

ESC Use Only
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Submission Date _____
Action-Date _____



UWUCC USE Only
Number 97-261 189
Submission Date _____
Action-Date App. 2/17/98
Senate app. 3/3/98

CURRICULUM PROPOSAL COVER SHEET
University of Wisconsin - Superior Undergraduate Curriculum Committee

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. Seember 4/8/96
Department Curriculum Committee Date

Mie Moore Barker 3/7/96
College Curriculum Committee Date

- Director of Liberal Studies (where applicable) Date

Donna [Signature] 4.8.96
Department Chair Date

Shirley E. Wingard 17 MAR 97
College Dean Date

[Signature] 3/19/01
*Provost (where applicable) Date

I. Catalog Description
ID 405 Interior Design Professional Practice

(3c-01-3sh)

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 NEWMA:
 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 15, 1995

Subject: Curriculum Revisions:

To: Professor Kris Kesner, Coordinator of Curriculum Design

From: Anthony DeFurio, Chair *Anthony G 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

NEWMA

From: GROVE::JHEYER "John Heyer"
To: CKESNER
CC: JHEYER
Subj: corrected memo

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

NEWMA:

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.

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

NEWMA

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...

^IL>
 _sc-chr: ^] help: ^]? port:1 speed: 9600 parity:none echo:rem VT320

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

NEWMA

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

NEWMA

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...

^IL>
 _sc-chr: ^] help: ^]? port:1 speed: 2400 parity:none echo:rem VT320

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.

! شكرا
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 Streifthau, Chair
Hal Wingard, Dean

7. Department of Philosophy/Religious Studies

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

MAIL

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.

ess RETURN for more...

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



MAIL

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 
Fashion Merchandising Curriculum Committee
Sandra J. Lynn, Assistant Professor 
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 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*

2.10	Interior Design	Assessors	Understanding	Competency
	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.			
S2.10.1	Design process, i.e. programming, conceptualization, problem solving, and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.10.2	Three-dimensional spatial development, e.g. study models, drawings, mock-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.10.3	Human factors, i.e. anthropometrics, ergonomics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.10.4	Space planning, residential	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.10.5	Space planning, non-residential	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.10.6	Furniture selection and layout, residential	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.10.7	Furniture selection and layout, non-residential	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.10.8	Application of design elements and principles, i.e. color, texture, and scale	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
S2.10.10	Selection and application of decorative elements, e.g. accessories, artwork, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.10.11	Selection and application of lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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- **Assessors** — 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		Awareness	Understanding	Competency
	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."				
S2.11.1	Detailing/technical drawings for custom furniture, cabinetry, design elements		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.11.2	Materials, i.e. surface materials and textiles		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.11.3	Laws, codes, standards, and regulations, e.g. universal accessibility guidelines, life safety, fire, etc.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2.11.4	Specifying, estimating, and installation		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S2.11.5	Construction systems and materials		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S2.11.6	Building systems, i.e. electrical, acoustics		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S2.11.7	Building systems, i.e. HVAC, plumbing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.11.8	Metric system		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S2.11.9	Environmental concerns, i.e. energy, ecology, indoor air quality, sustainable materials		<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 relationships.
 - **Competency** — successful application of concepts and information to complete specific tasks.
-

2. Educational Program *continued*

Standards *continued*

2.12	<p>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.</p>	Awareness Understanding 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	<p>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.</p>	Awareness Understanding 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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- 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*

2.14	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
From: GROVE::DDUNTLEY "Diane L. Duntley"
To: CKESNER
C: DDUNTLEY
Subject: FS242

NEWMAIL

Chris --
I 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.

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

Hope 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:

AG201 Principles of Accounting I

3sh

Controlled electives:

15sh(1)

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/HousingLiberal Studies: As outlined in Liberal Studies section
with the following specifications:

54-55

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:

Required courses:

41

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, 14-15sh

CS354, CS433, CS462, CS463, CS464, CS481

Other Requirements:

13

Outside concentration: Six courses from lists

Business: AD101 or MG360, AD321, AD382, AG201, 18sh

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: 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 HRIM 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 15 academic requirements of the American Dietetics Association.

Bachelor of Science—DieteticsLiberal Studies: As outlined in Liberal Studies section
with the following specifications:

54-55

Mathematics: MA217 recommended

Natural Science: CH101-102

Social Science: EC101, PC101, SO151

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

College:

Human Ecology requirements:

One course from list: HE219 or HE224 3sh

One course from list: CS213, CS315, or CS131 3sh

Major:

39

Required courses:

FN110 Introduction to Nutrition and Dietetics 3sh

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 4sh

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 4sh

BI232 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; Cessna, Dahlheimer,
Johnson, Moore-Arnitage

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.

