

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: ¹²⁻²² ~~H-160~~
 LSC Action-Date: AP-9/13/12 UWUCC Action-Date: App-4/23/13 Senate Action Date: App-4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Susan Venatta	Email Address venatta@iup.edu
Proposing Department/Unit Human Development and Environmental Studies	Phone 724-357-2336

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: INDS 405, Interior Design Professional Practice

Proposed course prefix, number and full title, if changing: INDS 405, Interior Design Professional Practice (W)

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Karen M. Stanton</i>	2-23-12
Department Chairperson(s)	<i>Freda B. Bowen</i>	2-23-12
College Curriculum Committee Chair	<i>Janet Wachter</i>	4-13-12
College Dean	<i>David E. Sirely</i>	4/17/12
Director of Liberal Studies (as needed)	<i>[Signature]</i>	4/18/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4/23/12

APR 18 2013 APR 20 2012
 Received Liberal Studies



MEMORANDUM

TO: IUP Liberal Studies Committee

FROM: Dr. Fredalene Bowers, Chairperson, Human Development & Environmental Studies ^{FB}

DATE: April 5, 2012

SUBJECT: INDS 405 Interior Design Professional Practices Writing Intensive Course Proposal

During the Spring 2012 semester, the Human Development and Environmental Studies Department submitted revisions to the BS in Interior Design. This revision was necessary to become aligned with the Council for Interior Design Accreditation (CIDA) standards. One of these revisions included assigning INDS 405 Interior Design Professional Practices as a Writing Intensive Course.

As department chairperson, I am well aware of the importance of making sure that all faculty teaching INDS 405 Interior Design Professional Practice meet the requirements of a "Writing Intensive" course. All INDS faculty are familiar with the requirements for writing across the curriculum.

INDS 405 Interior Design Professional Practice includes the following writing activities:

- Job Information Sheet
- Project Proposals
- Intro-method-results-discussion
- Furniture and Architectural Finish Specifications
- Purchase Orders
- Project Status Reports
- Contract
- Cover letters, resumes and portfolios
- Research paper on job opportunities

All INDS faculty teaching INDS 405 must complete these writing intensive assignments for CIDA accreditation. Please feel free to contact me if you have any other questions on how the department will ensure all faculty teaching INDS 405 will abide by the syllabus and meet the writing intensive requirements.



REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # _____
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- () Professor _____
- () Phone _____ Email _____
- () Writing Workshop? (If not at IUP, where? when? _____)
- () Proposal for one W-course (see instructions below)
- () Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person Dr. Fredalene Bowers
- () Phone 7-2336 Email fbowers@iup.edu
- () Course Number/Title INDS 405 Interior Design Professional Practice
- () Statement concerning departmental responsibility
- () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____
- () Phone _____ Email _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Kareem M. Saadon

Department Chairperson Fredalene B. Bowers

College Dean Nancy G. Saylor

Director of Liberal Studies John H. Potts

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade. (See Summary Chart of Writing Assignments.)
- II. Copy of the course syllabus.
- III. Provide samples of writing assignments that are given to students that include instructions and evaluation criteria. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

APR 20 2012

I. Written Summary

Exemplary writing skills are invaluable as students make the leap from student to professional and in the interior design industry there are many instances when writing skills are critical for success: to win a prospective client, to request consideration for a new project, to have a project published, to communicate with associates and to respond to a request for proposal, just to name a few. Interior designers must be able to write successful job proposals, create detailed and accurate written specifications for furniture and architectural finishes, prepare project budgets and compile project progress reports among other things. In addition, interior design projects vary depending on the required scope of work, the difficulty of the job and the personality of the client. As new hires in the industry, many graduates will be evaluated on their literacy skills, both written and oral, as well as their perceived design talent.

The current proposal is a request that the *Interior Design Professional Practice* course be given a “W” designation, requiring that it be a writing intensive course. One of the stated outcomes of IUP’s interior design program is that “Students will be able to effectively communicate orally, visually and in written form”. By focusing the Professional Practice class on various writing techniques within the industry, this has the ability to better prepare the students for situations encountered in the professional field.

From professional development activities, case studies focusing on ethics and legal responsibilities, to project management exercises, assignments will include, but not be limited to the following:

1. Professional Development

- a. Cover letters and resumes – critical to the success of any interior design student is the ability to promote not only their design talent but also themselves.

2. Professionalism and Creativity

- a. Research Writing – in conjunction with professional development, students will research the various job opportunities available to them.
- b. Supporting *Evidence Based Design* – students will write a research paper focusing on a specific design topic of interest to them.
- c. Intro-method-results-discussion (IMRD) Report – a major component of the design process focusing on research done to support evidence based design decisions.

3. Technical Writing

- a. Contracts – an understanding of business contracts is essential.
- b. Job Information Sheet – a critical part of the design process as jobs are undertaken.
- c. Project Proposal – marketing and promoting either an individual or a company is a consistent responsibility of an interior designer.
- d. Furniture and Architectural Finish Specifications – every project must have detailed written specifications outlining every selection of furniture and every architectural finish specified on the project.
- e. Purchase Order – many residential designers will be responsible for purchasing any product that they specify, so it is imperative that they understand the proper use and completion of any and all business forms.
- f. Project Status Report – especially on major commercial projects, construction meetings are held nearly every week, and it is necessary for interior designers to be able to update clients and colleagues alike on the status of their projects with detailed reports.

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
1. Professional Development	1	2 - 3	no (point value associated with completion of assignment)	yes	10%
2. Professionalism and Creativity	3	6 – 8	yes	yes	25%
3. Technical Writing	6	10 -20	yes	no	40%
Totals	10	18 min.	NA	NA	75%

II. Description of Curriculum Change

I. Catalog Description

INDS 405 – Interior Design Professional Practices

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

Prerequisite: Senior standing

Provides students with a broad overview of expectations and responsibilities within the interior design industry. Topics to be covered include planning, business organization, management, contracts, procedures and ethics for the professional interior designer. Participation in professional student organizations and activities is encouraged and expected. This class is designated as a writing intensive course.

II. Course Outcomes

Students will be able to:

1. Demonstrate an understanding of the interior design problem solving sequence.
2. Demonstrate an understanding of the relationship between research and interior design as it relates to any and all projects.
3. Apply information gathering techniques (i.e. survey, literature, search, observation) toward interior design problem solving.
4. Understand the legalities of contracts and common business practices associated with the interior design industry as they relate to employment and interior design projects.
5. Organize a comprehensive resume and cover letter.
6. Define the value of reference materials such as codes, regulations and standards, to the professional interior designer.
7. Prepare a personal portfolio of work.
8. Demonstrate competency in oral and written communication skills.

III. Course Outline

- A. **PROFESSIONAL DEVELOPMENT (*Outcomes 5, 6, 7 & 8*) (7 hours)**
1. **Goal Setting**
 - a. An exercise in introspection
 2. **Industry Differences**
 3. **Preparing and Promoting Self**
 4. **The Job Search**
 - a. Resumes and cover letters
 - b. Portfolio preparation
 - c. Mock interviews
 5. **Professional Licensing and Certification**
 - a. Preparing for the NCIDQ examination

- B. ETHICS AND LEGAL RESPONSIBILITIES (*Outcomes 2 & 4*) (5 hours)**
1. Decision Making and Problem Solving
 - a. Case study scenarios
 2. Business Formations
 3. Developing Business Relationships
 4. Contracts
 - a. Types of agreement
- C. HUMAN RESOURCES (*Outcomes 4 & 8*) (6 hours)**
1. Design Firm Organization
 2. Employment Agreements
 - a. Hourly or salaried
 - b. Restrictive covenants
 - c. Independent consultants
 3. Compensation and Fees
 4. Personal Administration
 - a. General office procedure
- D. WORKING AS AN INTERIOR DESIGNER (*Outcomes 2, 3 & 8*) (6 hours)**
1. Marketing
 - a. Establishing a target
 - b. Establishing a niche
 2. Promoting
 3. Selling
 - a. Presentations
 - b. Project organization
- E. WORKING WITH THE TRADE (*Outcomes 1, 4 6 & 8*) (7 hours)**
1. Industry
 - a. Furniture specifications
 - b. Purchasing
 2. Product Pricing
 - a. Project plan and budget
 3. Construction
 - a. Material specifications and schedules
- F. PROJECT MANAGEMENT (*Outcomes 1, 2, 4 & 8*) (7 hours)**
1. General Project Administration
 - a. Introduction, Methodology, Results and Discussion (IMRD) Report
 - b. Project files
 - c. Project schedules
 2. Contract Documents
 3. Contract Administration
- G. FOUR EXAMS (4 hours)**

H. EXAM DURING FINAL PERSSION

(1 hour)

IV. Evaluation Materials

The following is an example of the evaluation methods for this course:

Professional Development, Professionalism and Creativity:

Written papers based on industry research, creative case studies, professional ethics and individual professional development will be a dimension of the course. (35%)

Technical Writing:

In-class and take-home activities and assignments will be based on professional development expectations and professional practices, consistent with industry standards and industry specific technical guidelines, and will be a critical component of the course. (40%)

Four 50 point exams will be administered during the course of the semester. In addition, there will be a 100 point final exam administered during final exam week. Each exam may be comprised of multiple choice as well as one word or short answer questions. (25%)

V. Course Grading:

A	100% - 90%
B	89% - 80%
C	79% - 70%
D	69% - 60%
F	59% & below

Keep in mind that this is a Writing-Intensive Course. Throughout the semester, you should use all of the course assignments to hone your writing skills. Use the individual assignment rubrics to guide you. All written submissions MUST be typed unless otherwise noted.

VI. Attendance Policy

Attendance is required. To do well in this course, you must be present and on time, with required materials. The attendance policy for this class will follow the Undergraduate Course Attendance Policy, which may be reviewed in the current Undergraduate Catalog. The instructor has the right to lower the grade of a student if absences exceed one week's worth of classes.

VII. Required Textbooks

Eakins, P. (2005). *Writing for interior design*. New York, NY: Fairchild Publications.

Piotrowski, C. (2011). *Professional practice for interior designers*. Hoboken, NJ: Wiley & Sons.

VII. Bibliography

Beacher, C.V., McFall, B.S. and Park-Gates, S. (2008). *Designing your future: An introduction to career preparation and professional practices in interior design*. Upper Saddle River, NJ: Pearson Prentice Hall.

Bender, D. (2012). *Design portfolios: Moving from traditional to digital*. New York, NY: Fairchild Publications.

Godsey, L. (2009). *Interior design student's comprehensive design*. New York, NY: Fairchild Publications.

Kendall, G. (2005). *Designing your business*. New York, NY: Fairchild Publications.

Knackstedt, Mary V. (2012). *The interior design business handbook: A complete guide to profitability*. Hoboken, NJ: Wiley & Sons.

Martin, C. S. & Guerin D. A. (Eds.) (2010). *The state of the interior design profession*. New York, NY: Fairchild Publications.

Maurer, T. & Weeks, K. (2010). *Interior design in practice: Case studies of successful business models*. Hoboken, NJ: Wiley & Sons.

Mitton, M. (2010). *Portfolios for interior designers: A guide to portfolios, creative resumes, and the job search*. Hoboken, NJ: Wiley & Sons.

Nussbaumer, L. (2011). *The interior design intern*. New York, NY: Fairchild Publications.

Whitlock, C. (2009). *Re-de-sign: New directions for your interior design career*. New York, NY: Fairchild Publications.

Winchip, S.M. (2012). *Professional practice for interior designers in the global marketplace*. New York NY: Fairchild Publications.

III. Writing Project Samples (Professionalism/Creativity and Technical Writing)

OBJECTIVE:

To become familiar with the MANY opportunities available for interior designers. Often students can become fixated on a certain perceived career path or a myth about what they think interior design is. This exercise is designed to help students “broaden their horizons” as they explore the many and varied facets of interior design as a profession.

REQUIREMENTS:

Each student will be assigned a random “career choice” in the field of interior design. Research that career specialty and identify a successful designer/design firm in the field (none from the text, nor those that were discussed in class). Prepare written documentation outlining the information found on the worksheet attached to this project sheet as it relates to the area of specialty and support your findings with your research – in other words, how do you know this to be true, and where did you find your information? Include in your written submission information on the designer/design firm researched to include history and present status. In addition, identify a current job position in that area of specialty and provide written documentation of why you may or may not qualify for the position and what you might need to do to qualify.

Prepare a **brief presentation (e.g., 10 minute maximum)** to be made to the entire class. This presentation should serve as a synopsis of your topic, identification of the successful designer or design firm researched and a description of the job opportunity identified.

SUBMISSION:

The following **MUST** be submitted for complete credit:

- Worksheet (attached to project sheet).
- Three PowerPoint slides – **NO WORDS** are to be used, visuals only. The slides should be typical examples of the type of work done in the specific career. The slides will be e-mailed to me at venatta@iup.edu BEFORE the start of class as indicated on the schedule – before your presentation. I will prepare a comprehensive presentation so that our class time may be used most efficiently. Prior to your scheduled presentation, you will know the order in which you will present.
- All materials must be submitted in a pocket folder on the day of your presentation.

EVALUATION:

Specialty researched clearly identified 2		Specialty researched ambiguous 0
Excellent background information provided 10	Adequate background information provided 6	Unacceptable background information provided 2
Excellent outlining of skills necessary for success 5	Adequate outlining of skills necessary for success 3	Unacceptable outlining of skills necessary for success 1
Average salary identified 2		Average salary not identified 0
Average starting salary identified 2		Average starting salary not identified 0
Research identifies affiliated professional organizations 2		Research does not identify affiliated professional organizations 0
Excellent research on current designer/design firm 10	Adequate research on current designer/design firm 6	Unacceptable research on current designer/design firm 2
Current job position included 2		Current job position not included 0
Excellent list of references (5 – 7) 5	Adequate list of references (3 – 4) 3	Unacceptable list of references (less than 3) 1
Format follows APA format 5	Format somewhat follows APA format 3	Format does not follow APA format 1
Excellent craftsmanship, submitted as outlined 3		Unacceptable craftsmanship and submission 0
Excellent classroom presentation 2	Acceptable classroom presentation 1	Unacceptable classroom presentation 0

WORKSHEET

INTERIOR DESIGN SPECIALTY RESEARCHED:

AVERAGE STARTING SALARY:

AVERAGE SALARY:

SKILLS/INTERESTS

NECESSARY:

PROFESSIONAL ORGANIZATIONS ASSOCIATED WITH THIS SPECIALTY:

FIRM RESEARCHED:

**(provide complete address and
contact information)**

REFERENCES:

OBJECTIVE: Create a Standards Manual

Through research and personal communication, create a standards manual that you will be able to reference and use on many (if not all) of your projects. Standards are often established for architectural finishes as well as furniture. Your manual will consist of the following:

- Written specifications for any and all furniture.
- Specifications will include current **LIST** pricing.
- Cut sheets for all furniture specified.
- Finish and fabric options for all furniture specified.
- Written specifications for all architectural finishes specified.
- Samples of all finishes.
- Floor plans (may be hand drafted or computer drawn) of “typical” interior spaces
 - Floor plans will reflect an appropriate amount of square footage as relevant to the position of the occupant or function of the space

For the purposes of your manual, please use an educational/academic setting, and include standards for the following areas:

- University president
- University vice-president(s)
- Executive administrative assistants – include filing capabilities
- College deans
- Mid-level management
- Administrative assistants – include filing capabilities
- Department chairs
- Faculty
- Classroom (lecture, maximum capacity of 50) – include AV capabilities
- Classroom (seminar, maximum capacity of 30) – include AV capabilities
- Conference area
 - Accommodating 2 – 6 people, must include communication accommodations
 - Accommodating 10 – 20 people, must include AV capabilities
- Service area
 - Filing
 - Copying
 - Mailboxes
 - Office supply storage

Standards manual will be organized and submitted in a three-ring binder. ALL information will be in plastic sleeve protectors. In addition, provide written documentation of research done and support your choices based on your research.

EVALUATION

Project #1 – Standards Manual Evaluation Banner ID @ _____

AREA	WRITTEN FURNITURE SPECIFICATIONS 5 points	LIST PRICE PER ITEM PROVIDED 5 points	FABRIC AND/OR FINISH SPECIFICATIONS 5 points	CUT SHEETS PROVIDED 5 points
University President				
Vice-Presidents				
College Deans				
Executive Administrative Assistants				
Mid-Level Management				
Department Chairs				
Administrative Assistants				
Faculty				
Lecture Classroom				
Seminar Classroom				
Small Conference Room				
Large Conference Room				
Service Area				

AREA	WRITTEN ARCHITECTURAL FINISH SPECIFICATIONS 5 points	ARCHITECTURAL FINISH SAMPLES PROVIDED 5 points	FLOOR PLANS PROVIDED AND COORDINATE WITH FURNITURE SPECIFICATIONS 5 points
University President			
Vice-Presidents			
College Deans			
Executive Administrative Assistants			
Mid-Level Management			
Department Chairs			
Administrative Assistants			
Faculty			
Lecture Classroom			
Seminar Classroom			
Small Conference Room			
Large Conference Room			
Service Area			
Research 10 points			

ESC Use Only
Number: _____
Submission Date _____
Action-Date _____

RECEIVED

DEC 23 1997

UNWCC USE Only
Number: 97-261
Submission Date: App. 2/17/98
Action-Date: Senate app. 3/3/98

189

CURRICULUM PROPOSAL COVER SHEET
University of North Carolina at Greensboro Curriculum Committee

LIBERAL STUDIES

I. CONTACT

Contact Person Christine Wilson Kesner Phone 357-2395/2336

Department Human Development and Environmental Studies

II. PROPOSAL TYPE (Check All Appropriate Lines)

ID 405 COURSE ID Profess. Practice

Suggested 20 character title

_____ New Course* _____

Course Number and Full Title

_____ Course Revision _____

Course Number and Full Title

_____ Liberal Studies Approval - _____
for new or existing course

Course Number and Full Title

_____ Course Deletion _____

Course Number and Full Title

X _____ Number and/or Title Change CS 468 Interior Design Professional Practice

Old Number and/or Full Old Title

ID 405 Interior Design Professional Practice

New Number and/or Full New Title

_____ Course or Catalog Description Change _____

Course Number and Full Title

_____ PROGRAM: _____ Major _____ Minor _____ Track

_____ New Program* _____

Program Name

_____ Program Revision* _____

Program Name

_____ Program Deletion* _____

Program Name

_____ Title Change _____

Old Program Name

New Program Name

III. Approvals (signatures and date)

Mary E. Surrick 4/8/96
Department Curriculum Committee

Date

Donna Thompson 4.8.96
Department Chair

Date

Mimi Moore Baker 3/7/96
College Curriculum Committee

Date

Donald C. Wingard 17 MAR 96
College Dean

Date

_____ - Director of Liberal Studies (where applicable)

Date

W. S. Suggs 3/19/97
*Provost (where applicable)

Date

I. Catalog Description
ID 405 Interior Design Professional Practice

(3c-0l-3sh)

Prerequisite: Junior standing

Planning, business organization, management, contracts, procedures, and ethics for the professional interior designer.

1. Catalog Description

ID 405 Interior Design Professional Practice

**3 credits
3 lecture hours
0 lab hours
(3c-0l-3sh)**

Prerequisite: Junior standing

Planning, business organization, management, contracts, procedures, and ethics for the professional interior designer.

2. A listing of the proposed change giving the old title and number and the new title and number.

The course number is changed. The title is retained.

Old title/number

CS 468 Interior Design Professional Practice

New title/number

ID 405 Interior Design Professional Practice

3. Justification/rationale for the change

The new number reflects re-structuring of the ID Curriculum.

Part V. Letters of Support From Affected Program Revision Areas
1. College of Business

#2 26-JAN-1996 11:22:21.97 NEWSMA:
From: GROVE::BOBCAMP "ROBERT C. CAMP"
To: CHRIS_KESNER
CC: @COB_CHAIRS,BOBCAMP
Subj: Statement of Support for Program Revision of the Interior Design Major

Please accept this e-mail as a statement of support for the proposed revision of the interior design major currently being reviewed by the UWUCC. The chairpersons in the Eberly College have reviewed the proposal thoroughly and support its approval with the proviso noted below.

In discussions with Chris Kesner, we recommended that interior design students take EC 122 instead of EC 101 as a prerequisite to principles of marketing. EC 122 should be included as a liberal studies elective. Don Walker, chairperson of the Economics Department has agreed that EC 122 would be a more appropriate prerequisite to marketing principles.

If I can provide additional insight to the committee, please let me know.

MAIL>

Esc-chr: ^! help: ^]? port:1 speed: 2400 parity:none echo:rem VT320

2. Department of Art, College of Fine Arts

November 13, 1995

Subject: Curriculum Revisions:

To: Professor Kris Kesner, Coordinator of Curriculum Design

From: Anthony DeFurio, Chair *Anthony DeFurio*

This is to acknowledge that I have read and reviewed the proposed curriculum changes relative to your department and majors. Furthermore, I do not see any conflicts or problems with the proposed changes, and in my judgement you have designed a very sound program of studies for your majors.

We are quite pleased to continue a positive relationship with your department and students relative to sharing classes, resources, and expertise.

Thank you for sharing and discussing these changes with me. On behalf of the Department of Art, we wish you success with the new curricular design.

#4 22-FEB-1997 14:49:06.14
From: GROVE::JHEYER "John Heyer"
To: CKESNER
CC: JHEYER
Subj: corrected memo

NEWMA

From: GROVE::JHEYER "John Heyer" 18-FEB-1997 15:41:16.98
To: CKESNER
CC: ANTHONY_DEFURIO, JHEYER
Subj: Interior Design required courses in Art

This is to confirm that the College of Fine Arts will provide the necessary seats in AR120 (Principles of Design) and AR213 (Woodworking: Form and Function) to sustain the Interior Design major as outlined on the curriculum revision you provided to me. The AR120 requirement continues an existing commitment. The AR 213 is a new requirement, and, therefore, a new commitment to you from our Art Department.

Our commitment can be sustained as long as the Interior Design major does not grow beyond the anticipated threshold of approximately 100 majors. Should

Press RETURN for more...

MAIL>

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#4 22-FEB-1997 14:49:06.14
growth occur, it may be necessary to add a section or two of the course each year. The College would need additional complement to do that due to the heavy enrollments the college now sustains.

NEWMA

3. Department of Chemistry

#5 16-FEB-1996 09:50:06.68
 From: GROVE::PVARUGH "POTHEN VARUGHESE"
 To: CKESNER
 CC: PVARUGH
 Subj: ID curriculum revision

NEW

Chris: Sorry for the delay in sending you the chemistry department's response to your proposed change in the chemistry requirement for your Interior Design majors. Our departmental curriculum committee discussed this matter and decided to support your plan to drop CH 101/102 from the requirement and replace them with SC 105/106 sequence. However, they also wanted to express their concern that the ID students will not study organic chemistry which may be of some importance to them in the field of interior design. I want to emphasize the fact that we are in support of your proposed curriculum revision and any concerns we expressed are not intended to hinder the process of accomplishing your goals.

Sincerely,

Press RETURN for more...

AIL>
 _sc-chr: ~] help: ~]? port:1 speed: 9600 parity:none echo:rem VTJ20

#5 16-FEB-1996 09:50:06.68
 Pothen Varughese, chair
 Department of Chemistry.

NEW

#3 26-JAN-1996 16:47:06.10
 From: GROVE::RVBRAVO
 To: GROVE::CKESNER
 CC: RVBRAVO
 Subj: RE: SC106 Physical Science II

NEW

Chris Sorry it took so long to get back to you. However, I could not give an answer until the Curriculum Committee discussed your proposed change. We just finished our meeting and the committee "acknowledged the need for physics presented in SC 105 and agreed that the consumer and environmental issues presented in SC 106 are appropriate for your students. Thus, the committee supports your decision but does express a concern that your students will not study organic chemistry which may be of some importance to them in the field of interior design." This decision will be communicated to the chair of the chemistry department who is responsible for writing the letter of support. (Of course, he may not use these exact words as he has the freedom to express the support in any manner he chooses).

Good luck with your curriculum changes. I know that it is a lot of work. If I can be of any help with anything else, please don't hesitate to call on me.

Press RETURN for more...

AIL>
 _sc-chr: ~! help: ~!? port:1 speed: 2400 parity:none echo:rem

4. Department of Computer Science

#2 29-NOV-1995 10:04:25.77
 From: GROVE::GLBUTER "Gary L. Buterbaugh"
 To: GROVE::CKESNER
 CC:
 Subj: RE: CO 101

NEWMA

Chris,

I see no problem from the Computer Science end. We will continue to offer alot of sections of this course and should be able to accommodate your students.

Gary Buterbaugh

MAIL>

5. Department of Physics

#1 31-JAN-1996 17:16:23.77
 From: GROVE::WHITSON
 To: GROVE::CKESNER
 CC:
 Subj: RE: SC 105 (Interior Design Curriculum Revision)

NEWMAI

Chris:
 There is no problem with adding new sections. How many extra students do you expect that will be taking SC105 each semester?
 Jennis Whitson

MAIL>

6. Liberal Studies Committee

Liberal Studies Office
352 Sutton Hall

E-mail DRCHRDSN
Phone x 5715

February 15, 1996

To: Chris Kesner, Interior Design

From: Darlene Richardson, Director *Darlene Richardson*

Subject: Changes in the Liberal Studies part of the BS in Interior Design

Thank you for the opportunity to review your program revision for the BS in Interior Design. The changes are as follows for the Liberal Studies part of the major: recommend PH 223 Philosophy of Art as one of the Humanities courses, replace CH 101-102 with SC 105-106 in the Natural Science section, omit EC 101 from the list of Social Science options, and add BE/CO/IM 101 and EC 122 to the specified list of Liberal Studies electives. I understand the rationale for adding a computer course (as specified by FIDER standards) and adding EC 122 which is a prerequisite for MK 320 which is required for these majors. Although I am always dismayed to see a program with so little choice among Liberal Studies courses for students, I do understand the press of accreditation standards and the desire to best help students complete their major requirements in a timely fashion. Thus, I support the changes in the Liberal Studies part of the revised BS in Interior Design.

1/15/96
I do have one question, though. Why do you put in non-western cultures course in the section on Liberal Studies electives? Your students could take their non-western course in social science and as free electives also. Your program already specifies three of the required three Liberal Studies electives.

Copies: Donna Streifbaw, Chair
Hal Wingard, Dean

7. Department of Philosophy/Religious Studies

#45 22-DEC-1995 14:36:36.74
 From: GROVE::BOUFFARD "Al Bouffard" MA:
 To: GROVE::CKESNER
 Cc: BOUFFARD
 Subj: RE: PH 223

Chris,

I talked to the Philosophy faculty about the desire of Interior Design to have Ph223 Philosophy of Art be the course by which your students would satisfy the requirement in Ph/Rs in the Liberal Studies Program. The Faculty had some problems with this proposal because it limits the number of options available to students to fulfill this requirement. If a student comes to me and says "I have to have this course to graduate", it creates problems that wouldn't arise if the student could satisfy the requirement with any of 7 courses. Perhaps you could recommend the course but not require it. The faculty who teach it, however, seemed willing to offer the course a little more frequently. We are stretched out a little thin so I wouldn't put too many hopes that they would actually do so. In addition there is a desire to offer an additional course in the Philosophy of Art at the 300 level.

Press RETURN for more...

MAIL>
 Esc-ctrl: ^? help: ^j? port:1 speed: 9600 parity:none echo:rem VT320

#45 22-DEC-1995 14:36:36.74 MAI:
 Sorry I couldn't give you a more positive response.
 Al Bouffard, Chair

8. Department of Human Development and Environmental Studies -
314 Textiles

Faculty teaching CS

Human Development & Env. Studies Department
College of Health and Human Services
207 Ackerman, Ext. 2336

To: Christine Wilson Kesner, Chair
Interior Design Curriculum Committee

From: Mary E. Swinker, Chair *ms*
Fashion Merchandising Curriculum Committee
Sandra J. Lynn, Assistant Professor *sjl*
Fashion Merchandising - Textiles

Date: 29 February, 1996

Subject: Science prerequisite for CS 314 Textiles

Please be advised that SC 105 Physical Science I and SC 106 Physical Science II are acceptable for Interior Design majors to take as prerequisites for CS 314 Textiles.

Standards and Guidelines

2. Educational Program

Standards

2.8	<p>Theory Thorough knowledge of the elements and principles of design, design theories, and their evolution enables designers to understand the interrelationship between human beings and the environment. This knowledge stimulates depth of thought and a more creative approach to problem solving.</p>	Awareness Understanding Competency
S2.8.1	Theory: elements and principles of design	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
S2.8.2	Theory: color	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
S2.8.3	Theory: 3-D spatial composition	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
S2.8.4	Theory: human environment, e.g. proxemics, behavior, etc.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
S2.8.5	Theory: design, e.g. planning, stylistic	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
2.9	<p>Basic and Creative Arts The basic elements of design and composition and their application are essential to any program of study in interior design. They are the foundation for creative design and require instruction and experimentation through studio work. Awareness of the various media in the visual arts assists and enriches the understanding of the universality of the fundamentals of design.</p>	Awareness Understanding Competency
S2.9.1	Studio: two-dimensional design fundamentals	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
S2.9.2	Studio: three-dimensional design fundamentals	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
S2.9.3	Creative arts and crafts, e.g. drawing, painting, sculpture, ceramics, weaving, photography, etc.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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- **Awareness** — familiarity with basic concepts, information, and procedures; the ability to read and correctly associate knowledge with appropriate circumstances.
- **Understanding** — specific and detailed knowledge; a thorough comprehension of concepts and the ability to demonstrate their interrelationships.
- **Competency** — successful application of concepts and information to complete specific tasks.

Standards and Guidelines

2. Educational Program *continued*

Standards *continued*

2.10	Interior Design			
	Participation in a wide range of design experiences through studios, lectures, group discussions, seminars, etc., is highly desirable. The development of space planning and problem solving skills is essential and should relate to a broad range of residential and non-residential projects, including all types of habitation, whether for work or leisure, new or old, large and small, for a variety of populations, young and old, of varying physical abilities, low or high income. Problem solving experiences should follow a theory of design process involving physical, social, and psychological factors and reflect a concern for the aesthetic qualities of the built environment.		Assessing	Understanding Competency
S2.10.1	Design process, i.e. programming, conceptualization, problem solving, and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.10.2	Three-dimensional spatial development, e.g. study models, drawings, mock-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.10.3	Human factors, i.e. anthropometrics, ergonomics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.10.4	Space planning, residential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.10.5	Space planning, non-residential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.10.6	Furniture selection and layout, residential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.10.7	Furniture selection and layout, non-residential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.10.8	Application of design elements and principles, i.e. color, texture, and scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.10.9	Selection and application of finish materials, i.e. textiles, floor treatments, and wall treatments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.10.10	Selection and application of decorative elements, e.g. accessories, artwork, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.10.11	Selection and application of lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- Awareness — familiarity with basic concepts, information, and procedures; the ability to recall and correctly associate knowledge with appropriate circumstances.
- Understanding — specific and detailed knowledge, a thorough comprehension of concepts and the ability to demonstrate their interrelationships.
- Competency — successful application of concepts and information to complete specific tasks.

Standards and Guidelines

2. Educational Program *continued*

Standards *continued*

2.11	Technical Knowledge Interior designers must have technical knowledge and understand related disciplines and the constraints they impose. Interior designers must be competent in the application of laws, codes, regulations, and standards that affect design solutions in order "to protect the health, safety, and welfare of the public."	Assessing	Understanding	Competency
S2.11.1	Detailing/technical drawings for custom furniture, cabinetry, design elements	□	□	■
S2.11.2	Materials, i.e. surface materials and textiles	□	□	■
S2.11.3	Laws, codes, standards, and regulations, e.g. universal accessibility guidelines, life safety, fire, etc.	□	□	■
S2.11.4	Specifying, estimating, and installation	□	■	□
S2.11.5	Construction systems and materials	□	■	□
S2.11.6	Building systems, i.e. electrical, acoustics	□	■	□
S2.11.7	Building systems, i.e. HVAC, plumbing	■	□	□
S2.11.8	Metric system	■	□	□
S2.11.9	Environmental concerns, i.e. energy, ecology, indoor air quality, sustainable materials	■	□	□

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- **Assessing** — familiarity with basic concepts, information, and procedures; the ability to recall and correctly connect knowledge with appropriate circumstances.
- **Understanding** — specific and detailed knowledge; a thorough comprehension of concepts and the ability to demonstrate their interrelationships.
- **Competency** — successful application of concepts and information to complete specific tasks.

2. Educational Program *continued*

Standards *continued*

2.12	Communication Skills Visual presentation skills are essential for the communication of design concepts. Exposure to a variety of media allows experimentation with new ideas, broadens the scope of creative expression, and allows discovery of the best means of portraying the individual's thought processes. Oral and written presentation skills must be practiced to give added depth to the visual presentation. Computer literacy promotes continued growth and development in communication variables.	Assess Understand Competency
S2.12.1	Visual presentation, i.e. sketching, rendering, sample boards	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
S2.12.2	Oral communication skills	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
S2.12.3	Writing skills	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
S2.12.4	Working drawings, including drafting, lettering, symbols, dimensioning	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
S2.12.5	Computer, i.e. CADD, word processing, and graphics	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
S2.12.6	Graphic identification, e.g. signage, logos, etc.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
S2.12.7	Other presentation media, e.g. photography, film/video, multimedia, etc.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.13	Profession The individual entering the profession of interior design must have a thorough understanding of the history and organization of the profession; knowledge of the methods and practices of the business of interior design; an understanding of ethical constraints; and an understanding of relevant relationships between the various segments within the broader sphere of the built environment.	Assess Understand Competency
S2.13.1	Interior design profession, organizations, related professions	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
S2.13.2	Business and professional practice including ethics, management, relationship to industry, etc.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
S2.13.3	Project management and contract administration	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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- **Assess** — familiarity with basic concepts, information, and procedures; the ability to recall and correctly examine knowledge with appropriate circumstances.
- **Understand** — specific and detailed knowledge; a thorough comprehension of concepts and the ability to demonstrate their interrelationships.
- **Competency** — successful application of concepts and information to complete specific tasks.

Standards and Guidelines

2. Educational Program *continued*

Standards *continued*

2.14	History Interiors reflect an evolution in art, architecture, and design over centuries of past civilizations. Study of the built environments of diverse cultures in conjunction with the economic, social, political, and religious influences that have shaped them enables a designer to anticipate and design for present and future demand.	Awareness Understanding Competency
S2.14.1	Interiors, art, and architecture	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
S2.14.2	Furniture, textiles, and accessories	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
2.15	Information Gathering Techniques/Research The use of information gathering techniques and reference materials is necessary to enable designers to accumulate and analyze data to develop a design concept. Students should also be aware of scholarly research as it contributes to the discipline.	Awareness Understanding Competency
S2.15.1	Information gathering techniques, e.g. survey, literature search, observation, etc.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
S2.15.2	Reference materials, i.e. codes, regulations, and standards	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
S2.15.3	Awareness of research contributing to the body of knowledge	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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- **Awareness** — familiarity with basic concepts, information, and procedures; the ability to recall and correctly associate knowledge with appropriate circumstances.
- **Understanding** — specific and detailed knowledge, a thorough comprehension of concepts and the ability to demonstrate their interrelationships.
- **Competency** — successful application of concepts and information to complete specific tasks.

Standards and Guidelines

2. Educational Program *continued*

Guidelines

- G2.16 The program should maximize potentials appropriate to the institution, its location and resources.
- G2.17 The program should encourage interaction with other disciplines.
- G2.18 The curriculum should reflect the continually expanding requirements of the profession, advancements in knowledge, and contributions of related disciplines.
- G2.19 The program should strive to provide offerings beyond the suggested minimum for graduation.
- G2.20 The program is strongly encouraged to provide a system of field training or internship for the students during the latter part of the program.

#1 4-APR-1996 11:23:42.28
GROVE::DDUNTLEY "Diane L. Duntley"
o: CKESNER
C: DDUNTLEY
ubj: FS242

NEWMAIL

hris --

can find no trace of a course FS242. There was a course FS241: Intro to
Management Information Systems. When the FS prefix was separated, the MIS
courses became IM (Information Management) prefixes. At the same time, the MIS
curriculum was redesigned and business majors took BE/CO/IM 101 and then IM300:
Information Systems: Theory and Practice.

ow I don't know what brings this to your attention ... but I suspect that you
re working on the new ID program. IF the course really was FS241 (my basic
uess), then your majors would probably best be served by the Computer Literacy
course BE/CO/IM101.

ope this helps. Diane Duntley

3. Program Revision Approved by Board of Trustees on 2/17/89 (not on file in IUP Archives).
IUP 1990-91 Undergraduate Catalog Program Description

60—Indiana University of Pennsylvania

UG CATALOG 1990-91

Outside concentration:

Required course:

AC201 Principles of Accounting I

3sh
15sh(1)

Controlled electives:

Five courses from list: AD101 or MG360, AD235, AD321, AD336, AD337, AG202, AG301, AG302, DE332, DE333, EC122, QB215, IM241, FS310, FS351, MG300, MG410, MK320, MK321, MK420, MK421, MK422, MK430, MK433

Free Electives:

9-11

Total Degree Requirements: 124

(1) Substitutions may be approved by department.

Bachelor of Science—Interior Design/Housing

Liberal Studies: As outlined in Liberal Studies section

54-55

with the following specifications:

Mathematics: MA101 or higher

Fine Arts: AH101

Natural Science: CH101-102

Social Science: EC101, PC101, SO151

Liberal Studies electives: AH205 or AH206, no courses with CS prefix

Major:

41

Required courses:

CS121 Introduction to Consumer Services 1sh
CS213 Residential Appliances and Consumer Electronics 3sh
CS217 Interior Design 3sh
CS312 Housing and Culture 3sh
CS314 Textiles 3sh
CS315 Consumer Economics and Family Finance 3sh
CS357 Interior Design Studio 3sh
CS421 Senior Seminar 2sh
CS465 Interior Lighting 3sh

Controlled electives:

One course from AR113 or AR120 3-2sh
Courses from list: CS101, CS303, CS311, CS318, CS354, CS433, CS462, CS463, CS464, CS481 14-15sh

Other Requirements:

Outside concentration: Six courses from list 18sh

Business: AD101 or MG360, AD321, AD342, AG201, DE331, DE332, DE333, IM241, FS242, MG300, MK320, MK433

Art: AR100, AR111, AR112, AR211, AR213, AR214, AR215, AR216, AR217, AR218, AR219, AR321, AR451

Free Electives:

10-11

Total Degree Requirements: 124

The prime requisites for success in the field of food and nutrition are an interest in people, an artistic appreciation of high-quality food, a realization of the need for good nutrition, and a knowledge of sound business principles.

The program in Hotel, Restaurant, and Institutional Management has recently been moved to a separate department. See the Department of Hotel, Restaurant, and Institutional Management for information on the HR204 program, which replaced the former Food Service Management curriculum.

This department offers three majors: Dietetics, Food and Nutrition Science, and Nutrition Education.

Dietetic Major

Students are prepared for positions in the dietary departments of hospitals or other institutional establishments or in health care programs. The major can lead to careers in clinical dietetics, administrative dietetics, community nutrition, and other health care fields. Course requirements meet the Plan of Academic Requirements of the American Dietetics Association.

Bachelor of Science—Dietetics

Liberal Studies: As outlined in Liberal Studies section

54-55

with the following specifications:

Mathematics: MA217 recommended

Natural Science: CH101-102

Social Science: EC101, PC101, SO151

Liberal Studies electives: CO101 (if no MA217), no courses with FN prefix

Colleges:

Human Ecology requirements:

One course from list: HE212 or HE224 1sh

One course from list: CS213, CS315, or CS101 1sh

Major:

39

Required courses:

FN110 Introduction to Nutrition and Dietetics 1sh
FN150 Foods 4sh
FN212 Nutrition 3sh
FN355 Nutrition in Disease I 3sh
FN362 Experimental Foods 3sh
FN364 Methods of Teaching 3sh
FN402 Community Nutrition 3sh
FN455 Nutrition in Disease II 3sh
FN458 Advanced Human Nutrition 3sh
HR259 Hospitality Purchasing 3sh
HR313 Food Systems I 3sh
HR356 Human Resources in the Hospitality Industry 3sh
HR358 Food Service Equipment and Facilities Design 3sh

Other Requirements:

10

Additional sciences:

BI155 Human Physiology and Anatomy 3sh
BI222 Fundamentals of Microbiology 3sh
CH255 Biochemistry and Nutrition 3sh

Free Electives:

14-15

Total Degree Requirements: 124

Food and Nutrition Department

Joanne B. Steiner, Chairperson; Cessia Dahlheimer Johnson, Moore-Armistage 33

Food and Nutrition Science Major

Food and Nutrition Science provides a student with a background in the basic

4. Clarification of Interior Design Program Course Prefix Changes

A. Course prefix change from CS to ID:

As indicated in the Interior Design Curriculum Program Revision Proposal the following CS courses in the Interior Design content area are to be changed to the ID prefix and will no longer carry the CS prefix:

- | | | |
|----|--|---|
| 1. | CS 205 Color Theory and Application | -to- ID 205 Color Theory and Application |
| 2. | CS 213 Residential Appliances & Consumer Electronics | -to- ID 213 Residential Appliances & Consumer Electronics |
| 3. | CS 310 Human Factors in Interior Design | -to- ID 310 Human Factors in Interior Design |
| 4. | CS 312 Housing and Culture | -to- ID 312 Housing and Culture |

B. New courses:

The following new courses will carry the ID prefix:

1. ID 218 Drafting for Construction II
2. ID 313 Materials and Finishes
3. ID 319 Residential Design II: Kitchen, Bath, Media Room Design
4. ID 465 Contract Design II

C. Revised courses

As indicated in the Interior Design Curriculum Program Revision Proposal the following revised CS courses in the Interior Design content area are to be changed to ID prefix and will no longer carry the CS prefix:

- | | | |
|----|--|---|
| 1. | CS 217 Interior Design | -to- ID 105 Introduction to Interior Design |
| 2. | CS 117 Design Graphics | -to- ID 118 Drafting for Construction I |
| 3. | CS 465 Interior Lighting | -to- ID 305 Interior Lighting |
| 4. | CS 357 Interior Design Studio | -to- ID 315 Residential Design I |
| 5. | CS 462 Historic Interiors | -to- ID 370 Development of Design I |
| 6. | CS 463 Modern Interiors | -to- ID 380 Development of Design II |
| 7. | CS 468 Int. Des. Professional Practice | -to- ID 405 Int. Des. Profession Practice |
| 8. | CS 464 Interior Planning & Drawing | -to- ID 464 Contract Design I |

D. Standing courses

The following standing courses will continue to be offered under the CS prefix and will also be offered under the ID prefix:

1. ID 281 Special Topics (Discrepancy-course omitted in 1995-96 catalog)
2. ID 481 Special Topics
3. ID 482 Independent Study

E. Cross listed course

The following standing course will be offered as a cross listing under CS and ID:
ID 433 Study Tour

F. Other

CS 493 Internship will be retained under the CS prefix.

DATE: 2/21/97	MAJOR REQUIREMENTS	OUTSIDE CONCENTRATION		LIBERAL STUDIES
		Required	Select 1	
	<p>KEY: FIDER Achievement Level A = Awareness U = Understanding C = Competency</p> <p>Achievement level</p> <p>Introduction to Interior Design ID 105</p> <p>Drafting for Construction I (formerly CS 117) ID 118</p> <p>DES. GRAPHICS ID 205</p> <p>Color Theory ID 218</p> <p>Drafting for Construction II (formerly DRFTG. II) ID 305</p> <p>Interior Lighting ID 310</p> <p>3D Human Factors ID 313</p> <p>Materials & Finishes ID 315</p> <p>Residential Design I (formerly CS 357 ID) ID 319</p> <p>Architectural Design II (formerly K, B, MR Design) ID 370</p> <p>Development of Design I (formerly HIST. INTS.) ID 380</p> <p>Development of Design II (formerly MODERN) ID 405</p> <p>3D Professional Practice ID 464</p> <p>Contract Design I (formerly INT. PLNG. & BWWG) ID 465</p> <p>Contract Design II FM 314</p> <p>Textiles AR 120</p> <p>Principles of Design AR 213</p> <p>Woodworking: Function & Form AD 101</p> <p>Introduction to Business MK 320</p> <p>Principles of Marketing AR 214</p> <p>Ceramics AR 215</p> <p>Sculpture AR 216</p> <p>Basic Metals AR 218</p> <p>Graphic Design AR 219</p> <p>Fibers EN 101</p> <p>College Writing EN 202</p> <p>Research Writing PH 223</p> <p>Philosophy of Art (recommended) AH 101</p> <p>Introduction to Art SC 105</p> <p>Physical Science I SC 106</p> <p>Physical Science II BE/CO/IM 101</p> <p>Microcomputer literacy EC 122</p> <p>Principles of Econ. II AH 205 or AH 206</p> <p>Ancient to Medieval Art OR Ren. to Baroque</p>			
2.11	TECHNICAL KNOWLEDGE			
2.11.1	Detailing/technical draws for custom furniture, etc.	C	X	X
2.11.2	Materials surfaces, textiles	C	X	X
2.11.3	Laws, codes, standards, e.g. building codes, etc.	C	X	X
2.11.4	Specifying, estimating, install.	U	X	X
2.11.5	Construction systems/mat'ls.	U	X	X
2.11.6	Bldg. systems, i.e. elect., acoustics	U	X	X
2.11.7	Bldg. systems, i.e. HVAC, plumbing	A	X	X
2.11.8	Metric system	A	X	X
2.11.9	Env. concerns, i.e. energy, ecology, indoor a/q.	A	X	X
2.12	COMMUN. SKILLS			

