

AN INTERIOR DESIGN CURRICULUM EVALUATION
AT OKLAHOMA STATE UNIVERSITY

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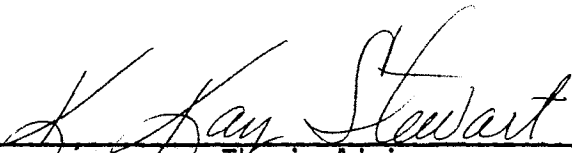
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PREFACE

This study is concerned with the improvement of instructional objectives for interior design education at Oklahoma State University. It is hoped that the recommendations made in this study will be of assistance to the Department of Housing and Interior Design in its efforts to obtain accreditation by the Foundation for Interior Design Education Research.

I owe a debt of thanks to many wonderful and interested people. First, gratitude is expressed to Dr. Kay Stewart for her unselfish efforts, time, suggestions, and support prior to and during the study. Also, I wish to thank Dr. Elaine Jorgenson for her assistance and leadership in expanding my educational experience.

To Mrs. Christine Salmon, a special friend and extraordinary teacher, I express my appreciation and affection. With her optimism and friendship, she has encouraged my efforts over the last few years.

Special thanks is given for Mr. Milton Paschall, for the encouragement provided by his teaching and friendship.

Additionally, I wish to thank my parents for their unselfish support and unfailing confidence.

Finally, my thanks go to my wife, Mary, and our family and friends, for their patience and efforts during the completion of this study.

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CHAPTER I

INTRODUCTION

People have always required food, clothing, and shelter for their existence. As man has progressed, his needs in these areas have become increasingly complex. He requires different kinds and amounts of food, depending upon his cultural background, his facilities for production or acquisition, and his hunger. He finds that some types of clothing are not suitable for certain activities, and therefore he requires a variety of clothing types. The needs for shelter have developed according to spatial uses; for example, one might reside in one space, be educated in a second space, be employed in a third and sometime fourth space, and obtain services and goods in a continuing number of spaces. It can be seen, that as people have progressed, their needs have become more complex, especially in the area of shelter.

In attempting to satisfy his complex shelter needs, man has sought assistance from experts and practitioners in the field. Traditionally, the architect and the interior designer have been the ones whose job it was to analyze shelter requirements and to design appropriate structures to meet these requirements. Interior design implies dealing with human needs related to the interior spaces of buildings, as indicated by the following definition:

A professional interior designer is one who is qualified by education and experience to identify, research, and creatively

solve problems relative to the function and quality of man's proximate environment.

His competency includes fundamental design, design analysis, space planning and programming, the design of all interior space and understanding of other and related aspects of environmental design.

His technical development includes knowledge of structure with emphasis on interior construction, knowledge of building systems, equipment, components and ability in communication skills.

His education and experience have developed an awareness and an analytical understanding of the needs of man which can be fulfilled by the design of his surroundings.

His design sensitivity, creative and conceptual abilities combined with technical proficiency affect a breadth and depth of design solutions that will serve the needs of man today and in the future.¹

Interior decoration seems limited to prescribing color schemes and selecting furnishings which appeal to the aesthetic senses but which do not necessarily contribute to the functional aspects of the space.

Differentiation between the terms "interior decoration" and "interior design" is largely semantic, although most professionals today prefer the latter. One popular opinion is that decoration is merely a part of interior design. Interior decoration occurs at one extreme as practiced by homemakers during their leisure time. At the other extreme, interior design is practiced by persons who hire architects and engineers as consultants. Between these two extremes there exist occupations and job descriptions of many types, representing varying income levels, educational backgrounds, and professional qualifications and capabilities.

* The responsibility for training and education of interior designers is shared by universities, junior colleges, vocational and technical schools, and correspondence schools. Within universities,

interior design education is administered under a variety of academic disciplines, including the following: home economics, art, architecture, environmental design, and others.

At Oklahoma State University, interior design education is the responsibility of the faculty of the Department of Housing and Interior Design within the College of Home Economics. The history of the department indicates that what is today known as "interior design" was once taught as "household arts." This origin is not unusual, since decorating of homes was an early form of enrichment.

The present role of the interior designer has changed and will continue to change. These changes are appreciated by the two professional interior design organizations and an association of interior design educators who are aware of those changes and are preparing for them in a positive manner. In 1971, the American Institute of Interior Designers (AID), the National Society of Interior Designers (NSID), and the Interior Design Educators Council (IDEC) combined forces and established the Foundation for Interior Design Education Research (FIDER). FIDER is a non-profit organization, administered by two representatives from each of the three establishing organizations, and whose purposes are:

. . . establishing and administering a voluntary plan for the special accreditation of interior design education offered at institutions of higher learning located throughout the United States, its possessions and Canada. Such plans shall emphasize the use of accreditation procedures to assure that the purposes and accomplishments of programs of interior design students and the interior design profession, and serve as a means of protecting the public against professional incompetence.²

Statement of the Problem

Alumni, students, professional designers, and faculty agree that curriculum change will continue to be needed if interior design education at Oklahoma State University is to adequately train students to become interior designers who will meet the needs of the future. Therefore, in light of the accreditation guidelines established by FIDER, it is an appropriate time for Oklahoma State University to restate its interior design education objectives and realign its curriculum so as to more closely meet the expectations of the profession. With a more realistic set of objectives and some curriculum changes, Oklahoma State University can do much to prepare interior designers not only for the present, but also for the future.

Justification

This study was undertaken as a result of currently existing conditions:

1. The FIDER accreditation of several interior design schools indicates that interior design accreditation is desirable for interior design schools.
2. Curriculum change at Oklahoma State University is continuous and ongoing at university and college levels.
3. Many practicing interior design professionals indicate a desire to employ well-trained interior design graduates.
4. There is considerable discussion among undergraduate and graduate interior design students at Oklahoma State University concerning curriculum change.

5. The interior design faculty at Oklahoma State University is interested in improving the training of interior design students for a broader base of occupations consistent with the demonstrated potential of the profession.

6. As a 1970 graduate of the current interior design program at Oklahoma State University, and more recently as a teaching assistant in interior design, the author is interested in the improvement of interior design education.

Purposes

The purposes of this study are to: (1) establish program and student performance objectives for interior design education, (2) evaluate the present interior design curriculum, and (3) make program improvement recommendation for interior design education at Oklahoma State University in order to assist program improvement and efforts toward accreditation by the American Home Economics Association and the Foundation for Interior Design Education Research.

Procedure

The procedure for this study was to identify and examine sources of information pertaining to interior design education, educational objectives, and curriculum evaluation. Using FIDER program objectives and guidelines, the author developed student performance objectives which were evaluated by educators and professionals. The current interior design curriculum at Oklahoma State University was then evaluated in light of the newly developed objectives, and recommendations for improvement were made.

Limitations

The study was subject to several limitations which may tend to affect the scope of the study:

1. Little current information concerning interior design education objectives and curriculum was available.
2. The student performance objectives were evaluated by a professional panel, limited geographically to the southern region.
3. The study omits a discussion of housing education, although housing is a component of interior design education at Oklahoma State University.
4. Current objectives for interior design education at Oklahoma State University were not clearly stated, thus objectives implied by current courses were utilized for comparative evaluation.

NOTES

¹Foundation for Interior Design Education Research, Accreditation of Interior Design Education Programs, A collection of documents prepared by the Foundation for Interior Design Education Research (McLean, Virginia: Foundation for Interior Design Education Research, 1972).

²Ibid.

CHAPTER II

REVIEW OF LITERATURE

In reviewing books, theses, documents, and other materials for this study, the author determined that little current information had been published concerning interior design education. Because this study involved writing educational objectives and evaluating a curriculum, the author reviewed publications regarding these and related areas.

Curriculum Development

Taba¹ suggested that in situations where the curriculum is blamed for failing to adequately prepare the student, the objectives should be examined. Many times, the curriculum is inadequate because the objectives are not stated clearly or completely. Therefore, the examination of objectives is the first step in curriculum evaluation.

The importance of selecting appropriate objectives or goals upon which to base curriculum evaluation is discussed by Tyler.

. . . [I]f an educational program is to be planned and if the efforts for continued improvement are to be made, it is very necessary to have some conception of the goals that are being aimed at.²

In a discussion of educational goals, Popham described the objective as the end, and the procedures (curriculum) as the means. Further, Popham encouraged the writing of specific objectives which

. . . allow the teacher to know where he is going, that is, they should permit the teacher to formulate instructional goals for himself and his students so that the objective will be achieved.³

Different educational institutions may have different reasons for developing behavioral objectives. McAshan listed three reasons as the most common:

- (1) aid in curriculum planning,
- (2) promote increased pupil achievement, and
- (3) improve the techniques and skills of program evaluation.⁴

It is clear that no curriculum can be improved unless one studies the objectives and determines whether they are stated clearly and are relevant.

If objectives are to be effective they must be readily understood by writer, administrator, teacher, and student. This common ground is more easily attained when all concerned are using standardized terms. Bloom listed six levels of learning for educational objectives, each with subdivisions and definitions, so that the writer of the objective can specify the type and level of performance he intends for that objective. Following are Bloom's six classes of the cognitive⁵ domain, arranged in order of increasing complexity:

- 1.00 Knowledge
- 2.00 Comprehension
- 3.00 Application
- 4.00 Analysis
- 5.00 Synthesis
- 6.00 Evaluation⁶

The use of Bloom's classification or taxonomy in writing student performance objectives should facilitate the understanding of the objectives.

Interior Design Education

There is currently much discussion about the importance of including in the curriculum some experiences which are similar to those that the graduate will encounter when he is employed. The inclusion of such field experiences in an interior design curriculum is supported by professional designers and educators. In a 1961 study evaluating the curriculum of the Department of Housing and Interior Design at Oklahoma State University, Henton found that the respondents recommended actual experiences in preference to theoretical discussions. The respondents in the study were defined as (1) persons employed in the State of Oklahoma who were former majors in Housing and Interior Design, (2) members of the Oklahoma Chapter of the American Institute of Interior Designers, and (3) furniture buyers in Oklahoma cities of ten thousand or more inhabitants.

Tyler also discussed the importance of experiences in his philosophy of learning:

The essential means of education are the experiences provided, not the things to which the student is exposed Learning takes place through the active behavior of the student; 7 it is what he does that he learns, not what the teacher does.

As is true in other professional fields, practicing designers and design educators frequently disagree about the responsibility of design education. Meyerson, in examining professional demands on education and educators, made the following statement:

Our college, like most professional schools of its kind, is under constant attack from the members of the profession for not preparing students fully capable on the day they leave school of writing specifications, preparing working drawings, preparing a capital budget or making a convincing presentation before a city council or private investor. We would, of course, be unfair both to the professions and our

students if we tried to so prepare them. If we were to do so, we would be equipping our students in today's techniques for yesterday's tasks, a situation which would be helpful to no one.⁸

Meyerson believed that an internship provides the needed experiences which cannot be obtained in the academic atmosphere, and that the professionals of the design fields should make efforts to provide such internships for seniors or new graduates.

Friedmann indicated that a comprehensive basic design education is essential to all types of designers.

. . . . Interior design is only one area of many other special areas in the field of environmental design, and no single architect or designer can master all the knowledge required today. Schools of architecture and schools of design will continue to teach the basic knowledge and skills which are the foundation of design and architecture. Professional specialization will continue to become more specific, but based on a thorough educational foundation and combined with general knowledge, this trend should be of great benefit to the environmental design professions.⁹

Education and training in the specialized areas within the interior design field may be obtained by graduate study, professional experience, or a combination of both.

In 1968, Friedmann directed the Curriculum Research Committee Study for the Interior Design Educators Council. The purpose of that study was to

. . . . supply meaningful data on the quality and quantity of design education in the United States and to make recommendations based on these findings for the betterment of design education and the professional standing of the field.¹⁰

Among Friedmann's recommendations was the proposal that "A formal accreditation body for [interior design] schools . . . be formed" ¹¹ As a result of Friedmann's study and recommendations, the three professional organization, AID, NSID, and IDEC formed the

Foundation for Interior Design Education Research (FIDER) which has the responsibility for accreditation of schools of interior design in the United States.¹² Since its establishment in 1971, FIDER has established liaison with the National Commission on Accrediting and Institutional Eligibility Advisory Committee of the Bureau of Higher Education of the United States Office of Education. The trustees of FIDER have formulated the accreditation procedure for interior design schools, and have established guidelines and a number of committees to implement the accreditation program. Additionally, FIDER has published a number of pamphlets and reports providing much needed information pertaining to interior design education.

The FIDER publications provide valuable information to schools of interior design which are contemplating or applying for accreditation. FIDER expects each school to establish its own objectives:

It is assumed that each school will develop its own program, overall program objectives, and particular emphasis Such objectives must be appropriate to the institution, its location and its facilities.¹³

The American Home Economics Association also endorses clear objectives in its publication on accreditation procedures for interior design. The AHEA uses the following as a criterion for accreditation:

. . . clearly stated educational objectives and justification for the curriculum . . . objectives based on the recommendations of faculty, students, alumni, employers, and others representing the larger community¹⁴

NOTES

- ¹Hilda Taba, Curriculum Development, (New York, 1962), p. 231.
- ²Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago, 1950), p. 3.
- ³W. James Popham and Eva L. Baker, Establishing Institutional Goals (Englewood Cliffs, 1970), p. 25.
- ⁴H. H. McAshan, Writing Behavioral Objectives (New York, 1970), p. 4.
- ⁵B. S. Bloom et al., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York, 1956), p. 7.
- ⁶Ibid., p. 18.
- ⁷Tyler, Basic Principles of Curriculum and Instruction, p. 41.
- ⁸Martin Meyerson, "The College of Environmental Design," Journal of Environmental Design, I (May, 1966), p. 17.
- ⁹Arnold Friedmann, John F. Pile, and Forrest Wilson, Interior Design: An Introduction to Architectural Interiors (New York, 1970), p. 286.
- ¹⁰Arnold Friedmann, A Critical Study of Interior Design Education, Final report to the Interior Design Educators Council, prepared by the Curriculum Research Committee (Kew Gardens, 1968), p. i.
- ¹¹Ibid., p. 130.
- ¹²At this time, FIDER is authorized only to offer provisional accreditation to interior design schools. Upon the completion of the time requirement, FIDER hopes to be authorized by the National Commission on accrediting and the United State Office of Education as the official interior design accreditation agency.
- ¹³Foundation for Interior Design Education Research, Accreditation of Interior Design Education Programs, A collection of documents prepared by the Foundation for Interior Design Education Research (McLean, Virginia: Foundation for Interior Design Education Research, 1972).

¹⁴American Home Economics Association, Accreditation Documents for Undergraduate Programs in Home Economics, prepared by the Council for Professional Development (Washington, 1971), p. 15.

CHAPTER III

PROCEDURE

The author's procedure for this study was to identify and examine sources of information pertaining to interior design education, objectives and curriculum. After evaluating the material, the author developed student performance objectives for interior design education which were later evaluated by (1) college educators, (2) interior design educators and (3) professional interior designers. The existing interior design curriculum at Oklahoma State University was then evaluated in light of these objectives, and recommendations were made.

Resource Material

The procedure for obtaining background information included:¹

1. A review of current interior design textbooks.
2. A review of articles concerning interior design education which appeared in design magazines and journals, and which were written both by professional designers and by educators;
3. An examination of curricula and objectives from other universities with interior design education programs.
4. An examination of the Interior Design Educators Council Curriculum Research Project conducted by Professor Arnold Friedmann of Pratt Institute, and others.

5. An examination of the publications of the Foundation for Interior Design Education Research.

To supplement this written material, interviews were conducted with:

1. A member of the Board of Trustees of FIDER.
2. Instructors of interior design at Oklahoma State University and selected instructors of interior design at other universities.
3. Practicing interior designers.
4. Interior design undergraduate and graduate students.

Design Programs at Land-Grant Institutions

Twenty-five letters were sent to universities which offer an undergraduate major in interior design requesting a copy of objectives and curriculum. Seventeen² of the universities responded by sending a copy of their curriculum but few of these also included their general program objectives. None of the schools provided specific student performance objectives. Of the schools which responded, six had interior design programs located within the college of home economics. Since these six programs were the most comparable to the program at Oklahoma State University, they were used most extensively in program comparisons. Material from the six programs located within home economics provided much useful information for the development of objectives and recommendations for improvement in an interior design curriculum.

Only the Oklahoma State University curriculum is included in Chapter V. The author had access to just the curricula for the other university programs. Since he did not have access to information regarding the faculty, facilities, administration, and student progress in other institutions, he was unable to evaluate those programs. More

complete information was available for Oklahoma State University because of the author's experience as a student and as a graduate teaching assistant at that institution.

Textbooks and Articles

Textbooks and articles concerning interior design education were first read and studied. After the author felt that he understood the subject matter, he shared the item with a member of the Housing and Interior Design faculty, and asked that faculty member for an evaluation of the item. After a number of sources had been evaluated in this manner, the author was able to independently evaluate the subsequent items of information.

Interviews

Comments from undergraduate and graduate students and from practicing interior design professionals were evaluated carefully, since both groups tend to be somewhat critical of the scope of interior design education programs. The comments from interior design instructors were given careful consideration, since these persons were very familiar with the course content and curriculum structure of their respective programs.

IDEC Curriculum Study and FIDER Publications

The Interior Design Educators Council Curriculum Research Study was the major resource used in the development of Foundation for Interior Design Education Research curriculum guidelines. During

interviews with interior design educators and interior design professionals, the author found that the IDEC Curriculum Research Study was highly respected and valued. The interior design educators and professional interior designers also endorsed the publications and policies of the Foundation for Interior Design Education Research. Further study has shown widespread national support for the Foundation for Interior Design Education Research from design educators and professional designers.

Development of Objectives

The development of student performance objectives took place after much study of the resource materials and discussion with persons familiar with the subject matter. The objectives were adaptations and extensions of course content areas advocated by the 1968 IDEC Study and were classified according to the FIDER subject classification for the sake of clarity and comparison. The hierarchy of levels of learning as established by Bloom's³ taxonomy was used by the author to facilitate the understanding and use of the objectives.

Upon completion of the student performance objectives, the author submitted those objectives to a panel consisting of the faculty of the Department of Housing and Interior Design, the Head of the Department of Home Economics Education, an interior design educator who was also a member of the Board of Trustees of FIDER, and a practicing interior designer who was also a member of the Accreditation Committee of FIDER. The panel was asked to read the objectives and make comments concerning relevance, completeness, and timeliness. After receiving comments from the members of the panel, the author revised the objectives so as to more clearly state the intended scope of behavior.

Evaluation of Existing Program at Oklahoma State University

Ideally, the newly developed student performance objectives should have been compared with existing objectives. However, in searching for existing objectives at Oklahoma State University, the author found no clearly defined objectives referring to expected student competencies specifically relating to interior design education. Discussion with faculty of the Department of Housing and Interior Design at Oklahoma State University confirmed that the objectives which guide interior design education at that institution are not formalized, and as such, may vary from time to time. Without an existing set of objectives, the author found it necessary to make a comparison and evaluation on the basis of objectives implied through the curriculum and course content. It was recognized that the comparison with implied objectives is less desirable than a comparison with existing objectives.

Recommendations Based on Evaluation

The existing interior design program at Oklahoma State University was evaluated in light of the student performance objectives which had been developed. Upon the completion of the evaluation, the author made recommendations which could be of value to the administration and faculty of the Department of Housing and Interior Design concerning objectives and curriculum. The recommendations were intended to serve as suggestions for modifying the curriculum so as to more efficiently and more thoroughly train interior design students. Additionally, the recommendations made were intended to provide assistance to the

Department of Housing and Interior Design in their process of accreditation in the near future by the Foundation for Interior Design Education Research and the American Home Economics Association.

NOTES

¹ Sources of background information used and persons interviewed are included in Appendix A.

² A listing of curricula from selected universities is included in Appendix B.

³ B. S. Bloom et al., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York, 1956), p. 7.

CHAPTER IV

PROGRAM AND STUDENT PERFORMANCE OBJECTIVES

Introduction

In the recommendations of the 1968 Interior Design Educators Council Curriculum Research Project, the following statement was found:

Schools with major programs in interior design must demonstrate clear educational and professional objectives. . . .¹

The Committee which compiled the report felt that for an interior design program to be effective, it must have clearly stated objectives. In a publication of the Foundation for Interior Design Education Research, four overall program objectives for guiding interior design education were stated:²

The development of creative designers able to formulate, propose and carry out creative design solutions relevant to the complex environmental needs of our society.

Interaction with other disciplines and the seeking of team approaches to the design solution of social problems.

The study of interior spatial organization for human activity, the methods of planning and programming work, and the use of appropriate technological tools, construction systems and marketing methods.

The use of innovative and creative approaches to design problem solving in the classrooms and the evidencing of such approaches in the work and attitudes of the students.³

The above objectives were accepted as realistic and relevant in the opinion of the educators, educational experts, and professional designers who developed them. Additionally, these objectives, because they are

general in nature, were meant to serve as administrative guides. In none of the FIDER publications relating to accreditation were there stated student performance objectives. The author, after studying the FIDER publications, the 1968 Interior Design Educators Council Curriculum Research Project Report, and numerous publications pertaining to educational objectives, developed the student performance objectives which are presented in this chapter.

Development of Objectives

The author felt that a comprehensive list of student performance objectives would be more easily understood if a classification scheme were used to divide the objectives into a number of content areas. Fortunately, the FIDER publications included a classification of content areas to be used as a guide for curriculum planning. FIDER suggested percentages of contact credit hours which should be included in each content area. The content areas, along with the recommended percentages were:

- | | |
|--|--------|
| 1. Liberal Arts | 20-40% |
| 2. History of Art, Architecture and Interiors | 5-10% |
| 3. Basic Creative Development | 15-25% |
| 4. Communication Skills and Technical Knowledge | 15-20% |
| 5. Interior Design, Planning and Analysis ⁴ | 15-40% |

The student performance objectives developed in this study were classified into the five major content areas as given above. However, no attempt was made by the author to specify the number of credit hours which should be included in each content area.

Additionally, the author wished to state the student performance objectives in terms which would be readily understood by others. It was decided to refer to the taxonomy by Bloom to facilitate

communication between the author and the reader. Bloom stated the six major classes of the taxonomy in the following hierarchy:

- 1.00 Knowledge
- 2.00 Comprehension
- 3.00 Application
- 4.00 Analysis
- 5.00 Synthesis
- 6.00 Evaluation^{5,6}

Popham gave the following definitions for the terms used in Bloom's taxonomy:

KNOWLEDGE . . . involves recall of specifics, universals, methods, and other items. For purposes of measurements, the recall situation requires very little more than bringing to mind an appropriate response. The other five levels necessitate some form of intellectual ability or skill, but the lowest level of knowledge requires only rote behavior.

COMPREHENSION . . . refers to a type of understanding revealed by the learner's ability to make use of certain material or of an idea without necessarily seeing its fullest implications. Instances of comprehension can be seen in a student's ability to translate languages, interpret graphs, or extrapolate from a series of numbers.

APPLICATION involves the use of abstractions in particular and concrete situations, such as the application of scientific principles to concrete phenomena.

ANALYSIS requires the breaking down of a communication into its subcomponents so that the relationship among these elements is made clear as, for instance, when a student distinguishes facts from opinions in a newspaper article.

SYNTHESIS entails the putting together of elements to form a new, original entity.

EVALUATION describes behaviors in which judgments are made about the value of material or methods used for given purposes. Criteria applied in making these judgments may be those determined by the student or those which are given to him by someone else.⁷

Student Performance Objectives

The student performance objectives developed in this study were intended to serve as a basis for curriculum evaluation prior to making

recommendations for improvement. He developed this comprehensive set of objectives that are in agreement with guidelines established by the Foundation for Interior Design Education Research and are applicable at Oklahoma State University. Assuming the overall program objectives at Oklahoma State University to be the FIDER interior design program objectives, the author developed the following student performance objectives which appear below. These objectives are stated in generally accepted educational terminology and classified according to the five areas of program content suggested by FIDER:

The student should demonstrate the following competencies;

1.0 Liberal Arts

- 1.1 knowledge of the development of his own and other cultures;
- 1.2 knowledge of the biological, botanical, zoological, physiological, and other natural sciences;
- 1.3 knowledge of the psychological and social sciences;
- 1.4 knowledge of the physical sciences;
- 1.5 knowledge of the historical, political, and economic sciences;
- 1.6 comprehension of the mathematical and computing sciences;
- 1.7 comprehension of human physical and emotional needs;
- 1.8 comprehension, resulting in interpretation, of spoken and written communication in at least one language;
- 1.9 comprehension, resulting in interpretation, of the written and performing arts;

2.0 History of Art, Architecture, and Interiors

- 2.1 comprehension of the history and development of the visual arts;
- 2.2 comprehension of the history of technical developments and construction techniques;

- 2.3 comprehension of the history and development of shelter and architecture;
- 2.4 comprehension of the history and development of interiors;
- 2.5 comprehension of the history and development of furniture, furnishings, and textiles;

3.0 Basic Creative Development

- 3.1 comprehension of design fundamentals, including basic design, two- and three-dimensional design, design elements, and design media;
- 3.2 application of design fundamentals, including basic design, two- and three-dimensional design, design elements, and design media;
- 3.3 analysis of the contributions of the supporting crafts; painting, sculpture, weaving, ceramics, graphics, printing, print making, advertising and product design, stage design, and photography;
- 3.4 synthesis, resulting in creative production, of one or more of the supporting crafts; painting, sculpture, weaving, ceramics, graphics, printing, print making, advertising and product design, exhibition design, stage design, and photography;

4.0 Communication Skills and Technical Knowledge

- 4.1 comprehension of principles and techniques of graphic and technical representation of plans, sections, elevations, perspectives, isometrics, sketches, and renderings in various media and in two- and three-dimensional forms;
- 4.2 comprehension of principles of furniture design and construction, including use, specifications, hardware, upholstery, transport, and cost, and other pertinent characteristics;
- 4.3 application of principles and techniques of graphic and technical representation of plans, sections, elevations, perspectives, isometrics, sketches, and renderings in various media and in two- and three-dimensional forms;
- 4.4 application of knowledge of the nature of materials including production procedures and application techniques;
- 4.5 application of knowledge of construction, including working drawings, specifications, and estimates, and construction schedules, procedures, and trades, including

plumbing, electrical, heating and air conditioning, lighting, and accoustics;

- 4.6 application of knowledge of equipment and fixtures, including assembly and installation of screens, curtains, partitions, ceilings, and paneling;

5.0 Interior Design, Planning, and Analysis

- 5.1 knowledge of proxemics, or effects of the man-made environment on human behavior;
- 5.2 comprehension, resulting in interpretation, of ethics as applied to the interior design profession;
- 5.3 comprehension of business mechanics including bookkeeping, cost estimates, ordering merchandise, charging for services, bidding on jobs, writing specifications, making contracts, and supervising personnel;
- 5.4 application of principles of verbal expression as used in design presentations and for merchandising techniques;
- 5.5 analysis of housing and work-space needs of individuals and groups, and of groups with special requirements;
- 5.6 analysis of needs of occupants of multiple unit housing and environmental constraints upon these occupants;
- 5.7 analysis of space programming and planning;
- 5.8 synthesis, resulting in production, of interior design solutions utilizing space programming and planning principles; and
- 5.9 evaluation of interior design solutions.⁸

Once developed, the student performance objectives were examined and evaluated by a panel of experts, so as to insure compliance with accepted conventions of stating educational objectives and to insure that content areas and specified competencies were relevant for Oklahoma State University. The objectives were examined by a panel composed of the faculty of the Department of Housing and Interior Design, the Head of the Department of Home Economics Education, an interior design

educator who was also a member of the Board of Trustees of FIDER, and a practicing interior designer who was also a member of the Accreditation Committee of FIDER.

The changes suggested by the panel included improving descriptions of content, ranking each set according to Bloom's taxonomy, and correcting minor errors in format. Upon completion of the suggested changes, the objectives were approved by the panel.

NOTES

¹Arnold Friedmann, A Critical Study of Interior Design Education, Final report to the Interior Design Educators Council, prepared by the Curriculum Research Committee (Kew Gardens, 1968), p. 125.

²These objectives were presented as program objectives, which implies that they refer to the administration or teaching staff. Objectives which refer to students are referred to as student performance objectives.

³Foundation for Interior Design Education Research, Accreditation of Interior Design Education Programs, A collection of documents prepared by the Foundation for Interior Design Education Research (McLean Virginia: Foundation for Interior Design Education Research, 1972).

⁴Ibid.

⁵B. S. Bloom et al., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York, 1956), p. 18.

⁶Each of these terms implies a specific level of understanding, and may have a meaning for the reader which is not consistent with that of the taxonomy. The reader is cautioned to refer to the definitions given in this section for classification of meanings.

⁷W. James Popham and Eva L. Baker, Establishing Instructional Goals (Englewood Cliffs, 1970), p. 52-53.

⁸These objectives were developed from course content areas suggested by Friedmann, loc. cit.

CHAPTER V

EVALUATION OF CURRENT PROGRAM¹

The procedure the author used in evaluating the existing interior design program at Oklahoma State University was to examine the program and determine which required courses would meet the student performance objectives. After the comparison was made, recommendations and comments were offered. The existing curriculum was compared according to each of the five content areas as specified by the Foundation for Interior Design Education Research and used by the author in classifying the student performance objectives. Those content areas are (1) Liberal Arts, (2) History of Art, Architecture and Interiors, (3) Basic Creative Development, (4) Communication Skills and Technical Knowledge, and (5) Interior Design, Planning and Analysis.

Liberal Arts

Liberal Arts objectives are met through a wide variety of courses in Sociology, Biological Sciences, Psychology, American History, Political Sciences, Physical Sciences, Family Relations and Child Development, Speech, and Humanities. At the present time, the plan of study requires eight hours of English, twelve hours in Biological and Physical Sciences, fifteen hours in Social Sciences, eight hours in Humanities, fifteen hours in Home Economics, and three hours in Speech. It appears the objectives of comprehension of the mathematical and

computing sciences is least satisfactorily met. The inclusion of the use of mathematics in existing courses might assist in meeting this objective.

History of Art, Architecture and Interiors

Most of these objectives are met by courses in Art, in Housing and Interior Design, and in Clothing, Textiles, and Merchandising. The accomplishment of these objectives could be strengthened by the addition of courses in history of architecture.

Basic Creative Development

The existing required courses in Art and in Housing and Interior Design partially meet these objectives. In order to fully accomplish these objectives, additional required courses are needed in the supporting crafts and in architecture. Course organization and content that would meet these objectives depends upon instructional methods, which may vary from semester to semester and from instructor to instructor.

Communication Skills and Technical Knowledge

These student performance objectives are only partially met by current offerings in Housing and Interior Design courses including Design and Space, Structure and Design, Design and Presentation, Production Procedures, and Institutional Furnishings. The meeting of these objectives could be strengthened by a course which includes field experiences. Such a course is currently offered but not required. Increasing the number of credit hours in the existing course and requiring it for all students would better meet the need for field experience. In

addition, courses in Architecture dealing with graphic communication, construction materials, and architectural design would further assist in meeting the objectives of this area.

Interior Design, Planning and Analysis

The student objectives in this area are partially met by current offerings in Housing and Interior Design courses, including Contemporary Design, Socio-Economic Aspects of Housing, Interior Furnishings Industry, Problems in Interior Design, and Design and Space. As presently taught, these courses do not include an adequate amount of study in contract design and business procedures. However, it should be understood that no amount of coursework can ever fully meet these objectives.

Other Recommendations

Considering the need for the opportunity to specialize in interior design studies, and in view of the fact that many of the other professional fields require a fifth or sixth year of study, it does not seem unreasonable to suggest the inclusion of a fifth year of study. The additional year would improve the opportunity to expand required and elective course offerings. In addition, the Master's degree may provide access to employment opportunities and financial rewards not possible with the undergraduate degree.

It appears that the student performance objectives would be met by strengthening the offerings in each of the five content areas. However, before course changes are made, a comprehensive evaluation is required to determine the contribution each required and elective course is making toward the accomplishment of the student performance objectives.

Certain objectives which do not seem to be fully met could be accomplished by strengthening selected courses.

Existing courses which do not seem to contribute to the achievement of student performance objectives might be restructured so as to more efficiently assist in accomplishing those objectives. Specific evaluation of course content and recommendations for curriculum change are beyond the scope of this study and would seem to be the responsibility of the administration and the faculty.

NOTES

¹There are two plans of study for interior design at Oklahoma State University. The men's plan is discussed below and is presented in Appendix B. The women's plan requires more home economics courses and fewer professional design courses.

CHAPTER VI

SUMMARY AND CONCLUSIONS

As stated in Chapter I, the purpose of this study was to establish student performance objectives for interior design education at Oklahoma State University. The objectives, classified into five content areas, were based on information from the 1968 Curriculum Research Study, from additional readings and information related to interior design education, from interviews with (1) faculty, (2) interior design educators from other institutions, and (3) practicing interior designers, and from the author's experience and training. Evaluation based on implementation will be required to determine the validity of these objectives. In addition, the objectives must be re-examined periodically to determine whether they are relevant, and revised if necessary.

There is currently a considerable amount of controversy concerning the administrative location (i.e., art, architecture, home economics, and others) of interior design programs. Some readers may question the location of an interior design education program within a home economics administration. The fact that home economics has traditionally been the location of an interior design program is not necessarily justification for the program remaining there. However, home economics can make valuable contributions to the interior design program. Such contributions include emphasis on human needs and enabling environments. It should be noted that other institutions may justify the location of

interior design programs in other administrative units. When interior design is located within home economics, it is still possible for students to receive training from other professional areas such as art, architecture, and engineering. The decision as to the administrative location of interior design programs should be on the basis of what the various administrative units have to offer.

The graduate of the interior design program which meets the student performance objectives presented in this study is trained to become a professional. However, the education and training received are not completed upon graduation, but continue throughout one's career. Regardless of the number of courses completed or the subject areas studied, it is essential for the interior design student to be adept in the problem solving processes. As technology progresses, materials and procedures change and become obsolete. The well-trained professional is able to adapt to these changes because he was trained to analyze, not to memorize.

The courses taught in any interior design curriculum are only as current as the instructor who teaches them. Similarly, what is actually taught may differ substantially from the course description. The effect of the instructor on a program should not be underestimated, since he or she influences the scope of every course taught. This influence is also seen when one considers that the instructor evaluates the progress and achievement of the student.

It is hoped that this study, and particularly the student performance objectives, can be of assistance to the Department of Housing and Interior Design in preparing for accreditation by the Foundation for Interior Design Education Research. It is further desired that after

accreditation, interior design education at Oklahoma State University can consistently improve in training interior designers for the monumental task of creating human-oriented environments.

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APPENDIX A

BACKGROUND INFORMATION

Publications Reviewed

Books

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- Alexander, Mary Jean. Designing Interior Environment. Philadelphia and New York: J. B. Lippincott Co., 1965.
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- Greer Michael. Your Future in Interior Design. New York: Richards Rosen Press, Inc., 1963.
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Articles

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- Friedmann, Arnold. "Do You Consider Interior Design to be a Valid Educational Discipline?" The Designer, XIV (June, 1971), pp. 19-27.
- Meyerson, Martin. "The College of Environmental Design." The Journal of Environmental Design, I (May, 1966), pp. 15-17.
- Schroeder, Hans. "The Unspoken Language of Education." The Designer, XIV (June, 1971), pp. 23-24.

Reports and Documents

- Foundation for Interior Design Education Research. Accreditation of Interior Design Education Programs. A collection of documents prepared by the Foundation for Interior Design Education Research. McLean: Foundation for Interior Design Education Research, 1972.
- Foundation for Interior Design Education Report. Annual Report. McLean: Foundation for Interior Design Education Research, 1973.

Friedmann, Arnold. A Critical Study of Interior Design Education.
Final report to the Interior Design Educators Council. Prepared
by the Curriculum Research Committee. Kew Gardens, New York:
Interior Design Educators Council, 1968.

Persons Interviewed Concerning Student
Performance Objectives

Members of Faculty of Department of Housing and Interior Design at
Oklahoma State University:

Florence McKinney, Ph.D., Professor and Head
Leevera Pepin, M.S., Assistant Professor
Christine Salmon, MArch, Associate Professor
Kay Stewart, Ph.D., Associate Professor.

Member of Faculty of Department of Home Economics Education at Oklahoma
State University:

Elaine Jorgenson, Ed.D., Professor and Head.

Member of Board of Trustees of Foundation for Interior Design Education
Research:

Anna Brightman, Ph.D., Professor of Home Economics, University of
Texas.

Member of Committee on Accreditation of Foundation for Interior Design
Education Research and Professional Interior Designer:

Robert Kembel, AID, owner of Interior Design, Inc., Oklahoma City,
Oklahoma.

Professional Interior Designer:

Preston Pendergraft, AID, owner of Pendergraft's, Inc., Oklahoma
City, Oklahoma.

Questions Asked Concerning Student
Performance Objectives

1. What recommendations do you have relating to the content and competencies indicated in the objectives?
2. What recommendations do you have relating to the improvement of the objectives?

3. What recommendations do you have relating to the statement or format of the objectives?

4. What comments do you have relating to the objectives generally?

Persons Interviewed Concerning Interior
Design Education

Interior Design Educators:

Anna Brightman, Professor, University of Texas
Buie Harwood, Instructor, University of Texas
Patricia Hildebrand, Instructor, University of Missouri
Christine Salmon, Associate Professor, Oklahoma State University
Kay Stewart, Associate Professor, Oklahoma State University
Milton Paschall, Assistant Professor, Oklahoma State University
Leevera Pepin, Assistant Professor, Oklahoma State University.

Professional Interior Designers:

Earl Bishop, Oklahoma City, Oklahoma
Richard Blissit, Tulsa, Oklahoma
Robert Kembel, Tulsa, Oklahoma
Les Oxford, Oklahoma City, Oklahoma
Preston Pendergraft, Oklahoma City, Oklahoma.

Questions Asked Concerning Interior
Design Education

1. Do you have any comments concerning interior design program and student objectives?
2. Do you have any comments concerning an interior design curriculum?
3. Do you have any comments concerning interior design education in general?
4. Do you feel that the policies and purposes of the Foundation for Interior Design Education Research are relevant?
5. Do you feel that the Foundation for Interior Design Education Research is accomplishing its purpose?

APPENDIX B
INTERIOR DESIGN CURRICULA

I am a graduate teaching assistant in the Department of Housing and Interior Design, and am doing research for my thesis which is in the general area of Interior Design curriculum research.

Inasmuch as a thorough study of existing Interior Design curricula is a necessary aspect of the development of an Interior Design Curriculum, I would like to examine thoroughly the curricula and objectives of other land-grant institutions, including those of the (name of university).

For this reason, I would appreciate your sending me a copy of your current Interior Design Curriculum and Objectives, along with any other information or advice which you feel might assist me in this study.

Thank you very much for your assistance.

Sincerely,

James A. McCarty

OKLAHOMA STATE UNIVERSITY
Home Economics

124 HOURS

<u>1. Liberal Arts</u>	<u>61 hours</u>
English Composition	8
Biological and Physical Sciences	12
Social Sciences	15
Humanities	8
Home Economics Core	15
Speech	3
<u>2. History of Art, Architecture and Interiors</u>	<u>9 hours</u>
Heritage of Housing and Interior Design I	3
Heritage of Housing and Interior Design II	3
Decorative Fabrics	3
<u>3. Basic Creative Development</u>	<u>11 hours</u>
Elementary Principles of Art	3
Color and Design	2
Color and Design	2
Art Elective	4
<u>4. Communication Skills and Technical Knowledge</u>	<u>17 hours</u>
Design and Space	3
Structure and Design	3
Production Procedures for Designers	3
Design and Presentation	3
Institutional Furnishings	3
Structure and Properties of Textiles	2
<u>5. Interior Design, Planning and Analysis</u>	<u>18 hours</u>
Contemporary Design	3
Socio-Economic Aspects of Housing	3
Interior Furnishings Industry	3
Problems in Interior Design	3
Landscape Design	3
Management	3
<u>6. Electives</u>	<u>8 hours</u>
Free Electives	8

CORNELL UNIVERSITY
Human Ecology

120 HOURS

<u>1. Liberal Arts</u>	<u>29-30 hours</u>
Natural Sciences	6
Psychology or The Development of Human Behavior	3
Economics or Introduction to Consumer Economics	3
Anthropology or Sociology	3
Additional Credits in Natural or Social Sciences	8-9
Freshman Seminar	6
<u>2. History of Art, Architecture and Interiors</u>	<u>4 hours</u>
History of Art	4
<u>3. Basic Creative Development</u>	<u>9 hours</u>
Fundamentals of Design	3
Design I: Introduction to Design	3
Design II: Composition and Color	3
<u>4. Communication Skills and Technical Knowledge</u>	<u>9 hours</u>
Materials	3
Drawing I	3
Drawing II	3
<u>5. Interior Design, Planning and Analysis</u>	<u>25 hours</u>
Environmental Analysis: Human and Social Factors	3
Design Procedures	3
Residential Design	3
Interior Space Planning Credits	16
<u>6. Electives</u>	<u>43-44 hours</u>
Free Electives	43-44

KANSAS STATE UNIVERSITY
Home Economics

126 HOURS

1. Liberal Arts 47-48 hours

Communications	8
Social Sciences	6
Additional Requirements	20
Home Economics Core	13-14

2. History of Art, Architecture and Interiors 12 hours

Survey of Art History II	3
Survey of Art History II	3
Historic Fabric Design	3
Historic Furniture Design	3

3. Basic Creative Development 17 hours

Design for Contemporary living	3
Design I	2
Design II	2
Crafts	2
Crafts	2
Architectural Graphics I	2
Architectural Graphics II	2
Design by Weaving	2

4. Communication Skills and Technical Knowledge 5 hours

Drawing I	2
Interior Design Practicum	3

5. Interior Design, Planning and Analysis 26-30 hours

Design Ergonomics I	2
Design Ergonomics II	2
Interior Design I	3
Interior Design II	3
Contemporary Home	3
Interior Design III	3
Interior Design Seminar	2
Professional Electives	8-12

6. Electives 14-19 hours

Free Electives	14-19
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MICHIGAN STATE UNIVERSITY
Human Ecology

180 HOURS

<u>1. Liberal Arts</u>	<u>67 hours</u>
American Thought and Language	9
Natural Sciences	12
Social Sciences	24
Man and His Near Environment	3
Senior Seminar	3
Humanities	12
Textiles for Consumers	4
<u>2. History of Art, Architecture and Interiors</u>	<u>24 hours</u>
History of Art	12
History of Interior Design	12
<u>3. Basic Creative Development</u>	<u>27 hours</u>
Design for Living	6
Environmental Design	5
Synthesis of Environmental Design Elements	4
Interior Color and Texture Design	3
Basic Interior Design Synthesis	3
Design Illustration	3
Testile Design or Weaving	3
<u>4. Communication Skills and Technical Knowledge</u>	<u>15 hours</u>
Interior Lighting Design	3
Interior Perspective and Media	5
Three Dimensional Structures and Construction	3
Interior Design Material and Workroom Practices	4
<u>5. Interior Design, Planning and Analysis</u>	<u>24 hours</u>
Interior Space Design	3
Interior Design Problems	3
Professional Practices	3
Interior Design-Residential	4
Interior Design-Contract	4
Advanced Design Problems	3
Management and Decision Making	4
<u>6. Electives</u>	<u>23 hours</u>
Approved Electives	23

UNIVERSITY OF MISSOURI
Home Economics

120 HOURS

<u>1. Liberal Arts</u>	<u>50-54 hours</u>
English	6
Botany, Zoology, Physiology, Biology	5
Chemistry, Physics, Geology, Astronomy	5
History	3-5
Mathematics	3
Psychology	3-5
Literature or Fine Arts	5
Economics	5
Philosophy	3
Sociology	3
Family and Environmental Studies	9
<u>2. History of Art, Architecture and Interiors</u>	<u>7 hours</u>
Art, History and Electives	7
<u>3. Basic Creative Development</u>	<u>18 hours</u>
Basic Design and Electives	18
<u>4. Communication Skills and Technical Knowledge</u>	<u>18 hours</u>
Drawing, Graphics and Electives	18
<u>5. Interior Design, Planning and Analysis</u>	<u>18 hours</u>
Residential, Contract and Architectural Design	18
<u>6. Electives</u>	<u>5-9 hours</u>
Approved Electives	5-9

UNIVERSITY OF TEXAS
Home Economics

126 HOURS

<u>1. Liberal Arts</u>	<u>54 hours</u>
English	12
Chemistry, Physics	6
Zoology, Biology	6
Math	3
History	6
Government	6
Economics, Sociology and Psychology	6
Speech	3
Family Financial Problems	3
Textiles	3
<u>2. History of Art, Architecture and Interiors</u>	<u>13 hours</u>
Art or Architectural History	3
Art or Architectural History (European)	3
Art Appreciation	3
Interior Design (Historic)	4
<u>3. Basic Creative Development</u>	<u>19 hours</u>
Art	3
Art	9
Applied Art	2
Applied Art Laboratory	1
Elements of Interior Design	2
Elements of Interior Design Laboratory	2
<u>4. Communication Skills and Technical Knowledge</u>	<u>5 hours</u>
Drawing	2
Interior Design Workroom Processes	3
<u>5. Interior Design, Planning and Analysis</u>	<u>19 hours</u>
Marketing, Advertising, Business Law	3
Family Housing	3
Interior Design Laboratory	4
Advanced Interior Design	6
Procedures and Practices in Interior Design	3
<u>6. Electives</u>	<u>16 hours</u>
Free Electives	16

UNIVERSITY OF WISCONSIN
Family Resources and Consumer Sciences

124 HOURS

1. Liberal Arts	50 hours
English	3
Literature	6
Humanities Electives	6
Economics	4
Psychology	4
Sociology	3
Physiology, Zoology and Genetics	3
Chemistry	5
Science Elective	4
Environmental Resources	3
Humanistic Factors	3
Textiles and Clothing	3
Textile Chemistry	3
2. History of Art, Architecture and Interiors	13 hours
European Interiors	2
American Interiors	2
Art History	9
3. Basic Creative Development	26 hours
Fundamentals of Design	3
Three-Dimensional Design	2
Textile Design	6
Creative Design	3
Basic Drawing	6
Electives in Art	6
4. Communication Skills and Technical Knowledge	6 hours
General Engineering	3
Architectural Graphics	3
5. Interior Design, Planning and Analysis	15 hours
Home Design and Planning	3
Fundamentals of Interior Design	3
Residential Interior Design	3
Contract Interiors	3
Professional Interior Design Practices	3
6. Electives	14 hours
Approved Electives	14

AUBURN UNIVERSITY
Architecture and Fine Arts

208 HOURS

1. Liberal Arts	55 hours
English Composition	9
Mathematics	10
Physical Education	3
Natural Sciences	10
Psychology	3
Economics	5
Sociology	5
Foreign Language	10
2. History of Art, Architecture and Interiors	36 hours
History of World Art	9
History and Theory of Architecture	12
Period Interiors	10
History of Textiles	5
3. Basic Creative Development	25 hours
Design Fundamentals	10
Introduction to Arts	3
Elements of Interior Design	9
Creative Crafts of Textile Design	3
4. Communication Skills and Technical Knowledge	20 hours
Drawing I	5
Architectural Design	15
5. Interior Design, Planning and Analysis	46 hours
Interior Design	25
Contemporary Interiors	3
Marketing	5
Interior Design Thesis	7
Interior Design Research	3
Professional Practice	2
6. Electives	26 hours
Free Electives	26

UNIVERSITY OF CALIFORNIA (DAVIS)
Behavioral Sciences

180 HOURS

1. Liberal Arts	81 hours
Natural Sciences	27
Social Sciences	27
Humanities	27
2. History of Art, Architecture and Interiors	
3. Basic Creative Development	
4. Communication Skills and Technical Knowledge	
5. Interior Design, Planning and Analysis	
6. Electives	99 hours
Approved Electives	60
Free Electives	39

UNIVERSITY OF GEORGIA
Art

180 HOURS

1. Liberal Arts	40-50 hours
English	5
Foreign Language	10-20
Literature	10
History	10
Social Sciences	10
2. History of Art, Architecture and Interiors	15 hours
Ancient and Medieval Arts	5
Renaissance and Modern Art	5
Art History	5
3. Basic Creative Development	25 hours
Art Structure	20
Crafts	5
4. Communication Skills and Technical Knowledge	10 hours
Interior Design	10
5. Interior Design, Planning and Analysis	25 hours
Interior Design	25
6. Electives	55-65 hours
Free electives	55-65

KANSAS STATE UNIVERSITY
Architecture

160 HOURS

1. Liberal Arts	26 hours
English	6
Social Science	6
Science Elective	6
Humanities	3
Mathematics	3
Oral Communication	2
2. History of Art, Architecture and Interiors	6 hours
Historically Designed Environments	6
3. Basic Creative Development	27 hours
Art Electives	10
Environmental Design Studio I	4
Environmental Design Studio II	4
Design Workshop I	3
Design Workshop II	3
Design Workshop III	3
4. Communication Skills and Technical Knowledge	25 hours
Architectural Graphics I	2
Architectural Graphics II	2
Basic Construction Techniques I	3
Basic Construction Techniques II	3
Environmental Systems in Architecture	3
Finishing	3
Environmental Technology I	3
Environmental Technology II	3
Architectural Construction I	3
5. Interior Design, Planning and Analysis	56 hours
Introduction to Design Professions	2
Landscape Ecology	2
Interior Architecture Design Studio	30
Seminar in Environmental Behavior	3
Design Ergonomics I	2
Design Ergonomics II	2
Contract Design Practices	2
Contract Furniture Design	4
Interior Architecture Seminar	3
Business Administration Elective	6
6. Electives	20 hours
Free Electives	20

LOUISIANA STATE UNIVERSITY
Architecture

133-135 HOURS

1. Liberal Arts	51-53 hours
Humanities and Social Sciences	15
English	9
Accounting, Economics, Finance, Management	6
Mathematics, Laboratory Science	6-8
Speech	3
General Electives	12
2. History of Art, Architecture and Interiors	14 hours
Fine Arts	6
Architecture	6
Interior Design	2
3. Basic Creative Development	18 hours
Fine Arts	3
Architecture	12
Interior Design	3
4. Communication Skills and Technical Knowledge	12 hours
Fine Arts	2
Architecture	4
Home Economics	3
Books and Libraries	1
Interior Design	2
5. Interior Design, Planning and Analysis	38 hours
Interior Design	20
Environmental Design	6
Environmental Electives	12

Other curricula received but not classified or examined:

Eastern Kentucky University
Ohio State University
Oregon State University
University of Massachusetts
University of Minnesota
University of Nebraska
University of Tennessee
Virginia Polytechnic Institute and State University
West Virginia University

VITA 2

James Alan McCarty

Candidate for the Degree of

Master of Science

Thesis: AN INTERIOR DESIGN CURRICULUM EVALUATION AT OKLAHOMA STATE UNIVERSITY

Major Field: Housing and Interior Design

Biographical:

Personal Data: Born in Salem, Illinois, November 20, 1948, the son of James Alan McCarty and Elizabeth Goldsmith McCarty.

Education: Graduated from Centralia Township High School, Centralia, Illinois, in June, 1966; received Bachelor of Science degree in Housing and Interior Design from Oklahoma State University in July, 1970; completed requirements for the Master of Science degree at Oklahoma State University in July, 1974.

Professional Experience: Interior Designer for Nelson Furniture Company, Stillwater, Oklahoma, 1972-1973; Assistant designer for Maggie Glass Interiors, Stillwater, Oklahoma, 1973; graduate teaching assistant, Department of Housing and Interior Design, Oklahoma State University, 1973-1974.