leading to effective interpretation of requirements.
- The program must present opportunities or experiences that develop students’ understanding of the value and importance of community or public service.

Standard 9. Faculty

Faculty members and other instructional personnel are qualified and adequate in number to implement the program objectives.

Indicators:

- Faculty members and instructional personnel represent more than one professional point of view and have experience appropriate to their area of responsibility.

- Faculty members and instructional personnel participate in professional and/or scholarly associations, engage in scholarly research, practice, and/or creative activity, and engage in continuing education.

- A majority of faculty members and instructional personnel with interior design studio supervision will have earned a degree in interior design and have passed the National Council for Interior Design Qualification exam.

- The number of faculty members and instructional personnel is sufficient to implement program objectives.

FIDER accreditation requires a minimum of thirty semester credit hours of diverse college-level liberal arts and sciences. This requirement is satisfied by the IPFW General Education program.

D. Program Implementation and Evaluation

Program Implementation

Pending approval of this proposal, the program will be implemented in the fall of 2005. A revised curriculum for the existing A.S. Interior Design degree will become effective concurrent with the initiation of the proposed B.S. Interior Design degree fall 2005. The first offering of the capstone courses and interior design elective courses is projected for fall 2006 and spring 2007. The proposed B.S degree has been designed so that credit for all courses in the existing A.S. degree (curriculum effective through spring 2005) will be granted for the B.S. curriculum. Students will be accepted to pursue the B.S. degree after graduation from the A.S. program. Recruitment for a new Interior Design program faculty member and a new Architectural Engineering Technology or Construction Engineering Technology faculty member will begin fall 2006. Current students will be encouraged to continue their education in order to earn the B.S. Interior Design degree. Alumni and practicing professionals will be notified about the new degree opportunity. Focused recruitment in regional high schools will begin immediately after approval of this proposal.

Assessment

Assessment will be conducted in accordance with FIDER accreditation standards which require the use of systematic and comprehensive assessment methods which contribute to the program's on-going development and improvement.

Assessment will be embedded in the research/design capstone courses, because these courses are designed to be a culminating experience that integrates learning with application. The courses also provide an opportunity for faculty to assess transfer of learning to practice and to determine the accomplishment of program goals.

Professional Advisory Committee members and other design professionals will be invited to provide annual assessment through a visit to the public exhibition of the work of graduating students and completion of a written comment form.

Exit interviews with graduating seniors will be conducted and recorded as a means of assessing the degree program.

A follow-up assessment measure will be an alumni survey and an employer survey to be conducted two years after the first graduate completes the bachelor degree program. The alumni survey will assess the usefulness of the degree in contributing to the graduate's success and attainment of career goals. The employer survey will assess employer satisfaction with graduates' skill and contributions to successful business operations.

E. Tabular Information

1. Table 1: Enrollment and Completion Data

2. Tables 2A and 2B: Cost and Revenue Data

3. Table 3: New Program Proposal Summary

Appendices

Appendix 1 - Articulation Agreement with IVY Tech, North Central, South Bend, Indiana

Appendix 2 – Letters of Support from Employers