IN·TER·IOR·DE·SIGN

NOUN

1. the design and coordination of the decorative elements of the interior of a house, apartment, office, or other structural space, including color schemes, fittings, furnishings, and sometimes architectural features.

2. the art, business, or profession of executing this.
Welcome!

Our school, faculty and staff are here to provide the opportunities that make Southern great. We know that our university has the power to serve you well and help you become professionals who are competent, thoughtful, effective agents for making a better world, and providing the kind of insight and skill that will increase the opportunity you have to be productive members of the professional design communities of architecture, interior design and fashion design and merchandising.

Our goal is to make sure that we challenge you and bring the best from you as you gather the knowledge and skill to shape a better world. This is not always an easy task for you, or for us, but it is one we engage in as partners. We will work diligently to assist you in achieving your goals and along the way help you develop a disciplined mind, a synthesizing vision, a creative spirit, a respectful demeanor and an ethical perspective for the position you will assume as a graduate to serve the greater social good.

Thank you for entrusting us with this partnership.

We all welcome you to the new school year.

Sincerely,

Walter V. Wendler
Director, School of Architecture
Our Culture

The mission of the School of Architecture is to achieve and maintain nationally and internationally recognized excellence in education, research, and creative activities; to help shape, as well as serve the students of the School, the people of our region, the distinct disciplines and allied professions of architecture, fashion design and merchandising, and interior design, and to contribute to the intellectual and creative purposes of the University.

To achieve that mission, the School’s goals are:

- To provide educational opportunities that prepare students for effective and productive careers in the professions of architecture, fashion design & merchandising and interior design. Toward this goal, the School offers three undergraduate programs leading to the degrees Bachelor of Science in Architectural Studies, Bachelor of Science in Fashion Design and Merchandising, Bachelor of Science in Interior Design. An accredited Master of Architecture degree is also offered by the School of Architecture for those seeking licensure.

- To conduct research related to the discovery, innovation, and development of methods, technologies, and historical understanding that improves the practice of Architecture, Fashion Design and Merchandising, and Interior Design and related areas of endeavor; to complete creative activities that engage the Faculty in the practice of architecture, fashion design and merchandising, interior design, and kindred subjects. Research and creative activities are essential functions of the Faculty. The Faculty conducts research in theoretical and applied aspects of architecture, fashion design and merchandising, and interior design; the practice of the professions of architecture, fashion design and merchandising, and interior design, historical and cultural understanding of those professions; interdisciplinary research exposing relationships with other areas of study or professional practice; and in areas related to the teaching of the professions. The Faculty conducts activities that enhance productivity in the areas of research, creative activity, and teaching. In addition, the Faculty completes peer-reviewed creative activities of varying scope and complexity that engage the Faculty in the practice
of architecture, fashion design and merchandising, interior design, or in related areas.

• To provide service to the University, the people of our region, and to the professions of architecture, fashion design and merchandising, and interior design. The Faculty participates in the governance of the University through a variety of committees and organizations at the School, College, and University levels. In addition, the School provides support to a number of profession-related student organizations. Service to the region is accomplished through active participation and membership in community organizations, providing outreach and educational activities in the region, and by providing consultation on matters related to architecture, fashion design and merchandising, and interior design. Service to the professions is accomplished through active participation and membership in professional groups, associations, and societies, as well as by presentation and publication of papers and programs with and related to the concerns of those organizations.
School of Architecture Studio/Laboratory Culture Policy

Preamble
The students, staff and faculty of the School of Architecture at Southern Illinois University share the responsibility of possessing and preserving this policy.

The SIU “Student Conduct Code” can be found at: http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf.

This policy builds upon, rather than replaces, the SIU code of conduct. The School of Architecture faculty members are expected to model good behavior and hold students to the standards detailed in this Handbook. Students should encourage one another to maintain the School’s policies. When policies are disregarded, it is a shared responsibility to bring the infraction to the attention of the proper authority and seek proper resolution.

School of Architecture Culture
This policy is established in an effort to preserve studios/laboratories as productive work environments in which students cultivate the professional conduct expected in the practice of architecture. This will be manifest through a series of specific goals, and recognition of personal responsibility to ensure the integrity of the culture.

Faculty and students will pursue activities associated with the studio/laboratory in a manner which respects the broader goals of the program and College.

Although the architecture curriculum maintains the traditional significance of the studio/laboratory experience in a professional program, it will not institutionalize the common and destructive practice of elevating studio work over all other course-work, extracurricular activities and personal pursuits. Studio/laboratory is recognized as the central part of a larger puzzle defined by college education and experience. To these ends, first and foremost, students are encouraged to work diligently during regular class time and normal waking hours as they pursue excellence in their architectural design. Access to the building after the conclusion of classes each day is a privilege, not a right.

The physical setting of the architecture studio/laboratory will express an open community that promotes positive self-expression and maintains a high-functioning workplace.

To formally represent the open environment which we strive to achieve, the studios/laboratories will be maintained as open areas in which academic classes are clustered. Students may elect to bring bookcases or other small storage units into their work area. Only partitions provided by the college will be permitted to divide studios by class level.

Arrangement of furnishings and equipment will be maintained to ensure their proper use by faculty and students who have classes in the building throughout the day. Furniture,
equipment and other college property of all kinds may be moved only under the expressed approval of architecture faculty and for short-term arrangements to suit specific curricular goals, like studio reviews. It is every class’s responsibility to return furniture to its proper place at the conclusion of a review or other instance calling for the rearrangement of furniture.

The overall environment of the School of Architecture studio will respect everyone’s right to a professional space dedicated to focused and creative work.

At the start of each year, architecture majors are assigned to (or select) a work space which they can call their own for the semester. It is each student’s privilege and responsibility to maintain a work space within the larger environment that is geared toward production, professionalism and intellectual exercise. Such academic discipline is in accord with relaxed attitudes, but with a recreational atmosphere.

The building will be kept clean and orderly by the Janitorial Staff, however, students are responsible for their individual work stations. All trash must be disposed of properly and in a timely manner. Students should maintain their own materials and equipment, and must not borrow materials, supplies or tools from colleagues without their specific permission. Students shall not interfere with, touch or move anyone else’s work. Classrooms are not to be considered after-hours studio space. Students will work in other parts of the building only when it is impossible to complete a project at their tables.

At the conclusion of each semester, each studio area will be thoroughly cleaned by the students who used it. Anything remaining after the conclusion of final exams will be removed and discarded.

Design projects and personal items cannot be stored in the studio space between semesters. Any projects or personal items that remain after final exams will be thrown away. Exceptions may be given with faculty permission.

Students are expected to enjoy and personalize their work environment, but must do so with respect to others. Students may decorate their work spaces, but must be mindful of the studio as a public space, and refrain from displaying any items which may be offensive.

During class meeting times, the use of cell phones, CD players, and other electronic items is allowed at the discretion of the faculty. After studio class time, a respectful work environment should be maintained and no student should be disrupted by the use of these items.

Proper and respectful attire is required in all classrooms as well as the studio. This includes shirts and shoes at all times for hygienic and safety reasons. Individual instructors may set dress code guidelines for presentation days.

Beverages, and food, may be consumed while studio is in session at the discretion of the individual instructor; eating is permitted in the studios when not in session, as long as students maintain personal hygiene and environmental cleanliness.

The School of Architecture studio will be a place of open communication.
In a college which promotes critical thinking, the healthy exchange of different points of view is as important as the reinforcement of shared opinions. Just as they value individual people, faculty and students will value individual opinions and judgment, and will be encouraged to share them in a non-threatening environment.

Faculty and students are encouraged to engage their regular classmates in debate and discourse. It thus requires concerted effort to reject complacency and embrace healthy friction. Even when not directed by a professor, students can (and should) talk about one another’s work, offering support for positive points and constructive criticism for areas in need of development.

Faculty and students are encouraged to discuss architectural matters with vigor; they are encouraged to know which of their opinions are founded on good evidence and which might be founded on matters of taste, and act accordingly. Criticism should always be focused on projects rather than on their authors. At the same time, students must be mindful of the fact that critique is not directed at them but rather directed at the project that is external to them; they should not interpret genuine architectural critique personally. Faculty will seek to model good critical behaviors, especially promoting inter-student dialogues in the first years of the program to better enable their critical development.

Absolute Prohibitions
The following items are highlighted here as they are not simply annoyances or hindrances to the functioning of our program, but rather potential threats to the safety and welfare of individuals. These items apply to students and faculty both. Each is absolutely, explicitly and unequivocally prohibited and has no place in this community.

- Vandalism or theft of department, division or college property (including, but not limited to, wood shop tools, computer equipment and art supplies)
- Any use of aerosol products inside the building: spray-paint, fixative, spray-mount and the like are potentially harmful to the facility and, more important, to human health
- The use of aerosol products outside of the building:
  - without proper underlay to catch all overspray residue, and/or
  - in proximity to the parking lot so as to threaten to damage either the building or vehicles
- Intolerance of any sort, including sexual harassment, religious prejudice and racial slurs. Such may take the form of written and verbal language as well as the display of images that could be regarded as offensive or degrading
- Verbal threats and physical intimidation
- Unwelcome physical contact of any sort
**Dispute Resolution**

When disputes arise among students, students should strive to openly confront one another to resolve the problem. When this fails to achieve a resolution, students should go to their professor or a program administrator to act as a mediator at the earliest possible opportunity. Problems should not be permitted to smolder.

In most cases, in the open environment the Program strives to cultivate, differences of opinion can and should be worked out among the parties in question. However, in the occurrence of the serious abuses highlighted in the section entitled “Absolute Prohibitions”—each of which is in conflict with college policy and/or local or federal law—students are discouraged from handling the situation themselves, but should instead report such wrongdoing to an architecture school administrator at their earliest opportunity.

Any complaint by a student against a faculty member will be initially addressed in a discussion between the student and the faculty member in a good faith effort to seek resolution by both. If the student is not satisfied with the conclusion of that discussion, the student has the right to appeal to the Director of the School of Architecture. The Director shall evaluate the complaint and gather all essential information. The Director may then seek the advice of the program faculty. The Director shall render a decision deciding the legitimacy of the complaint and render a final decision.

The student has the right to appeal the Director's decision to the CASA Dean's office for undergraduate students, and to the Graduate College for graduate students (see “Graduate College – Academic Grievances Policy/Procedures”, p.46). The policies and procedures of CASA and the Graduate College will govern when this appeal is made.
SCHOOL OF ARCHITECTURE

ACADEMIC ADVISEMENT

Academic Advisors:

Jasmine Winters   Architecture
                 Interior Design
                 (618) 453-1227; jwinters@siu.edu

Shelby Adkinson   Fashion Design & Merchandising
                 (618) 453-1859; sadkinson@siu.edu

Hours posted by semester

Advisement is conducted both on an appointment and walk-in basis in Quigley Hall. During pre-registration periods, it is essential to sign-up for an appointment. Sign-up sheets will be posted during pre-registration outside the advisement office. Students are expected to arrive for their appointments promptly. Students should regard advisement appointments as any other business meeting and contact the advisor if the appointment cannot be met as a missed appointment prevents other students from being advised in that time slot.

*Academic advisement does not relieve students of their own personal responsibility to see that graduation requirements are met.*

CHANGING MAJORS

If a student wishes to change majors, the student should make an appointment to see the academic advisor of the program into which he or she wishes to enter. A change of major form must be completed and signed by the student, department chairperson, and dean of that academic unit. The form is then sent to Records in Woody Hall where the official unit change is made. *Students with cumulative grade point averages of less than 2.0 will not be permitted to change majors.*
Intersession

Intersession Begins: Monday, May 13
Intersession Ends: Friday, June 7

Summer Session 2013

Eight Week Session Begins: Monday, June 10, 7:30 a.m.
Independence Day Holiday: Thursday, July 4
Final Examinations: Thursday, August 1 and Friday, August 2

Fall Semester 2013

Semester Classes Begin: Monday, August 19
Labor Day Holiday: Monday, September 2
Fall Break: Sat, October 12, Noon - Tue, October 15
Veterans Day Holiday: Monday, November 11
Thanksgiving Vacation: Wed, November 27 - Sun, December 1
Final Examinations: Mon, December 9 - Fri, December 13
Commencement: Saturday, December 14, 2013

Spring Semester 2014

Semester Classes Begin: Monday, January 13
Martin Luther King, Jr.’s Birthday Holiday: Monday, January 20
Spring Vacation: Sat, March 8, Noon - Sun, March 16
Honors Day: Sunday, April 13
Final Examinations: Monday, May 5 through Friday, May 9
Commencement: Saturday, May 10, 2014

Application Deadline

Prospective undergraduate students can apply online or download a PDF of application to print and mail. Undergraduate Admissions SIU in Carbondale 425 Clocktower Drive Carbondale, Illinois 62901 (Online application is highly recommended.) Please Note: SIU has an application deadline of May 1 for freshman applicants. Any applications received after May 1 will be reviewed as exceptions on a space-available basis.
SIUC Architecture Program Mission & Vision

VISION STATEMENT

To be an architectural program of excellence built upon the cultural and environmental heritage of the River Delta Region that provides a superior education and produces the highest quality architectural scholarship and research to serve our global communities.

MISSION STATEMENT

Through our cultural heritage, environmental context and the tradition of integrating emerging technology and innovative practice, the Architecture faculty and students explore, create and develop architecture as a synthesis of design excellence, artistic expression, technology and community involvement.

GOALS

- Graduates are lifelong learners, leading citizens and professionals in communities throughout the world.
  - Possess the qualifications to serve as licensed architects protecting the health, safety and welfare of our communities.
  - Promote the highest professional standards through strong ethical character and social conscience
- Architecture that enhances the quality of life of our communities, serves the needs of clients, uplifts the human spirit, preserves the environment, provides social justice and expands aesthetic frontiers
- Faculty pursue the scholarship of discovery, integration, application and teaching
- The curriculum is:
  - Liberal, including history, literature, philosophy, art, science and communication skills
  - Flexible, so as to relate to the lifelong learning needs of students including career changes, allow opportunities to explore specialties and discover the connectedness of knowledge
  - Integrated, providing connections both within architecture and between architecture and other disciplines through the design studio with the ability to collaborate with others on design and problem-solving projects.
- Provide for the development of individual creativity through the expression of human, social and environmental values
- Serve communities through problem-solving and the addressing of regional issues.
REGISTRATION FOR COURSES

PREREQUISITES

With the exception of the first semester, we advise students for all major courses with the assumption that the student will make a qualifying grade in the prerequisite course. Students who fail to make a qualifying grade must repeat the prerequisite course before continuing in the sequence. Please note: All English courses require a “C” grade or above. Math courses with the exception of Math 101 require an earned grade of “C” or above.

ACADEMIC PROBATION

Students on academic probation may not register for more than 14 semester hours.

CREDIT OVERLOAD

Students can register for a maximum of 18 hours in the fall and spring semesters and 9 hours in the summer semester without receiving approval from the Dean’s Office. Students with a cumulative grade point average of less than 3.0 may need to wait for approval of a credit overload until the current semester’s grades are posted and a new cumulative grade point average can be evaluated. Any student with a cumulative grade point average of less than 3.0 may be denied a credit overload.

REGISTRATION STOPS

There are several stops that may be placed on a student’s registration, preventing registration for the upcoming semester. Health Service, Bursar’s Office, Admissions and Records, and Student Judicial Affairs can place stops on students’ registrations for non-compliance. Students are notified by these offices and should rectify problems promptly to ensure that they can register for courses in a timely manner. Academic advisors cannot remove registration stops.

ATTENDANCE

Go to class. Students are expected to attend classes regularly in order to keep up with course instructions and projects. All absences will be approved at the discretion of the course instructor. See your instructor regarding specific attendance information for each course and apprise your instructor of any past or anticipated absences. See page 27 in the Undergraduate Catalog for further information regarding university attendance policy.
INDIVIDUAL COURSE DROPS

Students who wish to drop a course should process the drop via SalukiNet. A student who stops attending class will not be considered dropped from the course until he or she has followed this procedure.

INCOMPLETES

If a student is granted an INCOMPLETE in a course that is a prerequisite to another course, the student must be issued a qualifying grade in that course before he/she is allowed to continue in the sequence.

DROP DEADLINE DATES

16-week courses
* Second week for a full refund, tenth week to drop a course

8-week courses
* Second week for a full refund, fifth week to drop a course

4 to 6 week courses
* First week for a full refund, third week to drop a course

Students who wish to withdraw from all courses for a semester must see their advisor.

CLASS STANDING

Freshman: fewer than 26 hours  Junior: 56 to 85 hours
Sophomore: 26 to 55 hours  Senior: 86 or more hours

GRADUATION PROCEDURES

Students should apply for graduation by the Friday of the fourth week of the fall & spring semesters, and the second Friday of the summer semester, in which they plan to graduate. If the student does not graduate at that time, the student will be required to submit another graduation, and the graduation fee will be re-assessed.

Note: A student must have a 2.0 cumulative and major GPA to graduate.
**ISSUANCE OF TRANSCRIPTS**

An official copy of transcripts can be obtained from the Transcripts Office in Woody Hall (618) 453-3609. Academic advisors cannot produce official transcripts. A transcript request form can be attained at:

_SIU Carbondale_  
_Transcripts Office_  
_Woody Hall, Room B2_  
_MC 4701_  
_Carbondale, IL 62901_

**POLICY ON RETAINING STUDENT WORK**

The School of Architecture maintains the right to retain student work for exhibition or for records and accreditation purposes. Students are advised to assemble photographic files of their work for their portfolios.
# INTERIOR DESIGN FACULTY

(618) 453-3734

<table>
<thead>
<tr>
<th>Faculty Members</th>
<th>Room</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melinda LaGarce*</td>
<td>Q417</td>
<td><a href="mailto:mlagarce@siu.edu">mlagarce@siu.edu</a></td>
</tr>
<tr>
<td>Laura Morthland</td>
<td>Q131E</td>
<td><a href="mailto:laurab@siu.edu">laurab@siu.edu</a></td>
</tr>
<tr>
<td>Peter Smith</td>
<td>Q131C</td>
<td><a href="mailto:smithpbs@siu.edu">smithpbs@siu.edu</a></td>
</tr>
</tbody>
</table>

* Interior Design Program Director
Interior Design at SIU

The Degree: The Interior Design Program is continually responsive to the demands and standards of qualification for the profession and its related fields. The four-year curriculum is accredited by CIDA (the Council for Interior Design Accreditation) as a Professional Level Program and results in a Bachelor of Science Degree in Interior Design.

The Impact: Interior design impacts the life safety, health, and welfare of people in the built environment and significantly contributes to the quality of their lives. Fundamental to the principles of interior design are the concepts of universal design – designing environments that are usably accessible places for the lifespan of all people regardless of their abilities – and designing sustainably, so that the built environment contributes to enduring ecological systems and does not deplete them.

The Curriculum: Students receive a comprehensive, interdisciplinary education in preparation for design and administrative positions in the fields of commercial, corporate, public, hospitality, retail, healthcare, institutional, and residential design. The approach toward interior design education at SIU provides technical emphasis as the basis for problem solving. The amount of material to be covered, the fast pace of assignments, and the pressure of critical reviews combine to produce a highly charged and energetic atmosphere. Successful students must be able to handle multiple projects simultaneously and demonstrate an ability to manage their time wisely.

Costs of supplies, individual equipment, and required field trips necessary to the successful completion of the program are borne by the student. A reasonable estimate of these expenses is in the range of $1000-$2000 per academic year.

The Jobs: Graduates of the program are well positioned to practice professionally in a wide range of positions with interior design firms, architecture firms, corporations, government agencies, or as individual practitioners. The forecast is very positive for continued and long-term growth in the interior design field. This profession has become very sophisticated and complex with many opportunities for application. Graduates of the program currently hold positions in large, globally-based design firms as well as in small independently owned practices throughout the United States and internationally. Whatever the nature of the practice, our entry-level graduates tend to advance rapidly. Success is, nevertheless, dependent on the development of individual talents and abilities, motivation, and willingness to locate in areas of growth and renovation within a reasonably substantial population base.

Our program has an outstanding reputation and has had for many years. However, as excellent as our program is at providing the opportunities to gain all the right skills and abilities, it is up to the individual student to acquire them. We have good students who are willing to work hard, accept new ideas, who are receptive to excellent instruction, and who want the ride of their life!
Corporate & Public
Gensler  TVS  Arcturis
Perkins & Will
Environments Group

Hospitality
Hotels  Restaurants  Casinos
Entertainment  Theaters
Theme Parks  Cruise Ships

Retail
Stores & Shopping Malls
Dynamic & Fast Paced
Environmental Psychology
Marketing

Healthcare
Hospitals  Clinics  Daycares
Alzheimer’s Unit  Physical Fitness
Long Term Care  Dental
Retirement Communities

Institutional
Civic  Educational
Federal Government Offices
City/State Government Offices
Prisons

Residential
Personal space  Single Family
Hi-Rise Condos
Interior Design - Student Performance Criteria

To maintain CIDA Interior Design Program Accreditation, students must demonstrate awareness, understanding, and/or ability in the following broad areas:

Critical Thinking, Interior Design Professional Values and Processes. These standards define the framework of Interior Design practice.

- Global Context for Design
- Human Behavior
- Design Process
- Collaboration
- Communication
- Professionalism and Business Practice

Interior Design Core Design and Technical Knowledge. These standards define the historical, theoretical, and technical content of Interior Design practice.

- History
- Space and Form
- Color and Light
- Furniture, Fixtures, Equipment, and Finish Materials
- Environmental Systems and Controls
- Interior Construction and Building Systems
- Regulations

In total, there are 80 specific accreditation criteria that must be demonstrated in Interior Design student work.

We value our accreditation, and we value your student work. What you achieve is important to you and to your school. Your success will take many hours of dedicated, inspired, and passionate work with the assistance of your peers and your professors.

Your success will be a team effort.
Your Path to Interior Design Professional Practice

- Accredited EDUCATION (CIDA – Council for Interior Design Accreditation)
  www.accredit-id.org

- 2 years work EXPERIENCE with a qualified design professional (IDEP – Interior Design Experience Program)
  www.ncidq.org

- Professional Qualifying EXAMINATION (NCIDQ – National Council for Interior Design Qualification)
  www.ncidq.org

- REGISTRATION with the Illinois Board of Financial and Professional Regulation
  www.ildpr.com/WHO/INTD.ASP

For Additional Information Contact:
Melinda La Garce, IIDA
NCIDQ #3208
Associate Professor
Interior Design Program Director
School of Architecture
mlagarce@siu.edu
(618) 453-3734
Interior Design Student Organizations:  
*The ID Network*

**ASID**

*American Society of Interior Designers* (ASID) is a community of people driven by a common love for design and committed to the belief that interior design, as a service to people, is a powerful, multi-faceted profession that can positively change people’s lives. Through education, knowledge sharing, advocacy, community building and outreach, the Society strives to advance the interior design profession and, in the process, to demonstrate and celebrate the power of design to positively change people’s lives. Its more than 40,000 members engage in a variety of professional programs and activities through a network of 48 chapters throughout the U.S. and Canada.

**IES**

*Illuminating Engineering Society of North America* (IES) seeks to improve the lighted environment by bringing together those with lighting knowledge and by translating that knowledge into actions that benefit the public. The IES will build upon a century of excellence to create the premier lighting community dedicated to promoting the art and science of quality lighting to its members, allied professional organizations, and the public.

**IIDA**

*International Interior Design Association* is an international association with a united mission that represents Interior Designers worldwide. IIDA strives to create a strong niche for talented and visionary Interior Design professionals, to elevate the profession to the level it warrants, and to lead the way for the next generation of Interior Design innovators. The Association provides a forum to demonstrate design professionals’ impact on the health, safety, and well being of the public while balancing passion for good design and strategy for best business practices. IIDA stands at the intersection of passion and strategy where designers create extraordinary interiors and experiences.
# University Core Curriculum Requirements for Interior Design

## SECTION I: FOUNDATION SKILLS

### University College (3 Credit Hours)
- UCOL 101 – Foundations of Inquiry

### Composition* (6 Credit Hours)
- ENG 120 H – Honors Advanced Freshman Composition
- ENGL 101 – English Composition I AND ENG 102 – English Composition II
  (ESL students may take LING 101 & 102 in place of ENGL 101 & 102)

### Mathematics* (4 Credit Hours)
- MATH 111 – Precalculus
- MATH 108 – College Algebra AND MATH 109 – Trigonometry

### Speech Communication (3 Credit Hours)
- SPCM 101 – Intro to Oral Communication

* Students are required to complete these categories with the grade of “C” or better.

## SECTION II: DISCIPLINARY STUDIES

### Fine Arts* (6 Credit Hours)
- ARC 231 – Architectural History I
- ARC 232 – Architectural History II

### Human Health (2 Credit Hours)
- BIOL 202 – Human Genetics and Human Health
- HED 101 – Foundations of Human Health
- HND 101 – Personal Nutrition
- KIN 101 – Current Concepts of Physical Fitness
- PHSL 201 – Human Physiology (3 credit hours)
- REHB 205 – Disability and Chronic Disorders

### Humanities* (6 Credit Hours)
- HIST 101A – The Hist of World Civilization I
- HIST 101B – The Hist of World Civilization II

### Science (11 Credit Hours)

<table>
<thead>
<tr>
<th>SCIENCE GROUP I*</th>
<th>SCIENCE GROUP II</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 203A – College Physics (lecture)</td>
<td>ANTH 240A – Human Biology</td>
</tr>
<tr>
<td>PHYS 253A – College Physics (lab)</td>
<td>PLB 115 – General Biology</td>
</tr>
<tr>
<td>PHYS 203B – College Physics (lecture)</td>
<td>PLB 117 – Plants and Society</td>
</tr>
<tr>
<td>PHYS 253B – College Physics (lab)</td>
<td>ZOOL 115 – General Biology</td>
</tr>
</tbody>
</table>

* Due to program requirements, these are the only courses that will fulfill these categories.
Social Science (6 Credit Hours)

ANTH 104 – The Human Experience
ECON 101 – Econ. of Contemp. Social Issues
GEOG 100 – Environmental Conservation
GEOG 103 – World Geography
HIST 110 – Twentieth Century America
HIST 112 – Twentieth Century World
POLS 114 – Intro to American Gov. & Politics
PSYC 102 – Intro to Psychology
SOC 108 – Intro to Sociology

× The courses chosen must come from different disciplines.

SECTION III: INTERDISCIPLINARY STUDIES

Multicultural (3 Credit Hours)

AD 227 History of African-American American Art
AD 267 Native, African and European Americans in American Art
AFR 215 Black American Experience in a Pluralistic Society
AFR 227 History of African-American American Art
ANTH 202 America's Diverse Cultures
ANTH 204 Anthropology of Latino Cultures
CCJ 203 Crime, Justice, and Social Diversity
ENGL 205 American Mosaic in Literature
ENGL 212 Introduction to American Studies
HIST 202 America's Religious Diversity
HIST 210 American Heritages
HIST 212 Introduction to American Studies
KIN 210 Diversity in American Sport
LING 201 Language Diversity in the USA
MCMA 204 Alternative Media in a Diverse Society
MUS 203 Diversity and Popular Music in American Culture
PHIL 210 The American Mind
PHIL 211 Philosophy and Diversity: Gender, Race, and Class
POLS 215 Politics of Diversity in the United States
PSYC 223 Diversity in the Workplace
PSYC 233 Psychology of Gender in a Diverse Context
SOC 215 Race and Ethnic Relations in the United States
SOC 223 Women and Men in Contemporary Society
SPCM 201 Performing Culture
WMST 200 Women in French and Francophone Literature
WMST 201 Multicultural Perspectives on Women
WMST 223 Women and Men in Contemporary Society
# INTERIOR DESIGN STUDENT PROGRESS CHART

**Name:** __________________________  **ID No:** __________________________  **Catalog Year:** __________

**Graduation Requirements:**  
- Minimum 2.00 GPA  
- Total of 90 credits or last 30 credits  
- 42 credits in 300-400 level courses

**First Semester**

<table>
<thead>
<tr>
<th>Crs.</th>
<th>Semester</th>
<th>Grade</th>
<th>Prerequisites &amp; Notes</th>
</tr>
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<tbody>
<tr>
<td><strong>Design Comm. I</strong></td>
<td>ID 121</td>
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<tr>
<td><em>Eng. Comp. I</em></td>
<td>ENGL 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><em>Speech Comm.</em></td>
<td>SPCM 101</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><em>Pre-calculus</em></td>
<td>MATH 111</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><em>UCOL 1</em></td>
<td>UCOL 101</td>
<td>3</td>
<td></td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Crs.</th>
<th>Semester</th>
<th>Grade</th>
<th>Prerequisites &amp; Notes</th>
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<tbody>
<tr>
<td><strong>Design Comm. II</strong></td>
<td>ID 122</td>
<td>4</td>
<td>ID 121</td>
</tr>
<tr>
<td><em>Eng. Comp. II</em></td>
<td>ENGL 102</td>
<td>3</td>
<td>ENGL 101</td>
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<tr>
<td><em>Hist. of World Civ. II</em></td>
<td>HIST 101B</td>
<td>3</td>
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<tr>
<td><em>Social Science</em></td>
<td>Select</td>
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<tr>
<td><em>Human Health</em></td>
<td>Select</td>
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**Third Semester**

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<th>Semester</th>
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<tbody>
<tr>
<td>^ID/ARC History I</td>
<td>ID 231</td>
<td>3</td>
<td>HIST 101A AND HIST 101B or concurrently</td>
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<tr>
<td><strong>Design I: Concept</strong></td>
<td>ID 251</td>
<td>4</td>
<td>ID 122</td>
</tr>
<tr>
<td>Computers in Architecture</td>
<td>ID 271</td>
<td>3</td>
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<tr>
<td><strong>College Physics I</strong></td>
<td>PHYS 203A/253A</td>
<td>4</td>
<td>Math 111</td>
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<tr>
<td><em>Hist. of World Civ. I</em></td>
<td>HIST 101A</td>
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**Fourth Semester**

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<th>Semester</th>
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<th>Prerequisites &amp; Notes</th>
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<tbody>
<tr>
<td>^ID/ARC History II</td>
<td>ID 232</td>
<td>3</td>
<td>ID 231, HIST 101A AND HIST 101B</td>
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<tr>
<td><strong>Bldg. Tech. I: Wood</strong></td>
<td>ID 242</td>
<td>3</td>
<td>ID 271</td>
</tr>
<tr>
<td><strong>Design II: Order</strong></td>
<td>ID 252</td>
<td>4</td>
<td>ID 231, 251, 271, ENGL 101</td>
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<tr>
<td><em>Science II Core</em></td>
<td>Select</td>
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**Fifth Semester**

<table>
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<tr>
<th>Crs.</th>
<th>Semester</th>
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<th>Prerequisites &amp; Notes</th>
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<tbody>
<tr>
<td><strong>History of Interior Design</strong></td>
<td>ID 331</td>
<td>3</td>
<td>ID 232</td>
</tr>
<tr>
<td><strong>Furniture Design</strong></td>
<td>ID 351</td>
<td>3</td>
<td>ID 232,242,252</td>
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<tr>
<td><strong>Design Programming I</strong></td>
<td>ID 361</td>
<td>3</td>
<td>ID 361 &amp; 391 concurrently</td>
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<tr>
<td><strong>Design III: Context</strong></td>
<td>ID 391</td>
<td>4</td>
<td>ID 232, 242, 252, &amp; 361 concurrently</td>
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<td><strong>Textiles I</strong></td>
<td>FDM 241</td>
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**Sixth Semester**

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<th>Crs.</th>
<th>Semester</th>
<th>Grade</th>
<th>Prerequisites &amp; Notes</th>
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<tbody>
<tr>
<td><strong>Interior Construction</strong></td>
<td>ID 372</td>
<td>3</td>
<td>ID 242</td>
</tr>
<tr>
<td><strong>Material &amp; Specifications</strong></td>
<td>ID 374</td>
<td>3</td>
<td>Con. Enrollment with ID 372</td>
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<tr>
<td><strong>Envir. Design III: Lighting &amp; Acoustics</strong></td>
<td>ID 382</td>
<td>3</td>
<td>PHYS 203A, ID 372 &amp; 374 concurrently</td>
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<tr>
<td><strong>Design IV: Complexity</strong></td>
<td>ID 392</td>
<td>4</td>
<td>ID 391, 351</td>
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**Seventh Semester**

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<th>Crs.</th>
<th>Semester</th>
<th>Grade</th>
<th>Prerequisites &amp; Notes</th>
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<tbody>
<tr>
<td><strong>Design Programming II</strong></td>
<td>ID 451</td>
<td>3</td>
<td>ID 392, 491 concurrently</td>
</tr>
<tr>
<td><strong>Professional Practice I</strong></td>
<td>ID 471</td>
<td>3</td>
<td>ID 372, 374, &amp; 392</td>
</tr>
<tr>
<td><strong>Envir. Design II: Energy &amp; Systems</strong></td>
<td>ID 481</td>
<td>3</td>
<td>ID 372, 392, PHYS 203A</td>
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<tr>
<td><strong>Design V: Corporate</strong></td>
<td>ID 491</td>
<td>4</td>
<td>ID 372, 374, 382, &amp; 392</td>
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**Eighth Semester**

<table>
<thead>
<tr>
<th>Crs.</th>
<th>Semester</th>
<th>Grade</th>
<th>Prerequisites &amp; Notes</th>
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<tbody>
<tr>
<td><strong>Interior Design Seminar</strong></td>
<td>ID 432</td>
<td>3</td>
<td>ID 491</td>
</tr>
<tr>
<td><strong>Design VI: Integration</strong></td>
<td>ID 492</td>
<td>4</td>
<td>ID 451, 481, &amp; 491</td>
</tr>
<tr>
<td><strong>Intro to Art History (I, II, or III)</strong></td>
<td>AD207 A, B, or C</td>
<td>3</td>
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<tr>
<td><em>Multicultural Core</em></td>
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<tr>
<td><em>Social Science</em></td>
<td>Select</td>
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^ ARC 231 & 232 comprise Fine Arts Core  
* UCC course  
(Updated 7/18/13 - JW)