NEW DEVELOPMENTS IN INTERIOR DESIGN CURRICULA

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The problem with which this study is concerned is that of identifying new developments in interior design education which may have resulted from curriculum reevaluations. The data gathering instrument was a questionnaire which was mailed to eighty-eight institutions offering interior design education in the United States. Thirty-eight replies were received, and thirty-two are used in this study.

The thesis consists of six chapters and appendices. The first chapter introduces the problem, describes the background of the study, and presents limitations imposed on the study. The second chapter gives institutional and curricular statistical information. Chapter III gives curriculum reevaluation information and causes for the reevaluations. Curriculum changes that followed reevaluations and the causes for changes are described in Chapter IV. Chapter V contains respondents' comments. A summary of findings, conclusions, and recommendations are presented in the final chapter.

The following findings are based on the data evaluated in Chapters II through V. The majority of the respondents are educators from state universities or colleges. Most interior design curricula are found in schools or colleges of art and fine arts, design, or home economics. Interior
design is the title most frequently used by institutions. Undergraduate degrees most frequently awarded by state universities or colleges are the Bachelor of Arts and the Bachelor of Science. The Master of Arts and Master of Science are graduate degrees most frequently awarded by state universities or colleges. Special art or design schools award certificates, and some award an additional Bachelor of Fine Arts degree upon completion of additional liberal arts study.

The curricula of sixty-two percent of the institutions represented in the study are in the process of reevaluation. Curriculum changes have been made as a result of reevaluations at seventy percent of the institutions. Reevaluations and changes are indicated as being initiated by educators within the institution.

The majority of the curriculum changes are in the category of course offerings, and others are in categories of course content, degree plans, and departmental organization. In all of these categories, a majority of the changes pertain to the professional interior design curricula, but some pertain to environmental design and to the behavioral sciences.

Based on the study, it may be concluded that reevaluations have occurred and are occurring in interior design curricula and that these reevaluations are resulting in curriculum changes. Most reevaluations and changes are initiated by educators within the institution. A majority
of the changes are in areas relating to course offerings and course content.

Data supplied in Chapters IV and V lead to these conclusions:

1. Professional interior design curricula are being strengthened by changes in course offerings, course contents, degree plans, and departmental organization.

2. The Guidelines for the Accreditation of Interior Design Educational Programs, a publication of the Interior Design Educators Council, may be an influence on the changes.

3. Curricular changes indicate the following:
   
   (a) a development toward professionalization of interior design education,
   
   (b) a development toward specialization within the interior design curricula,
   
   (c) a development toward environmental concerns,
   
   and
   
   (d) a development toward involvement in behavioral sciences.

It is recommended that a study similar to this one be repeated at a later time to determine the effects of accreditation upon interior design education. Also a study is recommended to check the effect of future developments in the behavioral sciences and in environmental design on professional interior design curricula.
NEW DEVELOPMENTS IN INTERIOR DESIGN CURRICULA

THESIS

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

Roy L. Maddox, B.A.

Denton, Texas

August, 1972
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CHAPTER I

INTRODUCTION

Judging from published statements by various professionals, educators, and representatives of the business community, the interior design profession in this country must leave the fold of the nineteenth century and enter the ranks of the new and emerging teams of twentieth century designers.

The education for this profession, according to A Critical Study of Interior Design Education "is varied, in many cases archaic, in some cases absurd, and certainly as a total professional curriculum structure, a kind of virgin territory" (1, p. 4). The Critical Study also states, "There are currently a number of programs in the planning stages at a variety of schools and universities. Almost all the established schools with major programs in design education are in the process of curriculum reevaluation" (1, p. 5).

If such reevaluations are indeed taking place, what is the nature of the reevaluations? What is causing the reevaluations? Are the reevaluations resulting in changes in course offerings, degree plans, course descriptions, and related curricular matters? These questions warrant the need for a study of current developments in interior design curricula.
Statement of Problem

Inasmuch as the confused state of interior design education has created the need for curricular reevaluations, this study is designed to identify new developments that may have occurred from the reevaluations.

Purpose of Study

The purposes of this study are: (1) to ascertain to what extent reevaluations of interior design curricula are occurring, (2) to determine the extent of curriculum changes created by the reevaluations, (3) to determine the causes for reevaluations, (4) to determine new developments in interior design education, and (5) to make available information to be used in further studies by interior design educators.

Background and Significance of Study

In *A Critical Study of Interior Design Education* (1, p. 61), both the interviewed interior design professionals and interior design educators indicate a need for considerable reform in schools training interior designers. Excerpts from letters by professionals and educators are also included in the above document. William Katavolos, chairman of Industrial Design at Parsons School of Design, indicates the need for a "one problem-solving environmental profession" (1, p. 58). Educator Donald Covington, San Diego State College states, "There is a need for curricular reform because
As a preliminary for establishing an interior design accrediting program, the Interior Design Educators Council printed the Guidelines for the Accrediting of Interior Design Educational Programs (3). It is possible that these Guidelines are having an effect on curriculum reevaluations.

Limitations

Information for this study is limited to that supplied by interior design educators. This limitation is imposed because these people are directly associated with the re-evaluating and reforming of interior design curricula. The information is further limited to those educators associated with institutions described as "Schools Offering Academic Majors" (2, pp. 11-18) and "Professional Schools and Junior Colleges with Major Programs" (2, pp. 22-24) listed in the Directory, Institutions Offering Interior Design Education. The institutions in Canada are excluded from the study to maintain results on a national basis.

Method of Procedure

A questionnaire was designed to obtain the needed information from educators for the study. The questionnaire consists of five categories which request institutional and curricular statistical information, information on curriculum
reevaluations, causes for the curriculum reevaluations, curriculum changes and causes for the changes, and comments from respondents.

Questionnaires were mailed to heads of interior design curricula at eighty-eight institutions offering a major in interior design. A reminder letter was mailed to those curriculum heads who did not return the questionnaire within sixty days. Replies from the questionnaires are tabulated and analyzed in Chapters II through V. A summary is made based on the results of the questionnaire.

Organization of Study

This study consists of six chapters and appendices. The first chapter introduces the problem, presents the background of the study, and presents limitations imposed on the study. The second chapter gives institution and curriculum statistical information. Chapter III gives the reevaluation information and the causes for reevaluations. The curriculum changes and their causes are in Chapter IV. Chapter V gives respondents' comments. The final chapter contains the summary of findings, conclusions, and recommendations.
CHAPTER BIBLIOGRAPHY


CHAPTER II

INSTITUTION AND CURRICULUM INFORMATION

Course work for interior design is offered in a large number and a large variety of institutions across the nation. These institutions range from state and private universities to community colleges and design schools. Some of the institutions offer a major in interior design and some offer only courses in interior design. In 1968, the Interior Design Educators Council (I.D.E.C.) published the Directory, Institutions Offering Interior Design Education (1, Index) which lists the institutions in categories:

- Schools offering Academic Majors in interior design (leading to a baccalaureate degree)
- Schools offering Academic Minors in interior design
- Professional Schools and Junior Colleges with major programs in interior design
- Professional Schools and Junior Colleges with some interior design courses
- Schools offering graduate work in interior design
- Schools having notified I.D.E.C. that no interior design programs exist, or that one or two elective courses only exist.

Not only are the institutions offering course work in interior design highly varied, but the school, college, or department in which the curriculum is found varies from institution to institution. Also, the curriculum titles, degree
plans, and curricular content vary according to each institu-
tion.

Section I of the questionnaire being used in this study is formulated to gather basic statistical data descriptive of the institutions answering the questionnaire. This information is used in determining whether each institution meets the criteria set forth in the limitations of the study. Such data indicate the type of institution; title of the design curriculum; department, school, or college in which the curriculum is taught; the certificate, diploma, or degree awarded; the hours required to obtain the degree; the number of hours offered in professional interior design work (excluding liberal arts); the number of hours and type of degree awarded in graduate work; and the number of students majoring and graduating in interior design in the calendar period 1968 through 1971.

Questionnaires were mailed to eighty-eight institutions listed in the Directory, Institutions Offering Interior Design Education (1). Of the total of thirty-eight respondents, five indicate that the curriculum was terminated after the directory was compiled, and one respondent does not pass the criteria of the study, inasmuch as the curriculum does not offer a major in interior design. Elimination of these six responses reduces the number of respondents participating in the study to thirty-two.
Table I indicates the types of institutions represented by respondents. Of the total thirty-eight questionnaires received, twenty-seven are from state universities or colleges.

TABLE I

QUESTIONNAIRE RESPONSES, CLASSIFIED ACCORDING TO TYPE OF INSTITUTION

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>State University of College</td>
<td>27</td>
</tr>
<tr>
<td>Private University or College</td>
<td>4</td>
</tr>
<tr>
<td>Specialized Art or Design School</td>
<td>7</td>
</tr>
<tr>
<td>Community College</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
</tr>
</tbody>
</table>

Table II is formulated in order to relate the title or name of an interior design curriculum to the title of the school or college within the institution in which it is taught. The wording of the titles is that supplied by the respondents.
### TABLE II
CURRICULUM TITLE AND SCHOOL OR COLLEGE
IN WHICH IT IS TAUGHT

<table>
<thead>
<tr>
<th>Title of School or College in Which Curriculum Is Taught</th>
<th>Title of Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interior Design</td>
</tr>
<tr>
<td>Architecture</td>
<td>2</td>
</tr>
<tr>
<td>Art, Fine Arts</td>
<td>7</td>
</tr>
<tr>
<td>Design</td>
<td>5</td>
</tr>
<tr>
<td>Art and Architecture</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics</td>
<td>7</td>
</tr>
<tr>
<td>Environmental Design</td>
<td>1</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>Industrial Design</td>
<td>1</td>
</tr>
<tr>
<td>Human Development</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>25</td>
</tr>
</tbody>
</table>

As shown, twenty-five respondents indicate their curricula are titled interior design, a title mainly used in schools of art and fine arts, design, and home economics.
Because of differing interpretations of the term "hours," the results from respondents to the categories in Section I of the questionnaire dealing with hours required to obtain a degree, number of hours offered in professional design courses, and number of hours offered in graduate work are excluded from the study. The answers are varied, vague, and, in most instances, excluded by the respondents.

Table III indicates the types of degrees, diplomas, or certificates awarded by institutions offering a major in interior design.

**TABLE III**

**TYPES OF INSTITUTION AND DEGREE, DIPLOMA, OR CERTIFICATE AWARDED**

<table>
<thead>
<tr>
<th>Type of Degree, Diploma, or Certificate Awarded</th>
<th>Type of Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Univ. or College</td>
</tr>
<tr>
<td>Bachelor of Arts . . . . .</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor of Science . . .</td>
<td>11</td>
</tr>
<tr>
<td>Master of Arts . . . .</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor of Fine Arts . . .</td>
<td>5</td>
</tr>
<tr>
<td>Master of Fine Arts . . .</td>
<td>3</td>
</tr>
<tr>
<td>Master of Science . . .</td>
<td>6</td>
</tr>
<tr>
<td>Certificate . . . .</td>
<td>0</td>
</tr>
</tbody>
</table>

Table III shows the Bachelor of Arts and the Bachelor of Science are types of degrees predominately awarded by state universities and colleges. Other types of degrees awarded by state and private universities and colleges and not shown
in Table III are the Bachelor of Interior Design, Bachelor of Visual Arts, and Bachelor of Interior Architecture.

As Table III shows, the design schools indicate that certificates are awarded. Respondents from schools offering certificates indicate that the certificates require two to three years to obtain. Also the indication is made by several respondents that a Bachelor of Fine Arts can be earned in addition to the certificate, after a liberal arts study is completed in the institution awarding the certificate; some respondents indicate that the requirement can be completed at another institution.

Because of unsatisfactory responses to the last part of Section I of the questionnaire, the results are excluded from the study. When asked to supply the number of students majoring and graduating in interior design in the calendar period, 1968 through 1971, the majority of the respondents do not supply the information, and some write that the information is unobtainable.
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CHAPTER III

CURRICULUM REEVALUATIONS AND CAUSES
FOR REEVALUATIONS

Inasmuch as the curriculum study (1) by the Interior Design Educators Council reveals that most design curricula have been reevaluated or are in the process of reevaluation, Section II of the questionnaire is designed to accumulate information concerning curriculum reevaluations.

In Section II of the questionnaire, respondents are asked to indicate if the curriculum is in the process of reevaluation, has not been reevaluated, was reevaluated and the date reevaluated, and, if the reevaluations occurred, did they result in curriculum changes, or in no curriculum changes. The results are shown in Table IV.

TABLE IV
CURRICULUM REEVALUATIONS

<table>
<thead>
<tr>
<th>Present Curriculum</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Process of Reevaluation</td>
<td>20</td>
</tr>
<tr>
<td>Has Not Been Reevaluated</td>
<td>0</td>
</tr>
<tr>
<td>Was Reevaluated Resulting in:</td>
<td></td>
</tr>
<tr>
<td>Curriculum Changes</td>
<td>23</td>
</tr>
<tr>
<td>No Curriculum Changes</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>44*</td>
</tr>
</tbody>
</table>

*Some respondents indicate that their curriculum is both in the process of reevaluation and was reevaluated resulting in curriculum changes.
In Table IV, twenty respondents indicate that their curriculum is in the process of reevaluation while twenty-three respondents indicate that their curriculum was reevaluated and resulted in curriculum changes.

In addition to establishing information concerning reevaluations, it is important to the study to determine the causes for curriculum reevaluations. Section III of the questionnaire lists possible causes for curriculum reevaluations. Results of the answers from respondents to Section III are indicated in Table V.

TABLE V

CAUSES FOR REEVALUATIONS

<table>
<thead>
<tr>
<th>Causes for Reevaluations</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interior Design Professionals (Non-Educators)</td>
<td>5</td>
</tr>
<tr>
<td>Students</td>
<td>10</td>
</tr>
<tr>
<td>Institution's Administration</td>
<td>8</td>
</tr>
<tr>
<td>Department's Administration</td>
<td>18</td>
</tr>
<tr>
<td>Interior Design Educators Within the Institution</td>
<td>29</td>
</tr>
<tr>
<td>Interior Design Educators Outside the Institution</td>
<td>4</td>
</tr>
<tr>
<td>Other Departments Within the Institution</td>
<td>1</td>
</tr>
<tr>
<td>Other Causes</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>80*</td>
</tr>
</tbody>
</table>

*Most respondents indicate more than one cause for reevaluations.
As indicated, twenty-nine respondents specify that re-evaluations are caused by interior design educators within the institution. This cause, thus, constitutes the greatest force for curricular reevaluations.

In the category of other causes for reevaluations, one respondent specifies the American Home Economics Association (A.H.E.A.) as a cause for reevaluation. Another respondent indicates that sociologists, psychologists, and behavioral scientists are causes for reevaluations. Three respondents explain that the curriculum study by I.D.E.C. (1) influenced their reevaluations.
CHAPTER BIBLIOGRAPHY

CHAPTER IV

CURRICULUM CHANGES AND THEIR CAUSES

Inasmuch as reevaluations of curricula sometimes result in curriculum changes, Section IV of the questionnaire is designed to obtain information relating to such changes.

Respondents are asked to specify or explain changes that had occurred in their programs according to five curriculum categories. These categories are: (A) course offerings, (B) degree plans, (C) departmental reorganization, (D) course content, and (E) other changes.

To determine the causes for these curriculum changes, the respondents are asked to select from eight categories. The categories are: (A) interior design professionals (non-educators), (B) students, (C) institution's administration, (D) department's administration, (E) interior design educators within the institution, (F) interior design educators outside the institution, (G) other departments within the institution, and (H) other causes.

Table VI shows and compares the number of changes in each curriculum category. Also shown numerically and compared are the causes for the changes.
<table>
<thead>
<tr>
<th>Category of Curriculum Change*</th>
<th>Number of Changes</th>
<th>Category of Causes for Curriculum Changes**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interior Design Professionals</td>
<td>Students</td>
</tr>
<tr>
<td>Course Offerings</td>
<td>55</td>
<td>2</td>
</tr>
<tr>
<td>Degree Plans</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Department Reorganization</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Course Content</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>-</td>
</tr>
</tbody>
</table>

*Of the thirty-two respondents, most indicate change in more than one category.

**Most respondents indicate more than one cause for each curriculum change which occurred.

As Table VI shows, the largest number of curriculum changes (fifty-five) occurs in the category of course offerings and the second largest number (ten) occurs in the
category of course content. These figures indicate that most curriculum changes are in the two categories relating to courses.

As to causes for the changes, the data indicate that interior design educators within the institution are mainly responsible for curriculum changes. Departmental administration is represented as a second important force for changes. These combined causes indicate that changes are initiated from within the institution rather than from outside and on a staff rather than on a student level.

Changes in Course Offerings

As previously mentioned, most of the curricular changes are in the category of course offerings. Most respondents indicate the addition of courses rather than the deletion of courses.

Many respondents indicate the addition of professional design courses. Five specify the addition of certain courses that allow the students to choose an area of concentration. Another educator indicates the deletion of some liberal arts courses in order to add more courses related to interior design. A study of professional business practice in interior design is indicated as a new course offering by two respondents. Three respondents indicate that the addition of student working space allows new professional courses to be offered. Two of these explain that the students in furniture
design can build their designs in the new space. One educator indicates that the new space allows vignette arranging.

History courses related to interior design are indicated as new course offerings by eight respondents. Five of these educators indicate that new courses in the history of interiors or the study of the historical periods in interiors have been added to their curricula. One respondent specifies that a course in the history of architecture has been added to the curriculum, and another indicates a new course in the history of twentieth century interiors is being offered. A study in American interiors is specified by one respondent as a new course offering.

Ten respondents indicate that new courses in communication skills and in graphical illustration have been added to their curricula. Five of these specify that the new courses are in architectural drawing. One of the respondents indicates the addition of seven new courses in architecture. Another respondent who indicates the addition of an architectural drawing course regrets that the institution does not have a department of architecture so that more courses in architecture can be offered. While these indications are for the addition of new courses in architecture, one respondent specifies the deletion of some architectural courses in order to add more elective courses. Five educators specify the addition of new courses in furniture design and in furniture construction, and detailing.
In the area of technology, five respondents indicate the addition of new courses in lighting. Three specify new courses in the study of materials used in interiors, and four indicate the addition of courses in textiles and textile printing.

The course offerings just described may be classified as belonging to a type of curriculum which is generally accepted as being "professional." This judgment is supported by the Guidelines for the Accrediting of Interior Design Educational Programs (1, p. 8) which recommends that a student's academic experience should include:

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— 15-40%

Inasmuch as most responses in this area of curriculum change coincide with those areas specified in the Guidelines (1), the influences of this document may be indicated, although this possibility is not mentioned by the respondents.

Other respondents indicate the addition of new courses that are foreign to the conventional professional curriculum. One respondent explains that all professional interior design courses and related courses have been deleted from the design curriculum and that systems analysis, programming, and behavioral aspects had been added. Three other respondents indicate that new courses are being offered in behavioral science. Along the same lines, three educators specify
new course offerings in environmental design, and two indicate the study of urban planning is being added to their curricula.

Such changes indicate interior design students are being offered courses in environmental design and in behavioral science which are not in the traditional professional interior design curriculum.

Changes in Degree Plans

Curriculum changes in the category of degree plans are, as shown on Table VI, not indicated as being as extensive as other changes. Only seven educators specify changes in degree plans. One indicates that fewer semester hours are required for a Bachelor of Science degree and another respondent explains that a Bachelor of Science degree has been substituted for a Bachelor of Arts degree and requires fewer semester hours to achieve. Another respondent explains the deletion of a Bachelor of Arts and Bachelor of Science for a Bachelor of Interior Design degree requiring five years to obtain. The deletion of Bachelor and Master of Arts degrees in favor of Bachelor and Master of Fine Arts degrees is indicated by one respondent. One design school respondent indicates his institution now offers a Bachelor of Fine Arts degree as well as the certificate. Another respondent indicates that three new degrees are being offered: Bachelor of Fine Arts (four years), Bachelor of Interior Design (five years), and Master of Interior Design. One respondent
specifies an increase in semester hours of professional course work for a Bachelor of Science degree.

A majority of the changes indicates that more semester hours are required to achieve the degrees. The implication is that more specialization in professional design courses results from the addition of semester hours.

Changes in Departmental Organization

In the category of departmental reorganization, changes are not large in number. As shown in Table VI, ten educators specify changes in departmental reorganization. Six of these are changes in the title of the department. Two of the respondents indicate the name has been changed to environmental design. One respondent specifies that the department is changing from interior design to the department of behavioral studies. One educator explains that the School of Art and Architecture has been subdivided and that interior design is in the new department of Applied Arts. Another respondent indicates the organization of a new department of interior design.

Some of the changes indicate that curricula are oriented to include a concern for broadening the disciplines of design to include more than a study of interiors and to include a psychological study of man living in society.

Other changes in departmental reorganization involve personnel. Four respondents specify changes in this area. Three of these explain that a change has been made from full
time instructors to part-time instructors who are practicing professionals in the field of interior design. This change aims to put students in contact with the profession. The importance of hiring professionals as part-time instructors is supported by the Guidelines for the Accrediting of Interior Design Education Programs (1, p. 4). One respondent indicates team teaching has been introduced so that instructors rotate courses each semester.

The departments' attempts to professionalize courses is indicated by the hiring of part-time instructors and the maintaining of diversity in instruction through the rotation of course assignments.

Changes in Course Content

Ten educators specify changes in the category of course content. Three of these indicate that course contents are changed to shift emphasis to contract and commercial interiors from residential interiors. Three other respondents explain that changes in course content are allowing the students to specialize in areas of interest. Another respondent indicates that course contents are changed in the senior year to allow the student a terminal project in his chosen area. Three educators indicate that periodical changes are made in the area of course content to maintain a more current curriculum. One respondent explains that some course contents have been changed to include a study in behavioral science.
Some of the changes made in course content indicate the recognition of a need that design problems be more relevant to the profession. This change is yet another example of professionalization. Course content concerned with behavioral science illustrates what may be an expanding interest in a multidisciplinary approach to design.

Miscellaneous Changes in Curricula

In the category of other changes, three respondents indicate that critiques and lectures by interior design professionals are beneficial to the students. Three educators specify a change in the curriculum with an apprenticeship or internship program in which the student's employment in the profession is part of the curriculum. These changes are a further indication of the importance given to the student's exposure to and involvement in the professional field as part of his education.

One respondent indicates that massive changes are occurring in all areas of the curriculum and that the changes are too broad to explain in the questionnaire. Another respondent explains that a new interior design curriculum is offered as an option in the major of architecture.

These changes further indicate that the professionalizing of curricula is of major importance in interior design education.
CHAPTER BIBLIOGRAPHY

1. Interior Design Educators Council, Guidelines for the Accrediting of Interior Design Educational Programs, final revision, August, 1970.
CHAPTER V

RESPONDENTS' COMMENTS

Section V, the last section of the questionnaire, is designed to elicit comments from respondents. The section contains two areas of comments; the first area asks the respondents to expound on the relevance of their curriculum after changes occurred, and the second asks the respondents to give any additional information relevant to this study.

Relevance of Curricula after Changes

In the area of curriculum relevance, thirteen respondents indicate that changes give curricula a more professional approach to design. One respondent explains that the instructors in his institution are trying to give the program a more professional and concise approach in order that the students may know "what is happening out in the field." One response is, "Our students are much more pleased with the changes because they [changes] relate more closely to the profession as it exists today." Another respondent states that, especially in course content, there has been an attempt to use more realistic design problems in classes in an effort to make the courses more relevant to the design profession. One educator states that a more professional approach to design is created through student directed and student oriented projects.
Another educator indicated that their curriculum is oriented to professional practice and that most of the students find employment in design offices. Another respondent explains that specific classes are added to a program to give students an exposure to the working aspects of the field.

Four respondents support their curriculum changes by indicating that reevaluations occur periodically. One respondent explains, "I feel strongly that a department offering a course in interior design with a major should reevaluate its curriculum periodically to remain up to date with the present demands and at the same time not lose students' interest and participation." Along the same lines, another respondent indicates that his institution encourages change in order to improve the quality of education and that the art department is constantly reevaluating its goals. One educator explains, "the curriculum is continually re-focused each year to most accurately reach our goal of producing thoroughly trained productive graduates. Some changes are experimental, but usually are retained." Another response is that a department is continually undergoing self-evaluation which usually results in minor changes and adjustments, and therefore no major drastic changes are required.

Three respondents indicate that allowing students to expand in areas of interest provides for a more relevant curricula. One respondent states that the dropping of irrelevant courses outside the school of architecture gives more hours
in elective courses, thus allowing the students to indulge in areas of interest. One response indicates that changes give the student a broader outlook on related areas outside interior design such as architecture and housing. Also the student is able to be free in selecting related areas of design other than interiors—for example, furniture or weaving. Another response indicates that the new structure of the program offers opportunities for students to choose according to their "particular interest and focus."

Additional comments are made by respondents regarding relevance of their curricula after changes occurred. One respondent explains that developing a designer who can not only plan and design the space but can design every product within that space provides a more relevant curriculum. Another response indicates that the changes are eliminating all interior design related content and inserting behavioral material instead. "While this might have relevancy in some areas, it does not add any professional material in interior design." One respondent indicates that a new program "will be a different kind of program," resulting in "a slightly different interpretation of [what constitutes] the professional interior designer." It is anticipated that this new program will include new diversities in the interior design courses and a strengthened assembly of supporting courses from other divisions, "regardless of what the current practicing interior designers suggest."
Additional Information Relevant to the Study

Fifteen respondents supply additional comments which they feel are relevant to the study. Of these, six comments are concerning interior design education. One educator explains that programs and curricula should be designed to educate students according to the demands placed upon the profession by the society. The field always has room for well trained people, but without proper education, new professionals are lost. Curriculum changes can come only from the people teaching in the curriculum, and, of course, administrative assistance is necessary. Any program should be constantly upgraded. Another respondent states, "I.D.E.C. has had a strong influence for change in interior design education. Even if accreditation does not materialize, there has been an acceptance of the idea of diversity within the discipline." One response is, "... the most ideal curriculum is unworkable without the full cooperation and understanding of the teaching staff. What is desirable for one institution, student body, or teaching staff is not necessarily suitable for others." Another respondent states that interior design should be part of a much enlarged design course in general that is closely related to all other relevant subjects in our contemporary life. After a strong foundation, he feels the need of three years of specialization in the department. One educator states that each school has different goals for its interior
curriculum within the university or school. For example, curricula in schools of architecture usually contain more contract design than those in home economics. "There is just not one curriculum possible for all situations." Another educator explains that the new developments, if any, cannot be measured by statistical curriculum data. They occur in the classroom and will hardly be reflected in name of courses or in their description. He states, "I hope that you will not be fooled by name changes: decoration, design, environmental design, etc., when in most instances [they] are fully meaningless."

Two educators indicate the need for areas of student specialization. One states that in any interior design program, the main criterion is to treat each student as an individual. This is especially true in the field of interior design when a student may be interested in space planning, restoration, low income housing, systems, etc. "It is very important to let the student choose his own nook in interior design." Another educator explains, "Two major objectives now being worked on are: 1) the creation of an emphasis on job opportunities with business contracts in the students' major interest area, and 2) the creation of an expanded vision into new areas of specialization in interior design."

Three educators comment on the importance of communication between students and professionals. These comments are: "The student affiliate chapter of A.I.D. has been reactivated
since the national conference in which student participation was encouraged. As a result, we have had good exchanges with your students in Texas. These extra-curricular contacts have been extremely beneficial in professionalizing the students' points of view"; and "more direct contact with professional organizations and educational institutions would be mutually beneficial." One respondent anticipates a continuing increased contact with professionals through A.I.D. and M.S.I.D.

Other comments are made by educators. One states that "interior design will join architecture, fine arts, and landscape architecture in a new division in the near future." The respondent indicates that the change is in the beginning stages only. Another respondent comments, "maybe you should ask people to define interior design first." One educator whose curriculum is in the study of behavioral science states, "Within the next year there will be no professional interior design program anywhere in the state of Pennsylvania. Very, very unfortunate."
CHAPTER VI

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study is conducted to identify and analyze new developments in interior design education. A questionnaire is the data gathering instrument of the study. It was mailed to eighty-eight institutions offering a major in interior design. Thirty-eight replies were received for a forty-three per cent return. Thirty-two of the replies are used in this study.

Summary of Findings

The following findings are based on the data evaluated in Chapters II through V. Twenty-seven of the respondents to the questionnaire are educators from state universities or colleges. With a few exceptions, most interior design curricula are found in one of two types of schools or colleges: (1) art, fine arts, or design, or (2) home economics. Interior design is the title most frequently used by institutions offering a major in interior design. The undergraduate degrees most frequently awarded by state universities and colleges are the Bachelor of Arts and the Bachelor of Science. The Bachelor of Fine Arts is awarded
by some state and private universities and colleges, and by the specialized art and design schools. Other types of degrees awarded by state and private universities and colleges are the Bachelor of Interior Design, Bachelor of Visual Arts, and Bachelor of Interior Architecture. The Master of Arts and Master of Science are graduate degrees most frequently offered by state universities or colleges. The Master of Fine Arts is less frequently offered. Special art or design schools award certificates and some award an additional Bachelor of Fine Arts upon completion of liberal arts study.

An analysis of curriculum reevaluation information reveals that the curricula of sixty-two percent of the institutions represented in the study are in the process of reevaluation. Seventy percent of the educators participating in the study indicate that as a result of curricular reevaluation, curriculum changes have occurred. Some of the curricula that have been reevaluated in the past are also in the process of current reevaluation. Interior design educators within the institution are the main cause for curriculum reevaluations.

The majority of the curriculum changes which occurred after reevaluation are in the area of course offerings. These changes are mainly caused by interior design educators within the institution and secondly used by departmental administration.
The majority of changes in curricula are in the category of course offerings. These changes are the addition of courses in professional interior design, such as historical periods in design, communication and graphical illustration courses, and technical courses.

The survey also reveals that new courses in environmental design and in behavioral science are being offered. These changes are not in the professional interior design curriculum.

In addition to changes in course offerings, many changes are made in the content of professional interior design courses. An indication is made that course contents have been changed to include a study in behavioral science.

Changes in curricula that involve degree plans indicate that more semester hours are required by new degree offerings. The changes allow more specialization in areas of professional interior design. Changes in departmental organization indicate that titles of departments have been changed to reflect the curriculum orientation, such as in environmental design and in behavioral science. A variety of professional orientation in some departments is indicated by such titles as applied arts, interior design, and art and architecture.

Some changes in departmental personnel involve the use of part-time instructors who are practicing professionals in the field. In the case of one institution, team teaching has been introduced so that instructors rotate courses each semester.
Miscellaneous other changes indicate a further professionalizing of interior design curricula. One response is that the changes are too extensive to explain in the questionnaire.

The educators are asked to comment on the relevance of their curricula after changes had been made. Fifty-six percent of the respondents indicate that the changes give the curricula a more professional approach to design. Along the same lines, thirteen percent indicate that specialization by interest areas gives students a more professional approach to design. Seventeen percent of the respondents indicate that periodical reevaluations help to keep the curricula parallel to changes occurring in the profession. While some comments indicate that curriculum changes provide a more professional curriculum, others indicate that a study in behavioral science provides a more relevant curriculum.

Respondents are asked to add comments they feel are relevant to the study. Twenty-six percent of the respondents make comments on methods of professionalizing interior design education. Eight percent of the educators indicate the need for student specialization and thirteen percent indicate the importance of communication between students and professionals.

Other comments are made regarding environmental design and behavioral science as being new areas of study. One respondent suggested that the study should first ask people to define interior design.
Conclusions

As a result of the analyses of the responses to this survey, the purposes for this study are accomplished. These purposes as stated in Chapter I are: (1) to ascertain to what extent reevaluations of interior design curricula are occurring, (2) to determine the extent of curriculum changes created by the reevaluations, (3) to determine the causes for reevaluations, (4) to determine new developments in interior design education, and (5) to make available information to be used in further studies by interior design educators.

Based on this study, it may be concluded that reevaluations have occurred and are occurring in interior design curricula. These reevaluations are resulting in curriculum changes which are mainly initiated by educators within the institution. Most of the curriculum changes are in areas relating to course offerings and course content.

Data supplied by respondents in Chapters IV and V lead to these conclusions:

1. Professional interior design curricula are being strengthened by changes in course offerings, course contents, degree plans, and departmental organization.

2. The Guidelines for the Accreditation of Interior Design Educational Programs may be an influence for change inasmuch as many curricular changes parallel the recommendations outlined in the Guidelines.
3. Curricular changes indicate the following:
   (a) a development toward professionalization of interior design education,
   (b) a development toward specialization with the interior design curricula,
   (c) a development toward environmental concerns, and
   (d) a development toward involvement in behavioral sciences.

Recommendations

Inasmuch as the accreditation of interior design education is in its preliminary stages at this time, it is recommended that a study similar to this one be repeated at a later time to determine the effects of accreditation upon interior design education.

A similar study is also recommended to check the effect of future developments in the behavioral sciences and in environmental design on professional interior design curricula.
APPENDIX A

SOURCE: INTERIOR DESIGN EDUCATORS COUNCIL, CURRICULUM RESEARCH PROJECT, DIRECTORY, INSTITUTIONS OFFERING INTERIOR DESIGN EDUCATION, MARCH, 1968

Schools Offering Academic Majors

American University, The (Washington, D.C.)
Arizona State University, The (Tempe, Arizona)
*Art Center College of Design (Los Angeles, California)
*Auburn University (Auburn, Alabama)
Boston University (Boston, Massachusetts)
California State College at Long Beach (Long Beach, California)
Cornell University (Ithaca, New York)
Drexel Institute of Technology (Philadelphia, Pennsylvania)
East Carolina University (Greenville, North Carolina)
*Florida State University (Tallahassee, Florida)
*Georgia State College (Atlanta, Georgia)
Hunter College (New York City, New York)
**Indiana University (Bloomington, Indiana)
*Iowa State University (Ames, Iowa)
Kansas State University (Manhattan, Kansas)
Kansas University (Lawrence, Kansas)
*Louisiana Polytechnic Institute (Ruston, Louisiana)
*Louisiana State University & A & M College (Baton Rouge, Louisiana)
Maryland Institute College of Art (Baltimore, Maryland)
Memphis State University (Memphis, Tennessee)
Montana State University (Bozeman, Montana)
*New York Institute of Technology (Old Westbury, New York)
*Northern Arizona University (Flagstaff, Arizona)
*North Texas State University (Denton, Texas)
Northwestern University (Evanston, Illinois)
**Ohio State University, The (Columbus, Ohio)
Ohio University (Athens, Ohio)
Pratt Institute (Brooklyn, New York)
*Purdue University (Lafayette, Indiana)
Rhode Island School of Design (Providence, Rhode Island)
San Diego State College (San Diego, California)
*San Jose State College (San Jose, California)
School of the Art Institute of Chicago (Chicago, Illinois)
School of the Associated Arts (St. Paul, Minnesota)
**Skidmore College (Saratoga Springs, New York)
*Southern Illinois University (Carbondale, Illinois)
*Syracuse University (Syracuse, New York)
*Texas Woman's University (Denton, Texas)
*University of Alabama (University, Alabama)
University of Arizona (Tucson, Arizona)
University of Cincinnati (Cincinnati, Ohio)
University of Colorado (Boulder, Colorado)
University of Denver (Denver, Colorado)
University of Florida (Gainesville, Florida)
University of Georgia (Athens, Georgia)
University of Houston (Houston, Texas)
University of Maryland (College Park, Maryland)
University of Michigan (Ann Arbor, Michigan)
University of Minnesota (St. Paul, Minnesota)
University of Missouri (Columbia, Missouri)
University of Nebraska (Lincoln, Nebraska)
University of Nevada (Reno, Nevada)
University of North Carolina (Greensboro, North Carolina)
University of Oklahoma (Norman, Oklahoma)
University of Oregon (Eugene, Oregon)
University of Southwestern Louisiana (Lafayette, Louisiana)
University of Tennessee (Knoxville, Tennessee)
University of Texas (Austin, Texas)
University of Texas at Arlington (Arlington, Texas)
University of Utah (Salt Lake City, Utah)
University of Washington (Seattle, Washington)
Virginia Polytechnic Institute (Blacksburg, Virginia)
Walla Walla College (College Place, Washington)
Washington State University (Pullman, Washington)
Wittenberg University (Springfield, Ohio)
Woodbury College (Los Angeles, California)
Case Western Reserve University (Cleveland, Ohio)
Pennsylvania State University, The (University Park, Pennsylvania)
San Francisco State College (San Francisco, California)
Professional Schools & Junior Colleges - Major Programs

Art Institute of Pittsburgh (Pittsburgh, Pennsylvania)
Bennett College (Millbrook, New York)
Catan-Rose Institute of Art (Jamaica, New York)
Chamberlayne Junior College (Boston, Massachusetts)
Endicott Junior College (Beverly, Massachusetts)
*Harrington Institute of Interior Design (Chicago, Illinois)
*Kendall School of Design (Grand Rapids, Michigan)
***Lasell Junior College (Auburndale, Massachusetts)
Mercer County Community College (Trenton, New Jersey)
*Newark School of Fine and Industrial Arts (Newark, New Jersey)
New England School of Art (Boston, Massachusetts)
New York School of Interior Design (New York, New York)
Paier School of Art (New Haven, Connecticut)
*Parsons School of Design (New York, New York)
Phoenix College (Phoenix, Arizona)
Randolph Technical Institute (Asheboro, North Carolina)
*Ringling School of Art (Sarasota, Florida)
*Rudolph Schaeffer School of Design (San Francisco, California)
School of the Museum of Fine Arts (Boston, Massachusetts)

*Participants in study
**Excluded—no interior design curriculum
***Excluded—no major offered in interior design
March 17, 1972

Dear Interior Design Educator,

The enclosed questionnaire is designed to accumulate data nationally for a North Texas State University master's degree thesis titled, A Study of New Developments in Interior Design Curricula.

Your prompt return of the completed questionnaire will be greatly appreciated and is necessary for the success of the study.

A stamped addressed envelope is enclosed for your convenience.

Thank you for your kind consideration.

Sincerely,

Roy L. Maddox
RLM/ic
enc. 5
A STUDY OF NEW DEVELOPMENTS IN INTERIOR DESIGN CURRICULA

Purpose of Study

(1) To ascertain the extent of reevaluations of interior design education,
(2) to analyze these reevaluations to determine what changes are taking place,
(3) to determine the direction interior design education is taking, and
(4) to make available information to be used in further studies by interior design educators.

Directions Please supply the information requested by checking (/) the appropriate response or by writing the information in the blanks provided.

I. Name of your institution______________________________

Your name__________________________________________

Your title___________________________________________

Check type of school:

____ State University or College
____ Private University or College
____ Specialized Art or Design School
____ Community College
____ Other, specify_______________________________

The interior design curriculum is titled________________

__________________________________________________

and is in the department, school or college of_______

__________________________________________________

The certificate, diploma or degree awarded is________

__________________________________________________

and requires________total number of hours to achieve. The total number of hours in professional interior design and related supportive courses (excluding liberal arts) is___. 
If your institution offers graduate work in interior design, ___ number of hours are required to achieve a _________ type of degree.

The number of students majoring in interior design in the

1968______
1969______
1970______
1971______

The number of students graduating in interior design in the year 1968______
1969______
1970______
1971______

II. Your present interior design curriculum ___is in the process of reevaluation, ___has not been reevaluated, ___was reevaluated in 19__, resulting in ___curriculum changes, ___no curriculum changes.

III. If your curriculum is in the process of reevaluation or has been reevaluated, was the reevaluation directly or indirectly initiated by (may be several)

___A. Interior design professionals (non-educators)
___B. Students
___C. Institution's administration
___D. Department's administration
___E. Interior design educators within the institution
___F. Interior design educators outside the institution
___G. Other departments within the institution
If reevaluations occurred did they result in curriculum changes in the areas of:

A. Course offerings, specify:

Please indicate the Source for above change by circling A B C D E F G H (See section III)

B. Degree Plans

number of hours offered before change.

number of hours offered after change.

Type of degree offered before change

Type of degree offered now

Other changes, specify:

Please indicate source for above change by circling A B C D E F G H (See section III)

C. Departmental reorganization, specify:

Please indicate source for above change by circling A B C D E F G H (See section III)

D. Course content (major changes) please explain:

Please indicate source for above change by circling A B C D E F G H (See section III)
Please indicate source for change by circling
A B C D E F G H (See section III)

E. Other changes, please explain:

________________________________________________________________________
________________________________________________________________________

Please indicate source for above change by circling
A B C D E F G H (See section III)

V. If curriculum reevaluations resulted in curriculum changes,  
do you believe that the changes have provided for a more 
relevant curriculum? Please expound on your opinion.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please give any additional information that you believe would 
be relevant to this study.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
APPENDIX C

GLOSSARY

Behavioral Science.—A science dealing with human action and aiming at the establishment of generalizations of man's behavior in society (1, p. 875).

Environmental Design.—A study concerned for the broadening of the design disciplines to include not just a study of interiors, but, a combined study of architecture, interiors, landscape architecture, etc.

Interior Design.—The art or practice of selecting and organizing the surface coverings, draperies, furniture, and furnishings of an architectural interior (1, p. 1179).

Professional Interior Design Curriculum.—A combination of courses in varying percentages as recommended by the Guidelines for the Accrediting of Interior Design Educational Programs.
APPENDIX BIBLIOGRAPHY

BIBLIOGRAPHY


