

Interior Design Program, College of Human Ecology

Kansas State University, Manhattan, Kansas USA

May 21, 2009

K-STATE'S INTERIOR DESIGN PROGRAM

The Bachelor of Science in Interior Design offered through the College of Human Ecology's Department of Apparel, Textiles and Interior Design is accredited by the Council for Interior Design Accreditation and the National Association of Schools of Art and Design. The program has approximately 125 students and 6 full time and one part-time faculty members.

Students are admitted to the program through a selective admissions process that uses high school GPA (non-weighted), ACT or SAT scores, and class rank to determine the best prepared prospective students. Students who have submitted complete applications by February 1st and are qualified for admission to K-State are evaluated each March for admission into that fall's 1st year cohort.

The program requires coursework that typically consumes eight sequential semesters of study. The curriculum includes 42-43 credit hours in general studies, 77 credit hours in professional studies and 5-6 credit hours of unrestricted electives for a total of 125 semester credit hours. Interior Design faculty members teach 62 of the credit hours required for graduation. The average student to teacher ratio in studios is 15:1. A majority of students in the Interior Design program are from Kansas, however 23% are out-of-state students and 3% are international students.

The program enjoys the support of a 14-member Professional Advisory Board that meets twice annually. The advisory board is the primary sponsor of the annual Interior Design Student Symposium, which attracts renowned designers and design researchers as speakers to the Manhattan campus. A committee of interior design students plan and conduct this event.

Descriptions of the INTERIOR DESIGN FACULTY



Barbara G. Anderson, IIDA – Associate Professor/ ID Program Coordinator:

Barbara received her Bachelor of Architecture degree from Kansas State University and her Master of Architecture degree from the University of Kansas. She has more than twenty years of experience in historic preservation. She is a professional member of IDEC and an NCIDQ certificate holder. Her preservation projects have included consultation and assistance to various historical building in Kansas, Missouri, Nebraska, and Oklahoma. Barbara's scholarship and teaching emphasize architecture and design history, historic preservation, sustainability, and design studio.



Peggy L. Honey - Associate Professor:

Peggy received her Bachelor of Science in Interior Design at Brigham Young University and her Master of Science in Environmental Design from University of Missouri-Columbia. She has twelve years of full-time professional Interior Design practice with extensive work in large-scale health care design, specifically environments for women's health, throughout the western U.S. Peggy has been an ID Educator for twelve years and is a professional member of IDEC and an NCIDQ certificate holder. Scholarship of teaching is her primary focus and Peggy teaches history of interiors and studios.

Interior Design Program, College of Human Ecology

Kansas State University, Manhattan, Kansas USA

May 21, 2009



Migette L. Kaup, IIDA – Associate Professor:

Migette Kaup holds a Bachelor of Science in Interior Design and Master of Architecture in Environment & Behavior and Place Studies with an emphasis in Gerontology from Kansas State University. Prior to joining the ID program full-time in 1999, she was a practicing interior designer with AD firms. Migette is a professional member of IDEC and an NCIDQ certificate holder. She teaches environment & behavior, design for special populations, professional practice and studio. Scholarship is environmental gerontology, including continued consultation to long-term care providers on design planning.



Lindsay Clark – Assistant Professor:

Lindsay received her Bachelor of Science in Interior Design and Master of Fine Arts in Interior Design from Florida State University. She teaches environment and behavior, and freshman and sophomore studios. Her scholarship specialization is symbology of the interior environment, studying the personal, cultural, and mythic meanings of space. Currently, she is exploring the interrelationship between sacred space and communal eating. Her professional experience includes work in interior design, publication design, web and graphic design, and production design for both stage and film.



Michael T. Dudek – Assistant Professor:

Mike received his Bachelor of Science in Architecture from the University of Wisconsin-Milwaukee and his Master of Science in Interior Design from Florida State University. He has twenty-three years of full-time Interior Design practice experience and a wealth of practical experience with corporate clients such as Coca-Cola, Lucent Technologies, and Bank of America amongst many other legal, health care and hospitality entities. He is an NCIDQ certificate holder and a registered Interior Designer in the State of Georgia. Mike's scholarship and teaching emphasize adaptive reuse, lighting, sustainability and the design process.



Hyung-Chan Kim – Assistant Professor:

Hyung-Chan (Chan) received his Bachelor of Fine Arts and Master of Fine Arts in Interior Design from Iowa State University. He has eight years of full-time Interior Design practice experience at South Korea with residential and commercial design projects. Chan's scholarship and teaching emphasize digital communication and sustainable design in residential space. Chan's current focus is "Sustainable design through virtual reality" to find experimental class curriculum where in interior design educators teach sustainability and computer design technology in design studio focusing on contemporary environmental issues.

Interior Design Program, College of Human Ecology

Kansas State University, Manhattan, Kansas USA

May 21, 2009

Apparel, Textiles, and Interior Design: OUR COMMON PURPOSE

The ATID Faculty aspires to change the world through a focus on the human ecological framework* in our teaching, scholarship, and service. **We believe** the human ecological framework drives us toward a shared concern for sustainability. **We hope** that through our teaching and scholarship we will improve the human condition and be part of the solution to the social and ecological problems we face. **We value** the potential of our students and commit our effort to enhancing their lives and the quality of all human life.

* We appreciate the definition of human ecology provided in the following quote:

“Human Ecology is about uncovering and understanding the connections between personal action, social systems and the ecology of the planet of which we are part. The challenge is to critically examine the way things are and to ask why and how they could be different; to find new and better ways of arranging our lives, our businesses and our societies, ways that reduce poverty and inequality, reduce the amount of resources we use, restore the environment and improve quality of life for all now and for generations to come.”

Pioneers of Change, Centre for Human Ecology (n.d.) *What is human ecology?* Retrieved November 22, 2005 from http://pioneersofchange.net/ventures/che/document_view.

Interior Design: OUR EDUCATIONAL PHILOSOPHY

The ID Faculty approaches design education as a team of engaged scholars whose charge is to facilitate student success both in and out of the classroom. **We believe** truly meaningful interior design also advances quality of life and promotes sustainability through holistic application of knowledge in human ecology. Thus a background in human ecology can greatly benefit interior designers as they work to understand and improve the human condition. **We hope** our interior design students will become the stewards of professionalism and ethical responsibility for social issues that are critical in design practice. If they are to be a part of change in the future, they have to understand why contemporary problems are of critical importance and how individuals can make a difference. **We value** the contributions of each faculty member to the interior design curricula and the role they play in building the blocks of knowledge throughout the educational experience.

The three **most influential factors** in shaping the Interior Design program at Kansas State University are the faculty, societal needs, and the program’s disciplinary base in a college of human ecology.

1. Faculty

The interior design faculty members have diverse areas of expertise including: human behavior in interior environments, gerontology, design theory, history of interiors and architecture, historic preservation, commercial interiors, residential interiors, healthcare, energy efficiency, sustainability, design education, ethical professional practice, digital technology, and symbology.

Four of six full-time tenured or tenure-track faculty members have many years of practical experience in the fields of interior design and architecture and are NCIDQ certificate holders. Five of these six core faculty have earned at least one degree in interior design. The ID faculty members have a three-fold commitment in the design and implementation of the academic program:

- Base instruction and learning on both the theoretical and practical foundations of knowledge and skill.

Interior Design Program, College of Human Ecology

Kansas State University, Manhattan, Kansas USA

May 21, 2009

- Prepare graduates to meet the needs of both the profession and society.
- Nurture all students toward meaningful lives that contribute to social interdependence and an ecologically and socially responsible future for humanity.

2. Societal Needs

The needs of society are an important factor in making choices within the KSU interior design curriculum and program. Our goal is to prepare students to become interior design professionals capable of working with ethical and professional competence at the highest level. We fully anticipate that our graduates will be agents of change in the interior design profession. We believe that each student through their lives and professional work will contribute to the transformation of society that is necessary for a sustained human future.

3. Disciplinary Base: Human Ecology

The human ecological framework is infused in the ID curriculum. It is present in course content to a significant extent and begins with the first course ID students are required to take (ID 210). The following paragraph is how we define the relationship of the human ecological framework to interior design:

The primary issues of importance to human ecologists that are addressed by interior designers are threefold: 1) sustainable, or better yet, rejuvenating design, construction, and management of the built environment, 2) supporting quality of life through design that applies knowledge of environment and behavior, and 3) meeting human needs through support of individuals, families and communities in their access to suitable goods, services, employment, education, recreation, and housing.

A sometimes invisible, but highly significant, influence of the human ecological framework on the interior design program is the way in which it influences human interactions. The KSU interior design program's success relies on a team approach in teaching that is rare in higher education. The faculty work well together and are proactive and collegial in addressing issues of concern. The faculty like each other and enjoy being a team with a common purpose. They take pride in both individual and collective successes.

CURRICULAR STRUCTURE for the Interior Design Program

The Interior Design Program focuses on developing the appropriate skills and knowledge base to prepare graduates for an entry-level position in the profession of Interior Design. Each semester of the ID Program is structured to introduce, or enhance through interrelationship and reinforcement, the knowledge and skills that will prepare students for subsequent courses, learning outside of the classroom, and the competence necessary to begin professional practice. Student learning within the curriculum begins with general knowledge and design fundamentals and progressively increases in difficulty and complexity. Learning benchmarks in the design program are targeted by year and can be summarized as follows.

1st Year: Introduction to Environmental Design

The first year of the Interior Design curriculum focuses on introducing basic design knowledge and skills shared by all environmental design disciplines. Students learn design fundamentals through exploration and application in the design studios: ID225 Interior Design Studio 1 and ID245 Interior Design Studio 2. Through first year studio projects they learn basic skills in seeing the world around

Interior Design Program, College of Human Ecology

Kansas State University, Manhattan, Kansas USA

May 21, 2009

them, representational and design drawing, and model building. One of the strong points of the Interior Design Program is our focus on people, and this begins with the first semester of study, when students in the Interior Design Program are introduced to the environment and behavior concepts that impact planning and design in ID210 Behavior and the Designed Environment.

2nd Year: Foundation in Interior Design

Interior Design courses in the second year introduce building construction systems, materials and methods, build skills in traditional and electronic graphic communication, establish foundational knowledge in history of the built environment and the aesthetic theories that are integral to design thinking, and focus specifically on the design of interior space. Courses include:

- ID310 Construction Methods and Materials for Interior Design
- ID320 History of Interior Design I
- ID325 Interior Design Studio 3
- AT265 Textiles
- ID345 Interior Design Studio 4
- ID360 History of Interior Design II
- ID415 Computer-Aided Visual Communication for Interior Design

Students in ID310 Construction Methods and Materials for Interior Design experience team approaches to design solutions and problem-solving. The design studio course in the spring semester, ID345 Interior Design Studio 4, emphasizes human factors in design and the design process while reinforcing the design fundamentals and skill development of the first year courses. Students are introduced to programming as part of the designer's critical-thinking and problem-solving approach.

3rd Year: Professionalism and Synthesis through Application

The third year of study reinforces prior learning, requires integration of complex knowledge, and emphasizes professionalism and aesthetic refinement. Third-year design studios, ID425 Interior Design Studio 5 is sequenced with ID435 Building Systems for Interior Design and followed by ID445 Interior Design Studio 6 which teaches students the process of developing construction documents. Projects at this level cover more complex problems, application of building regulations is more rigorous, accountability for construction technology is greater, and aspects of human interactions with built space is covered in more detail than during the second year of study. During the second semester of the third year, the studio focus is on practice applications including design development, construction documentation, and construction management issues. Students in ID445 ID Contract Documents Studio work in teams the entire semester. Professionalism is emphasized in ID530, ID Practices & Procedures. After the third year of the design curriculum, students are encouraged to complete a professional internship and/or participate in a study abroad program, which may carry into the first semester of their final year of the program.

4th Year: Holistic Integration

The final year of study emphasizes holistic applications of and accountability for design theory, technology, human factors, regulation, and communication skills. Students take a design studio and a professional application elective each semester. In the design studios, ID545 Interior Design Studio 7 and ID645 Interior Design Studio 8, projects are more complex than in previous studios and focus on specific topics such as lighting, multicultural and global issues, design for aging, sustainability, and service learning. ID651 Designing Supportive Environments provides the opportunity for students to

Interior Design Program, College of Human Ecology

Kansas State University, Manhattan, Kansas USA

May 21, 2009

focus on special and universal needs for humans over their lifespan. The professional applications elective courses provide students the opportunity to explore areas of specialization. These courses typically focus on a specific theory or application related to interior design, such as historic preservation, lighting, facility management, kitchen and bath planning, or gerontology.

Interior Design: INDICATORS OF EXCELLENCE

1. Employer Ranking

Each year *DesignIntelligence* and the Design Futures Council conduct a study in conjunction with the Almanac of Architecture and Design to determine the best colleges and universities for interior design in the United States. When principals of over 200 leading interior design and architecture firms were asked from which accredited interior design programs they have had the best experience hiring interior design employees, K-State has consistently ranked in the top tier. In the most recent survey, ***K-State's Bachelor of Science in Interior Design is ranked number one.***

2. Internships and Job Placement

Our students do internships and have initial job placements with top 100 firms from coast to coast. Within the last three years, our students have interned or gained employment with firms such as Callison, Seattle, Perkins + Will, Dallas & Washington, D.C., Hersch Bedner Associates, Santa Monica, Gensler Dallas and San Francisco, in addition to leading firms in the Kansas City and Wichita Region. The feedback we receive from employers at the completion of the internship is always complementary and reassures us that our curriculum is preparing our students well.

3. 2008 Competitions

In 2008 a team of Kansas State University interior design students won 1st place in an international student design competition sponsored by the Interior Design Educators Council. The team's win was announced in Montreal, Canada in March, 2008. The competition had a theme of social justice, including sustainability and affordable housing in the U.S. and Canada.

4. LEED Accreditation

Every year a few ID students become LEED Accredited Professionals. This year several of our third and fourth-year students are planning to take the exam over the summer break.

5. Service Learning

- Showalter Villa in Hesston, Spring 2009 (ID645)
- Tower Building Project in Topeka, Fall 2007 (ID760 and ID545)
- Justin Hall Renovation Project, Fall 2007 (ID545)
- Revitalizing downtown Riley, Kansas, Fall 2007 (ID760)
- K-State campus master plan map analysis, Fall 2007 (ID760)
- Goodnow Cabin adaptive use, Fall 2007 (ID760)
- K-State President's House adaptive use, Fall 2007 (ID760)
- Ashland Church Preservation Report, Fall 2007 (ID760)

6. Faculty-led Study Tours

Study tours in May 2005 to Italy and France, May/June 2007 to Italy, and May/June 2009 to Italy and France. Since 2005, nearly 70 students have participated in these tours.

Interior Design Program, College of Human Ecology Kansas State University, Manhattan, Kansas USA

May 21, 2009

7. Study Abroad

In the last five years ID students have studied abroad in Italy, Spain, France, Denmark, The Czech Republic and Australia.

8. Student Organizations

Interior design students have the opportunity to participate in two professional organizations: The American Society of Interior Designers (ASID) and The International Interior Design Association (IIDA). These organizations provide students the opportunity for professional development and networking. Opportunities abound for students involved in these organizations including: participation in meetings with area design professionals, participation in professional events in regional metropolitan centers, access to online and print materials of interest to the profession, design competitions, resume and portfolio workshops, study trips within the United States, and leadership development through participation in governance.

CONTACT INFORMATION



Dr. Jana Hawley, Department Head
Interior Design Program
Department of Apparel, Textiles and Interior Design
225 Justin Hall
Kansas State University
Manhattan, KS 66506

Telephone: 785/532-6993
Fax: 785/532-3796
Interior design program web site:
<http://www.humec.k-state.edu/atid/interior-design.php>