



Proposal for the

Bachelor of Interior Architecture

University of Detroit Mercy School
School of Architecture

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A. Summary of Program

Described herein is a proposal for a four-year, 143 credit hour, Bachelor of Interior Architecture program. The program builds upon the existing Master of Architecture program but creates, in essence, a specialty in Interior Architecture. It is called Interior Architecture instead of Interior Design to make a clear distinction that it provides graduates with technical knowledge of codes, structures, heating, ventilation, air conditioning and electrical systems so that they can attain professional licensing in states that license Interior Design and can operate at a collaborative and equal level with architects. It is not a program of interior “decorating.” It is fully intended that the program would be accredited by the Council for Interior Design Accreditation (CIDA) and would carry the reputation and respect that goes with such accreditation.

Because of the Mission of the University and the School, the Interior Architecture program will be focused on the urban condition and the reuse of existing buildings and the creation of sustainable environments. Interior Architecture stands at the intersection of architecture, design of the built environment and conservation as it relates to issues of sustainability. The program addresses the design issues intrinsic to the re-use and transformation of existing structures through an innovative and progressive approach. The Bachelor of Interior Architecture degree program emphasizes a three-dimensional, architecture-based approach to creating humane, enabling, and ecologically sensitive interior environments for living, working, and recreation.

The four-year curriculum requires the Interior Architecture students to take essentially the same courses as the architecture students for the first two years. At that point, the student moves into the specialty of Interior Architecture. It is possible and likely that some students would decide to stay in the architecture program and vice versa, some would move from the architecture program to the interior architecture program.

Lawrence Technological University has the only other accredited Interior Architecture program in the State of Michigan. There are accredited Interior Design programs at Eastern Michigan, the International Academy of Design and Technology (Troy, MI), Kendall College of Art and Design (Grand Rapids, MI) and Michigan State University. The College for Creative Studies and Wayne State University offer degrees in Interior Design but they are not accredited programs. Several local community colleges have two-year associate degrees in Interior Design.

A five-year projection of Revenue and Expenses shows that once the program is well established it could generate a net excess of \$325,000 a year after deducting financial aid to students and a factor for University overhead costs.

In summary, this program is a logical outgrowth of the architecture program that should attract an additional 15 students per year and will provide net revenue to the University.

B. Description of the Program

B.1. Catalogue Description

The four-year, 143 credit hour, Bachelor of Interior Architecture builds upon the existing Master of Architecture program but creates a specialty in Interior Architecture. It is called Interior Architecture instead of Interior Design to make a clear distinction that it provides graduates with technical knowledge of codes, structures, heating, ventilation and air conditioning and electrical systems so that they can attain professional licensing in states that license Interior Design and can operate at a collaborative and

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The Interior Architecture program is focused on the urban condition and the reuse of existing buildings and the creation of sustainable environments. The Bachelor of Interior Architecture degree program emphasizes a three-dimensional, architecture-based approach to creating humane, enabling, and ecologically sensitive interior environments for living, working, and recreation.

Interior Architecture students taking essentially the same courses as the architecture students for the first two years. At that point, the student moves into the specialty of Interior Design. It is possible and likely that some students would decide to stay in the architecture program and vice versa, some would move from the architecture program to the interior architecture program.

Interior Architecture stands at the intersection of architecture, design of the built environment and conservation as it relates to issues of sustainability. The Interior Architecture program, as a contributor of the University and School of Architecture urban mission, focuses on the re-use of existing structures and their subsequent transformation into new space and/or form, always keeping sustainable issues at the forefront. The program addresses the design issues intrinsic to the transformation of existing structures through an innovative and progressive approach. The Bachelor of Interior Architecture (B.I.A.) degree program emphasizes architectural conservation and is concerned with the dilemma of how to maintain a building’s existence while allowing changes over time. Time, the other face of change, shapes the ‘body’ of buildings, impacting their materiality and essence. This program explores architectural-conservation as a form of ‘invention’ and ‘imagination’, which allows for the ‘creation’ of memory through the unfolding of time, ultimately shaping the new use and interior qualities of existing buildings.

To support this, students are encouraged to participate in studios and courses shared with other departments of the college including Architecture, Digital Media Studies and Community Development and the resources affiliated with these programs such as the Detroit Collaborative Design Center, Computer Labs, and the Wood Shop. The curriculum is studio-based, with support curriculum that includes history/ theory, structures, mechanical systems, drawing, lighting and codes. This curriculum assumes that our graduates have the knowledge to remove and add structure (renovating and adding to existing structures).

B.2: Sequential Course Matrix

The Interior Architecture curriculum is rooted in the relationship with the Architecture program. The curriculum accentuates the framework and pedagogy of the existing architecture program by offering practical and rhetorical courses that focus on interior space, lighting, color and texture, depth and perception of space, restoration and re-use. All of these elements are considered and discussed within the architecture curriculum but will be examined in more detail within the Interior Architecture Program. The first two years of the Interior Architecture Program is aligned directly with the Architecture Curriculum. It is important to the school and the students of both Interior Architecture and Architecture to have the same two-year foundation courses. This will create strong relationships amongst the students within both curriculums and will offer a mutual respect and understanding in the later years of the curriculum. This social interaction both intellectually and mentally is imperative for this curriculum to thrive and grow. This model is reflective of the current practice of Interior Design and Architecture. The profession and the academy must influence and encourage collaboration amongst a variety of disciplines of design.

After the first two years, the Interior Architecture students will begin to take course work and studios that focus on issues of Interior Design, Spatial relationships, technical knowledge of structure, construction and construction documents. Some of these courses will include lighting, material study, furniture design, space planning, and interior construction methods. One of the many unique characteristics of the Interior Architecture program is the content of the curriculum. The new Interior Architecture Program will incorporate many environmentally sustainable green practices, which addresses the current trends and needs of the profession to 'think green'.

The program will establish a new materials and technology library that will be shared amongst all disciplines within the School of Architecture. Additionally, academic space with satellite studios and new study abroad programs will market the new program as an external arm of the School of Architecture. The abundance of vacant buildings in the City of Detroit will be considered a positive condition that the program will address aggressively and actively in collaboration with local non-profit and community development organizations. The future aspiration of the program is to acquire a building that will give the University a permanent address downtown and will be a major contributor to economic development, neighborhood revitalization, and public education improvement in Detroit.

Legend: +IA = New Course
 * = Existing Architecture or Psychology Course
 - = Existing Architecture Course Requiring Some Modification

First Year

Term 1 Fall

*ARCH 1100 Design 1	4 cr
*ARCH 1110 Visual Communications 1	3 cr
-ARCH 1190 Intro to Architecture 1	1 cr
ENL 131 Academic Writing [Obj. 1]	3 cr
MTH 140 Elem. Functions [Obj. 2]	3 cr
PHL 100: Intro to Philosophy [Obj. 4A]	<u>3 cr</u>
	17 cr

Term 2 Winter

*ARCH 1200 Design 2	4 cr
*ARCH 1210 Visual Communications 2	3 cr
-ARCH 2130 Principles of Structural Behavior	3 cr
-ARCH 1290 Intro to Architecture 2	1 cr
CST 101 Fund. of Speech [Obj. 1]	3 cr
Natural Science Elec. [Obj. 5A]	<u>3 cr</u>
	17 cr

Second Year

Term 1 Fall

-ARCH 1300 Design 3	4 cr
*ARCH 2160 3D Comp. Graph [Obj. 2]	3 cr
-ARCH 2120 History & Theory I	3 cr
-ARCH 2330 Structures 1	3 cr
+IA 2050 Ecological Design for Interiors	3 cr
+IA 1390 Intro to Interiors 1	<u>1 cr</u>
	17 cr

Term 2 Winter

+IA 1400 Interior Architecture Design 4	4 cr
*ARCH 1160 Computer Graphics	3 cr
-ARCH 2430 Structures 2	3 cr

+IA 2110 Elements of Space, Tectonics, Surface, and Color	3 cr
+IA 2220 History & Theory of Modern Design	3 cr
+IA 2190 Intro to Interiors 2	<u>1 cr</u>
	17 cr

Third Year

Term 1 Fall

+IA 2100 Interior Architecture Design 5	4 cr
+IA 3250 Introduction to Lighting	3 cr
+IA 3100 Technology and Materials	3 cr
-ARCH 2150 Construction I	3 cr
Religious Studies Elective [Obj. 4B]	3 cr
IA 2150 Portfolio Prep	<u>1 cr</u>
	17 cr

Term 2 Winter

+IA 2200 Interior Architecture Design 6	4 cr
+IA 3500 Laws, Codes and Standards	2 cr
-ARCH 2250 Construction 2	3 cr
-PYC 265 Environmental Psychology	3 cr
Philosophy/RS Elective [Obj. 4C]	3 cr
Ethics Elective [Obj. 6A]	<u>3 cr</u>
	18 cr

Term 3 Summer

+IA 2300 Interior Architecture Design 7	4 cr
Core Choice Elective	3 cr
CO-OP	<u>2 cr</u>
	9 cr

Fourth Year

Term 1 Fall

+IA 2400 Interior Architecture Design 8	4 cr
+IA 5190 Professional Practice	2 cr
+IA 5005 Millwork and Design Details	3 cr
-ARCH 2340: Environmental Technology	3 cr
Social/Political Prob. Elect. [Obj. 6B]	<u>3 cr</u>
	15 cr

Term 2 Winter

+IA 5000 Interior Arch Capstone Project	4 cr
+A 4250 Interior Design Philosophy and Research	3 cr
ENL Lit. Experience Elect.	3 cr
+Senior Concentration Elective	3 cr
Social or Natural Science [Obj. 3C]	<u>3 cr</u>
	16 cr

Total Credit Hours 143 cr

B.3 New Course Descriptions

IA 2050 Ecological Design for Interiors 3 cr. hr.

This course will expose students to the fundamental practice of sustainable design as it relates to the design of interior space, products and collaborative effort with other design disciplines such as landscape architects, architects, ecologist, and engineers. Topics include natural heating and cooling, sustainable materials, active solar heating, alternative energy sources, performative materials for interior applications.

IA 1390 Intro to Interiors 1 1 cr. hr.

Introduction to Interior Architecture exposes students to the profession of design. This course, the first in a two-semester sequence, explores design principles through design problems involving specific themes. Students will have the opportunity to explore issues through both traditional and computer generated techniques. The course looks at the history of the profession; how interiors is practiced in the United States and Europe, how the profession is changing; current issues with the interior design profession; the tenets of the CIDA, Council for Interior Design Accreditation; and ethical concerns facing a practitioner today. Students will also examine issues relating to accreditation and licensing.

IA 1400 Interior Architecture Design 4 4 cr. hr.

Interior Architecture Design 4 will focus on Large-scale mixed-use residential/mercantile space through creative thinking and problem solving. The scale of this studio will address architecture, landscape and public space in urban environments, and the development of specific issues that engage the mixed-use condition. Students will research precedents and abstract the relevant research to develop his/her project. Students will be representing the projects by traditional means of design [plan, section, model, details] additionally students will be expected to experiment with other types representation based on the conceptual project type.

IA 2110 Elements of Space, Tectonics, Surface, and Color 3 cr. hr.

Using digital media as a tool, this course serves as a comprehensive introduction to the formal vocabulary of architecture, from solids and voids, to structure and detailing, interiors and exteriors. Basic compositional principles such as hierarchies, axis, layering, order, and collage are examined using both historical and contemporary examples. Students explore the potential as well as the limitation of the digital media as a tool for analysis and design.

IA 2220 History & Theory of Modern Design 3 cr. hr.

An examination of the history of modernity as it relates to furniture, interior details, decorative arts, architecture, cities, and culture. The survey will extend to Europe, Asia, and Latin America.

IA 2190 Intro to Interiors 2 1 cr. hr.

This course, the second in a two semester sequence, explores design principles through design problems involving specific themes.

IA 2100 Interior Architecture Design 5 4 cr. hr.

The comprehensive design studio incorporates the specialized attributes of lighting while creating design solutions for a large-scale project. Students apply modeling software for interior renderings. Issues of sustainability will be the foundation of Design 5 and will have a direct influence on the work produced. Students will be expected to have knowledge of building codes in presenting design solutions.

IA 3250 Introduction to Lighting 3 cr. hr.

This course provides an opportunity to research and explore lighting systems and their technologies. Here students will gain awareness regarding the correlation between the quantifiable measurement of light and more ephemeral design considerations including issues of perception and other human factors.

IA 3100 Technology and Materials 3 cr. hr.

This course explores the integration of design and technological systems in the development of an interactive human interface as one facet. Additionally, the investigations of materials smart and otherwise will create strong relationships with design studio and practical architectural applications. Materiality: will be discussed within the framework of methods and intentions as it relates interior spaces. In this course, students are acquainted with materials used for the design of interior spaces both commercial and residential.

IA 2200 Interior Architecture Design 6 4 cr. hr.

This studio focuses on design as service and philanthropy. Students will be given specific service projects that focus on the under-served and the overlooked within our society. Students will work with a Non-profit group or CDO.

IA 3500 Laws, Codes and Standards 2 cr. hr.

This course reviews the legal standards employed by professional interior designers to determine code requirements in primarily commercial settings. Students develop an understanding of the use of reference materials and research procedures as they apply to interior design. BOCA, NFPA, ADA, and ADAAG are referenced as well as the International Building Codes. This class introduces the student to an overview of codes pertinent to the subject of Interior Architecture. It will also provide in depth focus on pertinent parts of local and national building codes that address issues affecting interior architecture such as egress, materials, planning, and accessibility.

IA 2300 Interior Architecture Design 7 4 cr. hr.

This studio will focus on architectural conservation. Architectural conservation is essentially concerned with the dilemma of how to maintain a building's existence while allowing changes over time. A building can change and yet be the same building. This studio explores architectural-conservation as a form of 'invention' and 'imagination', which allows for the 'creation' of memory through the unfolding of time. This studio challenges the boundaries defined by current theory and practice of design between 'past' and 'present' and argues that all past is present and that all making is a remaking. The buildings chosen for this exercise in 'degrees of alteration' are chosen from the many abandoned buildings in Detroit's post-industrial landscape.

IA 4100 Interior Architecture Capstone Preparation 4 cr. hr.

The Degree Project or Capstone is conceived as a two-semester sequence beginning with "Investigating Interiority" in the fall semester. Building on the theoretical understandings obtained in the curriculum, this semester is designed to assist students to identify a suitable degree project. The discussions will refer to important precedents, many of which will have been identified during earlier courses. The students will be required to submit their proposals for their own self-choice degree project. Through group discussion and individual interviews, outline proposals will be approved in principle. The design phase will take place during the Spring semester. This is a similar model as the Master of Architecture.

IA 4190 Professional Practice 2 cr. hr.

In this course, fundamentals of the business of interior design are covered, including operations, communications and the ethical, legal and financial responsibilities of the practitioner. NCIDQ standards are followed through practice examinations. Students are given the opportunity to review their portfolios. Emphasis is placed on effective design presentation for interviewing and communicating with industry professionals and prospective clients. All aspects of a design practice are explored from the initial client contact and include the business practices specific to the industry.

IA 4050 Millwork and Design Details 3 cr. hr.

In this course, the integral relationship between design, detail, building, and construction will be analyzed, researched, and explored. Built projects will include the detail as a source of inspiration and the beginning for furniture or an environment. Construction methods and materials will be examined as well as the performance and appearance retention of finishes. Individual presentations will be made on a variety of traditional and nontraditional materials. Appropriate detailing and construction have a direct impact on the designed product and its intent.

IA Concentration Elective

3 cr. hr.

Students will be given a choice from a suggested list of inter-disciplinary courses.

IA 4200 Interior Arch Capstone Project

4 cr. hr.

The Degree Project in the department of Interior Architecture is conceived as a two-part sequence beginning with "Investigating Interiority" in the Fall semester. The work produced in part one directly informs the Capstone Project. This model is similar to the Master of Architecture. The projects will vary from student to student based on the research and exercised completed in the previous semester.

IA 4250 Interior Design Philosophy and Research 3 cr. hr.

This course introduces students to various philosophical approaches to interior design and to research and analyze those various approaches.

B.4 Course Delivery Method

The design courses and the millwork and design details course will be delivered in the traditional studio format. All other IA courses are in the lecture format except that IA 4250: Interior Design Philosophy and Research will be in a seminar format. The following courses have the potential to be delivered in an on-line format or a hybrid on-line format: Laws, Codes and Standards and Professional Practice.

B.5 Academic Integrity and Intellectual Merit

Students will be required to follow the UDM policy on academic integrity as found in the Undergraduate Catalogue. The curriculum is designed so the program is to be accredited by the Council for Interior Design Accreditation (CIDA). The CIDA requires that student performance criteria are met at a proficient level.

B.6 Unique Characteristics

The Interior Architecture Program has been designed to distinguish itself from the local competition through its emphasis on adaptive reuse and historic preservation of existing buildings and its course work in the technical aspects of architecture. It is also unique because it is part of an architecture program. In Michigan, only the Interior Architecture program at Lawrence Technological University can make this claim.

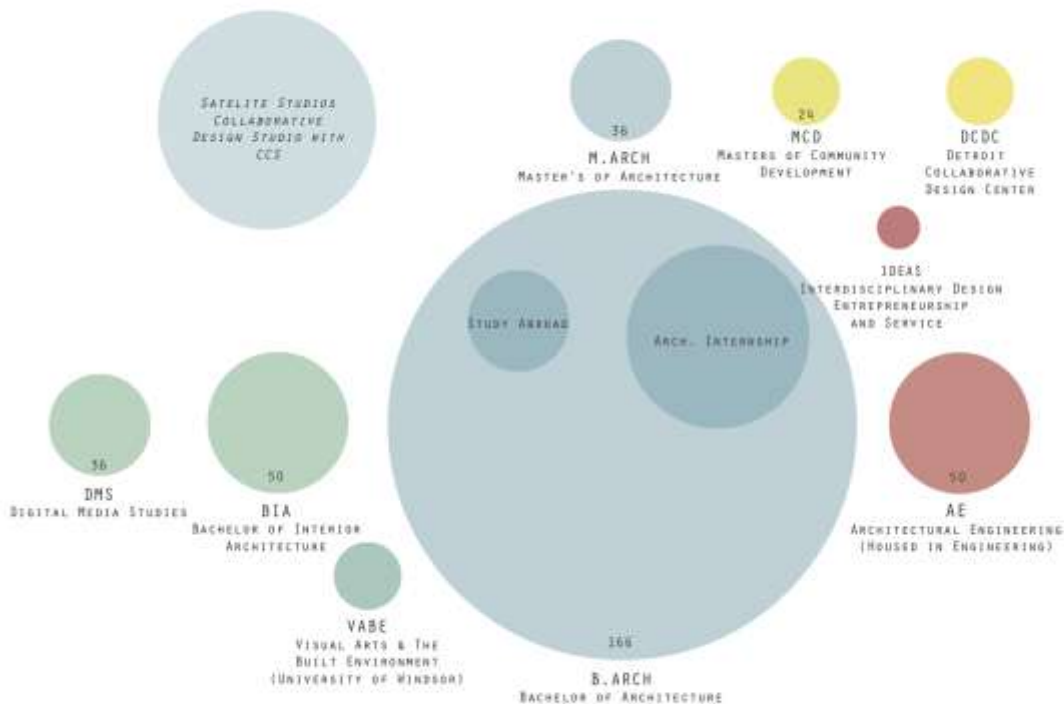
B.7 Effects on related departments or fields of concentration

The new Interior Architecture program will strengthen the already successful architecture program by broadening the exposure to different design disciplines in the field of architecture. From a professional perspective, interior architects and architects work closely together in the practice of design. Professionally they collaborate on projects and allow the expertise of each discipline to inform and shape the architecture. The Interior Architecture program would offer new courses to the architecture and digital media studies programs that would expose the students to the design of interior space. Specifically, the proposed lighting design course will be a requirement in the new Architectural

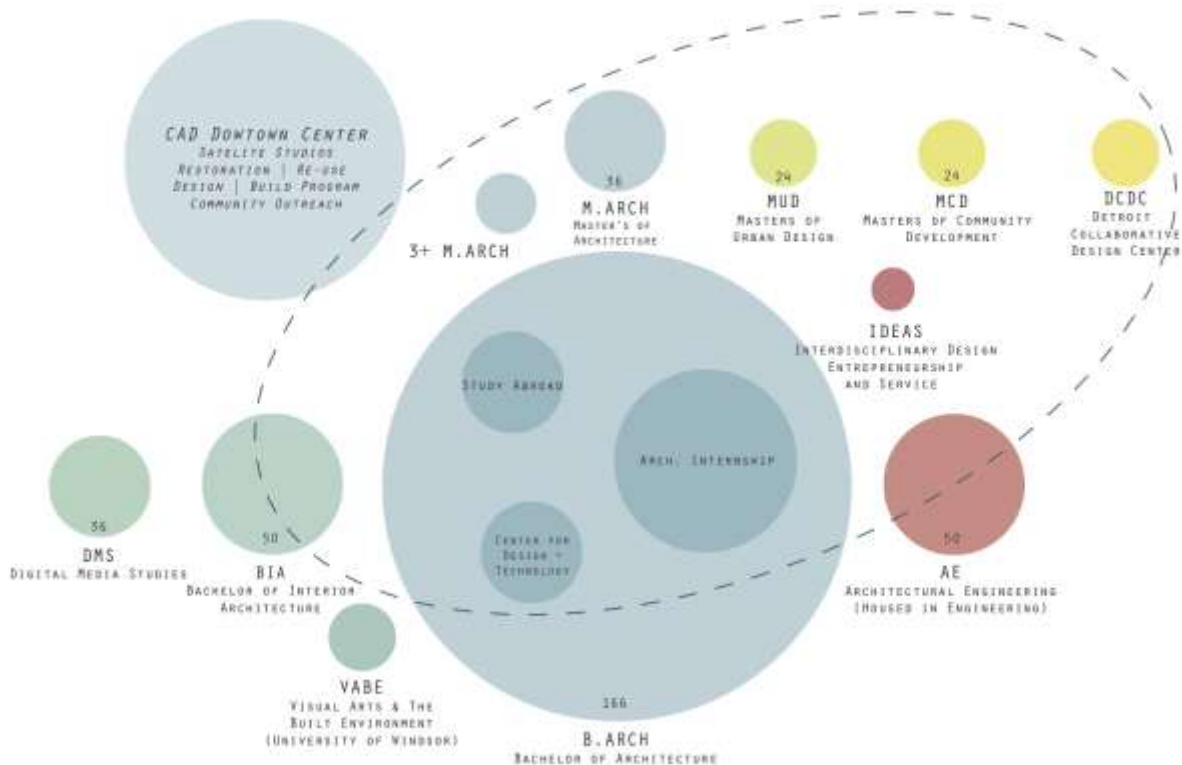
Engineering program housed in the College of Engineering and Science.

The diagram below describes both short term and long-term opportunities to expand programs using Architecture as the core; Interior Architecture, Digital Media Studies, Visual Arts and The Built Environment [University of Windsor], Architectural Engineering and the Master of Community Development. The Architecture curriculum and faculty will support all programs and facilitate strong relationships amongst each program through collaboration and a consistent foundation. The resources

COLLEGE OF ARCHITECTURE AND DESIGN
2012 PROGRAM DIAGRAM



supporting the programs consist of the Detroit Collaborative Design Center as well as Study Abroad programs that will allow the new programs to participate in International and Exchange Programs. The IDEAS program (CES) and the satellite studios offer a tangible Interdisciplinary approach toward that particular discipline. The Satellite studio additionally can act as an outreach/marketing tool for the University of Detroit Mercy | School of Architecture.



C. Mission

C.1 Alignment with the University Mission

Aligned with the University mission, the Interior Architecture program is interested in encouraging the spiritual, intellectual, and emotional growth of the students pursuing this degree. Practical ways to support this mission include collaboration with non-profit groups such as Habitat for Humanity, Architecture for Humanity, The Detroit Collaborative Design Center, Local Homeless Shelters, Emergency Relief systems and environments as well as collaborative studios with the College of Creative Studies, Interior Design, and Industrial Design programs. The post-industrial landscape is prime real estate for interior architecture students to engage with the reclamation and re-use of the numerous abandoned historical buildings, factories, as well as single-family neighborhoods that sit vacant. The mission of the program is inextricably tied with the practical knowledge learned and part of the solution regarding the re-programming of our post-industrial landscapes in the Great Lakes region and the quality of environments for all people.

C.2 Alignment with the School of Architecture Mission

The mission of the new Interior Architecture program (see E.1) is rooted in the existing mission of the School of Architecture. The new program offers opportunities for growth surrounding the Architecture program and the programs within Architecture. Interior Architecture has been a consistent interest of the existing students and interested candidates who inquire about attending the University of Detroit Mercy, School of Architecture. This allows for substantial growth and diversity amongst the students enrolled in the School of Architecture. This program has the ability to extend beyond the existing mission by its dedication and understanding of the quality and friendliness of interior spaces. The program is concerned with the democracy of shelter and believes that all human beings have the right to

shelter that is comfortable, safe, and optimistic. Additionally, this program intends to take full advantage of the current condition of our urban landscape within Detroit.

D. Market and Need

D.1 Market Study

A survey was conducted of high school juniors and seniors by A + K Research, a market research consultant. They concluded that enrolling a target of 25 students per year was unlikely and that up to 8 students was more likely. Although the results of this survey were discouraging, Michael Joseph, the UDM Executive Vice President felt that, through proper marketing, a cohort of 15 students (one studio) per year could be developed. Consequently, this business plan is based on an enrollment of approximately 15 students per year. These results do suggest that the initial budget must provide adequate resources for a significant marketing effort in order to successfully launch this new program. The market survey is attached in the appendix.

D.2 Competition

The only other accredited program in Interior Architecture in the State of Michigan is at Lawrence Technological University. There are accredited Interior Design programs at Eastern Michigan, the International Academy of Design and Technology (Troy, MI), Kendall College of Art and Design (Grand Rapids, MI) and Michigan State University. Wayne State University and the College for Creative Studies have non-accredited programs. There are also associate degree programs at several area community colleges.

The program proposed will be most like the program at Lawrence Technological University and they will be our primary competitors. Nation-wide there are an average of 134 students per program in Interior Design. Lawrence Technological University fits within this average.

D.2 Job Market

Aspiring interior designers and architects can take positions with design consulting offices, corporate design departments, and government design agencies, working on consumer and industrial products, building and equipment systems and public and corporate communication projects.

They can also find employment in interior design firms, architectural firms, furniture dealerships, and any commercial setting such as health care, retail, or institutional entities that may require in-house interior designers. Interior designers can also carry on their profession as freelancers. Freelance interior designers have more freedom in picking and choosing their projects and exercise greater control over their plans.

The job market for interior designers is very competitive, especially in the current economic slump. Prior to the current market slump there was demand for professional design of private homes, offices, restaurants, retail businesses, and retirement and nursing homes. However, with the increasing number of interior designers graduating, it is necessary to keep updated with the latest trends and innovations to maintain a competitive edge. Earnings for Interior designers can range from \$22,000 to \$80,000 a year. Some established designers working with big clients earn six figure salaries whereas some small-scale freelancers earn what might be considered a part-time salary.

Interior designers or architects tend to fare better in economic downturns because commercial clients as well as residential clients often refurbish the interiors of their existing buildings in lieu of building new. Given the adaptive reuse and preservation focus of the program this will make our graduates competitive.

D.4 Market Area

It is envisioned that the market area would include states east of the Mississippi and follow a similar pattern as the architecture program in attracting students from Ohio, Illinois, Pennsylvania, New Jersey and New York. The admissions office, however, has cut back on out-of-state marketing and this may affect the program's draw to out-of-state students.

D.5 Partnerships

The program will have a partnership with many professional and academic associations to ensure the success and relevance of the curriculum. The program will seek partnership with Habitat for Humanity and other service /community oriented programs to expand on the ethical aspect of design. It is our hope that our graduates will be prepared to become LEED [The Leadership in Energy and Environmental Design] Accredited Professionals upon graduation through the co-op program as well as the intensity of the curriculum in regards to courses relating to sustainable environments. Other partners that will engage the new program will consist of student groups such as ASID (American Society of Interior Designers) and IIDA (International Interior Design Association) student chapters as well as an advisory board consisting of alumni and industry leaders in both the disciplines of Interior Architecture and Architecture.

D.6 Uniqueness and Market Share

The curriculum is unique and focuses heavily on the initiatives surrounding the growing concern to design smart, sustainable, ecologically friendly spaces that respect the resources we utilize daily. Additionally, the program will encourage graduates to understand the ethical responsibility we have as designers to consider our environment and human experience when designing. The Interior Architecture program will initiate a relationship with the USGBC, The U.S. Green Building Council to link continuing education courses taken by practitioners with the School of Architecture curriculum. Our local chapter is committed to serving the regional academic institutions. We see opportunities to partner with LEED and USGBC to ensure our graduates are sensitive to issues of sustainability. This is one of the primary reasons for offering this program within the School of Architecture, which is one of the main attractors to future students and employers locally and nationally.

E. Objectives, Learning Outcomes and Assessment

E.1 Program Objectives

The program objectives are derived from the Mission and Vision:

Vision: The University of Detroit Mercy Interior Architecture program will be recognized as a premier private program distinguished by graduates who are

- leaders in building sustainable communities.

Mission: The University of Detroit Mercy Interior Architecture Program, as part of a Catholic university in the Jesuit and Mercy traditions, exists to provide an

- excellent, student-centered, accredited professional architectural education in an urban context.

A UDM Interior Architecture education seeks to develop interior architects who integrate

- sensitive design
- technical competence
- ethical and profession standards
- and are socially responsible world citizens
- who are of service to the community and the profession.

E.2 Learning Outcomes

The program will seek accreditation from CIDA. CIDA has defined Student Learning Expectations as follows. Courses that meet these objectives are noted in parenthesis.

1. Student work demonstrates understanding of the concepts, principles and theories of sustainability as they pertain to building methods, materials, systems and occupants. (IA 2050)
2. Students understand globalization and the implications of conducting the practice of design within a world market. (IA 5190)
3. Students understand how design needs may vary for different socio-economic populations. (IA 2200)
4. Students understand that social and cultural norms may vary from their own and are relevant to making appropriate design decisions. (IA 2200, IA 1390, IA 2190)
5. Student work demonstrates understanding and the ability to appropriately apply theories of human behavior. (PYC 265)
6. Student work demonstrates the ability to select, interpret and apply appropriate ergonomic and anthropometric data. (IA 1400, 2100, 2200)
7. Student work demonstrates an understanding and the ability to appropriately apply universal design concepts. (IA 3500, IA 1400, IA 2100, IA 2300)
8. Students are able to identify and define relevant aspects of a design problem (goals, objective, performance criteria). (IA 1400, 2100, 2200)
9. Students are able to gather appropriate and necessary information and research findings to design. (IA 4000, IA 4100)
10. Students are able to evaluate, select and apply information and research findings to design.
11. Students are able to synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements. (IA 4000, IA 4100)
12. Students are able to demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts. (IA 1400, 2100, 2200)
13. Students understand the contributions of interior design to contemporary society. (IA 2220)
14. Students understand various types of design practices. (IA 5190)
15. Students understand the elements of business practice (human development, financial management, strategic planning, and various forms of collaboration and integration of disciplines). (IA 5190)
16. Students understand the elements of project management, project communication and project delivery methods. (IA 5190)
17. Students understand professional ethics. (IA 1390, IA 2190)
18. Students understand the social, political, and physical influences affecting historical changes in design of the built environment. (ARCH 2120, IA 2220)
19. Students are able to identify movements and periods in interior design and furniture. (ARCH 2120,

IA 2220)

20. Students are able to identify stylistic movements in architecture. (IA 2120, IA 2220)
21. Students are able to use historical precedent to inform design solutions. (IA 1400, 2100, 2200)
22. Students effectively apply the elements, principles and theories of design to two-dimensional and three-dimensional design solutions. (ARCH 1100, ARCH 1200)
23. Students are able to analyze and discuss spatial definition and organization. (ARCH 1100, ARCH 1200)
24. Student work demonstrates understanding of color principles, theories and systems. (IA 2110)
25. Student work demonstrates understanding of the interaction of light and color and the impact they have on one another and interior environments. (IA 2110)
26. Students appropriately select and apply color with regard to its multiple purposes. (IA 1400, 2100, 2200)
27. Students apply color effectively in all aspects of visual communication (presentations, models, etc.) (IA 1400, 2100, 2200)
28. Students have awareness of a broad range of materials and products. (IA 1400, 2100, 2200)
29. Students have awareness of typical fabrication and installation methods, and maintenance requirements. (ARCH 2150, ARCH 2250, IA 5050)
30. Students select and apply appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost. (IA 1400, 2100, 2200, 4000, 4100)
31. Students are able to layout and specify furniture, fixtures and equipment. (IA 1400, 2100, 2200)
32. Students understand the principles of natural and electrical lighting design. (IA 3250)
33. Students competently select and apply luminaires and light sources. (IA 3250)
34. Students understand the principles of acoustical design.
35. Students understand appropriate strategies for acoustical control.
36. Students understand the principles of thermal design.
37. Students understand how thermal systems impact interior design solutions.
38. Students understand the principles of indoor air quality. (IA 2050)
39. Students understand how the selection and application of product and systems impact indoor air quality. (IA 2050)
40. Student work demonstrates understanding that design solutions affect and are impacted by structural systems and methods. (IA 2130, ARCH 2330, ARCH 2430)
41. Student work demonstrates understanding that design solutions affect and are impacted by non-structural systems including ceilings, flooring and interior walls. (IA 1400, 2100, 2200)
42. Student work demonstrates understanding that design solutions affect and are impacted by distribution systems including power, mechanical, HVAC, data/voice, telecommunications, and plumbing. (IA 1400, 2100, 2200)
43. Student work demonstrates understanding that design solutions affect and are impacted by energy, security and building control systems. (IA 1400, 2100, 2200)
44. Student work demonstrates understanding that design solutions affect and are impacted by the interface of furniture with distribution and construction systems. (IA 1400, 2100, 2200)
45. Student work demonstrates understanding that design solutions affect and are impacted by vertical circulation systems. (IA 1400, 2100, 2200)
46. Students are able to read and interpret construction drawings and documents. (IA 4050)
47. Students have awareness of sustainability guidelines. (IA 2050, IA 3500)
48. Students have awareness of industry-specific regulations. (IA 3500)
49. Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including compartmentalization: fire separation and smoke containment. (IA 3500)
50. Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including movement: access to means of egress including stairwells, corridors and exit

ways. (IA 3500)

51. Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including detection: active devices that alert occupants including sprinklers, standpipes, fire hose cabinets, extinguishers, etc. (IA 3500)

52. Students select and apply appropriate fire, state/provincial and local codes. (IA 1400, 2100, 2200)

53. Students select and apply appropriate standards. (IA 1400, 2100, 2200)

54. Student selects and applies appropriate accessibility guidelines. (IA 1400, 2100, 2200)

In addition to these learning outcomes, the UDM Interior Architecture program includes the following outcomes:

55. Students have the ability to work in collaborative teams. (IA 1400, 2100, 2200)

56. Students have an understanding of issues facing shrinking cities such as Detroit. (IA 1400, 2100, 2200)

57. Students have an opportunity to engage with non-profit community organizations. (IA 2200)

58. Students have an understanding of the *Secretary of Interior Standards for the Rehabilitation of Historic Properties*. (IA 2300)

59. Students understand and act on the mission of the program, the school and the university. (IA 1400, 2100, 2200, 4000, 4100)

E.3 Assessment

The following are the assessment processes proposed for the Interior Architecture Program. They mirror the assessment processes for the Architecture Program:

1. Accreditation self-assessment reports and team visits.
2. University of Detroit Mercy Programmatic Review process.
3. "Mock Team Room" assessment by full time and part time faculty and alumni of student work (high pass and low pass). Ability and Apply criteria are assessed based on studio projects. Projects, exams, papers and other products from lecture or seminar courses assess Understanding and awareness criteria. "Mock Team Rooms" occur each semester for designated parts of the curriculum.
4. Graduation survey and five-year survey of graduates.
5. Licensing exam pass rates.
6. Evaluations of co-op employers of student interns.

F. Students

F.1 Typical Student

The typical student will be a traditional full time student entering directly into the program from high school. 90% or more will fit this profile although there will be occasional transfer students,

F.2 Option for existing students

The program is not designed as an option for students in other University of Detroit Mercy programs. There may be an occasional transfer from within the university to this program and some percentage of architecture students will transfer after their second year into Interior Architecture and visa versa.

F.3 Student Description

As noted in F.1 above the typical student will be a traditional full time student entering directly from high school. Like architecture students they will need studio spaces with dedicated workstations. They will also need laptops and even more so than architecture students, these laptops will be Macs.

F.4 Diverse Student Body

Like architecture, this discipline is not well known among minority populations and the diversity of the student body will be limited by this lack of knowledge. Traditionally interiors programs attract many more women than men and this trend is likely to continue especially since architecture in general is attracting more and more women.

F.5 Existing Program

This degree proposal is a totally new program and should not be seen as an expansion of an existing program. It does provide an option for architecture students to change their majors.

G. Faculty

G.1 Faculty Involvement

Two existing full time faculty have specific credentials to teach Interior Architecture: Associate Professor Amy Deines and Assistant Professor Claudia Bernasconi. It is anticipated that expert adjunct faculty will be used for some of the specialized coursework such as Lighting Design. Additionally, the first two years of the curriculum is generally the same as the architecture program and all architecture faculty are qualified to teach in these first two years.

G.2 Faculty Needs

It is anticipated that a new Full Time Faculty dedicated only to the Interior Architecture program would be needed by the third year of the program. Additionally a second full time faculty would be needed by the 5th year of the program. The program needs to maintain a minimum of two accredited CIDA full time faculty to maintain the program accreditation. Professor Deines is currently seeking that accreditation. A second accredited faculty will ultimately be required.

Additional specialized adjunct faculty will be required after the first year of study to teach courses.

G.3 Diverse Faculty

The program will attract to the SOA a more diverse faculty. In particular, the Interior Architecture profession, in relationship to Architecture, attracts more women than men.

G.4 Areas of Specialization

Interior design, color, lighting, millwork, interior materials, sustainability, and space planning are all areas requiring specialization. Adjunct faculty will be required to teach in some of these areas.

H. Administration and Support

H.1 Administration

In general, the existing administration and support staff at the School of Architecture will service the program with the exception that a Director of Interior Architecture will be appointed from the full time faculty. This is based on the assumption that the program will attract 15 new students per year.

H.2 Support

Obviously, if the program is very successful and additional students are added, the staffing needs of the School will need to be revisited. By year 3 the program could have 50 students in the program. At that point we would need a new administrative support person. Additionally, other considerations would be the VABE (University of Windsor) program and the Architectural Engineering program that could also have substantial enrollment. Between the three new programs additional administration could be a necessity.

The Interior Architecture program will utilize the existing computer labs in the School of Architecture including the MAC, but some additional software specific to interior design and rendering will need to be purchased. The school will continue to have to raise funds to create powerful workstations that are beyond what the IT refresh program provides. The current IT staff will support the program.

H.3 Academic Support

Since academic requirements for entrance into the program will be the same as for the architecture program, Interior Architecture students will require UAS, and other support services of the University at the same level as architecture students. Co-op has already been moved into the SOA and will be expanded to include Interior Architecture.

I. Library Resources

I.1 Library

In consultation with the library, we currently have a limited number of books that specifically relate to interior design or interior architecture. However, we have over 90 full text journals in the library database. To begin the process of building an appropriate collection and to meet accreditation standards we have budgeted \$10,000 the first year and \$4,000/year after that. The library report is included in the appendix.

I.2 Materials Library

Interior Architecture programs require a materials library. A new materials and technology library (under construction by students) will be shared amongst all disciplines within the School of Architecture. This resource will be equipped with two workstations that allow students to access the latest materials digitally. In addition, the library will house the latest and most progressive materials, finishes, samples and technology surrounding architectural design and interior design. The library will need full-time work-study students to maintain and update the resource.

J. Facilities

J.1 Existing Facilities

The Interior Architecture program would require additional studio space in the School of Architecture. To accommodate the program, the Architecture program will be expanded into the summer in order to free up studio space in the fall. The process of moving a portion of the architecture program to the summer is currently under study. There will be some cost with this change including the increased cost of summer adjuncts and the offering of a second section of some courses in the summer. Additionally,

to supplement studio space it is desired to rent space. The Russell Industrial warehouse has affordable leasable space and a tenant mix that includes designers and art galleries that could have a symbiotic relationship to the Interior Architecture program. Renting in this complex would give the program a presence in the city.

Additionally there may be an opportunity to rent space at the newly renovated Taubman School affiliated with CCS and the Henry Ford Academy, School of Creative Studies. This new relationship could spawn collaborative studios and the ability to engage Detroit high school students [DACAP].

J.2 Registrar

The Registrar has no concerns over classroom space outside the School of Architecture (Diane Praet email dated July 22, 2009).

J.3 Support Facilities

The School of Architecture has a shortage of faculty office space. A plan for providing new faculty offices as well as office for Directors and Chairs has been developed and fund raising is ongoing to complete this work. The cost of this work has been estimated at approximately \$400,000. The school is incapable of providing office space for any new faculty. We don't have office of two faculty currently (fortunately they have work stations in the Design Center) and likewise our existing office space has been deemed inadequate by our accreditation board.

K. External Support

K.1 Accreditation

The School of Architecture would seek accreditation for the Interior Architecture Program from the Council for Interior Design Accreditation, the only accrediting body for interior design programs in the United States and Canada. It is highly recommended that this accreditation be attained for the program to be successful and marketable.

K.2 External Consultant

An external consultant has not reviewed the proposed program. The Board of Advisors has reviewed it for the School of Architecture, which includes principals of firms that employ interior designers. The Board comments were taken into consideration in regards to the curriculum and the Board supports the program.

K.3 External Funding

As of this date, external funding has not been sought nor received for the program. The entrepreneurial fund of the University paid for the market study. The potential of outside funding will be explored through the normal development process of the School.

K.4 Reallocation of Resources

Support staff time will be reallocated from the existing School of Architecture to support this new program. At the level of 15 students a year, it is anticipated that this will not overburden the staff until the program grows.

L. Operating Revenue and Costs

L.1 Five Year Financial Projection

A five-year projection of revenue and expenses for the program is attached. It is based on an assumption of 15 new students per year with an 80% retention rate. As can be seen, the program would show a net profit of from \$25,000-320,000 after University financial aid and University overhead.

The projection does not include external support. Capital costs are not included. The School of Architecture needs approximately \$400,000 in capital cost renovation to accommodate new faculty offices and expand studio space. This work would be required whether or not the Interior Architecture program is initiated. The School of Architecture also needs about \$500,000 in new student work-station furniture of which Interior Architecture students would be a part. This is needed regardless of the IA program.

M. Approval Process

M.1 Committees or Bodies

The program requires the following approvals from University committees given in sequence:

- a. School of Architecture Faculty Council (Approved in May, 2010)
- b. Undergraduate Program Review Committee
- c. McNichols Faculty Assembly
- d. Academic Leadership Team
- e. President's Council
- f. Board of Trustees

M.2 University Support

Support letters are being sought from within the University and will be provided.

M.3 External Support

Support letters are being sought externally and are included in the appendix.

N. Appendices

1. Appendix A: Five Year Projection of Revenue and Expenses
2. Appendix B: Market Study (Separate Attachment)
3. Appendix C: Support Letters (Separate Attachment)
4. Appendix D: Board of Advisors

Appendix I: Five Year Projection of Revenue and Expenses

**Bachelor of Interior
Architecture Program**
6 Year Preliminary Budget
Estimate
7-Sep-10

**Revenue/Expense Projection (in 2010
dollars)**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Revenue						
Number of FT Students (32 cr. hrs.) ₁		12	24	36	46	48
Number of PT Students		0	0	0	0	0
Total Credit Hours		384	768	1152	1472	1536
Tuition at \$30,270 Flat Rate		\$363,240	\$726,480	\$1,089,720	\$1,392,420	\$1,452,960
Grants		\$0	\$0	\$0	\$0	\$0
IA Revenue		\$363,240	\$726,480	\$1,089,720	\$1,392,420	\$1,452,960
Less University Financial Aid (@50%)		\$181,620	\$363,240	\$544,860	\$696,210	\$726,480
Net IA Revenue		\$181,620	\$363,240	\$544,860	\$696,210	\$726,480
Expenses						
Admin. Salaries:						
6120 Program Director		\$9,000	\$9,000	\$10,000	\$10,000	\$12,000
Faculty + Course Development Stipends						
6130 New Full Time* Studio		\$0	\$68,000	\$68,000	\$68,000	\$140,000
6133 Courses		\$12,000	\$24,000	\$24,000	\$36,000	\$24,000
6133 Vis Com Courses		\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
6133 Lecture Courses		\$6,000	\$24,000	\$24,000	\$24,000	\$24,000
6133 Electives		\$0	\$3,000	\$3,000	\$6,000	\$6,000
Administration:						
6145 Secretarial		\$3,000	\$3,000	\$6,000	\$6,000	\$6,000
6119 Non-work Study		\$3,000	\$5,000	\$5,000	\$5,000	\$5,000
Sub-Total Personnel Costs		\$39,000	\$142,000	\$146,000	\$161,000	\$223,000
Office and Printing Expenses		\$2,000	\$3,000	\$5,000	\$5,000	\$5,000
7120 Dues and Memberships		\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
7140 Postage		\$1,000	\$2,000	\$3,000	\$3,000	\$3,000
7230 Conferences/Seminar Fees		\$2,000	\$2,500	\$3,000	\$3,000	\$3,000
7210 Non-UDMPU Travel		\$2,000	\$3,000	\$4,000	\$4,000	\$4,000
7220 Lodging and Meals		\$2,000	\$3,000	\$5,000	\$5,000	\$5,000
Accreditation visit					\$16,000	
7223 Receptions		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000

7310	Advertising & Marketing**	\$60,000	\$30,000	\$10,000	\$5,000	\$5,000	\$2,000
7370	License Fee	\$5,000	\$0	\$5,000	\$5,000	\$5,000	\$5,000
7371	Honorariums		\$2,500	\$3,500	\$5,000	\$5,000	\$5,000
6410	Fringe Benefits (29% of wages)		\$6,960	\$12,180	\$13,340	\$13,340	\$13,920
	Library Resources	\$10,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
7831	Office/Studio Equipment		\$16,000	\$2,500	\$4,500	\$2,500	\$4,500
	Midtown Outreach Studio Rental***		\$20,000	\$20,000	\$20,000	\$40,000	\$40,000
	Sub-Total Non-Personnel Costs		\$97,460	\$79,680	\$85,840	\$119,840	\$103,420
	University Overhead (50% of Personnel)		\$19,500	\$71,000	\$73,000	\$80,500	\$111,500
	Total IA Expenses	\$75,000	\$155,960	\$292,680	\$304,840	\$361,340	\$437,920
	<u>Net Excess After University Overhead</u>	\$75,000	\$25,660	\$70,560	\$240,020	\$334,870	\$288,560

* The viability of the program is dependent upon adding one tenure track faculty in year 2 (search in 2011/12) and a second one in year 5 (search in 2014/15)

** To successfully launch the program an investment of at least \$ 90k in marketing in the first two years (beginning in the spring of 2011) will be necessary.

*** If architecture enrollment is down again in 2011, it is possible that the establishment of the midtown studio could be delayed by a year.

Appendix D: Board of Advisors

The following individual have agreed to be on the Board of Advisors:

Amy Green Deines, Assoc. AIA, IIDA, Director, Interior Architecture Program, Detroit
 Stephen Vogel, FAIA, Dean
 William Massie, Head of Architecture, Cranbrook, Bloomfield Hills, MI
 Matt Rossetti, President, Rossetti Associates, Southfield, MI
 Karen Swanson, AIA, Birmingham, MI
 Alberto Francini, President, Metrogramma, Milan, Italy
 Evan Webber, Vice President of Design, HOK, Toronto, Canada

Addendum I: Revised Budget

University of Detroit Mercy
Bachelor of Interior Architecture Program
 7 Year Preliminary Budget Estimate
 1-May-11

Revenue/Expense Projection (in 2010 dollars)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Revenue							
Number of FT Students (32 cr. hrs.) ₁		12	24	36	44	48	50
Number of PT Students		0	0	0	0	0	0
Total Credit Hours		384	768	1152	1408	1536	1600
Tuition at \$30,270 Flat Rate		\$363,2	\$726,4	\$1,089,7	\$1,331,8	\$1,452,9	\$1,513,5
		40	80	20	80	60	00
Grants		\$0	\$0	\$0	\$0	\$0	\$0
IA Revenue		\$363,2	\$726,4	\$1,089,7	\$1,331,8	\$1,452,9	\$1,513,5
		40	80	20	80	60	00
Less University Financial Aid (@50%)		\$181,6	\$363,2	\$544,86	\$665,94	\$726,48	\$756,75
		20	40	0	0	0	0
Net IA Revenue		\$181,6	\$363,2	\$544,86	\$665,94	\$726,48	\$756,75
		20	40	0	0	0	0
Expenses							
61 Admin. Salaries: Program Director	\$6,000	\$9,000	\$9,000	\$10,000	\$10,000	\$12,000	\$12,000
20							
61 Faculty + Course Development Stipends							
30 New Full Time*		\$0	\$68,00	\$68,000	\$140,00	\$140,00	\$140,00
			0	0	0	0	0
61 Studio Courses	\$1,000	\$12,00	\$24,00	\$24,000	\$36,000	\$24,000	\$24,000
33		0	0				
61 Vis Com Courses		\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
33							
61 Lecture Courses	\$6,000	\$6,000	\$24,00	\$24,000	\$24,000	\$24,000	\$24,000
33			0				
61 Electives		\$0	\$3,000	\$3,000	\$6,000	\$6,000	\$6,000
33							
61 Administration: Secretarial		\$3,000	\$3,000	\$6,000	\$6,000	\$6,000	\$6,000
45							
61 Non-work Study		\$3,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
19							
Sub-Total Personnel Costs		\$39,00	\$142,0	\$146,0	\$233,0	\$223,0	\$223,0
		0	00	0	0	0	0
71 Office and Printing Expenses		\$2,000	\$3,000	\$5,000	\$5,000	\$5,000	\$5,000
00							
71 Dues and Memberships		\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
20							
71 Postage		\$1,000	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000
40							
72 Conferences/Seminar Fees		\$2,000	\$2,500	\$3,000	\$3,000	\$3,000	\$3,000
30							
72 Non-UDMPU Travel		\$5,000	\$4,000	\$7,000	\$6,000	\$6,000	\$6,000
10							
72 Lodging and Meals	\$2,500	\$2,500	\$3,000	\$4,000	\$6,000	\$6,000	\$6,000
20							
Accreditation visit					\$16,000		
72 Receptions		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
23							
73 Advertising & Marketing**	\$65,00	\$35,00	\$10,00	\$5,000	\$5,000	\$2,000	\$2,000

10		0	0	0				
73	License Fee		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
70								
73	Honorariums		\$2,500	\$3,500	\$5,000	\$5,000	\$5,000	\$5,000
71								
64	Fringe Benefits (29% of wages)	\$1,100	\$6,960	\$12,180	\$13,340	\$13,340	\$13,920	\$13,920
10				0				
	<i>Library Resources</i>	\$10,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
		0						
78	Office/Studio Equipment		\$16,000	\$2,500	\$4,500	\$4,500	\$2,500	\$2,500
31			0					
	Midtown Outreach Studio Rental		\$0	\$20,000	\$20,000	\$40,000	\$40,000	\$40,000
				0				
	Sub-Total Non-Personnel Costs		\$90,960	\$80,680	\$87,840	\$124,840	\$104,420	\$104,420
			0	0		0	0	0
	University Overhead (50% of Personnel)		\$19,500	\$71,000	\$73,000	\$116,500	\$111,500	\$111,500
			0	0		0	0	0
	Total IA Expenses		\$16,600	\$114,460	\$293,680	\$306,840	\$474,340	\$438,920
	Architecture	\$16,600	\$114,460	\$293,680	\$306,840	\$474,340	\$438,920	\$438,920
	Other	\$75,000						
		0						
	<u>Net Excess After University Overhead</u>		\$67,160	\$69,560	\$238,020	\$191,600	\$287,560	\$317,830
			0	0	0	0	0	0

By year 6 the program should stabilize with a profit of approximately \$ 6,400 per student per year.

* The viability of the program is dependent upon adding one tenure track faculty in year 2 (search in 2012/13) and a second one in year 4 (search in 2014/15)

** To successfully launch the program an investment of at least \$ 100k in marketing in the first two years (beginning in the fall of 2011) is necessary.