

Interior Architecture (BFA)

Christoph Korner, MArch, Chair

Welcome to the Interior Architecture program. You have chosen a course of study in an exemplary program where you will learn the professional and academic discipline of interior architecture. Our department has produced outstanding students who have become leaders in their chosen field of Interior Design or its related disciplines. In addition, this program will help you bring a critical discourse to a profession that is continually growing. The curriculum can also lead you into graduate studies, as many who came before you have found. I am sure you will excel in this field as you apply your passion for design and your curiosity for exploring the world around you.

Woodbury University offers a four-year Bachelor of Fine Arts in Interior Architecture. The program provides students with the design, analytical, and technical skills necessary for the diverse fields that deal with the design of interior spaces. The curriculum provides students a strong understanding of the design process, through critical and creative thinking, combined with strong technical and representational skills.

The program explores how the physical and social join to create interior spaces infused with aesthetic and cultural relevance. Physical constructs of the visual arts, product design, furniture design, and architecture commingle with the social sciences and the humanities. Using three-dimensional models, computer rendering, and drawing, students explore various disciplines that collectively comprise Interior Architecture. Students gain expertise in developing the essential elements of Interior Design, such as form, color, light, finishes, and furnishings, along with appropriate building technology, material science, and behavioral factors, to create spatial compositions. In a field of rapidly changing technology and ideas, this program provides students with both the professional and intellectual tools necessary to negotiate this exciting cultural landscape.

Woodbury's Interior Architecture program provides the depth necessary to begin careers in corporate

and residential interior design. Graduates also engage in careers that focus on programming, interior planning, lighting, or color. Upon completion of the program, students are prepared to enter either graduate studies or the profession with a keen sense of space, combining the realm of the real with the realm of possibilities.

MISSION

Interior Architecture critically engages design as a progressive craft of form-making that transforms the individual and social ways we inhabit space. Design creatively orchestrates conflicting constraints creating meaningful solutions that fit into larger social and cultural contexts. Through the stories of our students, faculty, and envisioned characters, the ephemeral and structured qualities of interior environments illuminate the human condition and its culturally rich spatial narratives. Students explore real and imagined geographies to critically produce space that researches technique and effect in order to develop new ways of seeing, building, and designing.

PROGRAM LEARNING OUTCOMES

Students gain the ability to engage in the analysis, understanding, and development of the built interior environment as a viable object of critical inquiry evidenced through design and research processes, written communication, proficient and multivalent visual communication, quantitative analysis, and historical research.

- Students gain the ability to analyze, understand, critique, and develop space as a social and cultural construction, as evidenced in the development of programmatic, behavioral, ethical, and collaborative strategies for the built environment within different scalar contexts and various professional settings.
- Students gain the ability to analyze, understand, critique, and develop interior spaces that elicit human response through the manipulation and enhancement of the sensual, as evidenced through the design of interior environments that illustrate and elicit experiential responses.
- Students gain the ability to analyze, understand, critique, and develop interior spaces through the techniques of innovative building processes, as evidenced through quantitative reasoning, systems integration, and production expertise.

- Students gain the ability to act in professional and academic environments with the highest ethical and cooperative character, as evidenced in the increasing ability to self-direct research and engage in team activities.

Accreditation

CIDA

Woodbury University School of Architecture's Interior Architecture program leading to the Bachelor of Fine Arts degree is accredited by the Council for Interior Design Accreditation (CIDA), www.accredit-id.org, 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503-4014.

The most recent CIDA accreditation evaluation for the BFA program took place in 2011. The BFA program was awarded a full 6-year term of reaccreditation. The next evaluation will take place in 2017.

NASAD

Woodbury University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD). In 2008, the university's programs in Animation, Fashion Design, Graphic Design, and Interior Architecture received accreditation from the National Association of Schools of Art and Design (NASAD).

Curriculum Summary

INTERIOR ARCHITECTURE MAJOR CURRICULUM

Leading to the Bachelor of Fine Arts Degree

	Units
Major (M)	71
Restricted Design Electives (RE/DES)	3
General Education/Integrative Learning (GE)	49
Unrestricted Electives (UE)	5
Minimum semester hours required	128

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Fall Semester

ARIA 114	Design Communication 1	3 M
INAR 105	Design Studio 1: 3D Design I	3 M
WRIT 111	Academic Writing I	3 GE
INDS 1__	Interdisciplinary Course	3 GE
____	Unrestricted Elective (MATH 149)	3 UE
____	Unrestricted Elective (PPDV 1/2)	1 UE

Spring Semester

FOUN 101	Beginning Drawing	3 M
INAR 106	Design Studio 2: 3D Design II	3 M
ARIA 115	Design Communication 2	3 M
COMM 120	Public Speaking	3 GE
WRIT 112	Academic Writing II	3 GE
LSCI 105/106	Information Theory & Practice	1 GE

SECOND YEAR

Fall Semester

INAR 207	Design Studio 3: IA Elements	3 M
INAR 252	Space Planning	3 M
INAR 256	Materials & Furnishings	3 M
INAR 164	Interior Architecture History I	3 GE
FOUN 106	Color Theory and Interaction	3 M
MATH 2__	Mathematics Course	3 GE

Spring Semester

INAR 258	Building Systems & Codes	3 M
INAR 282	Design Studio 4: Branding and Identity	4 M
ARIA 211	Design Communication 3	3 M
INAR 265	Interior Architecture History II	3 GE
ENVT 220	Environmental Studies	3 GE

Students must pass portfolio review prior to enrollment in upper division studios

THIRD YEAR

Fall Semester

INAR 259	Tectonics 1: Material Logic	3 M
INAR 363	Design Studio 5: Dwelling and Culture	4 M
INAR 366	Contemporary IA History and Theories	3 M
PSYC 200	Introduction to Psychology	3 GE
____	Natural Science with a lab	3 GE

Work Experience *(students must complete 128 hours of work experience with an interior designer or allied professional)*

Spring Semester

INAR 328	Tectonics 2: Detail Design	3 M
INAR 365	Lighting Design	2 M
INAR 382	Design Studio 6: Community and Typology	4 M
_____	Humanities Course	3 GE
ARTH 2__	Art History Course	3 GE
_____	General Education Elective	3 GE

FOURTH YEAR**Fall Semester**

INAR 454	Construction Documents	2 M
INAR 480	Design Studio 7: Narrative and Media	5 M
INAR 482	Senior Project Research	1 M
PHIL 210	Ethical Systems	3 GE
INDS 340	Human Agency & Interior Spaces	3 GE

Spring Semester

INAR 451	Professional Practice	2 M
INAR 483	Senior Project	5 M
_____		3 RE/
_____	Restricted Design Elective	DES
___ 3__	General Education Elective	3 GE
_____	Unrestricted Elective	1 UE

Assessment Process

Both formal and informal ongoing assessment strategies help develop and systematically evaluate student performance and attainment of key learning outcomes in Interior Architecture. The Curriculum Map articulates four key learning outcomes and respective levels of expertise—areas for measured assessment that include both formative and summative benchmarks, and involve multiple forms of evaluation. Each year the department specifies key areas for measured assessment of student learning outcomes that involve not only programmatic outcomes, but also core competencies and institutional outcomes. The five core competencies include Oral Communication, Written Communication, Information Literacy, Quantitative Reasoning, and Critical Thinking. Institutional outcomes include Design Thinking, Civic Engagement, Transdisciplinarity, and Entrepreneurship. These processes provide a vehi-

cle to assure program quality and promote continuous improvement in the effectiveness of teaching, the improvement of student work, and the ongoing design of the curriculum.

Formative Assessment**Jury Review**

Industry professionals review student work at the end of each semester in a public forum of critique and feedback. These reviews are attended by department administration and selected faculty, and their purpose is to provide direct feedback to the students for project improvement, as well as to provide an informal assessment of class performance, project success, and faculty effectiveness.

Faculty Critique

Students receive regular and ongoing feedback by faculty to coach and monitor throughout the semester. This in-class assessment provides students an opportunity for continuous improvement of their projects during the development process.

Peer Feedback

Class critique and small group reviews in studios provide students with direct peer feedback on their work and assist students in developing standards of critical judgment.

Portfolio Review

Students produce a progress portfolio at the end of their second year of study to document their progress. The review acts as a gatekeeper for entry into the upper-division studios. The review process is used to review, analyze, and communicate the results of each evaluation to both faculty and students. Students are assessed on key learning outcomes derived from CIDA, NASAD, and WASC standards. Passing the portfolio review is a prerequisite for INAR 363, Design Studio 5: Dwelling and Culture.

In the event that students do not pass the portfolio review, they may be required to address design or technical deficiencies by taking one or more courses recommended by the portfolio review board. Upon completion of the required course or courses, students are required to resubmit their portfolios to assure they have overcome previous deficiencies and met the competency requirements. Students may only submit their portfolio for review a total of two additional times. Students are strongly recommended to enroll in the one-unit portfolio elective

the semester before their portfolio is due.

Summative Assessment

Program Accreditation

The program, including a review of student learning outcomes, is evaluated through a comprehensive subject-specific self-study produced for the National Association of Schools of Art and Design. The process provides an opportunity to holistically assess the program from multiple perspectives and make any necessary improvements in policies, procedures, curriculum, or staff.

Capstone Assessment

- **INAR 482, Senior Project Seminar –**

In preparation for entry into the senior capstone project, students must successfully complete the Senior Project Seminar. The main objective of this course is for students to develop a proposal worthy of a senior project. In the future, there are plans to develop an assessment rubric that will allow faculty not teaching the course the ability to assess the senior projects. This would provide an assessment tool for the program. Allowing faculty the opportunity to see what projects students are developing provides an insight into the program's strengths and weaknesses.

- **INAR 483, Senior Capstone Projects –** Seniors develop a comprehensive project during their final semester in the program. Students present their projects in a public forum attended by outside professionals and faculty members from the School of Architecture and the Interior Architecture department. The IA department is developing further opportunities for project assessments. Developing a review of the projects during the week prior to graduation without the students present can provide an opportunity to evaluate the overall strengths and weaknesses of the curriculum.

RESULTS OF LEARNING

- Students will develop comprehensive critical thinking skills necessary for multidisciplinary approaches to problem-solving issues dealing with interior environments.
- The program will provide students with learning experiences that incorporate professional values, professional practices, and business procedures.

- Students will develop design skills as a way of researching and solving problems.
- Students will develop a comprehensive set of skills that focus on design problems with regard to the human inhabitation of interior spaces.
- Students will develop quantifiable visual, verbal, and oral communication skills necessary to express research, analysis, and expression of design solutions.
- Students will develop skills necessary for understanding and representing the technical art and regulations of building and designing interior spaces.

ACADEMIC STANDARDS

Below average work is not acceptable for a professional degree. Students are required to maintain a grade point average of "C" (2.0) or higher for any two consecutive design studios in order to continue in the design studio sequence. A student whose two-studio GPA drops below 2.0 must repeat one of these two studios as necessary to achieve the minimum GPA prior to enrollment in the succeeding studio.

Satisfactory Progress Policy

Students are expected to maintain satisfactory progress in the BFA program. A student who earns a GPA below 2.0 in three semesters, which need not be consecutive, is subject to dismissal from the program.

A student who does not pass a studio with a 2.0 or better after enrolling in it three times is subject to dismissal from the program.

SPECIAL LEARNING OPPORTUNITIES/REQUIREMENTS

Woodbury's Career Development Office offers a variety of programs, services, and resources to assist students in exploring careers and securing internships. The staff works with students one-on-one to develop successful internship search strategies to help students connect with employers through internship postings, resume collections, on- or off-campus interview opportunities, alumni connections, and employer outreach in the U.S.

Work Experience

All interior architecture students are required to fulfill 128 hours of work experience. This is not an internship requirement for credit. Students must find a job in an interior design, architecture, or other allied design firm and work for a minimum of

128 hours. All of these hours do not need to be fulfilled at one place. It is recommended that you use this work experience to try several different types of work experience, to give you a better idea of the type of job you would be interested in upon graduation. The Career Development Office provides referral services for potential employers and the chair will often send out emails with other potential employment opportunities. It is recommended that you get verbal confirmation for the firm you are planning to work for to make sure it meets these requirements. Once you have completed your hours, you must ask your immediate supervisor for a letter on the firm's letterhead. The letter should indicate the responsibilities you had at the firm, the number of hours you worked for the firm, and an assessment of how well you executed your job responsibilities. This letter is to be sent to the chair of the department.

Study Away

Woodbury offers a number of opportunities to travel and study both within the United States and overseas, ranging from short trips to South and Central America and the American Southwest, to a summer term abroad in Barcelona, Rome, Berlin, China, Tahiti, or Paris. The Semester Abroad programs offer full-credit studio and lecture classes exploring theory, design, and history in these highly charged urban settings. These and other travel/study opportunities, as well as student exchanges, provide a broad menu of choices for students.

Student Professional and Co-Curricular Organizations

IIDA and ASID are professional organizations that have student memberships available. Becoming a student member of these organizations provides you with scholarship and networking opportunities. Interior Architecture students have an IIDA campus center. The campus center provides students a vehicle for involvement in student leadership and activities about Interior Architecture and involvement in IIDA Southern California professional chapter events.

Fast Track

Interior Architecture students may opt to begin a fast track on the four-year BFA in Interior Architecture program by enrolling in INAR 2881 the summer after attending the first year of the program. In order to fast track, students must satisfy the following requirements:

- the student has a minimum studio GPA of 3.0 for their first year of study;
- the student has a minimum overall GPA of 3.0 for their first year of study;
- the student has passed all required classes through the first year of the curriculum, and has completed a majority of the required general education electives.

The fast-tracking student must maintain the required GPA and continue to meet curriculum requirements through the second year, after which the student takes INAR 3880 during the second summer of enrollment in the program.

All students interested in participating in the fast track program must meet with the chair of the department for an interview and detailed advising session prior to required chair-approved participation.

Students participating in the fast track must follow the required history and theory sequence starting with INAR 164 the fall of their first year, INAR 265 the spring of their first year, and INAR 366 the fall of their second year. If students fail to meet this history and theory track requirement, they will not have the prerequisites necessary to enter into INAR 482 prior to their senior project.

DIGITAL MEDIA REQUIREMENTS

The Department of Interior Architecture requires its graduates to be literate in the current digital media of representation and communication.

- Proficiency in email, as demonstrated through regular communication with school administration and course instructors.
- Proficiency in internet research, as demonstrated through successful completion or transfer of appropriate course equivalent to LSCI 105/106, Information Theory and Practice, and as practiced at all studio levels and in all history/theory courses through bibliographic documentation of database use and citation of web-based sources (specific examples can be found in but are not limited to assignments in INAR 105, INAR 106, INAR 164, INAR 265, INAR 366, INAR 482, and INAR 483).
- Proficiency in the use of spreadsheets to compose, structure, and assess data as evidenced in but not limited to INAR 252, INAR 482, and INAR 483.
- Proficiency in word processing, as demonstrated at all studio levels through research assignments

and essays submitted as .doc or .pdf files (specific examples can be found in but are not limited to assignments in INAR 105, INAR 106, INAR 164, INAR 265, INAR 366, INAR 482, and INAR 483).

- Proficiency in computer-aided design, as demonstrated through successful completion of INAR 211 or an approved equivalent transfer course and pre-admittance portfolio review, the gateway portfolio review into INAR 363, and upper-division studio-specific presentation requirements.
- Proficiency in graphic composition and desktop publishing, as demonstrated through the successful completion of INAR 106 and pre-admittance portfolio review, the gateway portfolio review into INAR 363, and upper division studio-specific presentation requirements: projection, axonometrics, and perspectives, which are developed from skills learned in INAR 105, Design Studio 1. Model-building techniques and introduction of computer graphics are developed. Design communication and visualization skills are developed using digital media, mixed-media hand drawings, and model-building.

STUDENT COMPUTER AND OTHER EQUIPMENT REQUIREMENTS

Laptop Requirement

It is required that all second-year Interior Architecture students have a laptop computer that is compatible with existing on-campus labs. Students are responsible for their own email and ISP accounts. Student computer accounts are set up through the IT department.

MINOR REQUIREMENTS

(for Architecture majors ONLY)

FOUN 106	Color Theory and Interaction	3 units
INAR 252	Space Planning	3 units
INAR 328	Tectonics 2: Detail Design	3 units
INAR 365	Lighting Design	2 units

Select one of the following after successful ARCH portfolio review:

INAR 363	Design Studio 5: Dwelling and Culture	4 units
INAR 382	Design Studio 6: Community and Typology	4 units
INAR 480	Design Studio 7: Narrative and Media	5 units
INAR 365	Lighting Design	2 units

Minimum unit requirement:..... 15 units

INTERIOR ARCHITECTURE: STRUCTURES MINOR
(for Interior Architecture students interested in following Structures sequence of Architecture

MATH 249	College Algebra	3 units
MATH 251	Trigonometry with Descriptive Geometry	3 units
PHYS 243	Physics for Architects	3 units
ARCH 326	Structures 1	3 units
ARCH 327	Structures 2	4 units

Curriculum)

Minimum unit requirement:..... 16 units

Course Descriptions

ARIA 114 Design Communication 1
3 UNITS

This course introduces various drawing skills used in two- and three-dimensional methods and media of representation. Methods of perception, technique, composition, critical evaluation, and presentation are studied through representational assignments. Emphasis is placed on orthographic projection and documentation and constructed hard line-drawing techniques. Students learn these methods of representation using both digital and analog drawing skills and media. Studio. Prerequisite: None.

ARIA 115 Design Communication 2
3 UNITS

This course develops various drawing skills used in two- and three-dimensional methods and media of representation. Methods of perception, technique, composition, critical evaluation, and presentation are studied through representational assignments. Emphasis is placed on orthographic projection and documentation and constructed hard line-drawing techniques. Students learn these methods of representation using both digital and analog drawing skills and media. Additional skills in diagramming and more advanced representation techniques develop ideas and skills learned in ARIA 114. Studio. Prerequisites: ARIA 114, Design Communication 1 and INAR 105, Design Studio 1.

ARIA 211 Design Communication 3
3 UNITS

This is an intermediate-level course that builds on

the fundamental skills of architectural representation learned in Design Communication 1 and 2. The course will take an experimental approach that combines hand-drawing and digital tools to explore a variety of drawing and representation techniques. Use of alternative production methods will be combined with digital tools. The class will primarily focus on two- and three-dimensional drawings, but will also expand to include physical three-dimensional “constructs” such as composite drawings and assemblages. Prerequisites: ARIA 115, Design Communication 2 or ARCH 211, Design Communication 2.

INAR 105 Design Studio 1: 3D Design I

3 UNITS

As an introductory course in three-dimensional design, emphasis is placed on developing skills necessary for visualization, representation, and creation of three-dimensional forms. Through descriptive geometry, orthographic projection, axonometrics, and model-building, students examine plane, mass, and volume as space-defining elements. Studio. Prerequisite: none.

INAR 106 Design Studio 2: 3D Design II

3 UNITS

Design Studio 2 provides continued study of three-dimensional design, developing individually defined spaces into more complex spatial organizations. Students analyze and design projects combining the three-dimensional use of color, light, and texture with simple programs. Descriptive geometry, orthographic projection, axonometrics, and perspective drawings are developed from skills learned in INAR 105, Design Studio 1. Model-building techniques and introduction of computer graphics are developed. Design communication and visualization skills are developed using digital media, mixed-media hand-drawings and model-building. Studio. Prerequisite: INAR 105, Design Studio 1: 3D Design I.

INAR 164 Interior Architecture History I

3 UNITS

This is the first of a three-course survey examining the history and theories of interiors and architecture. Emphasis is placed on gaining an understanding of the plastic arts and their relevance to and impact on the larger world, culturally, politically, etc. Significant works of furniture, interior spaces, and architecture; important architects and design-

ers; formal and structural elements; periods, styles, theories, and regional differences within a given style or period are studied. Lecture. Prerequisite: WRIT 111, Academic Writing I.

INAR 207 Design Studio 3: IA Elements

3 UNITS

Through a series of design projects, students focus on specific components of interior architecture, such as color, light, furniture, materiality, and systems of inhabitation in relation to articulating space. Experimental exploration of materials and graphic representation inform programmatic hybridization in order to develop an awareness of social and cultural aspects of space. Studio. Prerequisite: INAR 106, Design Studio 2: 3D Design II.

INAR 212 Portfolio Workshop

2 UNITS

This course is designed to develop student design portfolios to a professional level. Students will engage in development, critique, and editing of project content and presentation, formatted into a professional portfolio. The course covers the fundamental principles of graphic and written communication and layout.

INAR 252 Space Planning

3 UNITS

An introduction to programming, behavioral factors of space, and proxemics as they apply to the layout and planning of interior environments. Several projects of increasing complexity examine different programmatic requirements. Studio. Prerequisite: INAR 105, Design Studio 1: 3D Design I.

INAR 256 Materials and Furnishings

3 UNITS

Applied finishes and specifications for interior architectural elements, furniture, fixtures, and textiles are examined through a comprehensive project. Materials, manufacturing processes, application of mass-produced furniture and surface materials, methods of detailing, construction, fabrication, and the application of materials in custom elements are studied. Estimating and installation are introduced. Emphasis on commercial and institutional applications. Studio. Prerequisite: INAR 105, Design Studio 1: 3D Design I.

INAR 259 Tectonics 1: Material Logic**3 UNITS**

This course provides a studio-based exploration of the impact of materiality and fabrication in both the generation and reading of form and space. This will be addressed through readings, discussions, exercises, and design/build projects. Issues of craft and technique as they affect the design process will be addressed in both two and three dimensions. An intuitive knowledge of material properties and processes will be gained through full-scale hands-on exploration. Detailing, construction, and fabrication methods, and the application of materials in custom elements are studied through individual or group projects closely related to the body in scale or use. Formal, conceptual, and programmatic solutions are studied through a specific design strategy/process as assigned by the instructor, with an emphasis on new or hybrid programs/functions. Studio. Prerequisite: INAR 106, Design Studio 2: 3D Design II.

INAR 258 Building Systems & Codes**3 UNITS**

This course analyzes construction materials and building systems—including structural, mechanical, electrical, plumbing, lighting, and acoustics—relative to interior spaces. In conjunction with the building systems, this course examines building codes related to interior architecture. Studio. Prerequisites: INAR 111, Digital Communication; INAR 106, Design Studio 2: 3D Design II; and WRIT 111, Academic Writing I.

INAR 265 Interior Architecture History II**3 UNITS**

This is the second of a three-course survey examining the history of interiors and architecture. Emphasis is placed on gaining an understanding of the plastic arts and their relevance to and impact on the larger world, culturally, politically, etc. The course identifies significant works of furniture, interior spaces and architecture; important architects and designers; formal and structural elements; periods, styles, theories, and regional differences from the industrial revolution until the 1960s. Lecture. Prerequisites: INAR 164, Interior Architecture History I (recommended) and WRIT 112, Academic Writing II or WRIT 212, Rhetoric and Design.

INAR 282 Design Studio 4: Branding and Identity**4 UNITS**

Branding, long considered a marketing strategy, has taken on aspects of constructing individual identities. This studio questions how space responds to and informs how specific community and individual identities utilize strategies of branding to create meaning in their inhabitation of public environments. Studio. Prerequisites: INAR 207, Design Studio 3: IA Elements, and INAR 252, Space Planning.

INAR 288 Second Year Open Studio**4 UNITS**

Students from differing years in the design sequence deal with common projects. The projects are explored at various levels of complexity via design solutions and presentations. Student evaluation takes into consideration the individual's level in the program. This course can substitute or remediate one design studio from the previous second-year studio sequence (INAR 288.1 replaces INAR 282). Studio. Prerequisites: Permission of the department chair, 3.0 GPA for accelerated students.

INAR 327 Tectonic 2: Detail Design**3 UNITS**

This course studies materials and methods of detailing, fabrication, documentation, and specification for custom work. Emphasis is placed on detailing as a design process. Students learn detailing techniques through research, observation, and architectural documentation of non-structural elements of contemporary or modern design. Elements observed and documented may range from furniture and interior casework, to nonstructural exterior building elements (custom screens, trellises, etc.). Materials and their integration, application, and/or connections are emphasized. Students are directed through research, conceptual design/diagramming, schematic design, and design development to the final production of a comprehensive project documenting design resolutions of a given project through detailed technical drawings and models. Studio. Prerequisites: INAR 258, Building Systems & Codes; INAR 259, Tectonics I: Material Logic; and INAR 207, Design Studio 3: IA Elements.

INAR 363 Design Studio 5: Dwelling and Culture

4 UNITS

This studio questions how culture is represented in the media and how those representations can affect a design project that deals with assumptions on how we live as a society. This studio strives to develop design strategies that engage our understanding of changing modes of dwelling as this act is informed by cultural specificity. Studio. Prerequisites: INAR 282, Studio 4: Branding and Identity; permission of the department chair; and successful portfolio review.

INAR 365 Lighting Design

2 UNITS

This course is an introduction to the basic design and technical requirements of lighting systems. Studio. Prerequisite: INAR 258, Building Systems & Codes.

INAR 366 Contemporary IA History and Theories

3 UNITS

This course situates historical diversity of critical and generative approaches to late twentieth century design, while introducing current themes and debates in contemporary design practice and related disciplines. The course is structured around a topic-based organization allowing for the exploration of contemporary theories as they have developed over the past fifty years. Emphasis is placed on gaining an understanding of the plastic arts and their relevance to and impact on the larger world, culturally, politically, etc. Significant works of furniture, interior spaces and architecture; important architects and designers; formal and structural elements; periods, styles, theories, and regional differences within a given style or period are identified. Lecture. Prerequisites: INAR 265, IA History II (recommended) and WRIT 112, Academic Writing II.

INAR 382 Design Studio 6: Community and Typology

4 UNITS

Typologies have long been used as a tool for generating meaning in design relative to historical and cultural references. As a strategy for understanding common characteristics, typologies assist in creating community identity. This studio explores the ambivalence between community identification and individual participation. Studio. Prerequisites: INAR

363, Design Studio 5: Dwelling and Culture and INAR 259, Tectonics I: Material Logic.

INAR 388 Third Year Open Studio

4 UNITS

Students from differing years in the design sequence deal with common projects. The projects are explored at various levels of complexity in the design solutions and presentations. Student evaluation takes into consideration the individual's level in the program. This course can substitute or remediate one design studio from the previous studio sequence (INAR 388.0 replaces INAR 363, INAR 388.1 replaces INAR 382). Studio. Prerequisites: Permission of the department chair; 3.0 GPA for accelerated students.

INAR 451 Professional Practice

2 UNITS

Students gain an understanding of basic business concepts, practices, procedures, and documents as they relate to interior architecture with an emphasis on ethical and legal issues. Lecture. Prerequisites: INAR 256, Materials & Furnishings and INAR 258, Building Systems & Codes.

INAR 454 Construction Documents

2 UNITS

Graphic conventions and the organization of working drawings are studied through a comprehensive project. A brief survey of the legal nature and scope of the construction document package (contractual agreements, conditions, drawings, modifications, and specifications) is presented. Studio. Prerequisites: INAR 258, Building Systems & Codes; INAR 282, Design Studio 4: Branding and Identity; INAR 327, Tectonic 2: Detail Design (recommended).

INAR 480 Design Studio 7: Narrative and Media

5 UNITS

Working on the assumption that space houses the stories of the people who inhabit it, this studio explores how stories of communities and individuals inform design. The media used to communicate these narratives require the development of technological and performative strategies of expression. Studio. Prerequisite: INAR 382, Design Studio 6: Community and Typology.

INAR 482 Senior Project Seminar

1 UNIT

Through self-directed study and research, students develop a project proposal for their senior project. The course is broken into four modules that deal with the main components of the Interior Architecture senior project: program development, conceptual thesis, site analysis, and generative strategies. Through weekly meetings and seminars, students discuss their research as it progresses to a final senior project proposal. Prerequisite: INAR 366, Contemporary IA History and Theories.

INAR 483 Senior Project

5 UNITS

Students develop a comprehensive project in order to demonstrate a thesis-level design proposition through an integration of site, program, process, materiality, and interior technology. Studio. Prerequisites: INAR 480, Design Studio 7: Narrative and Media and INAR 482, Senior Project Seminar.

INAR 270, 370, 470 Topics in Interior Architecture

2-3 UNITS

These courses provide an in-depth investigation into topics of timely significance in the field of Interior Architecture. Topics are determined on the basis of faculty and student interest. Studio. Prerequisite: As noted per offering.

INAR 299, 399, 499 Independent Study

1-4 UNITS

These courses provide the opportunity for an individual investigation into an area of special interest chosen by the student with the approval of the department chair. Periodic meetings with an assigned faculty member are required. Hours by arrangement. Prerequisite: Permission of the director.

CURRICULUM MAP

Bachelor of Fine Arts in Interior Architecture BFA

	INTRODUCED	PRACTICED	APPLIED	MASTERED
	Highest Importance	Highest Importance	Highest Importance	Highest Importance
	Moderate Importance	Moderate Importance	Moderate Importance	Moderate Importance
	Low Importance	Low Importance	Low Importance	Low Importance
STRATEGIC PRINCIPLES	1 Design Thinking	2 Transdisciplinarity	3 Civic Engagement	4 Entrepreneurship

Assuring Academic Quality in Interior Architecture (BFA)	LEARNING OUTCOMES																								
	Strategic Principles																								
Strategic Principles	ARIA 114 Design Communication 1	INAR 105 Design Studio 1: 3D Design	FOUN 106 Color Theory and Interaction	INAR 106 Design Studio 2: 3D Analysis	ARIA 115 Design Communication 2	FOUN 101 Beginning Drawing	INAR 256 Materials & Furnishings	INAR 207 Design Studio 3: IA Elements	INAR 252 Space Planning	INAR 164 Interior Architecture History 1	INAR 258 Building Systems & Codes	INAR 282 Design Studio 4: Branding & Identity	ARIA 211 Design Communication 3	INAR 256 Interior Architecture History 3	INAR 363 Design Studio 5: Dwelling & Culture	INAR 366 Cont. IA History & Theories	INAR 259 Tectonics 1: Material Logic	INAR 365 Lighting Design	INAR 382 Design Studio 6: Community and Typology	INDS 3704 Human Agency and Interior Space	INAR 454 Construction Documents	INAR 480 Design Studio 7: Narrative & Media	INAR 482 Senior Prep	INAR 451 Professional Practice	INAR 483 Senior Project
Critical inquiry into the design, building and inhabitation of interior environments																									
Social and cultural considerations of interior environments																									
Experiential considerations of interior environments																									
Technical considerations of interior environments																									
Integration and development of academic and professional methodologies																									

<p>Critical inquiry into the design, building and inhabitation of interior environments Students gain the ability to engage in the analysis, understanding, and development of the built environment as a viable object of critical inquiry evidenced through design and research processes, written communication, proficient and multivalent visual communication, quantitative analysis and historical research.</p>
<p>Social and cultural considerations of interior environments Students gain the ability to analyze, understand, critique and develop space as a social and cultural construction as evidenced in the development of programmatic, behavioral, ethical and collaborative strategies for the built environment within different scalar contexts and different professional settings.</p>
<p>Experiential considerations of interior environments Students gain the ability to analyze, understand, critique and develop spaces that elicit human response through the manipulation and enhancement of the sensual as evidenced through the design of interior environments that elicit experiential responses.</p>
<p>Technical considerations of interior environments Students gain the ability to analyze, understand, critique and develop spaces through the techniques and innovative building processes as evidenced through quantitative reasoning, systems integration, and production expertise.</p>
<p>Integration and development of academic and professional methodologies Students develop work processes that engender self-initiative, directed curiosity, and methodologies that seek to find knowledge beyond the given problem as evidenced through self-directed research, collaborative processes and professional character and ethics.</p>