Program in Interior Design
School of Architecture
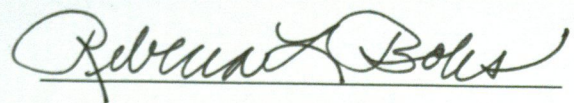The University of Texas at Arlington

Program Analysis Report 2008

2008/2009

The University of Texas at Arlington
School of Architecture
Interior Design Program

Bachelor of Science in Interior Design
131 Credit Hours

Submitted by

Rebecca L. Boles

Rebecca L. Boles, AIA
Director, Program in Interior Design
Assistant Professor

1 August 2008

Section 1:

Institutional and Program Data

Program Administration

University
James D. Spaniolo
President
jds@uta.edu
T.817.272.2101

Dr. Donald R. Bobbitt
Provost and Vice President for Academic Affairs
dbobbitt@uta.edu
T.817.272.2103

Address for President and Provost
701 S. Nedderman Drive
The University of Texas at Arlington
Arlington, TX 76019

School of Architecture
Donald F. Gatzke, AIA
Dean
gatzke@uta.edu
817.272.2801

Program in Interior Design
Rebecca L. Boles
Director
rboles@uta.edu
817.272.5078

Address for School and Program
School of Architecture
601 W.Nedderman, Suite 203
The University of Texas at Arlington
Arlington, Texas 76019

PRESIDENT

PROVOST & VICE PRESIDENT OF PUBLIC AFFAIRS

- DEAN – LIBRARY
- DEAN – GRADUATE STUDIES AND VICE PROVOST
- DEAN – HONORS COLLEGE
- DEAN – SCHOOL OF URBAN & PUBLIC AFFAIRS
- DEAN – SCHOOL OF SOCIAL WORK
- DEAN – SCHOOL OF NURSING
- DEAN – SCHOOL OF ARCHITECTURE
- DEAN – COLLEGE OF SCIENCE
- DEAN – COLLEGE OF LIBERAL ARTS
- DEAN – COLLEGE OF EDUCATION & ASSOC. VP K-16 EDUCATION
- DEAN – COLLEGE OF ENGINEERING
- DEAN – COLLEGE OF BUSINESS ADMINISTRATION

- DIRECTOR PROGRAM IN LANDSCAPE ARCHITECTURE
- DIRECTOR PROGRAM IN INTERIOR DESIGN
- DIRECTOR PROGRAM IN ARCHITECTURE

Institutional and Program Data Form

Type of institution (Check one)	☑ Public ☐ Private, non-profit ☐ Private, for-profit
Size of population where the institution is located (Check one)	☑ Population of 250,000 or more persons (369,150) ☐ Population of 50-250,000 persons ☐ Population under 50,000

Total enrollment for the institution on the campus where the program is located

24,888

Academic year of this report

2007-2008

Current Council for Interior Design Accreditation status (Check one)	☑ Accredited ☐ Not accredited ☐ On probation
Check all institutional accreditation(s)	☐ Accrediting Commission of Career Schools and Colleges of Technology ☐ Accrediting Council for Independent Colleges and Schools ☐ Distance Education and Training Council ☐ Middle States Association of Colleges and Schools ☐ North Central Association of Colleges and Schools ☐ New England Association of Schools and Colleges ☑ Southern Association of Colleges and Schools ☐ Western Association of Schools and Colleges ☐ National Association of Schools of Art and Design ☐ Provincial Ministry of Education ☐ Other (specify)
Check other specialized accreditations or endorsements for the interior design program and/or unit	☑ National Association of Schools of Art and Design ☐ National Kitchen and Bath Association ☐ American Association of Family and Consumer Sciences, Council for Accreditation ☐ National Architectural Accrediting Board ☐ Other (specify)
Carnegie Research classification (Categorized as RU/H: Research university with high research)	☐ Doctoral/Research Universities - Extensive ☑ Doctoral/Research Universities - Intensive ☐ Master's Colleges and Universities I ☐ Master's Colleges and Universities II ☐ Baccalaureate Colleges - Liberal Arts ☐ Baccalaureate Colleges - General ☐ Baccalaureate/Associates Colleges ☐ Associates Colleges ☐ Not applicable
Primary institutional mission (Check one)	☑ Teaching ☐ Service ☐ Research

The University of Texas at Arlington

Institutional and Program Data Form

Total liberal arts and sciences/general studies hours required to complete the program. (Indicate in the units used by institution)

__44__ Semester hours

_____ Quarter hours

_____ Trimester hours

Of the total number of credit hours required for graduation, how many are elective credits in the program. (Indicate in the units used by institution)

__18__ Semester hours

_____ Quarter hours

_____ Trimester hours

How often do practicing professionals (including jurors, project critics, guest lecturers, and mentors) participate in the program?

☐ 1-3 times per semester/quarter
☐ 4-6 times per semester/quarter
☐ 7-9 times per semester/quarter
☒ more than 10 times per semester/quarter

Rate whether the number of practicing professionals who participate in the program is adequate (check one)

Inadequate

1	2	3	4	5
☐	☐	☐	☒	☐

Adequate

Is work experience (internship, co-op) required?
If yes, indicate the minimum number of clock hours needed to fulfill this requirement.

☐ Yes ☒ No

_____

If work experience (internship, co-op) is elective, what percentage of students complete this?

_____25_____ %

Are students required to take business courses from units outside the program?
If yes, indicate the number of credit hours needed to fulfill this requirement.

☐ Yes ☒ No

_____

Does the curriculum include a service learning or community service requirement?
If yes, indicate the required clock hours or measure of participation.

☐ Yes ☒ No

_____

Is any of the curriculum provided through distance learning?
If yes, list the courses and indicate whether required (R) or elective (E). Indicate with an * the courses that are also offered on site.

☐ Yes ☒ No

_____

If there is a maximum number of credit hours that may be taken by distance education, indicate the amount.

_____ Semester hours

_____ Quarter hours

_____ Trimester hours

The University of Texas at Arlington

Applicants must use this form or duplicate format

Institutional and Program Data Form

What percentage of students transfer from
other institutions into your program? _____13.6_____%

Do you have any formal articulation
agreements in place with those institutions? ☐ Yes ☒ No

Number of students who are enrolled in the interior design program:

	Full Time	Part Time	
Year 1	19	6	(BS Intended)
Year 2	24	14	(BS Intended)
Year 3	16	3	(Plus 23 full time and 27 part time, BS Intended)
Year 4	64	17	(Plus 17 full time and 22 part time, BS Intended)
Year 5	n/a	n/a	

Estimate the percentage of students enrolled (include all students for all years) in the interior design curriculum who fall into the following categories (each section should equal 100%):

Residents of the state	94	%
Non-residents (within the US)	2.5	%
Nonresident alien (international students)	3.5	%
Total	**100%**	

Male	4	%
Female	96	%
Total	**100%**	

Black, non-Hispanic	5	%
American Indian or Alaskan Native	0	%
Asian or Pacific Islander	13	%
Hispanic	27	%
White, non-Hispanic	55	%
Total	**100%**	

The University of Texas at Arlington

Applicants must use this form or duplicate format

Institutional and Program Data Form

Traditional age students	90 %	
Returning adult students	10 %	
Total	**100%**	
Students with previous baccalaureate degrees	6-8 %	
Students with previous associate degrees	n/a %	
	Not available	

How many students completed the program and graduated during each of the past three academic years?

20	Year 1 (last year)
20	Year 2
22	Year 3

How many graduates from the past year are employed as interior designers? If known, indicate in the specializations listed.

2	Health care
	Hospitality
1	Retail
6	Corporate
2	Residential
2	Education (Out of 18 total respondents)

How many students who completed the program during the past academic year are continuing their education in a graduate program?

	Interior design
1	Architecture
	Business
2	Other (1) Landscape Architecture, (1) Product Design

What is the average student to faculty ratio in interior design studios?

      15   :   1
    Students   Faculty

Total full-time faculty members for the interior design program

3 for junior/senior Interior Design courses
9 for freshman/sophomore core courses

Total adjunct, part-time, and support faculty members or instructional personnel for program
(If there is change from year to year, provide an average of the past three years and indicate that the total is an average.)

7 average

The University of Texas at Arlington

Institutional and Program Data Form

Salary **range** for full-time faculty in the
program (annual salary) $ 53000_____ to $65436_____

Full-time faculty members

Name and Academic Rank	Highest Degree MA, MS, Ph.D.	Discipline of degree	Passed NCIDQ	Full-time practitioner and/or faculty experience (specify number of years for each)		Professional Society Memberships (list all)
				FT Practice	FT Faculty	
Rebecca Boles	M ARCH	Arch.	yes		10	AIA, IIDA
Susan Appleton	M ARCH	Arch.	yes		3	AIA, IIDEC, IESNA
Marian Millican	MA	Interior Design	yes		15	IIDA, IIDEC

Does the state or province in which the
program is located regulate the interior
design profession and/or require licensing
of interior designers?

☑ Yes   ☐ No

The University of Texas at Arlington

Applicants must use this form or duplicate format

Section 2:

Introduction

Section 2: Introduction

The University of Texas at Arlington, with a student enrollment of approximately 25,000 students, is the third largest university within the University of Texas system. James Spaniolo, President of UT Arlington, has presided over a redefinition of the University since his arrival in 2004. An evaluation of the mission and planning priorities of the University and a new branding initiative for the University is redefining UT Arlington as a university of "first choice" within the state.

*The **mission statement** of the university is as follows:*
The University of Texas at Arlington is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs. The diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect.

The Program of Interior Design at the University of Texas at Arlington resides in the School of Architecture, one of nine academic units (Colleges or Schools) on the UT Arlington campus. The School of Architecture maintains three accredited professional degree programs: Architecture, Interior Design, and Landscape Architecture.

*The **mission statement** of the School of Architecture is as follows:*
The mission of the School of Architecture is to provide students with a rich learning experience and the opportunity to pursue an accredited professional degree in Architecture, Landscape Architecture, and Interior Design. We are here to provide an academic climate that fosters and rewards faculty accomplishment in teaching, research, and design and to be an active partner in the community.

*The **philosophy** of the Interior Design Program is based on three beliefs:*

One, Interior Design is most appropriately learned within an architectural context. A design vocabulary, strong 3-D visualization, and knowledge of building materials and processes are important skills for the interior design student. Communalities in the interior design and architectural education will ultimately raise the level of communication and accomplishment for these students as they progress to professional practice. The practice of interior design is strengthened when fewer educational barriers exist within the design professions.

Secondly, Interior Design is practiced as a collaborative process and should be taught as a collaborative experience. Great interior spaces are produced when knowledge between all disciplines is shared. The importance of collaboration is also experienced in the design sequence through team projects, both within a single studio and between separate interior design studios. Interdisciplinary (interior design & architecture) studios have also been proposed.

Lastly, Interior Design should be recognized as a distinct discipline that requires specialized and expanding knowledge.

The role of the interior designer is ever expanding. Designers are responsible for the health, safety, and welfare of those that use their buildings, and must be knowledgeable about changes to codes and laws affecting handicapped accessibility. The explosion of new green and sustainable products is expanding the responsibility of the interior designer for selection and application of products that will lead to reduced carbon emissions.

*The **mission** of the Interior Design Program is twofold:*

The mission of the Program is to support the highest student achievement in all aspects of the interior design profession.   Part of this mission is to continue to raise our profile among the nationally ranked interior design programs by promoting design excellence. It is also our mission to prepare students for achievement in non-design roles as well, including sales, project management, and technical consultancies, student design awards and scholarship awards. Our students are known for their design strength and have won in national design competitions and scholarship portfolio reviews. This recognition brings added value to a degree in interior design from UT Arlington.

The mission of the Program is to place the student at the center of an active learning experience. The educational opportunities for the students are as varied as their interests. They include the opportunity to work with real life clients while in school either in the design studio and/or through the senior internship class. The students in this program are not just passive recipients, they are asked to present and critique their work and emphasis is placed on improving verbal and visual communication. Detailing and Furniture Design require that the students fabricate their own designs which may involve extensive hands-on fabrication, from traditional wood working to the use of the laser cutter. In all these examples, the student provides the impetus for learning and the Program gains by having a student engaged in their own education.

Significant Institutional Characteristics

As previously discussed, UT Arlington benefits from it's location in North Texas. It is the aim of the Interior Design Program to open the widest opportunities available to our students both within our campus and regionally in the Dallas/Fort Worth metroplex.

The Program of Interior Design is located in the center of the Dallas/ Fort Worth metroplex. This area has a current population of 6.5 million, with growth projections of 9.1 million by 2030, with approximately 5.4 million jobs. Currently, this area has a low cost of living compared to other national business communities and is increasingly attracting corporate relocation to North Texas. As a result, UT Arlington students benefit from an active design community which provides services to this healthy business environment.

There is a plethora of design firms providing interior design services in Dallas/Fort Worth, and many of our students are employed in these firms. Also, proximity of the Dallas Design District allows immediate access to the furniture, fabric, and goods necessary for creative design work and offers another viable career path for students targeting work in sales. The students also benefit by close proximity to a variety of specialty fabricators, including millworkers and metal workers.

Significant Program Characteristics

The Program in Interior Design is within the School of Architecture at UT Arlington. The first two years of the interior design curriculum are core courses required for all architecture and interior design students. This gives our students a foundation in critical, conceptual and spatial thinking which forms the basis upon which all subsequent design education is built. Students completing our program are prepared to make substantive contributions within the professional community.

Program History

The Interior Design Program at the University of Arlington was first established in the Department of Art in the 1960's and initially offered a two year Associate of Arts Certificate. From 1968 to 1972, a four-year Bachelor of Fine Arts degree was awarded by the Department of Art. The program transitioned from the Department of Art to the Department of Architecture in 1972, although senior interior design courses continued to be offered by the Department of Art through 1973-1974.

In 1974, The School of Architecture (and Environmental Design) established four programs: landscape architecture, city and regional planning, interior design, and architecture. The first program director was established in the fall of 1974 and all interior design classes were offered exclusively through the School of Architecture. The first graduating class of interior design students from the School of Architecture followed in 1976.

Although the structure of the Program in Interior Design within the School of Architecture has remained constant for thirty-four years, we continue to make incremental changes. University mandated curricular changes will commence in the fall of 2008 and will be discussed in the Program Standard: Curriculum Structure, to follow. We continue to strengthen the interior design program according to our previous accreditation reviews. One example of our direct response to the 2002 visiting team comments is our revised lighting class (INTD 3323) and the establishment of a lighting lab which allows student's hands-on exposure to lighting fixtures and lamp types. Further study in lighting design has also been offered in INTD 4395, Special Topics in Interior Design examining LED technology and fixture design.

Eligibility The University of Texas at Arlington successfully completed the reaffirmation process for the Southern Association of Colleges and Schools (SACS) during the 2006-2007 academic year.

The course sequence in the Program in Interior Design at UT Arlington culminates in a Bachelor of Science in Interior Design. The required course sequence results in a total of 131 credit hours with 44 credit hours in the liberal arts and sciences and 87 credit hours in architecture and interior design.

The Program in Interior Design received a six year accreditation following the last on-site review in 2002, and has submitted for accreditation by CIDA or FIDER since 1972.
The National Schools of Art and Design reviewed the Interior Design Program for the first time in the spring semester 2008 which led to its recommendation of accreditation for UT Arlington Department of Art and the Program in Interior Design.

Section 3:

**Overview of the Program's
Self-study Process**

Section 3: Overview of the Program's Self-Study Process

Review at the program level has occurred in several ways:

Program review has been conducted informally through frequent discussions involving all interior design faculty. A regular schedule of coordination meetings has been established for the fall of 2008.

The Interior Design Advisory Council has been invited each semester to review our course offerings and completed projects. A new roster of members joined the Council in October 2006, and we have continued with the same membership to the present.

An employer survey has been initiated to track the performance of our students and the preparation they have received in this program. We have plans to distribute an alumni survey, but it has not yet been implemented. An employer survey is also part of the internship class evaluation.

Institutional Review

The Unit Effectiveness Process (UEP) is the administrative method by which assessment data is transmitted to UT Arlington's Institutional Research, Planning & Effectiveness office. Our academic unit is required to report on their assessment outcomes through the School of Architecture. The report is structured to outline student competencies, student learning outcomes, action steps to achieve the intended outcome, and assessment methodology for each degree program.

Alignment of the UEP with the program's philosophy, mission, and goals would yield greater targeted results.

Strategies, Events, Episodes + Devices (SEED) is a collaboration between the programs of art, art history, and the School of Architecture at UT Arlington. It offers a free two-week summer workshop to gifted high school students in the area and UT Arlington Interior Design faculty have participated since 2006. Preparation for this class required an extensive discussion of teaching techniques across our related areas of study. Introducing the basics requires a clarity of instruction that is difficult to achieve, and faculty participants have found this collaboration invaluable. The Program in Interior Design is beginning to reap the benefits of our participation, with our first SEED student entering our program this fall. Efforts to improve our teaching strategies have now become a recruiting tool.

Future Improvements

More student participation in project reviews is desired. In addition, student assessment of program successes and weaknesses is proposed to be implemented on a monthly basis.

Section 4:

**Analysis of the Program's
Success in Meeting its *Goals***

Section 4: Analysis of the Program's Success in Meeting its Goals

1. Educational Goals: Our program goals reinforce our two educational missions of design excellence and active learning.

Program Goals related to design excellence

- *To strengthen the core curriculum in architectural design as the basis on which to build interior design education.*
- *To foster conceptual design thinking along with functional design parameters (building codes, sustainability systems, accessibility law, programmatic requirements).*

Program Goals related to active learning

- To provide opportunities for student role-playing, simulating the role of interior designer in programming, schematic and limited design development project phases in a protected learning environment for:
  - *commercial clients (Brinker International: Chili's Restaurants)*
  - *University projects (Architecture and Fine Arts Library, UTA)*
  - *municipal projects (Bowles Life Center, Grand Prairie)*
  - *community partnerships (Dallas Museum of Art, Dallas)*
  - *non-profit organizations (River Legacy Nature Center, Arlington)*
- To provide interaction with area experts and design professionals through:
  - *guest speakers in core architecture and upper level interior design classes*
  - *field trips to job sites, finished interior design installations, product showrooms, designers' studios*
- To provide hands-on experience with physical construction through design and fabrication of:
  - *furniture*
  - *lighting details and luminaries*
  - *physical models for studio projects*
  - *full size architectural detailing projects*
- To provide working experience in professional interior design firms through internship.
- To provide opportunities for active participation in professional associations through:
  - *IIDA student membership*
  - *USGBC student membership*
  - *IESNA attendance at monthly North Texas Chapter lectures*

2. Ability of the program to achieve stated goals
Strengths of the program in achieving goals related to design excellence:

Students have produced numerous winning entries in student design competitions such as the Robert Bruce Thompson student lighting design

competition and in student portfolio review scholarship competitions. Following is a list of student awards:

- 2003 Robert Bruce Thompson, 2nd Place   Suzy Lau
- 2004 Robert Bruce Thompson, 2nd Place   Jean McClure
- 2004 Robert Bruce Thompson, 3rd Place   Charles Cooley
- 2004 Robert Bruce Thompson,
  Special Citation for Innovative Concept   Michael Contreras
- 2004 Ft. Worth AIA Student Merit Award for
  Excellence in Architecture   Jennifer Campbell
- 2005 Robert Bruce Thompson,
  Citation for Presentation   Lisa Glaspell
- 2006 IIDA Foundation/Kimball Office
  Scholarship   Diana Kang
- 2006 Source One Student Design Competition   Jesus Plata
- 2006 Source One Student Design Competition   Michael Contreras
- 2007 Robert Bruce Thompson, 3rd Place   Yeshica Marroquin
- 2007 IIDA Foundation/Kimball Office
  Scholarship   Yeshica Marroquin
- 2008 Source One Student Design Competition   Rachel Stark

Strengths of the program in achieving goals related to active learning:

Real-world clients who have participated in simulation of design services by students have praised students' knowledge and professionalism in presentations and in interaction with both the design community and the public. These clients have expressed continuing interest in participating with the program. For example, Brinker International continues to donate both funds and design staff time to the program and the School of Architecture. The Dallas Museum of Art has continued the relationship developed with students through invitations to participate in Gallery Talks and activities with museum visitors and has expressed interest in a continuing partnership with the program through their Center for Creative Connections.

Student participation in discussions with guest speakers in classes and professionals in the Dallas/Ft. Worth area has been strong. This has been facilitated by assigning information to be gathered in face-to-face question and answer sessions, and documented with written notes. Area professionals continue to be interested in sharing their time and expertise with the program.

In relation to hands-on experience with physical construction, students successfully produce well crafted, functioning furniture and light fixtures and high quality detailed scale models of studio projects and full scale architectural details using the facilities of the architecture wood shop and the interior design lighting lab. This knowledge has contributed to student success in winning design awards.

Gaps in the program

Our philosophy values collaborative work. We would like to establish joint interior design and architecture studios focusing on design, design/build, or design competitions. One step toward that would be to include a number of interior design lectures within the School of Architecture lecture series.

Section 5:

Analysis of the Program's
Compliance with CIDA Standards

Standard 1. Curriculum Structure

The curriculum is structured to facilitate and advance student learning.

Indicators

> a) The curriculum MUST follow a logical sequence.
> b) Course content must increase in degree of difficulty.
> c) Significant concepts must be interrelated and reinforced throughout the curriculum. d) Projects must demonstrate variety and complexity in type, size, and scope.
> e) The curriculum must provide exposure to a variety of business, organizational, and familial structures.

The Texas legislature, the University of Texas System, and the UT Arlington Office of the Provost called for an across campus reduction in the number of hours required for an undergraduate degree. The requested target by the administration was 120 credit hours however both the programs in architecture and interior design felt that reducing our hours to that level might compromise the academic standards of these professional degrees. Those students entering the Interior Design program in the fall of 2008 will be required to complete 131 credit hours, instead the 138 credit hours required previously. The resulting credit hours to graduation are now commensurate with other universities in the state.

It was agreed that the credit hour reductions would best be taken in the shared core curricula of the freshman year. As a result INTD 1302, Survey of Architectural Principles in the Interior Design Profession, and its architectural counterpart, ARCH 1302, were eliminated. In addition, ARCH 1241, Design Communication I, and ARCH 1242, Design Communication II, were restructured. Beginning in the fall 2008 semester, this course content has been revised into a single course ARCH 1341, Design Communications. This resulted in a 4 hour credit reduction in the freshman year, for a cumulative total of 32 credit hours in the freshman year.

An additional three hour credit reduction was taken in the elimination of the advanced art history elective in the junior year.

The course sequence for the Bachelor of Science degree in Interior Design is time tested. It follows a logical sequence and prerequisites are strictly enforced so that students have the appropriate background to succeed in successive classes. To register for any upper level courses at the 3000 level or above, the student must have completed all freshman and sophomore requirements and have a minimum 2.8 GPA overall at UT Arlington as well as a 2.8 GPA within the School of Architecture.

Design projects at the junior level typically start with a retail kiosk and culminate in a basic space planning project. Senior level design studios have been assigned more ambitious programs with emphasis on at least one comprehensive design project. While the majority of our graduates are employed in local firms providing corporate interior design services, a variety of project types have been explored including restaurant, museum, television production studios, university facilities, municipal offices, and retail interiors.

The teaching and learning methods must incorporate:
f) the experience of team approaches to design solutions
g) experiences that provide interaction with multiple disciplines
The program must provide:
H)interaction with practicing professionals

Team approaches to design solutions have been most successful in the senior design studios. Projects of semester long duration or complexity offer the students an opportunity to make collective decisions and to strategize on how to "get the job done". Self governance must be negotiated.

This program has sought consultation with multiple disciplines. Faculty and graduate teaching assistants from Electrical Engineering have provided support to the lighting class. In addition, this class visited the offices of two local award winning lighting designers. Mechanical engineers, architects, and construction supervisors have led job site tours. Numerous product representatives have addressed the Interior Materials class.

Practicing professionals, such as interior designers, furniture designers, artists, and architects are frequent guest jurors.

i) opportunities for design work experience

The program encourages design work experience through INTD 4393 Internship. The internship must be performed under the supervision of registered Interior Designer or Architect who offers interior design services. A minimum of 192 working hours is required for the semester but not to exceed a maximum of 210 hours. An employer survey at semester's end collects input on student performance.

Self Study Comment:
Recent changes in curricular structure have been the result of legislative and university policy. The School of Architecture has complied with this request, but not to the extent of allowing academic compromises to our professional degree programs.

Standard 2. Professional Values

The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

Indicators
The program MUST provide learning experiences that address:

a) Client and user needs and their responses to the interior environment

In the upper level design courses, INTD 3555, INTD 4562, and INTD 4563, the students must demonstrate compliance to the programmatic requirements in the resolution of their design projects.

b) professional ethics and the role of ethics in the practice of interior design.

INTD 4562 and 4563, as well In INTD 4332, Professional Practice, the students discuss the role of the Interior Designer as a sole practitioner or as a member of a project team, and examine how the various professionals interact throughout the construction process. Throughout the senior design studios, INTD 4562 and 4563, the professional values of responsibility, accountability, and effectiveness are instilled in the student as he/she produces a viable solution to a problem within the stated deadline.

C) environmental ethics

Sustainability has become an indicator of ethical business behavior and is chiefly demonstrated in the design strategies and material selections in the senior design studios, INTD 4562 and INTD 4563. Additionally, some projects demand a greater attention to sustainability due to the client's professional preferences or biases, such as the senior project for the River Legacy Foundation, which is a local nature conservancy. Environmental ethics are also discussed in INTD 4332, Professional Practice, as the professional responsibility of the interior designer.

d) a global perspective and approach to thinking and problem solving with awareness and respect for cultural and social differences of people. .

Our program has offered *Maymester* classes, those taught between the end of the spring semester and the start of summer school, for the past two years, May 2007 and May 2008. This has been an excellent opportunity to travel with a small group of students to observe an environment significantly different from our own. In May 2007 we travelled to New York City for the International Contemporary Furniture Fair and in May 2008, The School of Architecture took a mixed group of interior design, architecture, and landscape architecture students to tour within Guatemala. Our program aspires to continue these national and international tours as a way to examine our cultural and social differences.

e) critical, analytical, and strategic thinking

f) creative thinking (exhibit a variety of ideas, approaches, concepts with originality and elaboration)

g) the ability to think visually and volumetrically

The upper level design courses, INTD 3555, INTD 4562, and INTD 4563 stress the analytical and conceptual development of design ideas. Students are required to present their process throughout a project and it remains a key component in final presentations. The student must demonstrate that he or she has explored a variety of solutions and must be able to substantiate the reasoning behind their final resolution. Our students are known for their ability to think visually and volumetrically. Three dimensional computer modeling as well as traditional wood/cardboard models encourage spatial reasoning and have been important methods for testing the viability of student designs.

h) professional discipline

Time management and organizational skills are discussed in INTD 4332 Professional Practice, but are concretely observed in INTD 4562 and INTD 4563. Students are responsible for providing the required project deliverables according to the scheduled review dates.

i) active listening skills leading to effective interpretation of requirements
j) The program must present opportunities or experiences that address the value and importance of community or public service

Public service to the community and to the University has been a teaching priority in the senior level courses, INTD 4562 and INTD 4563. The students have had the experience of interacting with "real world" clients in their senior design studios and guided by the faculty, have been presented with opportunities to simulate the services of the interior designer. The students have interviewed clients, used *active listening skills* to compile a programming document, and used *critical and creative thinking* to provide schematic design solutions for a variety of project types. In semester long projects, the students have been able to fulfill some design development functions, as well. These clients have participated in reviewing the work performed.

A list of the community and university projects follows:

Community Service

- River Legacy Foundation, Living Science Center (Spring semester 2006)
  Schematic designs for the expanded educational and exhibit
- Urban America Television (Fall semester 2005)
  The students prepared schematic design solutions for renovations to an existing television studio in Arlington, which included administrative offices, master control and a production studio.
- Brinker International, Chili's Studio (Spring semester 2007)
  Rethinking casual dining with students
- City of Decatur, Texas (Spring semester 2005)
  Adaptive reuse of a Decatur post office, circa 1939, into city offices to include a Visitor's Center, Decatur Economic Development Corporation, and a visitor's center.
- Texas Musician's Museum (Fall semester 2004)
- Dallas Museum of Art, Center for Creative Connections,
  Contributions to the exhibit, Materials and Meanings, from the Programs in Interior Design and Architecture

Service to the University

- Admissions Relocation
- UT Arlington Visitor Information Center (Fall semester 2004) Interior renovation of the existing visitor center.
- School of Architecture Library Expansion (Spring semester 2008)
- School of Architecture Office Renovation

Self Study Comment: We feel this standard is addressed very well in our program, especially with additional emphasis on environmental and cultural issues.

Standard 3. Design Fundamentals

Students have a foundation in the fundamentals of art and design; theories of design, green design and human behavior; and discipline-related history.

Indicators
Student work MUST demonstrate understanding of design fundamentals including:
    a)   *design elements and principles*
    c)   *theories of design and design composition*
    e)   *human factors*
    f)   *the relationship between human behavior and the built environment*

In ARCH 1301: Introduction to Architecture and the Design Professions, examples of urban, architectural, interior, landscape and lighting design provide students with explanations and visual examples of the use of basic design elements such as space, line, mass, shape, texture and principles such as scale, proportion, balance, rhythm. Design theories and design composition are discussed as is the relationship between human behavior and the built environment.

In ARCH 2551 and 2552: Basic Design + Draw I and II, A conceptual approach to design, analyzed in 1301, is reinforced through 2-D and 3-D studio projects in which students use elements such as line, plane, space mass and of composition principles of scale, proportion, balance, and rhythm to solve abstract visual problems.

In ARCH 2303 and 2304: History of Architecture and Design I and II and INTD 3305: History of Interior Design, historic examples of architectural and interior design are analyzed in terms design elements, principles, theories and composition to provide understanding of the evolving role of design in the built environment from pre-history through the 20th century.

In INTD 3343: Design Communications III and INTD 3323: Lighting, basic design elements and principles are reinforced in lectures.

In INTD 4345: Graphics, projects include book cover design and poster design, design of retail identity and design in which image and text are manipulated to convey meaning. These projects reinforce basic design elements and principles. These projects involve discussion of human psychological responses and how design directly affects the viewer.

In INTD 4368: Interior Detailing, design and fabrication of 3-D constructions, both abstract and functional, provides an opportunity to apply basic design principles at every level in built objects including details for joining of different materials and design of details allowing for movement or balance.

In INTD 4369: Furniture Design, design and fabrication of functional furniture pieces provides students an opportunity to apply basic design principles as well as knowledge of human ergonomic and anthropometric requirements in built objects.

In INTD 3553 and 3555: Design Studio: Interiors I and II, students apply basic design principles in a series of projects that progress from sculptural free-standing objects to concept-based space planning. Students design not only solutions for studio problems but also the presentations of their solutions.

In INTD 4562 and 4563: Design Studio: Interiors III and IV, comprehensive projects which require application of design principles and knowledge gained in all previous courses for conceptual design of space, lighting design, furniture, and finishes. Students design solutions for studio problems and also the presentations of their solutions.

b) *color principles, theories and systems*

Color principles, theories and systems are introduced in junior level courses INTD 3343: Design Communications III and in INTD 3323: Lighting. These courses integrate discussion of color in pigment and in light with discussion of design elements and principles. In INTD 3343, exercises using the Munsell Color System materials demonstrate color theories and principles. In INTD 3323, color in daylight and in the lighting technologies are discussed as are psychological response to color in light. Color theory is applied in student projects particularly in INTD 3345: Graphics, INTD 3553, 3555, 4562 and 4563: Design Studio, Interiors I, II, III and IV.

d) *principles of lighting design*

Lighting design is introduced in ARCH 1301 in discussion of the history of lighting design which discusses principles of composing with light and analyzes existing lighting projects. In INTD 3323: Lighting, a technical study of light sources and equipment is combined with extensive discussion of the elements of lighting design including perceptual phenomena, psychological responses, light level calculation, and basic design principles as applied to composition with light.

g) *Student work must demonstrate understanding of principles and theories of sustainability.*

Sustainable design is discussed in ARCH 1301as an aspect professional responsibility. In INTD 3323: Materials I. Sustainability is a primary concern. Interior materials are studied through life cycle assessment in which material properties, functional criteria, use of natural resources, manufacturing process, maintenance requirements, potential for recycling, and effects of disposal are researched. Students keep Life Cycle Assessment journals documenting each material discussed. Students prepare a Life Cycle Assessment research paper extensively examining one material or group of materials. Research tools include BEES software for life cycle assessment and Building Green Suite directory of sustainable products.

Student work MUST demonstrate understanding of the history of:

h) *art*
i) *architecture* j)*interiors* k)*furnishings*

History of items h, I, j, and k are included in ARCH 2303, 2304 and 3305. Work in these courses includes research paper and exams covering each of the above items. In INTD 3343: Design Communications, art selection and placement form the basis of a project in which students research and select an artist's piece for placement in a space. Selection of finishes and furnishings for the space is based on response to the selected artwork. In addition, INTD 3343 includes a project in which students write a research paper on historic color palettes and adapt the historic color palette into the design of contemporary fabric.

Self Study Comments: The quality of studio design work shows continued development of design fundamentals, and the faculty continues to seek more studio assignments incorporating art and furnishings.

Standard 4. Interior Design

Students understand and apply the knowledge, skills, processes, and theories of interior design.

Student work must follow a process and demonstrate the ability to:
> a) apply 2-dimensional design elements and principles in interior design projects.
> b) apply 3-dimensional design elements and principles to the development of the spatial envelope
> c) select and apply color in interior design projects.

The foundation of the core curricula has been two dimensional design studies, culminating in ARCH 2552. Principles of two dimensional design such as balance and hierarchy, continue to inform design decision throughout the interior design sequence as evidenced in plans, sections, and elevations.

Our interior design projects address the sculptural and spatial nature of three dimensional design. Sculptural "object" projects range from a freestanding kiosk in INTD 3553 to moveable furniture designs in INTD 4369. Spatial projects range from retail shoebox in INTD 3553 to manipulation of spatial volumes in design projects such as the Chili's and River Legacy studio.

Color selection is integral in every design studio, and color theory is explored and applied in INTD 3343 Communications.

Student work must demonstrate programming skills, including
> d) problem identification
> e) identification of client and user needs
> f) information gathering research and analysis (functional requirements, code research, sustainability issues, etc.)

Functional analysis of the design problem has been required for presentation throughout the junior design studio sequence. Space requirements for interior functions are recorded. Prototypical space requirements and accessibility standards are analyzed. Spatial adjacencies and circulation patterns are diagrammed.

A concept statement and conceptual development of the project is also a presentation requirement throughout the junior and senior level studios.

The senior design studios build upon the skills acquired in the rigorous junior level studios. The students are expected to perform the same design process they acquired in the junior studios, but at the senior level, the students are ready to add sustainability and energy conservation to their concerns.

Since the 2004 spring semester the senior design studios have conducted interviews with university and community "clients" for the purpose of compiling a written program document. This gives the students a valuable experience in one on one client interaction, both asking questions and being careful listeners.

Student work must demonstrate competent schematic design, concept development, and problem solving skills, including:

g) concept statements

h) the ability to rapidly visualize concepts through sketching.

i) space planning (adjacencies, circulation, and articulation and shaping of space)

The concept statement is an unyielding requirement across the design studio sequence. The student is tasked with relating his/her design response to their concept statement and to demonstrate the conceptual development of the project. Material and color selection may also be influenced by the concept.

Sketching is important across the curricula, from the interior design studio sequence to Interior Detailing and Furniture Design. The student is asked to sketch as the first means to establish a design direction. Many of our students take ARCH 4344 Conceptual Drawing, as an advanced elective.

Basic space planning issues, such as adjacencies, circulation, and balancing spatial and figural elements of a plan are introduced in the junior design sequence. (INTD 3553 & INTD 3555) A more comprehensive space planning project, including one with extensive furniture requirements, is typically administered as a senior level studio assignment.

Student work must demonstrate competent design development skills in:

j) Selection of interior finishes and materials

Material selection has been a component of every project in all junior and senior design studios. Color, finish, and texture of the materials are reviewed. The student must address the durability, maintenance, and suitability of the chosen material for its function. Finish schedules are required. Additional criteria for selection of materials based on life cycle cost analysis is developed in INTD 3323, Interior Materials.

k) detailed and developed layout of furniture, fixtures, and equipment

l) detailed and developed furniture selection

INTD 3555, INTD 4562, and INTD 4563, have all included a design problem in which FF &E elements must be fully incorporated into the space planning. Coded furniture plans have been produced that map to complete furniture and finish specifications. The program has utilized speakers from both Knoll and Haworth dealerships to lecture on how the interior designer works through the local dealers to procure goods.

m) space plans, elevations, sketches, and study models. (computer–generated or *manual*)

Design development challenges the student with development of the space. Elevations should move beyond the schematic drawings to consider the sectional properties of the space. An indication of selected materials and millwork should be included.

Study models are encouraged throughout all studio classes, including Detailing and Furniture Design, and finish wood models remain a valuable tool for student visualization. UT Arlington has a long tradition of finely crafted wood models. Now with access to the laser cutter, the capability for fine scale detail is astounding.

Computer rendering may be generated from a variety of programs, SketchUp, FormZ, AutoCad, Photoshop, and 3D StudioMax. SketchUp and Photoshop, especially have been valuable tools for quick evaluation of form and surface.

n) selection and application of luminaires and lighting sources.

With the development of our "in-house" lighting course, INTD 3323, our students have greater familiarity with fixture and lamp types and as a result, greater facility in producing appropriate reflected ceiling plans.

o) justifying design solutions relative to the goals and objectives of the project program.

The program has been unfailing in insisting on a clear statement of concept, goals, and objectives at every review of every phase of the design process.

p) appropriate selection and application of decorative elements (for example, trim, hardware, paneling.)

We have not stressed the application of decorative elements, but we have insisted on creative detailing of project elements that speak to the conceptual development of the project. In the Chili's studio (INTD 4563) instead of purchasing and applying decoration, the students produced full scale mockups of details incorporating LED lighting for bar tops, dividing partitions, cabinetry, and ceiling elements.

q) Student work must demonstrate competent skill in preparing drawings, schedules, and specifications as an integrated system of contract documents. . .

Student competencies are sufficiently developed at the senior level to handle a comprehensive project solution. The most complete level is development is found in semester long projects, such as the Chili's or River Legacy projects.

Student work should demonstrate design development skill, including:
r) appropriate selection and application of art and accessories.
s) the ability to design custom interior elements

In INTD 3343, a selected art piece forms the basis of a project which involves art placement and generates the color palette for the space.

As stated above, both Senior Design and Interior Detailing classes have stressed the ability to design custom interior elements, including many full scale mockups. These products become the decorative elements of the project.

t) way finding methods
u) graphic identification, such as signage

Junior studios have tackled way finding and signage in various studio projects. In the Lights Fantastic charrette, the students proposed solutions for marking a path of travel through a crowded retail store.

Self study comments: The quality of studio projects shows strong student mastery of Interior Design Principles.

Standard 5. Communication

Students communicate effectively.

Indicators

Student work MUST demonstrate competence in:

a)   drafting and lettering, both manual and computer-aided techniques

Students work by hand in ARCH 1341, 2551 and 2552. In these core courses, drafting and lettering by hand are mastered. In INTD 3329 students are introduced to computer drafting.   In INTD 3553, 3555, 4562 and 4563, students use these skills to produce orthographic drawings.

b)   illustrative sketching

Hand sketching techniques are a primary focus of ARCH 1341, 2551 and 2552.
In INTD 3553, 3555, 4562 and 4563, students produce hand-drawn conceptual, plan, section and 3-D sketches.

c)   presentation of color, materials and furnishings

Presentation techniques using color are introduced in ARCH 2551 and 2552. Presentation of color, materials and furnishing selections is introduced in INTD 3321 and 3343. Students design color and materials boards keyed to plans and schedules. In INTD 3553, 3555, 4562 and 4563, color and materials boards are part of the required documentation for studio projects.

d)   express ideas clearly in oral presentation and critiques
e)   communicate clearly in writing…

Students prepare written work and present it orally in lecture courses INTD 3321, 3322, and 3323. In INTD 3343, 3345, 4345, 4368 and 4369, students produce design work which they present orally and in graphic and written material including all items listed in 5e.   Written material is graded on correct spelling, grammar and syntax as well as content and clarity of expression.

*f)   render by any medium, manual or computer –generated, that successfully
        communicates the design intent.*

In ARCH 1341, 2551, 2552, 3345, and 4345, students learn a variety of hand-rendering techniques.   In INTD 3553, 3555, 4562 and 4563, students produced rendered orthographic and 3-D drawings as part of the required documentation for studio projects.

g)   communicate 3-dimensional space and form

In ARCH 1341, 2551, and 2552, students are introduced to conventions of 3-D architectural representation by hand including construction of paralines and perspectives. Hand built wood and cardboard models are also required. In INTD 3329, 3-D computer drawing techniques are introduced. In INTD 3345, students produce hand-drawn and computer generated 3-D drawings. Because advanced computer aided 3-D drawing techniques are available in an approved elective, many students become very proficient in 3-D computer skills. In INTD 3345, 4562 and 4563, many students produce sophisticated 3-D drawings with computer drawing techniques. In 3553, 3555, 4562 and 4563, spatial studies include cardboard study models and final presentations require sophisticated basswood models.

Student work should demonstrate the ability to:

h)   apply the metric system to design work

Metric equivalents are used in INTD 3323: Lighting for measuring light levels: lux in comparison with footcandles. Other than this, the English system of feet and inches is used for dimensions, weights, etc.

i)   communicate through alternative presentation techniques

In INTD 4345: Graphics, projects such as design of book covers and posters expose students to a variety of presentation techniques, including photography and to digital editing techniques.

Self Study Comment: Our students receive training in communication from basic to advanced courses and we continue to embrace the new digital technologies.

Standard 6. Building Systems and Interior Materials

Students design within the context of building systems.
Students use appropriate materials and products.

Indicators
Students MUST demonstrate understanding that design solutions affect and are impacted by:

   a)   *construction systems and methods*

ARCH 1301: Introduction to Architecture and the Design Professions and in ARCH 2551 and 2552: Basic Design + Draw I and II introduce construction systems and methods. INTD 3353, 3355, 4562 and 4563: Design Studio: Interiors I, II, III and IV projects demonstrate understanding of construction systems and dimensional allowances required by various construction methods, using section and detail drawings. In INTD 3321 and 3322: Interior Materials I and II, construction systems and methods are discussed and construction details are presented to illustrate incorporation of finish materials into various construction systems.

   b)   *power distribution systems*
   c)   *mechanical systems*

INTD 3322: Interior Materials II discusses power distribution and mechanical systems. Speakers include engineers who address HVAC systems. In INTD 4562 and 4563: Design Studio: Interiors III and IV, students' comprehensive projects demonstrate understanding of power distribution and mechanical in power/data and reflected ceiling plans.

   d)   *energy management*
   e)   *data/voice telecommunications systems*

In INTD 3321 and 3322: Interior Materials I and II, energy management is discussed as an extension of building commissioning. More extensive discussion is available to students in an approved elective ARCH 3331: Sustainability. INTD 3322: Interior Materials II, discussion of data/voice telecommunications systems is provided. In INTD 4562 and 4563: Design studio: Interiors III and IV, students' comprehensive projects demonstrate understanding of data/voice telecommunications in power/data plans.

   f)   *lighting systems*

In ARCH 1301: Introduction to Architecture and the Design Professions and INTD 3355: Interior Materials II, lighting systems are discussed. INTD 3323: Lighting, provides in depth information on lighting technologies and the principles of lighting design. In INTD 3353, 3355, 4562 and 4563: Design Studio: Interiors I, II, III and IV projects demonstrate knowledge of lighting products and lighting design in lighting plans include switching, lighting schedules keyed to plans and lighting details or lighting mock-ups.

   g)   *ceiling systems*

ARCH 2551 and 2552: Basic Design + Draw I and II, introduce ceiling systems. INTD 3321 and 3323: Interior Materials I and II discuss ceiling systems. In INTD 3353, 3355, 4562 and 4563: Design Studio I, II, III and IV projects demonstrate

knowledge of ceiling systems through reflected ceiling plans, building sections and project models.

     h)   flooring systems

INTD 3321: Interior Materials I discusses flooring systems. In INTD 4562 and 4563: Design Studio: Interiors III and IV, students' retail design projects have dealt with flooring systems in regard to electronic and data access.

     i)   security systems

Security systems have been addressed in special applications such as library security systems in INTD 4563: Design Studio: Interiors IV.

     j)   acoustics

INTD 3321 and 3323: Interior Materials I and II discuss item j. In INTD 4562 and 4563: Design Studio: Interior III and IV retail design projects have dealt with demonstrate understanding of item j including materials selection boards, materials schedules and keyed plans.

     k)   interface of work station furniture systems with building systems

INTD 3553 and 3555: Design Studio: Interiors I and II introduce work station furniture systems. INTD 4562 and 4563: Design Studio: Interiors III and IV, students' comprehensive projects demonstrate understanding of item K including furniture plans, furniture schedules and interior elevations.

     l)   Student work MUST demonstrate that materials and products are appropriately selected and applied on the basis of their properties and   performance criteria.

     m)   Students MUST demonstrate knowledge of sources for materials and   products.

     n)   Students MUST demonstrate understanding of the concept of sustainable   building methods and materials.

Students SHOULD demonstrate of knowledge of:

     o)   installation methods

     p)   material maintenance requirements

INTD 3321: Interior Materials I requires a research paper on a specific material exploring the material's life cycle assessment including properties and appropriate/ inappropriate applications for the material based on performance criteria and a journal documenting all materials covered during the semester on the bases of life cycle assessment. This includes information on materials' properties, performance criteria, use of natural resources, installation and maintenance requirements, potential for recycling and effects of disposal as well as possible LEED points.

INTD 3553, 3555, 4562 and 4563: Design Studio: Interiors I, II, III and IV require notebooks listing materials' properties and performance criteria to accompany materials boards and materials schedules.

Self Study Comment: We can strengthen building system study by interfacing with the on-site Architecture Materials Lab where full scale building system components can be viewed.

Standard 7. Regulations

Students apply the laws, codes, regulations, standards and practices that protect the health, safety and welfare of the public.

Indicators
- a) Student work must demonstrate understanding of the impact of fire and life safety principles on space planning.

Fire and life safety principles are discussed in INTD 3322: Materials II and are applied in INTD 4562 and 4563: Design Studio: Interiors III and IV, in egress requirements: stairwells, corridors, exit ways, etc. Suppression systems such as sprinklers are discussed in so far as they affect egress requirements. Detection systems have been discussed but have not been incorporated into studio projects.

Student work must demonstrate the appropriate application of:
- b) codes and regulations

Codes and regulations are discussed in INTD 3321 and 3322: Materials I and II and are applied in INTD 4562 and 4563: Design Studio: Interiors III and IV. Space planning projects in these studios include a code search to determine egress requirements.

- c) *Barrier-free design guidelines*

Barrier-free design is introduced in ARCH 1301, 2552 and 2552 and INTD 3322: Materials II and are applied in INTD 3553, 3555, 4562 and 4563: Design Studio: Interiors I, II, III and IV. This is demonstrated in all space planning projects in accessible bathrooms, proper corridor widths, ramps and location of door hardware.

- d) *ergonomic and human factors data*

Ergonomic and human factors data are introduced in ARCH is introduced in ARCH 1301, 2551 and 2552 and are applied in INTD 3553, 3555, 4562 and 4563: Design Studio: Interiors I, II, III and IV and in INTD 4369: Furniture Design. In the design studios any research on special ergonomic and human factors, such as recommended heights of seating or work surfaces for children, is performed before designing begins and research findings are documented as part of final presentations. In certain projects, such as design of a prototype for Chili's restaurants, the space planning team from Brinker International addressed the class on recommended table spacing and circulation aisles. In Furniture Design, students conduct personal research on ergonomic factors and apply the results in the design and fabrication of furniture pieces.

Students must demonstrate understanding of the impact on health and welfare of:
- e) *indoor air quality*

Indoor Air quality is discussed extensively in INTD 3321: Materials I. This course considers the effects of all products studied on indoor air quality based on installation processes, off-gassing and maintenance products required.

- f) *noise*

A unit on acoustics is included in INTD 3322: Materials II.

Impact of sunlight, light from man-made light sources and of darkness on mental and physical health is thoroughly discussed in INTD 3323: Lighting. Students produce a research paper on the various effects of light pollution on human health and safety.

h)   Student work must demonstrate understanding of universal design concepts and principles.

Creating a built environment that is empathetic to all users, with and without impairments, is fundamental to good design and this attitude is stressed throughout our curriculum. Universal design as a distinct set of principles is touched upon in lecture courses from the freshman year onward.

Self Study Comments: Codes have been covered adequately however students see the implication of codes when they incorporate them in their own work, in studio or fabricated elements. We continue to assign projects that have a code component.

Standard 8. Business and Professional Practice

Students have a foundation in business and professional practice.

Indicators

Students must demonstrate understanding of project management practices:

　a) 　estimating

　b) 　budget management

　c) 　coordination

　d) 　information management

　e) 　conflict resolution

　f) 　assessment processes

Written assignments are paired with weekly "Business of Interior Design" readings. These articles are located by the students and address the above indicators.

Students must demonstrate knowledge of:

　g) 　certification, licensing and registration requirements

　h) 　Professional design organizations

Registration and licensing requirements are discussed. Knowledge required for the licensing exam is noted in many courses. In Interior Materials II, the Texas Accessibility Standards constitute a unit of study over which the students are tested. In senior design studio, licensing questions concerning code initiated a code search exercise for the students.

In INTD 4332, Professional Practice, students have been required to attend one chapter meeting of the local IIDA, ASID, and USGBC, and procure a business card from an attendee. In INTD 3323, Lighting, students were required to attend a chapter meeting of the IESNT (Illuminating Engineering Society of North Texas) and complete a fact finding questionnaire.

　i) 　*Students should demonstrate understanding of basic business computer applications.*

　j) 　*Students should demonstrate knowledge of business processes.*

All interior design students have great proficiency at word processing and spreadsheet, including Microsoft Word and Excel.

The Dallas Museum of Art project gave the students an opportunity to practice both marketing and accounting. They designed, photographed, and created text for a gallery guide to promote the School and their installation to museum visitors. Their marketing

experience included participation in the opening day activities and presentations in the Museum's gallery talk series. In addition, the students kept track of all expenditures for each of the twelve group projects, and produced accounting invoices for reimbursement by the DMA.

In the Chili's studio, students also submitted design mock-up expenses for payment.

Self Study Comment: The current curriculum has adequate course offerings to teach this content.   Exposure to business and professional practice could be strengthened through instruction by a practicing interior designer from one of our local corporate powerhouses. The instructor would serve as a role model and bring the latest business practices to our students.

Standard 9. Faculty

Faculty members and other instructional personnel are qualified and adequate in number to implement program objectives.

Indicators

　　a)　　*The number of faculty members and other instructional personnel is sufficient to implement program objectives.*

Currently the Interior Design upper level courses are taught by three full time faculty members and numerous adjuncts. The retirement of one full time faculty member at the end of the 2007-2008 academic year is being addressed with a faculty search which is ongoing.

Faculty members and other instructional personnel:

　　b)　　*represent more than one professional point of view, design background and experience.*
　　c)　　*have academic or professional experience appropriate to their areas of responsibility*
　　d)　　*participate in relevant professional, scholarly, or membership associations*
　　e)　　*engage in scholarly research, practice, or creative activity leading to professional growth and advancement of the profession*
　　f)　　*engage in continuing education.*

Faculty members represent backgrounds in interior design, lighting design, architecture and art. Architects employed in the faculty are practicing professionals whose work has been primarily focused on interiors. Professional associations in which faculty hold membership includes the Interior Design Educators Council, the United States Green Building Council, the Illuminating Engineering Society of North America, and the American Institute of Architects. Continuing education is mandated by the State of Texas for interior designers and architects and must be documented for annual registration.

A majority of faculty members and other instructional personnel with interior design studio supervision:

　　g)　　*have earned a degree in interior design*
　　h)　　*have passed the complete National Council for Interior Design Qualification exam*

In previous semesters the majority of faculty members supervising interior design studios have both earned degrees in interior design and passed the NCIDQ exam. With the retirement of a full time faculty member in the spring of 2008, this ratio will change for the fall semester of 2008. However, all Interior Design faculty supervising interior design studios have passed the NCIDQ exam. Two faculty members whose education is in architecture are practicing professionals whose work focuses on interiors.

Self Study Comment:　　We acknowledge that currently few studio instructors bear INTD degrees but we are making that educational requirement a priority in our current faculty search.

Standard 10: Facilities

Program facilities and resources provide an environment to stimulate thought, motivate students and promote the exchange of ideas.

Indicators
  a) *Instructional facilities and workspaces support program objectives and course goals.*
  b) *Program objectives and course goals are supported by the appropriate equipment.*
  c) *Spaces are available for collaborative activities, such as exhibitions, critique, display and working in teams.*
Students have convenient access to a comprehensive and current range of:
  d) *information about interior design and relevant disciplines*
  e) *product information and samples*

The Program in Interior Design occupies a portion of the third floor of the Architecture Building. Three large studio rooms are used exclusively by Interior Design and additional studio space can be allocated as the need arises. There is ample room for each student to have an individual work station for the semester and students to group together for team projects. The open plan encourages discussion and group activity. Studios are locked to provide safety for student materials but are available to the students 24 hours a day, seven days a week through access cards and codes issued to enrolled students only.

A lecture room, located between the junior and senior studio rooms, accommodates up to 30 students and is used almost exclusively for interior design upper level lecture courses. This room is equipped with a permanently installed digital projector and projection screen and black out shades, dry erase board and fabric covered board for pin up.

Adjacent to the lecture room is the program's materials library. Previously this room has housed a large collection of product samples and print catalogues. We are in the process of transitioning to digital catalogues and samples. Computers will be installed in the materials lab and the number of physical samples kept on hand will be greatly reduced. The program is a subscriber to the MaterialsConnexion database and this fall will install a dedicated computer in the materials lab making this valuable tool available to interior design students. The materials lab, like the interior design studios, is accessible to enrolled students through access cards and codes.

The program has created a lighting lab in a first floor room in the Architecture Building. This lighting lab, where the lighting lecture class is taught, is a large room with tables which seat 6 to 8 students and can accommodate up to 36 students. The room contains light boxes for demonstrating color in light, a luminaire" cloud" which can be raised and lowered for demonstration of all aspects of luminaires, movable walls for demonstration of lighting effects with luminaires in the "cloud", a white dry erase board and two large walls of fabric covered board for pin up. In addition one wall is lined with a work bench where students, supervised by a teaching assistant from the Electrical Engineering

Program, can build functioning mock-ups of luminaires and lighted architectural details. Seating in this space is frequently configured in a large "U" which encourages group discussion. The School of Engineering electrical lab along with instructional time from the lab director has also been available for Interior Design students to participate in a lab exercise related to electrical requirements of LEDs. Safety instruction is required prior to shop use.

Interior Design students have full access to the Architecture Woodshop, now located in the Fine Arts Building, across the courtyard from the Architecture Building. The woodshop is directed by Interior Design lecturer Jeff Whatley with several teaching assistants who maintain daily shop hours including late evenings and weekends. For safety considerations, the woodshop is accessible to students only when shop staff are present.

Two large computer labs have been created directly adjacent to the Interior Design studio rooms. These labs are maintained by the university Information Technology staff. Although laptops are now mandatory for students entering the junior level, the computer labs are an asset for advanced CAD and 3-D software classes which many of our students take. Use of laptops in the studios is aided by the building-supplied wireless nedwork. In addition, interior design students have access to the first floor computer lab which is maintained by Architecture program staff.

A space devoted to pin-ups is located on the third floor near the Interior Design studios and is used several times a week for class critiques. Seating is movable so this space is easily configured to facilitate group discussion. Exhibition space in the third floor elevator lobby is used exclusively by the Interior Design program.

The Architecture and Fine Arts Library is located on the first floor of the Architecture Building. The library houses bound volumes, periodicals and video for the Art, Architecture, Landscape Architecture and Interior Design programs. This facility is currently being expanded to add room for its growing collection and a further expansion is planned to provide more seating and group study rooms for students.

> *Faculty members and other instructional personnel have:*
> f)   *facilities and equipment for course preparation, project evaluation, administrative activities , or conferences.*
> g)   *sufficient technical and clerical support*

Each faculty member has an office on the third floor near the Interior Design studios. Offices are well equipped with computers, layout tables, file storage and bookshelves. Faculty offices provide ample space for conferences with students and informal meetings among faculty members to handle project evaluation and administrative activities. Architecture Office staff performs the following functions: receptionist, assistant to the Graduate Studies Advisor, Assistant Dean, and Dean, financial, and clerical support for the three program directors.

Self Study Comments: Facilities have well addressed the needs of the program and the faculty. With enrollment variation, we anticipate the reapportionment of teaching spaces.

Standard 11: Administration

The administration of the program is clearly defined, provides appropriate program leadership and supports the program. The program demonstrates accountability to the public through its published documents.

Indicators

a) *The administrative unit in which the program is located supports program goals.*

b) *Clear channels of communication exist between the program and departmental of administrative unit in which it is located.*

c) *The coordinator, faculty members and other instructional personnel collaborate in developing, implementing and modifying the program.*

The administrative unit in which the program is located is the School of Architecture. The Directors of the 3 programs which are within the School of Architecture have regularly scheduled meetings with the Dean and Assistant Dean to discuss university policy, curricula, scheduling and instructional issues

The Director of the program meets informally and frequently with faculty members to discuss ongoing courses and future modifications to the program. Course enhancements are formulated in joint discussions with permanent faculty and adjuncts.

The coordinator:

d) *is a full-time faculty member qualified by education and experience to administer an interior design program.*

e) *participates in the recruitment, evaluation and retention of program faculty and instructional personnel.*

The program Director is both a registered interior designer and registered architect. Her experience in the interior design departments of Bohlin Cywinski Jackson and Kohn Pedersen Fox and former teaching experience at Texas Christian University and Carnegie Mellon University provide ample qualification for administering the program.

The program provides clear, consistent and reliable information to the public regarding:

f) *admission policies*

g) *program philosophy, mission, and goals*

h) *course of study*

i) *academic quality*

j) *student achievement*

The overall program goal, admission policies and course of study are available in the on-line university catalogue. The undergraduate advisor for the School of Architecture counsels interested potential students and informs them of program requirements. Academic quality is evidenced by students' achievement and their accomplishments are regularly published in the School of Architecture newsletter. <u>Texfiles</u> is the compilation of student work from the three programs. It was initiated in 2004 and the next edition is expected in the fall 2008 semester.

Self Study Comments:

We are very fortunate to have the leadership of Don Gatzke, Dean of the School of Architecture. The program feels that he has been an advocate for interior design with the school and the university.

Communication within our program and the school has been strong but improvements to printed material and online sources of information would be beneficial to our public outreach.

Standard 12: Assessment

Systematic and comprehensive assessment methods contribute to the program's ongoing development and improvement.

Indicators
> a)   *The program uses input from various groups*

Course grading criteria is established by each instructor, appropriate to the subject taught. Lecture classes may be evaluated on the basis of exams, research papers, verbal and graphic class presentations, and in-class assignments. Evaluation of the student performance is conducted by the individual instructor. Studio classes are evaluated on juried project review. Project reviews have included:

- Reviews by local interior designers, architects, and furniture designers
- Reviews with student jurors
- Reviews by School of Architecture faculty and professors from other
  UT Arlington academic units

Each professor in Interior Design has issued the course grading criteria as part of the syllabus distributed on the first day of class. Grading criteria for most projects precede the execution of the project so that students know where to focus their efforts. Some professors have attempted to establish grading rubrics. Most professors reinforce the project review comments with a written grading sheet.

No program wide analysis of grading procedures has occurred to date. Prior to Fall 2007, multiple sections of any courses were conducted as a combined studio with a single set of grading criteria, therefore no standardization of grading procedures was required. Program wide grading criteria will need to be codified as a result of multiple class sections conducted as separate studios.

Additional course level evaluations include university distributed faculty evaluations. Students are asked to evaluate the faculty and the delivery of the class through an end of semester evaluation. Student responses remain anonymous.

> b)   *The program regularly monitors and evaluates professional placement of alumni.*

We are trying to strengthen alumni relations through a series of social gatherings. From these events we plan to update our informational database on these alumni. The first gathering was held in the fall of 2007.

Self Study Comments: Assessment procedures throughout the School of Architecture would benefit from greater data collection and analysis. As a program we plan to make more effective use of the university Unit Effectiveness Process to strengthen our self study.

Section 6:

Conclusions

Section 6: Conclusions

The Program in Interior Design continues to provide a quality education for students at the University of Texas at Arlington. The reputation of our interior design graduates has resulted in UT Arlington's elevated status among the five CIDA accredited programs in North Texas. This program has prepared our students to perform with excellence in their profession and as engaged members of their community.

This program addresses the CIDA standards admirably. We look forward to strengthening our existing class offerings as well as developing courses to address emerging areas, such as sustainability, LEED project management, new material development, and digital fabrication

The program has raised the profile of the School of Architecture by participating in campus wide initiatives, such as the Committee for Active Learning and Higher Order Thinking, and delivered quality work to the community, notably the Dallas Museum of Art exhibit and "rethinking casual dining" with Brinker International. Along with the Dean and the Director of Development for the School of Architecture, the program director is seeking new supporters for the Program in Interior Design. The willingness of these professionals to donate to the school is a direct measure of our graduates' potential.

We are in a time of change for the program. Our enrollment is increasing and we are seeking new faculty to meet the load. The role of the interior designer is expanding and so our program is obligated to address the new concerns of the profession. The emergence of Interior Architecture is sharpening our definition of Interior Design and drawing a new constituency to the study of Interior Design. Our program will have broader appeal because of these changes. We are confident that the foundation of our program will take us to even greater achievements than we have been able to foresee.

Section 7:

Future Program Development

Section 7: Future Program Development

Expanding opportunities for interior design students to work collaboratively with the two other programs within the School of Architecture: the Program in Landscape Architecture and the Program in Architecture is an important element in the mission of the program. Several avenues for achieving this are currently being explored.

1) Special studio projects with real clients have already involved the Interior Design, Landscape and Architecture Programs in a joint effort. All three programs were invited to develop a coordinated proposal for the Dallas Museum of Art exhibition "Materials and Meanings". The completed installation, which may be viewed at the DMA through October 2008, incorporates the work of all the spring 2008 Interior Design studios and Architecture Digital Fabrication studio.

2) Cross-disciplinary studios are being discussed in which architecture students and interior design students would work on teams to develop integrated solutions to studio problems. A real client with whom the program has worked in the past, Brinker International, has proposed sponsoring a joint studio for simulating interior design and architectural services on a real world corporate design problem.

3) A spring 2008 intersession travel-abroad class, involving students from the Interior Design, Architecture and Landscape Architecture programs, explored the potential for a semester exchange program with the School of Architecture at University Francisco Marroquin in Guatemala City. The exchange program will begin in the spring of 2009. For Interior Design students, this provides an opportunity to study the architecture, art, culture, and history of Guatemala within a well respected architecture program, along side architecture and landscape architecture students from UT Arlington and architecture students from UFM.

Several possibilities for extending the impact of the interior design program are being considered.

1) The potential for instituting an Interior Design Certificate, available to Master of Architecture candidates, is being investigated. This would expand the program's enrollment as well as providing an opportunity for advanced research studies in interior design.

2) The addition of an interior design themed lecture series within the School of Architecture lecture series has been proposed. This would raise awareness of the profession and the program within the school and the community.

In addition, the program is in the process of enhancing existing classes which address emerging fields such as sustainability, digital fabrication and rapid prototyping.

1)   Sustainability is addressed in many interior design lecture classes and in all studios. Current faculty members are pursuing LEED-AP certification. A faculty search will begin in the fall of 2008 for new interior design faculty who can contribute to our expertise in sustainable design.

2)   Digital fabrication and rapid prototyping equipment have recently been acquired by the School of Architecture. Interior Design students currently are trained in use of the laser cutter. In the near future, training in rapid prototyping technology will be available to our students.

Section 8:

Curriculum Matrix

P - Primary evidence. Limit: 3 P's per indicator...
program does not address the indicator in its curriculum...

S - Secondary evidence. Limit: 4...

O - Supplemental evidence. Limit: none.

Standard 1. Curriculum Structure. The c...

The curriculum MUST provide exposure to a variety of formal structures (for example, for-profit, non-profit, hierarchical, flat, co-housing, nuclear and ...

The teaching and learning methods MUST encourage the experience of team approaches to design solutions... in interaction that provides interaction with multiple other specialists, engineers, architects which... framework... ray and perspectives of design programs

The program MUST provide... interaction with people in disciplines outside... students' major...

...

Curriculum Matrix-Course Sequence

Catalog Number	Course Name
Freshman Sequence	
ARCH 1301	Introduction to Architecture and the Design Professions
ARCH 1241	Design Communications I (Revised to ARCH 1341 in the Fall of 2008)
INTD 1302	Survey of Architectural Principles in the Interior Design Professions (Eliminated in Fall 2008)
ARCH 1242	Design Communications II (Revised to ARCH 1341 in the Fall of 2008)
Sophomore Sequence	
ARCH 2551	Basic Design + Drawing I
ARCH 2303	History of Architecture and Design I
ARCH 2552	Basic Design + Drawing II
ARCH 2304	History of Architecture and Design II
Junior Sequence	Prequisites for entry in Junior sequence: All Freshman and Sophomore classes listed above.
INTD 3305	History of Interior Design (Prerequisites: ARCH 2303, 2304, 2552)
INTD 3321	Interior Materials I (Prerequisites: ARCH 2552)
INTD 3329	Computer Aided Drawing in Interior Design (Prerequisites: ARCH 2552)
INTD 3343	Design Communications III (Prerequisites: ARCH 2552)
INTD 3553	Design Studio: Interiors I (Prerequisites: ARCH 2552, credit or concurrent enrollment in INTD 3343 or 3345)
INTD 3322	Interior Materials II (a continuation of INTD 3321; Prerequisites: ARCH 2552)
INTD 3323	Lighting (Prerequisites: ARCH 2552)
INTD 3345	Design Communications IV (Prerequisites: ARHC 2552)
INTD 3555	Design Studio: Interiors II (Prerequisites: ARCH 2552, credit or concurrent enrollment in INTD 3343 or 3345)
Senior Sequence	
INTD 4345	Architectural Graphics (Prerequisites: ARCH 3345, 3553 and 3555)
INTD 4368	Interior Detailing (Prerequisites: ARCH 3553 and 3555)
INTD 4393	Internship or Approved Elective (Prerequisites: permission of the Interior Design Program Director)
INTD 4562	Design Studio: Interiors III (Prerequisites: ARCH 3553 and 3555)
INTD 4332	Professional Practice (Prerequisites: junior standing in the school)
INTD 4369	Furniture Design (Prerequisites: INTD 3553 and 3555)
INTD 4395	Special Topics in INTD or Approved Elective (Prerequisites: concurrent enrollment in INTD 4562 or 4563)
INTD 4563	Design Studio: Interiors IV (Prerequisites: INTD 3553 and 3555)

Curriculum Matrix - The University of Texas at Arlington

P - Primary evidence. **Limit:** 3 'P's per indicator. 1 'P' per indicator is mandatory unless the program does not address the indicator in the curriculum.

S - Secondary evidence. **Limit:** 4 'S's per indicator.

O - Supplemental evidence. **Limit:** None.

Standard 1. Curriculum Structure. The curriculum is structured to facilitate and advance student learning.

Indicator	First Year Fall		First Year Spring		Second Year Fall		Second Year Spring		Third Year Fall					Third Year Spring				Fourth Year Fall				Fourth Year Spring			
	ARCH 1301	ARCH 1241	ARCH 1302	ARCH 1242	ARCH 2551	ARCH 2303	ARCH 2552	ARCH 2304	INTD3305	INTD3321	INTD3329	INTD 3343	INTD 3553	INTD 3322	INTD 3323	INTD 3345	INTD3555	INTD 4345	INDT 4368	INTD 4393	INTD 4562	INTD 4332	INTD 4369	INTD 4395	INTD 4563
1e The curriculum MUST provide exposure to a variety of business, organizational, and familial structures (for example, for-profit, non-profit, publicly vs. privately held, hierarchical, flat, co-housing, nuclear and extended family).	S		S											S			S	P				P			
The teaching and learning methods MUST incorporate:																									
1f the experience of team approaches to design solutions.													S			S	P	P				P			
1g experiences that provide interaction with multiple disciplines (for example, code specialists, engineers, architects, artists, behaviorists) representing a variety of points of view and perspectives on design problems.	S		S										S		O	P S	O	P				P			
The program MUST provide:																									
1h interaction with practicing professionals (for example, as jurors, project critics, guest lecturers, mentors).	O		O										S		S	O	S	P	P			S			P
1i opportunities for design work experience (for example, internship, co-op, *shadowing*, or other experiences that familiarize students with the culture and environment of the professional studio and professional practice).													S				S	P	P			S			P

Notes: Standard 1, indicators a - d are not included in this matrix.

Curriculum Matrix - The University of Texas at Arlington

P - Primary evidence. **Limit:** 3 'P's per indicator. 1 'P' per indicator is mandatory unless the program does not address the indicator in the curriculum.

S - Secondary evidence. **Limit:** 4 'S's per indicator.

O - Supplemental evidence. **Limit:** None.

Standard 2. Professional Values. The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

Indicator		First Year Fall		First Year Spring		Second Year Fall		Second Year Spring		Third Year Fall					Third Year Spring				Fourth Year Fall				Fourth Year Spring			
		ARCH 1301	ARCH 1241	ARCH 1302	ARCH 1242	ARCH 2551	ARCH 2303	ARCH 2552	ARCH 2304	INTD3305	INTD3321	INTD3329	INTD 3343	INTD 3553	INTD 3322	INTD 3323	INTD 3345	INTD3555	INTD 4345	INDT 4368	INTD 4393	INTD 4562	INTD 4332	INTD 4369	INTD 4395	INTD 4563
The program MUST provide learning experiences that address:																										
client and user needs and their responses to the interior environment.	2a	O		O						S		S	S	S			P				P					P
professional ethics and the role of ethics in the practice of interior design.	2b											S		S	S		S				P			P		P
environmental ethics and the role of *sustainability* in the practice of interior design.	2c									S		S	O	S			S				P			P		P
a *global perspective* and approach to thinking and problem solving (viewing design with awareness and respect for cultural and social differences of people; understanding issues that affect the *sustainability* of the planet; understanding the implications of conducting the practice of design within a world market).	2d	O		O						P		S					S	S			P			P		P
The program MUST include learning experiences that incorporate:																										
critical, analytical, and strategic thinking.	2e					S		S				S					P		S	S	P				S	P
creative thinking (exhibit a variety of ideas, approaches, concepts with originality and elaboration).	2f					S		S				S					P		S	S	P				S	P
the ability to think visually and volumetrically.	2g					S		S					S	S			O	P	S		P				S	P
professional discipline (for example, time management, organizational skills).	2h					S		S													S	P		P		P
active listening skills leading to effective interpretation of requirements (for example, programming interviews, participatory critiques, role playing).	2i																			P	P			S		P
The program MUST present opportunities or experiences that address the value and importance of community or public service.	2j																S		O		P					P

Notes:

Curriculum Matrix - The University of Texas at Arlington

P - Primary evidence. **Limit:** 3 'P's per indicator. 1 'P' per indicator is mandatory unless the program does not address the indicator in the curriculum.

S - Secondary evidence. **Limit:** 4 'S's per indicator.

O - Supplemental evidence. **Limit:** None.

Standard 3. Design Fundamentals. Students have a foundation in the fundamentals of art and design; theories of design, green design, and human behavior; and discipline-related history.

Student work MUST demonstrate understanding of design fundamentals including:

- 3a — design elements (for example, space, line, mass, shape, texture) and principles (for example, scale, proportion, balance, rhythm, emphasis, harmony, variety).
- 3b — color principles, theories, and systems (for example, additive and subtractive color, color mixing; hue, value, and intensity; the relationship of light and color).
- 3c — *theories of design* and *design composition* (for example, functionalism, *Gestalt*).
- 3d — principles of lighting design (for example, color, quality, sources, use).

Student work MUST demonstrate understanding of theories of human behavior in interior environments:

- 3e — human factors (for example, *ergonomics*, *anthropometry/anthropometrics*).
- 3f — the relationship between human behavior and the built environment.
- 3g — Student work MUST demonstrate understanding of principles and theories of *sustainability*.

Student work MUST demonstrate understanding of the history of:

- 3h — art.
- 3i — architecture.
- 3j — interiors.
- 3k — furnishings.

	First Year Fall				First Year Spring				Second Year Fall			Second Year Spring			Third Year Fall					Third Year Spring				Fourth Year Fall				Fourth Year Spring			
	ARCH 1301	ARCH 1241			ARCH 1302	ARCH 1242			ARCH 2551	ARCH 2303		ARCH 2552	ARCH 2304		INTD3305	INTD3321	INTD3329	INTD 3343	INTD 3553	INTD 3322	INTD 3323	INTD 3345	INTD3555	INTD 4345	INDT 4368	INTD 4393	INTD 4562	INTD 4332	INTD 4369	INTD 4395	INTD 4563
3a	S	O			O	O			P	O		P	O		O					P	O	S	S	S		S		O			S
3b	O				O				O			O						P	S			S	S	S			P				P
3c									P			P			O					P		S	S	S			S				O
3d																			S			P	S				P				P
3e	O				O				S			P			O					S			S	P	S			P	P		
3f	O				O				S			P			O					P		S	P	S	O			S	O		
3g	O				O															P		P	S	S							P
(history)																								P							
3h									P			P			P	O	S						S	S							S
3i	O				O				O	P		O	P				S	S					S	S							S
3j									P			P			P								S							S	S
3k									P			P			P								S							S	S

Notes:

P - Primary evidence. Limit: 3 'P's per indicator. 1 'P' per indicator is mandatory unless the program does not address the indicator in the curriculum.

S - Secondary evidence. Limit: 4 'S's per indicator.

O - Supplemental evidence. Limit: None.

Standard 4. Interior Design. Students understand and apply the *knowledge*, *skills*, processes, and theories of interior design.

		First Year Fall		First Year Spring		Second Year Fall		Second Year Spring		Third Year Fall					Third Year Spring				Fourth Year Fall				Fourth Year Spring			
		ARCH 1301	ARCH 1241	ARCH 1302	ARCH 1242	ARCH 2551	ARCH 2303	ARCH 2552	ARCH 2304	INTD3305	INTD3321	INTD3329	INTD 3343	INTD 3553	INTD 3322	INTD 3323	INTD 3345	INTD3555	INTD 4345	INDT 4368	INTD 4393	INTD 4562	INTD 4332	INTD 4369	INTD 4395	INTD 4563

Student work MUST follow a process and demonstrate the ability to:

Indicator																										
apply 2-dimensional design elements and principles in interior design projects.	4a	O		O		O		O					S	S			S		P	S	P					
apply 3-dimensional design elements and principles to the development of the *spatial envelope* (for example, volumes of space, visual continuity and balance, visual passages, interconnecting elements).	4b					S		S					S	S			S	S			P					
select and apply color in interior design projects.	4c												P	S				S			P					

Student work MUST demonstrate programming *skills*, including:

problem identification.	4d					S		S						S				P			P					P
identification of client and user needs.	4e					S		S						S				S			P				P	P
information gathering research and analysis (functional requirements, code research, *sustainability* issues, etc).	4f					O		O						S				P			P				S	P

Student work MUST demonstrate *competent* schematic design, concept development, and problem solving *skills* including:

concept statements.	4g					S		S						S				P			P					P
the ability to rapidly visualize concepts through sketching.	4h					S		S						S			P	S			P					P
space planning (adjacencies, circulation, and articulation and shaping of space).	4i					S		S						S				P			P					P

Student work MUST demonstrate *competent* design development *skills* in:

selection of interior finishes and materials.	4j											S		S		S		P	S		P				O	P
detailed and developed layout of furniture, fixtures, and equipment.	4k													S				P			P					P
detailed and developed furniture selection.	4l													S				P			P					P
space plans, elevations, sketches, and study *models* (computer-generated or manual).	4m					S		S						S				P			P					P
selection and application of luminaires and lighting sources.	4n													S			P	S			P					P
justifying design solutions relative to the goals and objectives of the project program.	4o					S		S						S				P			P				S	P
appropriate selection and application of *decorative elements* (for example trim, hardware, paneling).	4p													S				P	S		P				S	P
Student work MUST demonstrate *competent skills* in preparing drawings, schedules, and specifications as an integrated system of contract documents, appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related. These could include construction/demolition plans, power plans, lighting/reflected ceiling plans, finish plans, furniture, fixtures, and equipment plans, data/voice telecommunication plans, elevations, sections, and details, interior building specifications, furniture specifications, finish schedules, door schedules, etc. (The intent of this indicator is to demonstrate how contract documents are used as an integrated system. Documents should not be scattered across the curriculum, but neither do all examples need to be evidenced in a single project).	4q													S				P			P					P

Student work SHOULD demonstrate design development *skills*, including:

appropriate selection and application of art and accessories.	4r									P																
the ability to design custom interior elements (for example case goods, floor patterning, textiles).	4s																		S	P	P				S	P
wayfinding methods.	4t																P				P					P
graphic identification, such as signage.	4u																		P		P					P

Notes:

Curriculum Matrix - The University of Texas at Arlington

P - Primary evidence. **Limit:** 3 'P's per indicator. 1 'P' per indicator is mandatory unless the program does not address the indicator in the curriculum.

S - Secondary evidence. **Limit:** 4 'S's per indicator.

O - Supplemental evidence. **Limit:** None.

Standard 5. Communication. Students communicate effectively.

		First Year Fall		First Year Spring		Second Year Fall		Second Year Spring		Third Year Fall					Third Year Spring				Fourth Year Fall				Fourth Year Spring			
		ARCH 1301	ARCH 1241	ARCH 1302	ARCH 1242	ARCH 2551	ARCH 2303	ARCH 2552	ARCH 2304	INTD3305	INTD3321	INTD3329	INTD 3343	INTD 3553	INTD 3322	INTD 3323	INTD 3345	INTD3555	INTD 4345	INDT 4368	INTD 4393	INTD 4562	INTD 4332	INTD 4369	INTD 4395	INTD 4563
Student work MUST demonstrate _competence_ in:																											
drafting and lettering, both manual and computer-aided techniques.	5a	S		S		O		O					P		O		P	O	P		S					S
illustrative sketching.	5b	O		O		O		O						S			P	S	S	S	P					P
presentation of color, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations).	5c									S		S	S					P			P					P
Students MUST:																											
express ideas clearly in oral presentations and critiques.	5d	O		O		O		O		S			S		S	S		P	O		P		O	O		P
communicate clearly in writing (using correct spelling, grammar, and syntax) in specifications, schedules, and contracts and other business-related documents, such as project programs, concept statements, reports, research papers, resumes, and correspondence.	5e									S			S		S	O		P			P			S		P
Student work MUST demonstrate the ability to:																											
render by any medium, manual or computer-generated, that successfully communicates the design intent.	5f	O		O		O		S				P	S				P	S	S		P					P
communicate 3-dimensional space and form, such as in perspectives, paralines, and _models_ (computer-generated or manual).	5g	S		S		S		S				P	S				S	S			P					P
Student work SHOULD demonstrate the ability to:																											
apply the metric system to design work.	5h										O															
communicate through alternative presentation techniques (for example, audio, electronic, film, photography, slides, video).	5i	O		O									S			S		S	P		P					P

Notes:

Curriculum Matrix - The University of Texas at Arlington

P - Primary evidence. **Limit:** 3 'P's per indicator. 1 'P' per indicator is mandatory unless the program does not address the indicator in the curriculum.

S - Secondary evidence. **Limit:** 4 'S's per indicator.

O - Supplemental evidence. **Limit:** None.

Standard 6. Building Systems and Interior Materials. Students design within the context of building systems. Students use appropriate materials and products.

Column groups — First Year (Fall: ARCH 1301, ARCH 1241 / Spring: ARCH 1302, ARCH 1242); Second Year (Fall: ARCH 2551, ARCH 2303 / Spring: ARCH 2552, ARCH 2304); Third Year (Fall: INTD3305, INTD3321, INTD3329, INTD 3343, INTD 3553 / Spring: INTD 3322, INTD 3323, INTD 3345, INTD3555); Fourth Year (Fall: INTD 4345, INDT 4368, INTD 4393, INTD 4562 / Spring: INTD 4332, INTD 4369, INTD 4395, INTD 4563).

Students MUST demonstrate understanding that design solutions affect and are impacted by:

Indicator	#	1301	1241	1302	1242	2551	2303	2552	2304	3305	3321	3329	3343	3553	3322	3323	3345	3555	4345	4368	4393	4562	4332	4369	4395	4563
construction systems and methods (for example, wood-frame, steel-frame, masonry, concrete).	6a	O		O		O		O		P				O	S						P					P
power distribution systems.	6b														P	S					P					P
mechanical systems (*HVAC*, plumbing).	6c										P										P					P
energy management.	6d									S											P					P
data/voice telecommunications systems.	6e											P									P					P
lighting systems.	6f	S		S										S	P		S				P					P
ceiling systems.	6g					O		O		S	S	S							O							O
flooring systems (for example, raised, heated).	6h																P									
security systems.	6i									S							P				P					P
acoustics.	6j																									
interface of workstation furniture systems with building systems (for example, columns, fenestration, convector units, and power sources).	6k																S	S			P					P
Student work MUST demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.	6l	O		O		O		O		P	S				P						S					P
Students MUST demonstrate *knowledge* of sources for materials and products.	6m									P	S						S				P					P
Students MUST demonstrate *understanding* of the concept of *sustainable* building methods and materials.	6n			O		O		O		P	S										P					P

Students SHOULD demonstrate knowledge of:

Indicator	#	1301	1241	1302	1242	2551	2303	2552	2304	3305	3321	3329	3343	3553	3322	3323	3345	3555	4345	4368	4393	4562	4332	4369	4395	4563
installation methods (for example, carpet, resilient flooring, wallcovering).	6o									P					P				P							
material maintenance requirements.	6p									P											P					P

Notes:

Curriculum Matrix - The University of Texas at Arlington

P - Primary evidence. Limit: 3 'P's per indicator. 1 'P' per indicator is mandatory unless the program does not address the indicator in the curriculum.

S - Secondary evidence. Limit: 4 'S's per indicator.

O - Supplemental evidence. Limit: None.

	First Year Fall			First Year Spring			Second Year Fall			Second Year Spring			Third Year Fall					Third Year Spring				Fourth Year Fall				Fourth Year Spring			
	ARCH 1301	ARCH 1241		ARCH 1302	ARCH 1242		ARCH 2551	ARCH 2303		ARCH 2552	ARCH 2304		INTD 3305	INTD 3321	INTD 3329	INTD 3343	INTD 3553	INTD 3322	INTD 3323	INTD 3345	INTD 3555	INTD 4345	INDT 4368	INTD 4393	INTD 4562	INTD 4332	INTD 4369	INTD 4395	INTD 4563

Standard 7. Regulations. Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.

Indicator																														
7a Student work MUST demonstrate understanding of the impact of fire and life safety principles on space planning (for example, compartmentalization [fire separation], movement [stairwells, corridors, exitways], detection [smoke/heat detectors and alarm systems], suppression [sprinklers/fire hose cabinets]).																	S	P			S			P				P	
Student work MUST demonstrate appropriate application of:																													
7b codes and regulations (for example, International Building Code [IBC]) and standards (for example, American National Standards Institute [ANSI]).																		P	S					P				P	
7c *barrier-free* design guidelines (for example, Americans with Disabilities Act).	O			O			S			S								S	P		S			P				P	
7d *ergonomic* and human factors data.							O			O								S			S	S		P		P		P	
Students MUST demonstrate *understanding* of the impact on health and welfare of:																													
7e indoor air quality.																P		P											
7f noise.																		P											
7g lighting.	O			O			O			O								S		P	S			P				P	
7h Student work MUST demonstrate *understanding* of *universal design* concepts and principles.	O			O			O			O								S			P			P				P	

Notes:

Curriculum Matrix - The University of Texas at Arlington

P - Primary evidence. **Limit:** 3 'P's per indicator. 1 'P' per indicator is mandatory unless the program does not address the indicator in the curriculum.

S - Secondary evidence. **Limit:** 4 'S's per indicator.

O - Supplemental evidence. **Limit:** None.

Standard 8. Business and Professional Practice. Students have a foundation in business and professional practice.

Indicator		First Year Fall: ARCH 1301	ARCH 1241		First Year Spring: ARCH 1302	ARCH 1242		Second Year Fall: ARCH 2551	ARCH 2303		Second Year Spring: ARCH 2552	ARCH 2304		Third Year Fall: INTD3305	INTD3321	INTD3329	INTD 3343	INTD 3553	Third Year Spring: INTD 3322	INTD 3323	INTD 3345	INTD3555	Fourth Year Fall: INTD 4345	INDT 4368	INTD 4393	INTD 4562	Fourth Year Spring: INTD 4332	INTD 4369	INTD 4395	INTD 4563
Students MUST demonstrate *understanding* of project management practices:																														
estimating (for example, project costs, fees).	8a																										P			
budget management.	8b																										P		S	
coordination (managing input from various members of the project team), time management, scheduling, and contract administration.	8c																									P	P		P	
information management (collecting and disseminating relevant project information).	8d							S			S							S				S				P	P		P	
conflict resolution (facilitating solutions to conflicting objectives).	8e																					S				P	P		P	
assessment processes (for example, post-occupancy evaluation, productivity, square-footage ratios, life cycle assessment).	8f																	P									P			
Students MUST demonstrate *knowledge* of:																														
certification, licensing, and /or registration requirements.	8g																	P		P							P			
professional design organizations.	8h																			P							P			
Students SHOULD demonstrate *understanding* of basic business computer applications (for example, word processing, spreadsheets).	8i							O			O				S			S	S			S				P	P		P	
Students SHOULD demonstrate *knowledge* of business processes (for example, marketing, strategic planning, and accounting procedures).	8j																										P		P	

Notes:

Section 9:

Faculty Data Forms

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Susan Ingle Appleton   X_ full-time   ___adjunct   ___part-time   ___support

___other (please indicate):

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ■ Yes ☐ No
Individual has completed a degree in interior design: ☐ Yes ■ No
Individual has passed the complete NCIDQ exam: ■ Yes ☐ No

If this individual is a <u>full-time</u> faculty member, please indicate:
_____% of time spent in administration
___100___% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

B.A. in Art History, Smith College, 1968 (degree issued in maiden name: Susan Ingle)
M. Arch., University of Texas at Arlington, December, 1985 (degree issued in maiden name: Susan Ingle) (Graduate Teaching Assistant: Undergraduate Perspective Drawing)
M. Arch. With Distinction, Graduate School of Design, Harvard University 1988 (degree issued under married name: Susan Mackey)
Graduate Teaching Assistant: Junior Level Design Studio

Positions held in academic institutions (title of position/rank, year and tenure):

Assistant Professor, Department of Architecture, Interior Design Program, University of Texas at Arlington 2005-Present

---

Courses taught in the past two years:

INTD 3321 Interior Materials I
INTD 3323 Lightning
INTD 3555 Design Studio: Interior Design II
INTD 4562 Design Studio: Interior Design III
INTD 4563 Design Studio: Interior Design IV
INTD 4595 Selected Topics in Interior Design: LED Lighting

* The courses listed above are those taught by this instructor within the Interior Design curricula.

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Associate, office of Max Levy, architect 1989-1996
Associate, office of Bodron + Fruit, architecture and interior design, 1996-1997
Associate, office of Dan Shipley, architect, 1997-1998
Associate, Switch Lighting Design, partnership with Tully and Kalynn Weiss, 1998-2000
Susan Appleton, architect, 2000-present

Significant publications, creative projects, and/or paper presentations (up to six items):

Presentation "The State of White Light in LED's," delivered to IESNT Chapter meeting, March, 2007

Awards, recognitions, grants, competitions:

Professional memberships and service:

AIA Dallas membership
IDEC membership
IESNA membership

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

LED Lighting Institute, Lighting Research Center, Rensselaer Polytechnic Institute, Troy, New
    York, September 2006
Texas Society of Architects Annual Convention 2003, 2005, 2006
AIA National Convention, 2004

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Richard Atchison _____ ___full-time   X_adjunct   X_part-time   ___support
___other (please indicate):

Check one

Individual has been responsible for studio supervision in past 2 academic years: ☐ Yes ☑ No
Individual has completed a degree in interior design: ☐ Yes ☑ No
Individual has passed the complete NCIDQ exam: ☐ Yes ☑ No

If this individual is a full-time faculty member, please indicate:
_____% of time spent in administration
_____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

B.S. Architecture, The University of Texas at Arlington, 2000
M.S. Architecture, The University of Texas at Arlington, 2000

Positions held in academic institutions (title of position/rank, year and tenure):

Instructor, The University of Texas at Arlington, 2003-Present

Courses taught in the past two years:

INTD 3329 Computer Aided Drawing in Interior Design, 2003-Present

* The courses listed above are those taught by this instructor within the Interior Design curricula.

*Other optional advanced electives:

ARCH 4395 Selected Topics in Architecture:
        Basic AutoCAD
        Advanced AutoCAD (3D Studio Max 6.0)

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Form Studios, Incorporated; Principal
240 E Renfro Street, suite 203
Burlson, TX 76028

ABP Development; LLC
(same address as above)

Significant publications, creative projects, and/or paper presentations (up to six items):

Synthetic film (multiple architecture project), The Fork, played on television in New Hampshire and at
    Architecture Studio, Tokyo, Japan, May 2002

Awards, recognitions, grants, competitions:

Henry Adams Award – University of Texas at Arlington, 2002

Professional memberships and service:

AIA – American Institute of Architects
CSI – Construction Science Institute

Professional development (meetings/conferences attended, continuing education courses, etc., in the last
five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Rebecca Boles   X full-time ___adjunct ___part-time ___support

Check one:

	Yes	No
Individual has been responsible for studio supervision in past 2 academic years:	☑ Yes	☐ No
Individual has completed a degree in interior design:	☐ Yes	☑ No
Individual has passed the complete NCIDQ exam:	☑ Yes	☐ No

If this individual is a <u>full-time</u> faculty member, please indicate:

<u>30</u>_____% of time spent in administration
<u>70</u>_____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Architecture, Columbia University, 1989
Master of Architecture, University of Texas at Arlington, 1984
Bachelor of Science, Zoology, Graduate in Honors Studies, Texas Tech University, 1978

Positions held in academic institutions (title of position/rank, year and tenure):

Director, Program in Interior Design, University of Texas at Arlington, 2006-Present
Assistant Professor, University of Texas at Arlington, 2005-Present
Senior Lecturer, University of Texas at Arlington, 1998 – 2004
Instructor in Interior Design, Texas Christian University, 1998
Assistant Adjunct Professor, Carnegie Mellon University, 1995 -1997
Assistant Professor, First year Graduate Design, New Jersey Institute of Technology, 1986

Courses taught in the past two years:

INTD 3321 Interior Materials I
INTD 4332 Professional Practice
INTD 4368 Interior Detailing
INTD 4393 Interior Design Internship
INTD 4562 Design Studio
INTD 4563 Design Studio

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Principal, Rebecca L. Boles Architect, LLC Arlington, TX. 1998 - Present
Associate, Bohlin Cywinski Jackson, Pittsburgh, PA. 1989 – 1998
Designer, Kohn Pedersen Fox Interiors, New York, NY. 1986 – 1989
Site Team Cossutta and Associates, New York, NY. 1985 – 1986
Design Assistant in Interiors, Morrison Seifert, Dallas, Texas, 1984 – 1985

Significant publications, creative projects, and/or paper presentations (up to six items):

Texas Architect, Out of the Box, 1/2, 2006
Texas Architect, Ranch Enriched, 5/6, 2006
Texas Architect, Completing the Quad, 1/2, 2003
Texas Architect, Rural Archetypes, 3/4, 2001
Texas Architect, Academic Village, 1/2, 2001
Texas Architect, Artisan: Old World Craftsmanship, 11/12, 2000

Awards, recognitions, grants, competitions:

2003: Merit Award, Interior Architecture, AIA Fort Worth, Excellence in Design Awards
1995: Outstanding Alumnae of the Year, School of Architecture, University of Texas at Arlington
1994: Honorable Mention, Public Space in the New American City, Atlanta 1996 Design Competition

---

Professional memberships and service:

American Institute of Architects, Fort Worth Chapter, 1999 – Present
Vice President of Programs, 2003
Vice President of Membership, 2002
Director at Large, 2001

US Green Building Council, 2007-Present

Texas Society of Architects Publication Committee, 2008

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

American Institute of Architects, Committee on Design, Healdsburg, CA,
        Design Where Place Takes the Lead, 2005

American Institute of Architects National Convention
        San Diego, 2003
        San Antonio, 2007

Texas Society of Architects State Convention
        Fort Worth, 2003
        Houston, 2004
        Dallas, 2006

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Bill Boswell

Check one:
___X___ full-time ___ adjunct ___ part-time ___ support
___ other (please indicate): _____

	Check one:
Individual has been responsible for studio supervision in past 2 academic years:	☑ Yes ☐ No
Individual has completed a degree in interior design:	☐ Yes ☑ No
Individual has passed the complete NCIDQ exam:	☐ Yes ☑ No

If this individual is a <u>full-time</u> faculty member, please indicate:

_____ % of time spent in administration
___100___ % of time spent in teaching
_____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Bachelor of Architecture – University of Texas at Austin, Austin, Texas, 1969
Master of Architecture in Urban Design – University of Colorado, Boulder, Colorado, 1972

Positions held in academic institutions (title of position/rank, year and tenure):

Associate Professor – University of Texas at Arlington, School of Architecture, 1979-present
Assistant Professor – University of Texas at Arlington, School of Architecture, 1975-1979
Teaching Assistant – University of Colorado, School of Architecture, 1971-1972
Visiting Associate Professor – Washington University of St. Louis, School of Architecture, Fall 1990
Coordinator – Summer program in Rome, University of Texas at Arlington, School of Architecture, 1982, 1983, 1988, 1991-1999.

Courses taught in the past two years:

ARCH 2551 Basic Design and Drawing I
ARCH 2552 Basic Design and Drawing II

* The courses listed above are those taught by this instructor within the Interior Design curricula.

*Other optional advanced electives:

ARCH 4305 City of Rome (off campus)
ARCH 4306 Urban Design Theory (off campus/Rome)

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Private Practice, Bill Boswell – Architect, 1974-present
Johnson Associates Architects, Inc., Lakewood Colorado – Vice President/registered architect/head of design and production drawings, 1972-1974
Marvin Hatami, Denver, Colorado – designer/draftsman, 1971-1972
Dept. of Planning and Urban Development, City of Dallas, Texas – Urban planner II, 1970-1971
Wong and Tung and Associates, Architects and Planners, Dallas, Texas – designer/draftsman, 1969-70

Significant publications, creative projects, and/or paper presentations (up to six items):

School of Architecture Faculty Show, spring 1977
School of Architecture Exhibit, AIA National Convention, spring 1978
School of Architecture Newsletter, Editor, 1984
School of Architecture "Recent Archives" 1994, Faculty Advisor

Awards, recognitions, grants, competitions:

Sphinx – local honorary society for architecture/vice president
Second place – Fort Worth Chapter AIA Student Design Competition
Second place – Texas Christian University Student Housing Design Competition
University scholarship – tuition paid/May '68 to May '69
Outstanding Teacher Nominee for School of Architecture, 1983-1987
Chancellor's Council Award Nominee for School of Architecture 1990-1997
Outstanding Teaching Professor, School of Architecture, UTA, 1997-1998

Professional memberships and service:

Invited Juror, Steedman International Design Competition – Washington University, St. Louis, MO, 1988
School of Architecture delegate to ACSA conference at Cranbrook Institute in Bloomfield, MI 1978-1980
Seminars on architectural education and teaching methodology (Masonry Institute of Texas)
Acting Assistant Dean, UTA, Spring 1991
Assistant Dean, UTA, 1992-1998
Exhibit Committee, NAAB 2004
Promotion and Tenure Committee, 2003-2005

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Ann Elaine Christensen   _X_ full-time ___adjunct ___part-time ___support

___other (please indicate):

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ☐ Yes ☐ No
Individual has completed a degree in interior design: ☐ Yes ☐ No
Individual has passed the complete NCIDQ exam: ☐ Yes ☐ No

If this individual is a __full-time__ faculty member, please indicate:
_____ % of time spent in administration
__100__ % of time spent in teaching
_____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

M.A., Architecture, Tulane University School of Architecture, 2004
B.A., Architecture, Tulane University School of Architecture, 1994

Positions held in academic institutions (title of position/rank, year and tenure):

Lecturer, University of Tennessee College of Architecture and Design, 2006-07
Visiting Assistant Professor, Prairie View A&M University School of Architecture 2005-06
Guest Juror, Gerald D. Hines College of Architecture at the University of Houston, Spring 2006
Guest Juror, University of Texas, Arlington School of Architecture, Summer 2005
Guest Juror, Prairie View A&M University School of Architecture, Spring 2005

Courses taught in the past two years:

INTD 3553   Design Studio: Interiors I (Fall 2008)
ARCH 2551   Basic Design + Drawing I
ARCH 2551   Basic Design + Drawing II

* The courses listed above are those taught by this instructor within the Interior Design curricula.

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Ken R. Harry Associates, Project Architect and Designer, April 2005-October 2005
Curtis & Windam Architects, September 2003-October 2004
Morris Architects, November 2001-June 2003
Marilyn Glass Interior Design, September 1996-September 1997
L'Observatoire International Lighting Consultants, January 1996-September 1996
Peter Marino & Associates Architects, February 1995-August 1995
Roberto A.M. Stern Architects, Model Shop, January 1995

Significant publications, creative projects, and/or paper presentations (up to six items):

Vanessa Thaureau, Ed. *Ultimate Lighting Design Projects by Herve Descottes/L'Observatoire International.* Italy: teNeues, 2005

Awards, recognitions, grants, competitions:

Tulane Merit Scholarship, 1989-1994
Tulane University Honors Excursion, Anatolia, 1994
Tulane University School of Architecture honors Semester, Venice, Italy, 1992

Professional memberships and service:

Registered Architect, Texas 2008
LEED Accredited Professional
Rice Design Alliance, 2000-06
American Institute of Architects, Associate Member, 2005

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: <u>Richard B. Ferrier, FAIA</u>

Check one:
_X_ full-time ____ adjunct ____ part-time ____ support
____ other (please indicate):

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ☐ Yes ☒ No
Individual has completed a degree in interior design: ☐ Yes ☒ No
Individual has passed the complete NCIDQ exam: ☐ Yes ☒ No

If this individual is a <u>full-time</u> faculty member, please indicate:
_____% of time spent in administration
__100__% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Bachelor of Architecture and Design – Texas Tech University, Lubbock, Texas, 1968
Master of Arts in Art, Painting & Film – University of Dallas, Irving, Texas, 1973

Positions held in academic institutions (title of position/rank, year and tenure):

Faculty appointment – University of Texas at Arlington, School of Architecture, 1968-Present
Consultant and Visiting Professor – Prairie View A&M University, School of Architecture, 1995-Present
Associate Dean – University of Texas at Arlington, 1980-1995
Board of Directors – Architecture Alumni Association, Texas Tech University, 1989-1992
Architecture Advisory Board – Dallas County Community College, El Centro College, 1983-1988

Courses taught in the past two years:

ARCH 1301 Introduction to Architecture and the Design Profession (This class will have revised content starting fall semester 2008), University of Texas at Arlington.

* The courses listed above are those taught by this instructor within the Interior Design curricula.

*Other optional advanced electives:

ARCH 4344 Conceptual Drawing
ARCH 4395 Selected Topics in Architecture: Watercolors

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Design Consultant, HKS Architects, Dallas, 1999
Design Consultant, HOK Architects, London, 1992
Firm X Architecture, Principle/Partner, 1991 to Present

Significant publications, creative projects, and/or paper presentations (up to six items):

Lecture: The Art and Architecture of Firm X, Prairie View A&M University, School of Architecture, 2004
Educators as Architects, ACSA Regional Conference Houston, TX, 2003
Lecture: Architecture of the Anasazi, Prairie View A&M University, School of Architecture, 2001
Lecture: Firm X Architecture and Image, Water Color Workshop, University of Houston, fine Arts: Interior Design, 1996
Lecture: Architecture, Concept and Process, Prairie View A&M University, Department of Architecture, 1995
Lecture: Firm X, Recent Projects, Prairie View A&M University, Department of Architecture

Awards, recognitions, grants, competitions:

AIA Dallas Design Award, Tower House: Bloomquist, Saugatuck, Michigan, 2004
AIA Dallas Ken Roberts Drawing Competition, 2 drawing selected for exhibit, 2004
AIA Dallas exhibit: RB Ferrier FAIA Watercolours, AIA Dallas Gallery, 2003
AIA Dallas Ken Roberts Drawing Competition, Wiley Award, drawings selected for exhibit, 2003
Arlington Museum of Art, Architect as Artist Exhibit, Julia Ousley curator, 2002
AIA Dallas Ken Roberts Drawing Competition, Honor Award and four drawing selected for exhibit, 2000
AIA Dallas Ken Roberts Drawing Competition, Juror's Award and four drawings selected for exhibit 1998

Professional memberships and service:

Architect, State of Texas
Interior Designer, State of Texas
AIA, TSA, AIA Dallas, AIA College of Fellows, AIAS, ACSA, ASAI. Dallas Architecture Foundation, Texas Fine Arts Association, Camp Fire, Dallas Museum of Art, The MAC Dallas, Fort Worth Museum of Art, Arlington Museum of Art, Boy Scouts of America, Children International

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: <u>Elfriede Foster</u>

Check one:
_X_ full-time ____ adjunct ____ part-time ____ support
____ other (please indicate): Retired, Spring 2008

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ☒ Yes ☐ No
Individual has completed a degree in interior design: ☒ Yes ☐ No
Individual has passed the complete NCIDQ exam: ☒ Yes ☐ No

If this individual is a <u>full-time</u> faculty member, please indicate:
_____% of time spent in administration
100 ____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

M.A., Humanities, University of Texas at Dallas, 2000
B.S., Architecture, University of Texas at Arlington, 1981

Positions held in academic institutions (title of position/rank, year and tenure):

Instructor, 1985-2008
Interim Interior Design Program Director, 1984-1988
IIDA Student Chapter Advisor, 1985-2008
Academic Departmental Advisor, 1985-2003

Courses taught in the past two years:

INTD 3345 Communication Skills
INTD 3353 Design Studio: Interior Design I
INTD 3555 Design Studio: Interior Design II
INTD 4345 Architectural Graphics

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Design Four, Principal, 1984-Present
Komatsu & Associates, Interior Designer, 1981-1984

Significant publications, creative projects, and/or paper presentations (up to six items):

Artwork exhibited online at FortWorthArtspace.com, 2007
Literature Transformed, Faculty Exhibit at UTA, 2000
Transformations, Exhibit of Thesis Work at UTD, 2000
Creative thesis on Kafka's *The Metamorphosis* at UTD, 2000
Exhibitor at *Women, Photography & Related Technologies* at UTD, 1998

Awards, recognitions, grants, competitions:

Merit Award, Fort Worth AIA, Bowles Life Center, Grand Prairie, TX, 2007
Nominated for Outstanding Academic Advisor Award, UTA, 2003
Nominated for Outstanding Student Organization Advisor Award, UTA, 1998
Nominated for Outstanding Student Organization Advisor Award, UTA, 1990
Girls' Club of America Annual Program Award, 1990
Merit Award, Forth Worth AIA, Trouve' Interiors, Fort Worth, TX,1983

Professional memberships and service:

Donated personal artwork for fundraiser, Dallas AIA, 2003
Volunteer for the house that women built, Fort Worth AIA, 2002
Team Leader, *Canstruction*, Fort Worth AIA, 2000, 1999
Faculty Advisor to student IIDA chapter, 1985-present

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Fort Worth Modern Art Museum, collage class, 2007
UTA Art Department, Metal class, 2006
Attended Lightfair, Las Vegas, 2004

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: <u>Raymond Joseph Guy</u> X full-time ___adjunct ___part-time ___support ___other (please indicate):

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ☐ Yes ☐ No
Individual has completed a degree in interior design: ☐ Yes ☐ No
Individual has passed the complete NCIDQ exam: ☐ Yes ☐ No

If this individual is a <u>full-time</u> faculty member, please indicate:
_____% of time spent in administration
100 _____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

MFA, Painting, Texas Christian University, Fort Worth, 1979
Bachelor of Fine Art, Texas Christian University, Fort Worth, 1977
Landscape Architecture Curriculum, 1961 - 1963

Positions held in academic institutions (title of position/rank, year and tenure):

University of Texas at Arlington, Assistant/Associate Professor, 1979 - Present
Texas Christian University, Teaching Fellow 1977 - 1979

Courses taught in the past two years:

ARCH 1241 Design Communication I

*The courses listed above are those taught by this instructor within the Interior Design curricula.

Positions held in design practice (firm name, title, and year):

Dalton/Newport Architects, Planners, Baltimore, Graphic Specialist, 1974 – 1976
Milo Smith & Associates, City Planners, Tampa, Graphic Specialist, Small Scale Design, 1972 – 1974

Significant publications, creative projects, and/or paper presentations (up to six items):

Contemporary Art in Texas, edited by Patricia Covo Johnson, published by Craftsman House (Australia) in association with G + B International, 1995 text on Joe Guy, pp. 84, plates 85, 86, 87

50 Texas Artists, A Critical Selection of Painters and Sculptors Working in Texas, Curated by the Laguna Gloria Art Museum, Austin, Texas, Project directed by the Aspen Art Museum, Aspen Colorado, 1986

Concentrations 12: Joe Guy, Dallas Museum of Art, October 27th, 1985, January 5, 1986

1991 Mid-America Biennial, Nelson Atkins Museum of Art, Kansas City, Missouri, February 21 – March 27

Establishment and Revelation, Dallas Visual Art Center, Catalogue, plate and listings 1997

Awards, recognitions, grants, competitions:

M – AAA/NEA Fellowship (stipend) 1990 (Mid – America Arts Alliance/National Endowment of the Arts)

AVA Nomination (Award in the Visual Arts) 1987 – 1990 sponsored by the Southeastern Center for Contemporary Art and the Rockefeller Foundation

The University Creative Achievement Award (stipend), 1989, The University of Texas at Arlington

The Louis Comfort Tiffany Grant (stipend), 1987

Dean's Award for Excellence in Teaching for 1980 – 81

Professional memberships and service:

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Todd Hamilton   _X_ full-time ____adjunct ____part-time ____support
                                        ____other (please indicate):

	Check one:
Individual has been responsible for studio supervision in past 2 academic years:	x Yes ☐ No
Individual has completed a degree in interior design:	☐ Yes x No
Individual has passed the complete NCIDQ exam:	☐ Yes x No

If this individual is a <u>full-time</u> faculty member, please indicate:

_____% of time spent in administration
__100__% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

B.Arch. Carnegie Mellon University, Pittsburgh, PA. 1969
M. Arch. M.S. Massachusetts Institute of Technology, Cambridge Mass. 1972

Positions held in academic institutions (title of position/rank, year and tenure):

Instructor, Boston Architectural Center, 1969, 1971
Instructor in Architecture, UT-Arlington, 1973-1975
Assistant Professor of Architecture, UT-Arlington, 1976-1979
Associate Professor of Architecture, UT-Arlington, 1980-1994
Visiting Associate Professor of Architecture, Washington University in St. Louis, 1985
Visiting Associate Professor of Architecture, Texas A&M University, Fall 1989
Visiting Associate Professor of Architecture, Washington University in St. Louis, 1991
Co-Director, New England Summer Program, School of Architecture, 1989-1995
Assistant Dean and Graduate Advisor in Architecture, 1989-1995
Professor of Architecture, UT-Arlington, 1995- Present
Faculty Leave Committee
Dean's Search Committee
Chair, Assistant Tenure Track Professor Committee
Curriculum Committee

Courses taught in the past two years:

ARCH 1302: Introduction to Architecture and the Design Professions

* No longer offered as of fall 2008

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Tasso Katselas Architect, Pittsburgh, PA. 1967, 1969
Architecture 2001 with Troy West, Pittsburgh, PA., 1969
Associate with R. W. Phillips & Associate, Boston, Massachusetts, 1971-1973
Associate, Edward Just Associates, Architects and Planners for the Airline Industry, Dallas, Texas, 1987-
    Present
Todd Hamilton, Architect, Dallas, TX.

Significant publications, creative projects, and/or paper presentations (up to six items):

Issues of Hi Density Housing Reviewed in Four Residential Densities, MIT, June 1972
Sprague House & article in Small Houses by Taunton Press, spring 2003

Awards, recognitions, grants, competitions:

Pentagon Memorial Competition
Texas State 911 Memorial Competition

M.R.C. (Mobile Research Capsule) with Whipple, Killiam & James. A winning submission to the "Our Environment" show sponsored by the Carnegie Museum of Art Pittsburgh, 1969. Prize awarded by Dutch Architect and Juror, Aldo Van Eyke.

SAED Teacher of the Year, 1975-76, School of Architecture
Merit Award for Design, Dallas Chapter of the American Institute of Architects, 1978

Honorable Mention, Mobile Alabama City Hall/Courthouse Design Competition, September 1990. A national architectural competition for a $40 million civic complex in Mobile, Alabama. Among the top 6 entries of 195 entries of submissions. With Glen Knowles.

Runner-up Award and Finalist, La Casa Bella Piu del Mondo, an international design competition for housing in Reggio, Italy. A two-stage architectural competition with 967 entries. With Azroei Ahmad, Mohd-Sai Khairulazmin, and Hoang Van Dang, September 1993

Professional memberships and service:

Board member, Dallas Architectural Foundation
Public Service, Member Unitarian of Dallas
Registered Interior Designer: Texas No. 1235
Member, American Institute of Planners, North Texas Section, 1973-1975
Member or Institute of Architects, 1976-1981
Member, Texas Society of Architects, 1976-1981
Invited Member, Advisory Council, El Centro College Architectural Technology Program, Dallas County Community College District, 1988-1993

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Kate Holliday _____ _X_ full-time ____adjunct ____part-time ____support
_____ other (please indicate): _____

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ☐ Yes ☒ No
Individual has completed a degree in interior design: ☐ Yes ☒ No
Individual has passed the complete NCIDQ exam: ☐ Yes ☒ No

If this individual is a _full-time_ faculty member, please indicate:
_____ % of time spent in administration
__100__ % of time spent in teaching
_____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Ph.D., Architecture History - School of Architecture, University of Texas at Austin, 2003
M.A., Art History - College of Fine Arts, University of Texas at Austin, 1994. Master's thesis: "The
    Comfort of the Familiar: James Gallier's Domestic Architecture, 1930-1950"
Continuing education in Louisiana architecture, Tulane University, 1994
B.A. magna cum laude with highest honors, Art History and Environmental Studies, Williams College,
    1991. Undergraduate thesis: "Literary Visions of New Orleans: A Study of the Relationship
    between Architecture and Literature"
Dissertation: "Leopold Eidlitz and the Architecture of Nineteenth-Century America"

Positions held in academic institutions (title of position/rank, year and tenure):

Lecturer – School of Architecture, University of Texas at Arlington, 2007-2008
Lecturer – School of Architecture, University of Texas at Austin, 2004-2007
Teaching Assistant – School of Architecture, University of Texas at Austin, 2000-2003
Teaching Assistant – Department of Art and Art History, University of Texas at Austin, 1992-1993
Teaching Assistant – Department of Environmental Studies, Williams College, 1990

Courses taught in the past two years:

ARCH 2303 History of Architecture and Design I, UTA
ARCH 2304 History of Architecture and Design II, UTA

* The courses listed above are those taught by this instructor within the Interior Design curricula.

*Other optional advanced electives:

ARCH 4315 Topics in the History of Architecture and Design: The Life of Cities (Fall 2008), UTA

Positions held in design practice (firm name, title, and year):

Significant publications, creative projects, and/or paper presentations (up to six items):

Papers:

"The Curtain Wall Metaphor in the Work of Ralph Walker," for session " 'The Principle of Dress':
  Theories of the Textile in Art History." College Art Association annual meeting, Boston,
  Massachusetts, 2006

"New Orleans Between the Lines," Center for American Architecture and Design, UT-Austin, 2006

"Competing Colonials: French, Spanish, and American Territories in Nineteenth Century Post-Colonial
  New Orleans" for session "Colonial Urbanism and Postcolonial Perspectives." Society of
  Architectural Historians annual meeting, Vancouver, British Columbia, 2005

Publications:

" 'Build More and Draw Less': The AIA and Leopold Eidlitz's Grand Central School of Architecture,"
  Journal of the Society of Architectural Historians, 2006

"The Curtain Wall Metaphor in the Work of Ralph Walker," *Pinakotheke,* 2007

Exhibition review, "Adolf Cluss, Architect: From Germany to America," Charles Sumner School
  Museum and Archives, Washington, DC, for the Journal of the Society of Architectural
  Historians, 2007

Awards, recognitions, grants, competitions:

Outstanding Dissertation Award, UT-Austin, 2004
Graves Prize for the Best Thesis in Art, Williams College, 1991
Phi Beta Kappa Honor Society, UT-Austin, 1992
Class of 1960 Scholar, Williams College, 1990

Professional memberships and service:

Preservation Consultant - self-employed, 2005-present
Research Assistant - School of Architecture, University of Texas at Austin, 1997-2002
Curatorial Staff - Historic New Orleans Collection, New Orleans, Louisiana (museum and archive), 1994-
  1997
Contributing Editor – *New Orleans Art Review*, New Orleans, Louisiana, 1994-1997
Editorial Assistant – Art and Architecture Thesaurus, Getty Art History Information Program,
  Williamstown, Massachusetts, 1990-1991

Professional development (meetings/conferences attended, continuing education courses, etc., in the last
five years):

Guest Lectures:

The Arts and Crafts Movement in America, Part 1: Chicago and Frank Lloyd Wright; Part 2: New York
  and California, October 26 and 28, 2004
Volume and Movement in Frank Lloyd Wright, October 142004
Modernism and National Identity in Latin America, April 8, 2003.

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: <u>Douglas Klahr</u>   X full-time   ___adjunct   ___part-time   ___support
        ___other (please indicate):

	Check one:
Individual has been responsible for studio supervision in past 2 academic years:	☐ Yes ☐ No
Individual has completed a degree in interior design:	☐ Yes ☐ No
Individual has passed the complete NCIDQ exam:	☐ Yes ☐ No

If this individual is a <u>full-time</u> faculty member, please indicate:
_____% of time spent in administration
__100__% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Ph.D., History of Art and Architecture, Brown University, 2002
M.A., Architecture History, University of Virginia, School of Architecture, 1998
B.A., History of Art & Architecture, Brown University, 1997

Positions held in academic institutions (title of position/rank, year and tenure):

University of Texas at Arlington, School of Architecture
 Assistant Professor, 2006 – present
 Visiting Professor, 2005 - 2006
Assumption College, Worchester, MA,
 Visiting Professor, 2003 – 2004, 2004 – 2005
 Adjunct Professor, Spring 2003
Brown University Providence, RI
 Visiting Assistant Professor, Summer Institute 2005
 Visiting Assistant Professor, Summer Institute 2004
 Teaching Assistant, 1999 - 2002
Salve Regina University, Newport, RI
 Adjunct Professor, Spring 2003
Northwestern University, Boston, MA
 Adjunct Professor

Courses taught in the past two years:

ARCH 2303 History of Architecture and Design I
ARCH 2304 History of Architecture and Design II

* The courses listed above are those taught by this instructor within the Interior Design curricula.

*Other optional advanced electives:

ARCH 4315 Topics in the History of Architecture and Design: WorldChanging and Design

Positions held in design practice (firm name, title, and year):

Significant publications, creative projects, and/or paper presentations (up to six items):

Dissertation: "The Kaiser Builds in Berlin: Expressing National and Dynastic Identity in the Early Building Projects of Wilhelm II."

Master's thesis: "Apartments of the Kurfurstendamm: Ironies of Grossbugertum Housing in Wilhelmine Berlin."

The Journal of Urban History, Special Issue: Second Cities Publication 2005, Munich as Kunststadt, Kunstwsadt as Metonmymy: Abiguities of Bavarian Identity

Tate Modern, London, January 2005: Presentation: "Heaven and Earth, King and Emperor: Dualities of Prussian-German Rulership in Visual Culture

University of Glasgow, April 2004: "Munich as Second City: The Museum as a Prism of History,"

Awards, recognitions, grants, competitions:

Fellowship, Brown University, Morgan Edwards Fellowship, Fall Semester 2001
Fellowship, Deutscher Akademischer Austausch Dienst, One-Year Research Fellowship in Berlin, 2000 – 2001
Fellowship, Samuel H. Kress Foundation, Travel Fellowship, summer 2000
Fellowship, Brown University, Research Stipend, summer 1999

Professional memberships and service:

Society of Architectural Historians
College Art Association
European Association of Urban Historians

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Brown University, G The Harriet W. Sheridan Center for Higher Education, graduate Fall 2001, Professional Development Seminar for Advanced Graduate Students
Brown University, The Harriet W. Sheridan Center for Higher Education, graduate, 1999 – 2000, Teaching Seminar Program for Graduate Students

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: John Peter Maruszczak   X full-time ____adjunct ____part-time ____support
____other (please indicate):

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ■ Yes ☐ No
Individual has completed a degree in interior design: ☐ Yes ■ No
Individual has passed the complete NCIDQ exam: ☐ Yes ■ No

If this individual is a <u>full-time</u> faculty member, please indicate:

_____ % of time spent in administration
  100   % of time spent in teaching
_____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Architecture – Princeton University, Graduate School of Architecture and Urban Planning,1980
Architectural Association, 34-36 Bedford Square, London, England, 1977
Bachelor of Architecture – The Cooper Union for the Advancement of Science and Art, New York City, 1975

Positions held in academic institutions (title of position/rank, year and tenure):

Professor – University of Texas at Arlington, School of Architecture, present
Director of Architecture – University of Texas at Arlington, School of Architecture, 2001-2002
Associate Professor – University of Texas at Arlington, School of Architecture, 1985-2002
Assistant Professor – University of Texas at Arlington, School of Architecture, 1982-1985
Visiting Professor – University of Innsbruck, Institut fur Hochbau und Entwerfen, 1997, 1999, 2000
Visiting Assistant Professor – Rice University, School of Architecture, 1984; Carleton University, School
        of Architecture, Ottawa, Canada, 1981-1982
Adjunct Assistant Professor – University of Miami, School of Architecture, 1980-1981

Courses taught in the past two years:

ARCH 2552 Basic Design and Drawing II

* The courses listed above are those taught by this instructor within the Interior Design curricula.

*Other optional advanced electives:

ARCH 4395 Selected Topics in Architecture: Digital Portfolio

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Private Work – Fort Worth, 1984-present
Arquitectonica, Coral Gables, Florida – Assistant Designer, 1980-81
Peter Waldman, Architect, Princeton, New Jersey – Assistant, 1978-1979
Raimund Abraham, Architect, New York City – Assistant, 1975-1976

Significant publications, creative projects, and/or paper presentations (up to six items):

Publications:
"Dallas Police Memorial," *Texas Architect*, Design Awards 2001, pp.36-39
"Electromagnetic Garden," *Landscape Architecture*, December 1994, pp.58-59 and cover drawing
"Northerly: Regeneration of a Fabricated Island," *Signature*, June 1994, pp.4-5
Exhibitions:
Dead Malls Competition Exhibition, SPF: a Gallery, Los Angeles, California, 2003
Build Boston Exhibition, World Trade Center, Boston, Massachusetts, 2002
Dallas Chapter of the American Institute of Architects Awards Exhibition, Dallas, Texas, 1999 & 2001

Awards, recognitions, grants, competitions:

Award, Unbuilt Architecture Design Awards, Boston Society of Architects, 2003
Finalist, Dead Malls International Competition, L.A. Forum for Architecture and Urban Design, 2003
Honor Award, Texas Society of Architects, 2002
2002 Summit Award, Quoin, Associated General Contractors of America
Honor Award, Dallas Chapter of the American Institute of Architects, 2001

Professional memberships and service:

AIA Dallas Chapter

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Marian McKeever Millican   X full-time   ____adjunct   ____part-time   ____support
____other (please indicate): ____

	Check one:
Individual has been responsible for studio supervision in past 2 academic years:	■ Yes ☐ No
Individual has completed a degree in interior design:	■ Yes ☐ No
Individual has passed the complete NCIDQ exam:	■ Yes ☐ No

If this individual is a <u>full-time</u> faculty member, please indicate:

_____% of time spent in administration
___100___% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

M.A., Interior Design, Michigan State University, 1974
B.S., Housing and Interiors, Pennsylvania State University, 1971

Positions held in academic institutions (title of position/rank, year and tenure):

Associate Professor, University of Texas at Arlington, 1996-Present
Interior Design Program Director, University of Texas at Arlington, 1996-2006
Visiting Lecturer/Interim Director, University of Texas at Arlington, 1994-96
Associate Professor of Interior Design, Texas Christian University, 1977-86, Tenure 1980
Visiting Lecturer, El Centro Community College, 1980-86
Instructor of Interior Design, Virginia Commonwealth University, 1974-77
Human Environment and Design Teaching Assistant, Michigan State University, 1972-74

Courses taught in the past two years:

INTD 3553 Design Studio: Interior Design I
INTD 3555 Design Studio: Interior Design II
INTD 3343 Interior Design Communication III

* The courses listed above are those taught by this instructor within the Interior Design curricula.

Positions held in design practice (firm name, title, and year):

Millican & Co., Proprietor, 1988-2003
Frank Guse Associates, Managing principal and senior designer, 1986-88
Professional Design Services, Contract Design Consultant, 1984-86
Ted Roos Associates, Contract designer and sales associate, 1981-84
Jack Thompson Interiors, 1974-77
Mountain View Interiors, 1971-73

Significant publications, creative projects, and/or paper presentations (up to six items):

George and Betsy Pepper Residence, *Dallas/Fort Worth Design*, October 1986
Mary Couts Burnett Library, *Interior Design*, IBD Silver Award Winner, June 1983
"Completing the Quad", with Rebecca Boles, AIA *Texas Architect*, January 2003
"Black and White in a World of Vivid Color", *Texas Architect*, August 2001
Safe Schools: A New Definition, Paper presented at National EDRA Meeting, April 2002
The Greening of our Childcare Centers: Preventing Developmental Disorders, Paper presented at the TSA　　　Conference, October 1999

Awards, recognitions, grants, competitions:

Medalist Award, American Society of Interior Designers, 2003
Honorary membership, Texas Society of Architects, 2003
Certificate of Merit, American Society of Interior Designers, 1980
Nominated for Michael Tatum Distiguished Educator Award, 2002
Granted an ASID "Medalist" Award, September 2003

Professional memberships and service:

International Interior Design Association, Professional Member 1998-Present
American Society of Interior Design, Professional Member, Served on Texas State Board, 1974-98
Texas Society of Architects, Awarded Honorary TSA Membership, 2003
Interior Design Educators Council, Corporate Member, 1974-84, 1996-2000
Texas Association of Interior Designers, Served on state board for three terms, 1991-97
Foundation for Interior Design Education Research, Guidance Committee, 1974-80
National Council for Interior Design Qualification, "Pre-tested" revised format, April 1990

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

TSA Annual Meeting "Daring to Lead" Houston, October 22-24, 2004
IDEC Regional Conference, Dallas, October 14-16, 2004
Neocon, (National Exposition of Contract Furnishings) Chicago ,2004
MetroCon, Exhibition and seminars, Dallas, 2004
Steelcase "Workplace Issues" Grand Rapids, Michigan, October 2003
TSA Annual Meeting "Builders Communities" Fort Worth, October 2003
ASID Texas Chapter Meeting, Dallas, September 2003
ASID Super Campus, Scottsdale, Arizona, April 2003
Celebration of Design, Dallas 2003, 2002, 2001

Not to exceed 2 pages per faculty member

Check one:

Name : Clay Odom   ___full-time ___adjunct _X_part-time ___support
                          ___other (please indicate):

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ■ Yes ☐ No
Individual has completed a degree in interior design: ☐ Yes ■ No
Individual has passed the complete NCIDQ exam: ☐ Yes ■ No

If this individual is a <u>full-time</u> faculty member, please indicate:
_____% of time spent in administration
___100___% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Science in Advanced Architectural Design: GSAPP Columbia University, 2003
Master of Architecture: College of Architecture, Texas Tech University

---

Positions held in academic institutions (title of position/rank, year and tenure):

Lecturer, University of Texas at Arlington, 2007-Present

Adjunct Professor of Architecture, New Jersey School of Architecture / NJIT: Newark, New Jersey, 2004 – 2006
Third Year Studio Critic

Elective Seminar: "Technique: Parametric Methods in Architecture", Seminar focused on digital design and CNC fabrication techniques

Visiting Adjunct Professor of Architecture, Texas Tech University School of Architecture, Lubbock, Texas, 2005
Graduate Product/Furniture Design Studio

Graduate Assistantship, Columbia University, New York, 2003
Research, Graphic Design and Layout for upcoming publication: Color of Light

Teaching Assistant, Texas Tech University, Introduction to Architecture, Dr. Michael Jones, 1998
Discussion Section Instructor

Courses taught in the past two years:

ARCH 1242 Design Communication II
ARCH 1341 Design Communications (Starting in the fall semester 2008)

* The courses listed above are those taught by this instructor within the Interior Design curricula.

Positions held in design practice (firm name, title, and year):

PoD Design + Media, New York, Founding member of Interdisciplinary Design Collaborative focused on digital methods, 2003 – Present

Studio Sofield, New York, Member of Design Team for current and new retail fashion boutique concepts, 2005 – Present

Luca Luca, New York, Consultant, 2003 – 2004

SHoP Architects, New York, Team Member, 2003

KDLab, New York, Computer Pre-Visualization team member, 2003

Curtis Group Architects, Dallas, Designer and Project Manager, 2000 – 2002

Clay Odom Design, Dallas, Project Designer for residential projects

Carrell Poole and Yost Architects, Dallas, Intern Architect for commercial and residential projects, 1998 - 2000

Significant publications, creative projects, and/or paper presentations (up to six items):

Columbia Abstract, Studio Work Fall 02, p. 62, Spring 03 p. 71

Architecture Between Earth and Sky: A Technology that Connects: Texas Tech University Architecture Library Holdings, 1998

Awards, recognitions, grants, competitions:

National Dean's List, 1998
Phi Eta Sigma, Honor Society, 1998
Alpa Lamda Delta, Honor Society, 1998
Gargoyle Society, Architecture, 1998
Abilene, Texas AIA Scholarship, 1996 – 1998
Lubbock, Texas AIA Memorial Scholarship, 1997 – 1998
Lucille Smyser Lowenfish Memorial Prize for best fiinal semester studio project for LA School of Design with partner Joshua Breeden, 2003
Selected for Bernard Tschumi's Final Seminar Class, 2003

Professional memberships and service:

Architecture League of New York

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: <u>Steve Keith Quevedo</u>   <u>X</u> full-time ___ adjunct ___ part-time ___ support
___ other (please indicate): _____

	Check one:
Individual has been responsible for studio supervision in past 2 academic years:	☑ Yes ☐ No
Individual has completed a degree in interior design:	☐ Yes ☑ No
Individual has passed the complete NCIDQ exam:	☐ Yes ☑ No

If this individual is a <u>full-time</u> faculty member, please indicate:

_____ % of time spent in administration
<u>100</u> % of time spent in teaching
_____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

B.S., Architecture, University of Texas at Arlington, 1985
M., Architecture, University of Texas at Arlington, 1989

Positions held in academic institutions (title of position/rank, year and tenure):

Assistant Professor
Undergraduate Advisor
Academic Advising

Courses taught in the past two years:

ARCH 2551 Basic Design and Drawing I
ARCH 2552 Basic Design and Drawing II

*The courses listed above are those taught by this instructor within the Interior Design curricula.

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Ralph L. Duesing, Architect, 1997-2001
Firm X, Designer, 1991-1997
Office of Graham Greene, Intern Architect, 1988-1992
HOK International, Ltd., Intern Architect, 1989-1990

Significant publications, creative projects, and/or paper presentations (up to six items):

Five Dallas Modernists Brochure, *The Engimatic Constructions-SPACEship + the Drawing Constructed*
Watercolor exhibition, *Songs for Polia*, Dallas, Tx, 2002
Fall Lecture Series, School of Architecture, 2000
Dallas Museum of Art, *Carnaval des Artistes A Celebration of Cubism-Braque, Picasso Gris*, 1999
Dallas Museum of Art, *A Walk through an English Garden,* 1998
Urban Housing Crisis Center, *Shelter*, 1995

Awards, recognitions, grants, competitions:

Outstanding Academic Advisor-UTA, 2003
Best of Show-Ken Roberts Delineation Competition, 2002
Invited Juror-University of Arkansas School of Architecture
Juror's Prize Ken Roberts Delineation Competition 2000, 1999, 1998, 1994
James H. Steedman Competition, First Runner up, 1998
Cities Embraced by Two Countries Competition, Honorable Mention, 1998
Dallas AIA Citation Award, Firm X, 1995

Professional memberships and service:

Dallas Architectural Foundation Board Member
DAF Scholarship Coordinator
Arlington Museum of Art
Urban Housing Crisis Center
AIAS Advisor
Rome Program
Scholarship Coordinator

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Jeff Whatley ___ full-time ___ adjunct ___ part-time ___ support
X other (please indicate):

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ☐ Yes ☒ No
Individual has completed a degree in interior design: ☐ Yes ☒ No
Individual has passed the complete NCIDQ exam: ☐ Yes ☒ No

If this individual is a <u>full-time</u> faculty member, please indicate:
_____% of time spent in administration
_ 100 _% of time spent in teaching and school program
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

M.F.A. Sculpture – University of Washington, Seattle, Washington, 1998
B.A. Art, emphasis in Sculpture – University of Dallas, Irving, Texas, 1995

Positions held in academic institutions (title of position/rank, year and tenure):

Lecturer – Furniture Design and Construction, University of Texas at Arlington, School of Architecture, Arlington, Texas, 2001-Present
Instructor – SEED Program (Strategies, Events, Episodes and Devices), University of Texas at Arlington, School of Architecture, Arlington, Texas, June 2007
Visiting Lecturer – Three-Dimensional Design, Texas Christian University, School of Art, Fort Worth Texas, 2003
Teaching Assistant – Metal Fabrication, University of Washington, School of Art, Seattle, Washington, 1997
Teaching Assistant – Wood: Design and Materials, University of Washington, School of Art, Seattle, Washington, 1997

Courses taught in the past two years:

Furniture Design and Construction – University of Texas at Arlington, School of Architecture, Arlington, Texas, 2001-Present

* The courses listed above are those taught by this instructor within the Interior Design curricula.

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Significant publications, creative projects, and/or paper presentations (up to six items):

Commissioned work – Hugo's Ball, Modern Art Museum of Fort Worth, Fort Worth, Texas, 1996
Featured in publication – *"Urban Discoveries Show You Can Find Art Everywhere,"* The Courier-Journal,
      Louisville, Kentucky, February 11, 2001
Participation in numerous exhibitions, 1993-2008

Awards, recognitions, grants, competitions:

Dudley Pratt Memorial Scholarship – University of Washington, Seattle, Washington, 1997-1998
Parnassus Scholarship – University of Washington, Seattle, Washington, 1997
First Prize, 3D Division – Everett Cultural Center 10th Annual Juried Exhibition, Everett, Washington,
      1997
Recruitment Scholarship/Teaching Appointment – University of Washington, Seattle, Washington, 1996

Professional memberships and service:

Lab Supervisor/Specialist – Design Resource Center, University of Texas at Arlington, School of
      Architecture Arlington, Texas 2001-Present
Welder/Fabricator – Yardbirds/Bandana Corporation, Louisville, Kentucky 1999-2001
Assistant Fabricator – Bruce Fox Incorporated, New Albany, Indiana, 1998-1999
Assistant Woodshop Technician – University of Washington, School of Art, Seattle, Washington, 1996-
      1997

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: <u>Jennifer Cooley</u>

Check one:
___full-time _X_ adjunct ___part-time ___support
___other (please indicate):

	Check one:
Individual has been responsible for studio supervision in past 2 academic years:	☐ Yes X No
Individual has completed a degree in interior design:	X Yes ☐ No
Individual has passed the complete NCIDQ exam:	X Yes ☐ No

If this individual is a <u>full-time</u> faculty member, please indicate:
_____% of time spent in administration
_____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Bachelor of Science in Interior Design, University of Texas at Arlington, December 2004

Positions held in academic institutions (title of position/rank, year and tenure):

N/A

Courses taught in the past two years:

N/A

Positions held in design practice (firm name, title, and year):

Gensler, Retail Designer, July 2007-Present

Thiel & Thiel, Inc., Junior Designer, April 2005-May 2007

Sawyer Design Associates, Interior Design Intern, September 2004-April 2005

Significant publications, creative projects, and/or paper presentations (up to six items):

Awards, recognitions, grants, competitions:

Professional memberships and service:

International Interior Design Association, Associate Member (soon to be Professional Member)

Will soon be a licensed Interior Designer in the State of Texas through the Texas Board of Architectural Examiners and the National Council for Interior Design Qualification.

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Passed NCIDQ Exam, April 2008

Plan to take the LEED-NC Exam in October 2008

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Kim Hogan _____   ___full-time   _X_adjunct   ___part-time   ___support
                                      ___other (please indicate):

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ☐ Yes ☒ No
Individual has completed a degree in interior design: ☒ Yes ☐ No
Individual has passed the complete NCIDQ exam: ☒ Yes ☐ No

If this individual is a <u>full-time</u> faculty member, please indicate:

_____% of time spent in administration
_____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Texas Tech University 1980-1982
University of North Texas, Bachelor of Arts in Interior Design 1985

Positions held in academic institutions (title of position/rank, year and tenure):

Courses taught in the past two years:

Positions held in design practice (firm name, title, and year):

Corgan Associates, Inc., Principal

_____

Significant publications, creative projects, and/or paper presentations (up to six items):

Projects include numerous clients from the areas of office, financial, renovation, retail, aviation, civic and education.

_____

Awards, recognitions, grants, competitions:

Listed as one of D Magazine Best Designers, 2004

_____

Professional memberships and service:

Registered Interior Designer – Texas
The Real Estate Council Foundation Executive Board
Leadership Dallas Class of 2005
Greater Dallas Chamber Professional Women's Alliance, 2004-2007
El Centro Interior Design Advisory Board, 2004-2006
The Real Estate Council 1996 – present
Central Dallas Association Board of Directors, 2003
International Interior Design Association, Board Member 1992-1994; State Board Member 1999 – 2001
Dallas Business Committee for the Arts – Leadership Art
National Council for Interior Design, qualification – 1988

_____

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

_____

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Danielle Langston _____ full-time __X__adjunct _____part-time _____support

_____other (please indicate): _____

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ▣ Yes ☐ No
Individual has completed a degree in interior design: ☐ Yes ▣ No
Individual has passed the complete NCIDQ exam: ☐ Yes ▣ No

If this individual is a full-time faculty member, please indicate:
_____% of time spent in administration
_____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Masters of Architecture, First Professional Degree – University of Texas at Austin, School of
Architecture, 2001
Bachelor of Arts (major Studio Arts/concentration in architecture) – Wesleyan University, Middletown,
CT, 1995

Positions held in academic institutions (title of position/rank, year and tenure):

Lecturer – Interior Design Communication III, University of Texas at Arlington, School of Architecture,
2007
Lecturer – Design Studio: Architecture I, University of Texas at Arlington, School of Architecture, 2007
Research Assistant – Dr. Anthony Alofsin, *When Buildings Speak: Architecture as Language in the
Habsburg Empire and its Aftermath, 1867-1933* (Published November 2006, University of
Chicago Press), 2001
Teaching Assistant – Architecture History I, Visual Communications III, Wood Design Lab, University of
Texas at Austin, School of Architecture, 1999-2001

Courses taught in the past two years:

ARCH 2551 Basic Design and Drawing I, University of Texas at Arlington, School of Architecture
INTD 3343 Interior Design Communication III, University of Texas at Arlington, School of Architecture

* The courses listed above are those taught by this instructor within the Interior Design curricula.

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Nicholas.Budd.Dutton Architects, Los Angeles, California – Project Designer, Assistant Designer, and
        Project Manager, 2004-2006
Lorcan O'Herlihy Architect, Culver City, California – Schematic Design and Design Development, 2003
Rios Associates, Los Angeles, California – Schematic Design and Design Development, 2001-2003
Alamo Architects, San Antonio, Texas – Design Development and Construction Documents 1997-1998
Studio Babelsberg Set Design Department, Potsdam, Germany – Set Design and Interior Design
        Development 1995-1996
Melanie Taylor Architecture and Gardens, New Haven, CT – Office Manager, summer 1995
Hickox Williams Architects, Boston, MA – Architectural intern
Habitat for Humanity, San Antonio, Texas – Full-time construction volunteer, Resources Supervisor,
        Onsite Coordinator for volunteer crews, 1996-1997

Significant publications, creative projects, and/or paper presentations (up to six items):

Mostar 2004 Conference, Mostar, Bosnia, 2000
Student Work – UTSOA Exhibition, Mebane Gallery, University of Texas at Austin, 2000
Snapshots – Student Photographic projects, 2000
Cabinet of Wonder – collaboration with artist Marjorie Moore Women and Their Work Gallery, Austin,
        TX, 1999

Awards, recognitions, grants, competitions:

AIA/AAF Scholarship, 2000-2001
TAF/AIA O'Neil Ford Traveling Fellowship, 2000
Ogelsby Prize Nominee, 200
TAF/AIA Waco Memorial Scholarship, 1999
University of Texas Mebane Traveling Scholarship, 1999
Luce Scholar's Program National Finalist, 1995
Wesleyan Center for the Humanities Student Scholar, 1995
Wesleyan Hedden Scholarship Recipient, 1993-1995

Professional memberships and service:

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Jean McClure   ___full-time   _X_ adjunct   ___part-time   ___support

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ☐ Yes X No
Individual has completed a degree in interior design: X Yes ☐ No
Individual has passed the complete NCIDQ exam: ☐ Yes X No

If this individual is a <u>full-time</u> faculty member, please indicate:
_____% of time spent in administration
_____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Bachelor of Science in Interior Design
University of Texas at Arlington
December 2004

Positions held in academic institutions (title of position/rank, year and tenure):

N/A

Courses taught in the past two years:

N/A

Positions held in design practice (firm name, title, and year):

Gensler
Environmental Graphic Designer
2004-Present

Significant publications, creative projects, and/or paper presentations (up to six items):

Awards, recognitions, grants, competitions:

Robert Bruce Thompson National Light Fixture Design Competition, 2004, Second Place

Professional memberships and service:

Dallas Society of Visual Communication, Member

Breakout Speaker at DSVC National Student Conference, "Fusion of Design"
Guest Lecturer at Texas A&M University, "Fusion of Design"
Guest Lecturer for Gensler Studio (Senior Studio) at University of Texas at Austin

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: <u>Daniel Milligan</u>   ___full-time   X__adjunct   ___part-time   ___support
___other (please indicate):

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ☐ Yes ☐ No
Individual has completed a degree in interior design: ☐ Yes ☐ No
Individual has passed the complete NCIDQ exam: ☐ Yes ☐ No

If this individual is a <u>full-time</u> faculty member, please indicate:
_____% of time spent in administration
_____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

M.Arch, University of Texas at Arlington, 2002
B.S., Architecture, University of Texas at Arlington, 2000
B.A., History, University of Dallas, 1991

Positions held in academic institutions (title of position/rank, year and tenure):

Adjunct Lecturer, The University of Texas at Arlington, March 2005-Present
Graduate Teaching Assistant, The University of Texas at Arlington, September 2001-May 2002

Courses taught in the past two years:

INTD 3305 History of Interior Design

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Droese Raney Architecture, Inc.,
Good, Fulton and Farrell Architects, Project Coordinator
Raymond Harris and Associates Architects, Project Manager
SHW Group Inc., Draftsman, May 2002-May 2003
Leo A. Daly Architects, October 2000-September 2001

Significant publications, creative projects, and/or paper presentations (up to six items):

Awards, recognitions, grants, competitions:

Texas Architectural Foundation Scholarship 2001-2002

Professional memberships and service:

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Jaye Skaggs   ___full-time _X_adjunct ___part-time ___support
                                        ___other (please indicate):

Check one:

Individual has been responsible for studio supervision in past 2 academic years: ☐ Yes ☐ No
Individual has completed a degree in interior design: ▣ Yes ☐ No
Individual has passed the complete NCIDQ exam: ▣ Yes ☐ No

If this individual is a <u>full-time</u> faculty member, please indicate:

_____% of time spent in administration
_____% of time spent in teaching
_____% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Bachelor of Fine Arts, Interior Design, and minor in psychology – Texas Tech University, Lubbock
Parsons School of Design, New York City, New York
Psychology Research, Master's Candidate – Texas Christian University, Fort Worth, Texas
Registered Texas Interior Designer

Positions held in academic institutions (title of position/rank, year and tenure):

Courses taught in the past two years:

<u>Positions held in design practice (firm name, title, and year):</u>

Boswell-Foy – Fort Worth, Texas, 1969-1973
Jaye Skaggs Designs, Inc. – 1973-2003 (now retired, closed Design Studios 2003)
Started SHB Commercial Designs, Inc. – 1982-1986
Opened an office in Aspen, Colorado – 1990-2003

Significant publications, creative projects, and/or paper presentations (up to six items):

Contracted with TXU 2003-2005 – Redesigned the Nuclear Plant, emphasis on color and ergonomics – a design to help eliminate stress and headaches that caused a great deal of absentees.
Donated JSD Library to Texas Tech University 2006 – Texas Tech is writing a bibliography and putting it in their data base for others to use in research.
Publications: Architectural Digest, Better Homes & Gardens, Texas Homes, House & Garden, Dallas – Fort Worth Home & Garden, Interiors, Southern Living, Publication of University Textbooks, Fort Worth Star Telegram, ASID Report, Texas Highways

Awards, recognitions, grants, competitions:

Baron's Who's Who in Interior Design, 1988-2001
National Who's Who Professional Business, 1999-2001
International Collection of Interior Designers
Dallas-Fort Worth Home & Garden, Top Designer of the 80's
Business Lady of the Year 2007, Fort Worth, Texas

Professional memberships and service:

ASID – American Society of Interior Designers, Board of Directors – Texas Chapter
TAID – Texas Associate of Interior Designers
ACCH – Association for the Care of Children's Health, Membership Committee
IACC – International Association of Color Consultants
AICCE – American Information Center for Color and Environment
NAACC – North American Association of Color Consultants
WBE – Certification – North Central Texas
CEC – Community Enrichment Center, Board of Directors Adopt a Family
Lena Pope Home, Board of Directors
Elmwood Foundation, Board of Directors
Friends of Children, Inc. (Ronald McDonald House), Board of Directors
Fort Worth Country Day School, Buildings and Grounds, Public Relations
Painted Spaces, Board of Directors
The Contemporary Art Center of Fort Worth, Board of Trustees

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

International Association of Color Consultants' – internship in Color Analysis, Master's Candidate Geneva, Switzerland
Color – Handicap Relationship; research completed on relationship between color preference and handicap in children 4-12 years.
Torrice Color – Cancer relationship; research in progress to determine relationship between color preference and the location of cancer in the body, Children's Medical Center, ages 3-12.
Torrice Seminar – relationship between color preference and area of body that is deficient, ages 4-12, Dallas, Texas
Wagner – Color Communication, Chicago, Illinois
University of Buffalo, Universal Design for Seniors