

Orlean Bullard Beeson School of Education
and Professional Studies

DEPARTMENT OF INTERIOR DESIGN 2009-2010



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WHO IS AN INTERIOR DESIGNER?

“The professional interior designer is qualified by education, experience and examination to enhance the function and quality of interior spaces.”

For the purpose of improving the quality of life, increasing productivity and protecting the health, safety and welfare of the public, the professional interior designer:

- analyzes the client's needs, goals, and life and safety requirements;
- integrates findings with knowledge of interior design;
- formulates preliminary design concepts that are appropriate, functional and aesthetic; develops and presents final design recommendations through appropriate presentation media;
- prepares working drawings and specifications for non-load-bearing interior construction, materials, finishes, space planning, furnishings, fixtures and equipment;
- collaborates with licensed practitioners who offer professional services in the technical areas of mechanical, electrical and load-bearing design as required for regulatory approval;
- prepares and administers bids and contract documents as the client's agent;
- reviews and evaluates design solutions during implementation and upon completion.

This definition is endorsed by NCIDQ, CIDA, major interior design associations of North America and unaffiliated professional interior designers.

ACADEMIC REQUIREMENTS FOR MAJOR

Requirements for a major include 54 hours of core and general education requirements, an art minor (29 credits) and 44 credits in the INTD major. The art minor includes foundational courses in basic art structure and theory, drawing, painting, and art history. The major includes course work in design concepts, textiles, lighting, furniture design and technical drawing. Because the B.A. with a major in INTD presupposes a certain level of professional competence, each design major at the end of the sophomore year will submit a portfolio with works from each area studied for evaluation by the faculty to determine eligibility to continue in the INTD major, general strengths and weaknesses, eligibility for senior exhibit, and eligibility for scholarships. The interior design program was awarded accreditation by the Foundation for Interior Design Education Research [FIDER] in spring 2000.

Departmental Absence Policy—Students are granted one unexcused absence per credit hour of a course without penalty.

Example: Two-credit course allows for two unexcused absences without penalty
Four-credit course allows for four unexcused absences without penalty

Additional unexcused absences will count as a deduction of three points per absence from the final grade average in the course.

Example: Five absences in a two-credit course will result in a nine point deduction from the final grade average.

Excused absences must be cleared with the professor prior to absence (i.e. university functions). Absences for illness and bereavement must be accompanied by the appropriate documentation.

Accommodations for Disabilities: Samford University complies with Section 504 of the Rehabilitation Act and the American Disabilities Act. Students with disabilities who seek accommodations must make their request by contacting Disability Support Services located in Counseling Services on the lower level of Pittman Hall, or call 726-4078 or 726-2105. A faculty member will grant reasonable accommodations only upon written notification from Disability Support Services.

Lab Fee: Students must pay a one time/per semester lab fee of \$120. This fee offsets printing costs for project presentations produced in the interior design lab. Lab fees are charged only for students enrolled in studio classes and will automatically be charged to your Samford e-bill account upon registration.

CAREER OPPORTUNITIES

Interior design is a field of study that is evolving into more exciting solutions than ever before. There is an ever increasing need for designed environments in new and older buildings for personal, group and community space in both residential and commercial structures. With the challenges of high costs and less space, the designer is called upon to create multiple use, aesthetically pleasing, functional areas for the inhabitants. In new buildings the designer may work with architects or practice independently as an individual or in a group firm. The intent is to study the users of the space and to envision the necessities for purposeful functioning. This creative ability often involves using a wide range of variables, such as furnishings, fabrics, textures, color, ergonomics and psychology. The designer needs to be familiar with materials, construction, lighting, support systems for comfort, sustainability and environmental issues and have the ability to develop a design solution within a global context.

In addition to the above, there is a growing field of preservation of past structures. As our interest in things of the past increase, buildings, areas and neighborhoods are now concentrating on keeping rather than destroying. To work in this interest, one needs to study the history of furnishings, design principles and fashion as applied during a particular time period. The involvement in preservation, renovation or remodeling may be your challenge in interior design.

Graduates in interior design may specialize in residential design of houses, apartments and condominiums. Or you may pursue a career in contract or non-residential design. Here you may be involved in the design of:

- Offices and other work settings
- Restaurants, hotels and resorts
- Health-related facilities
- Retail stores, displays or exhibits
- Places of worship
- Schools and college campuses
- Museums and theaters
- Government facilities from post offices to submarine interiors
- Transportation terminals, trains, ships, airliners

You may also specialize in set design for stage and screen productions, lighting design, color consultation, product development, marketing, research, teaching, journalism, illustration, space planning, facility management or historic preservation.

PROGRAM PHILOSOPHY AND MISSION

Program Philosophy

Committed to helping students develop integrity and encouraging them to give back to their communities, the faculty believe design students should become flexible, trained, critical thinkers who weigh design decisions with social, cultural and ecological context in mind. The faculty strives to graduate entry-level professionals who use their trained aesthetic sense, technical ability, personal discernment and communication skills to design spaces, in conjunction with industry standards, that function according to the user's needs, and improve quality of life.

Program Mission

The mission of the Department of Interior Design is to foster student learning that incorporates an holistic approach integrating design with architecture, stresses the three-dimensional use of space, considers the users' awareness and experience of space, and instills a passion for good design that can shape and influence society.

The faculty strives to graduate professionals who use their trained aesthetic sense, technical ability, personal discernment and communication skills to design spaces that function according to the users' needs and improve the quality of the users' lives. Three factors unique to Samford make this approach viable.

- Graduates combine aesthetic values with practical needs and realities.

The faculty stresses a two-pronged approach to solutions. One major area concerns the technical/practical and the second deals with aesthetics. By the time they leave the program, our designers have learned to make their solutions conform to standard construction practices as well as the users' diverse needs and safety requirements. At the same time, graduates incorporate the aesthetic values they gained from design theory, the study of art and the study of architecture. Because graduates have minored in art, they are well able to combine aesthetic and practical/technical values in order to improve the lives of the users.

- Program graduates use a holistic approach that integrates design with architecture, stresses the three-dimensional use of space and considers the users' awareness and experience of space.

Our designers use their trained awareness of three-dimensional space to enhance the surrounding architecture. They know that good architecture is created in harmony with the natural environment and that good interior design works within the framework of its enclosures. In addition, our graduates have developed sensitivity to their clients' experience and awareness of space. Because they can understand the client's perceptions, our students will give users not only what they want, but also what they need.

- Samford produces employable graduates at a professional level.

Students are prepared to assume professional practice in the interior design field by the time they graduate because this program is based on professional reality, behavior and problem-solving technique.

All members of the faculty are practicing designers. Thus, they are able to choose problems students are likely to encounter as working designers and to discuss student projects from several viewpoints, such as those of users and clients, employers and construction professionals. Professors intervene by asking questions, challenging students to go beyond their first ideas, and, when necessary, by providing partial solutions. At the midpoint critique, the faculty requires students to defend their designs as if the students were speaking to employers, users and team members. By challenging students to think for themselves and take responsibility for their decisions, professors are able to graduate professional designers.

INTERIOR DESIGN MAJOR: BACHELOR OF ARTS

Name _____ SU Box _____

Student ID _____

Home Phone # _____ Campus Phone _____

E-mail address _____ Projected Graduation Date _____

Adviser _____

Core Requirements 22 credits

_____ UCCA 101 Communication Arts (4)

_____ UCCA 102 Communication Arts (4)

_____ UCCP 101 Cultural Perspectives (4)

_____ UCCP 102 Cultural Perspectives (4)

_____ UCBP 101 Biblical Perspectives (4)

_____ UCFH 120 Concepts of Fitness and
Health (2)

Fine Arts (choose 1) 2 credits

_____ MUSC 200 Music Apprec. (2)

_____ THEA 200 Drama Apprec. (2)

Physical Education 2 credits

_____ PHED Activity _____ (1)

_____ PHED Activity _____ (1)

Other choose 1 4 credits

General Education 32 credits

Mathematics 4 credits

_____ MATH 110 Contemp. Math (4)

Lab Sciences (choose 1) 4 credits

_____ IDSC 201 Scientific Method I (4)

_____ PHYS 101/102 Gen. Physics (4)

Social Sciences 8 credits

_____ PSYC 101 General Psychology (4)

_____ SOCI 100 Intro to Sociology (4)

World Language 8 credits

(102 proficiency)

_____ COMM 215 Oral Communic. (4)

_____ COMM 351W Business Writing (4)

Minor Requirements 22 credits

_____ ART 101 Structure I (4)

_____ ART 102 Structure II (4)

_____ ART 221 Drawing I (3)

_____ ART 231 Painting I (3)

_____ ART 382 W History and Theory
of Art, Arch. and Design II (4)

_____ ART 383 W History and Theory of
Art, Arch. and Design III (4)

Major Requirements**53 credits**

- _____ INTD Tech Drawing (2)
- _____ INTD 215 Building Codes (2)
- _____ INTD 221 CAD I (2)
- _____ INTD 222 CAD II (2)
- _____ INTD 223 Construc. Doc/Building Systems (4)
- _____ INTD 230 Intro to 3D (2)
- _____ INTD 246 Textiles and Materials (2)
- _____ INTD 300 Space Planning and Proxemics (4)
- _____ INTD 301 Design Concepts I (4)
- _____ INTD 302 Design Concepts II (4)
- _____ INTD 315 Furniture and Millwork Design (2)
- _____ INTD 320 Presentation Techniques (3)
- _____ INTD 380 Hist./Theory of Interior and Furniture (4)
- _____ INTD 403 Design Concepts III (4)
- _____ INTD 412 Lighting (2)
- _____ INTD 415 Professional Practice (2)
- _____ INTD 455 Internship (4)
- _____ INTD 495 W Thesis (4)

INTD Elective: Choose from the following:**4 credits**

- _____ INTD 325 Historic Preservation/Adap. Reuse (4)
- _____ INTD 400 Interior Design Independent Study (1–4)
- _____ INTD 401 Special Topic in Interior Design (1–4)
- _____ INTD 450 Portfolio (2)

Total Credits Required for Graduation: 133**Note: Portfolio Review**

Because the B.A. with a major in interior design presupposes a certain level of professional competence, each design major at the end of the sophomore year will submit a portfolio with works from each area studied for evaluation by the major and minor faculty to determine:

1. eligibility to continue in the interior design major
2. general strengths and weaknesses
3. shortcomings, if any, to be corrected before the student will be considered eligible for senior exhibit (if significant shortcomings are seen a second review will be held during the student's junior year)
4. eligibility for scholarships

INTERIOR DESIGN MAJOR: SEQUENCE OF DESIGN COURSES

133 credits to graduate, 54 credits of general curriculum,
29 credits of art minor, 50 credits of interior design

FRESHMAN YEAR

FALL—15 credits

General Curriculum	4
General Curriculum	4
ART 101 Structure I	4/8
ART 221 Drawing	3/6

SPRING—17 credits

General Curriculum	4
General Curriculum	4
ART 102 Structure II	4/8
ART 231 Painting I	3/6
INTD 122 Tech Drawing	2/4

SOPHOMORE YEAR

FALL—16 credits

General Curriculum	4
General Curriculum	4
General Curriculum	4
INTD 221 CAD I	2/4
INTD 230 Intro to 3D	2/4

SPRING—17 credits

General Curriculum	4
INTD 320 Presentation Techniques	3/6
INTD 300 Space Planning	4/8
INTD 222 CAD II	2/4
INTD 380 Hist/Theory Int. and Furn	4

JUNIOR YEAR

FALL—18 credits

General Curriculum	2
General Curriculum	4
INTD 223 Construct. Doc/Bldg. Syst.	4/8
INTD 301 Design Concepts I	4/8
ART 382 W Hist of Art, Arch. and Design	4

SPRING—16 credits

General Curriculum	4
INTD 215 Building Codes	2
INTD 246 Textiles and Materials	2/4
INTD 302 Design Concepts II	4/8
ART 383W Hist. of Art. Arch. and Design	4

SUMMER FOLLOWING JUNIOR YEAR

INTD 455 Internship	4
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SENIOR YEAR

FALL—16 credits

General Curriculum	2
General Curriculum	4
General Curriculum	2
INTD 315 Furniture and Millwork	2/4
INTD 403 Design Concepts III	4/8
INTD 412 Lighting	2

SPRING—14 credits

General Curriculum	4
INTD Elective	4
INTD 415 Professional Practice	2
INTD 495W Thesis	4/8

INTERIOR DESIGN PROGRAM GOALS

The following six goals describe the starting point of interior design instruction. The faculty will provide a foundation that will enable design students to:

- Follow safe, practical standards of construction and ergonomics.
- Plan projects and effectively communicate those plans, visually, orally and in writing.
- Arrange space, color, light, texture and other elements in harmony with existing architecture and the users' requirements.
- Apply strong general education to responsible professional practice. As students become articulate, well-rounded individuals, they will learn how to learn, how to listen and how to work with people different from themselves.
- Work interdependently with other designers and related professionals to produce a team product.
- Understand the clients' needs, both stated and discerned, and create environments that function accordingly.

FIELD TRIPS

Field trips are important to the learning experience. These experiences cannot be replaced by library research or reports. Field trips are part of the design education and the costs need to be planned for and expected just as the cost of textbooks, drawing equipment, presentation materials, etc. Most field trips will be local and will require only transportation by the student. Attendance at various events requiring entry/attendance fees (i.e., IIDA or ASID luncheons and programs, lecture series) will occasionally be required. At least once during the student's educational experience at Samford University an opportunity to visit markets, showrooms, museums and notable architecture in a major U.S. city (Chicago, New York, Atlanta) will be available, but not required.

SENIOR EXHIBIT

Senior thesis projects will be due the final day of regularly scheduled class. A jury of professionals will hear presentations and critique student work during the final exam week. Those projects receiving grades of B and above will be on display in the Samford Art Gallery for the remainder of the week and graduation weekend. A reception will be held in the Art Gallery following the baccalaureate service for the graduating seniors, family and friends.

AWARDS AND SCHOLARSHIPS

The Department of Interior Design is able to offer several scholarships from endowed funds each year to students who are declared majors in our department. The amount of the award varies according to the funds available to the department, as well as the number of students who qualify and apply. Application must be made each spring by filling out a scholarship application which may be obtained from the department.

The department awards medals or certificates of merit to students with GPAs of 3.5 or above. An award is also made to the Outstanding Senior in each major.

STUDENT AND PROFESSIONAL ORGANIZATIONS

Interior Designer Student Organization [IDSO] is the Samford student interior design organization. This organization was formed in 1998 and seeks to enhance the students' learning experiences through opportunities to network with local design professionals; collaborate on projects involving community service; and focus programs on areas of professional interest. These programs have included such activities as tours of local architectural and design firms and guest speakers such as manufacturers' representatives. Membership in IDSO fosters mentorship and collegiality among students.

The American Society of Interior Designers [ASID] is the largest organization of professional interior designers in the world. For more information, go to www.asid.org.

Environmental Design Research Association [EDRA] is an international interdisciplinary organization dedicated to improving the understanding of the relationship between people and their built and natural environments. For more information, go to www.edra.org.

Council for Interior Design Accreditation [CIDA] accredits interior design programs at the post secondary level in the United States and Canada. For more information, go to www.accredit-id.org.

The International Interior Design Association [IIDA] is an internationally recognized organization representing professional interior designers. For more information, go to www.iida.org.

Interior Designers of Canada [IDC] is the national interior design association of Canada with member associations in each of the eight provinces. For more information, go to www.interiordesigncanada.org.

The Interior Design Educators Council, Inc. [IDEC] is dedicated to strengthening the lines of communication among educators, institutions, and other organizations concerned with interior design. For more information, go to www.idec.org.

The International Federation of Interior Designers [IFI] is an association of associations. Members are national professional associations of interior architects/interior designers representing 25 countries. Its main activities are in the areas of education, professional practice, information and communication. For more information, go to www.ifeworld.org.

The National Council for Interior Design Qualification [NCIDQ] is an independent organization created in the public interest to establish standards for the qualification of professional interior designers. NCIDQ administers the qualifying examination that is a prerequisite for professional membership in participating design member organizations. For more information, go to www.ncidq.org.

Alabama Interior Design Coalition [AIDC] is a coalition of professional interior designers focused on responsible legislation for the practice of interior design in Alabama. For more information, go to www.asidal.com.

FACULTY

FULL TIME



Jeannie Krumdieck, IIDA, associate professor and chair of the Department of Interior Design, earned her master of science in interior design from the University of Alabama. She began teaching after 14 years of successful professional practice in New Orleans and Birmingham. Prior to joining the faculty at Samford, she was part owner and director of design for the Garrison-Barrett Group, Inc., a local architectural and interior design firm. She and her husband own Krumdieck A+I Design, Inc., an architectural and interior design firm where Jeannie continues to serve as a consultant.

She has served as president of the state chapter and on the National Board of Directors for International Interior Design Association [IIDA], and remains involved in the architectural and design community. Her design projects have won numerous awards and recognition from the Design Educator's National Exhibition, Alabama Chapter of IIDA, Birmingham and Alabama chapters of the American Institute of Architects, *Southern Living* magazine and *Southern Accents* magazine. Her most recent award includes grand prize winner of the 2008 *Southern Accents* /ASID National Residential Interior Design Award.



Ken Brazil, associate professor, entered academia after 20 years of professional experience in interior design. Ken regularly exhibits his work in juried art exhibitions. As an educator he is committed to teaching excellence and openness to new approaches. He earned his master of science degree in human environmental science from Oklahoma State University.



Charles Ford, assistant professor, began teaching after seven years working in a variety of design fields. Prior to joining Samford, he taught in secondary education and propriety education, and at a community college. He serves on West Jefferson County Historical Society's and The Bessemer Hall of History's board of overseers, and participates widely in various industry-related events. He has earned a master of arts in education from Regent University, an educational specialist degree in education administration from Samford, and a master of arts in historic preservation from Savannah College of Art and Design. He is an active member of IDEC, ADDA, The International Code Council, Autocad User Group International [AUGI], and the Southeast Chapter Society of Architectural Historians.

ADJUNCT

Mike Hubbs has taught design courses at Auburn University, Georgia Tech, Art Institute of Atlanta, Virginia College and Samford. He has bachelor's degrees in both architecture (University of Arkansas) and interior design (Auburn) and earned a master's degree in architecture at Georgia Tech. Currently he is a partner in Gilchrist-Hubbs Interiors in Birmingham.

Jane Timberlake-Cooper received her bachelor of arts in fine art from the University of Alabama with a minor in creative writing. She received a bachelor of fine arts from The School of the Art Institute of Chicago in Studio Art. After completing her studies in Chicago, Timberlake-Cooper received her master of fine arts in painting and printmaking from Rhode Island School of Design. Timberlake-Cooper has been awarded artist's residencies at Skowhegan School of Painting and Sculpture in Skowhegan, Maine and from Anderson Fine Arts Center in Aspen, Colo. Timberlake-Cooper's work has been exhibited throughout the Southeast and at Luxe Gallery in New York. She was included in the 2006 Atlanta Biennial and in the 2006 Warhol Initiative publication. She is an active board member of Space One Eleven, a non-profit arts organization in Birmingham, Ala. Jane was head of the design department at Odegard rugs in New York and has also independently designed custom hand woven rugs in Nepal.

INTD 455 INTERNSHIP SYLLABUS

Course Description: An independent study in which the student gains practical experience while working in an interior design firm or business involved in the practice of interior design.

Credit Hours: 4

Instructor: Jeannie Krumdieck, IIDA
128 Orlean Bullard Beeson Hall
205-726-2514
Office hours posted or by appointment

Prerequisites: INTD 301, 302

Text: None Required

Course Objectives: Upon completion of this course, the student shall

1. Develop career goals enlightened by internship experience.
2. Categorize and evaluate the firm's business organizational structure, formation, job descriptions and project management techniques.
3. Present a detailed record of office policies and procedures regarding record-keeping, employee compensation and employee benefits.
4. Describe and evaluate the firm's marketing practices and structure for design compensation (design fees, product sales, etc.).
5. Produce actual work that is appropriate for portfolio inclusion.

Course Outline:

- I. Review information presented in INTD 415
 - A. Business Formations
 - B. Business Organization and Management
 - C. Project Compensation
 - D. Scope of Design Services
 - E. Project Phases
 - F. Job Descriptions
 - G. Marketing and Business Development

II. Goal Setting

III. Intern Experience

IV. Summary and Evaluation

Learning Activities: The adviser/instructor shall approve the location for the internship experience. If required, the adviser/instructor shall assist in arranging a location for the internship; however, it is ultimately the student's responsibility. An outline of goals and objectives for the experience shall be prepared by the student with the adviser/instructor's supervision. This outline shall be shared with the "employer" at the commencement of the internship.

Requirements: The student shall

- outline personal and professional goals for his/her internship experience and prepare a summary paper regarding the fulfillment of these goals (including valuable experiences, client observations, etc.).
- maintain a journal of daily activities.
- collect data with regard to format, record-keeping and business procedures and evaluate the effectiveness of these processes.
- submit reproductions of actual work produced.

Evaluation: Evaluation for the course shall be based on the student's fulfillment of course requirements and the employer's response to the instructor/adviser's request for evaluation. The student's attendance, initiative and level of responsibility will all contribute to the evaluation.

Student responsibility to submit:

Goals	100 pts.
Journal	300 pts.
Summary paper	200 pts.
Samples of actual work	100 pts.

Instructor responsibility to obtain:

Employer's evaluation	300 pts.
	1000 pts.

Grading Scale: This course is evaluated on a pass/fail basis.

The student is required to submit all work listed above. The student will not be held responsible for securing the employer's evaluation. However, the student is expected to follow up with his/her employer to insure that information has been received.

In addition to submission of all components listed above as student's responsibility, the student must achieve a minimum total of 800 total points to pass the course.

Attendance Policy: It is expected that the student work in an internship setting a total of 128 hours to receive the full 4 hour credit for the course. The student is to arrange work hours with his/her employer. Regular attendance is required. Should an absence be necessary, it should be arranged with sufficient notice to the employer, and this time should be made up by the student.

Academic Integrity

- The INTD department will uphold the value violations policy in regards to academic dishonesty, which includes reporting transgressions to the Student Academic Integrity committee at Samford University.
- “An academic integrity value violation is defined as the act of lying, cheating or stealing academic information to gain academic advantage for oneself or another (2009–2010 Student Handbook and Academic Planner, Samford University, p. 118).” Refer to the details on the Samford library website regarding copyright issues and plagiarism. Note that cutting or pasting from a website without acknowledgement of sources is regarded as a form of plagiarism.
- The INTD faculty members reserve the right to submit information represented as yours to online plagiarism detection resources.
- Misuse of computer information: The internet is an important learning and teaching tool. Sources from the internet have to be acknowledged and credit given to authors and sources. For this reason, the following practices are regarded as plagiarism:
 - Cutting and pasting information without acknowledgement of source.
 - Copying quotations without using quotation marks and/or acknowledging source.
 - Paraphrasing ideas without acknowledging author and/or source.
 - Buying or paying website sources to complete work or papers.
 - Using another person’s work and submitting it as one’s own.

Accommodation

“Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their requests by contacting the counselor for Disability Support Services, located in Counseling Services on the lower level of Pittman Hall, or call #726-4078. A faculty member will grant reasonable accommodations only upon written notification from the counselor for Disability Support Services (2009–2010 Student Handbook and Academic Planner, Samford University, p. 123).”

PRECEPTORSHIP

The preceptorship program is conceived to provide students with an outside thesis adviser who will provide a second voice in the student's final project. This provides the student an opportunity to present ideas in a professional setting and to prepare responses to a professional. It also creates a fertile context to promote and encourage the involvement of local professionals in Samford's interior design program.

Operationally, each student will be paired with one local practitioner. Each preceptor will establish a schedule of meetings in which the assigned student will present ideas and work to date on his/her thesis research and project.

Additionally, each student can benefit from exposure to the variety of day-to-day activities that occur in the preceptor's office, both project and non-project related.

Scheduled activities should consist of about four visits of approximately two hours each at critical review points throughout the 16-week semester.

The preceptors will have no responsibilities for grading, but will be asked for comments on their assigned student's degree of participation.

Activities can generally be scheduled for any time during the normal work week that does not conflict with the student's scheduled courses.

Since scheduling well in advance is normally not possible, it is suggested that the preceptors schedule with students for the following deadline at each visit. This requires close contact between student and preceptor to insure a productive sequence.

Preceptors are invited to attend and/or participate in final project juries at the end of the semester.

STANDARDS FOR GRADES

A=EXCELLENT

Student worked consistently in and out of class to improve and complete the assignment. The work was presented on time and all areas were very creative, neat and organized. The design solution satisfied all the criteria stated in the problem and the student demonstrated exceptional skill in the media used for presentation.

B=SUPERIOR

Student submitted work that met the criteria stated in the problem and final solution showed evidence of improvement from initial stages of work on the assignment. Creativity was evident in most areas, but improvement is needed in certain areas, such as use of media, neatness and organization of graphics.

C=AVERAGE

Student submitted work that satisfied most of the criteria stated in the problem. Student did not work in a consistent manner to improve solution from onset of design process. Presentation lacked creativity in most areas. Improvement is needed in areas of use of media, neatness, organization and graphics.

D=UNSATISFACTORY

Work submitted that does not meet the basic criteria of the design problem. The student failed to organize and creatively present work which exhibits skill in the use of media and graphics. The student failed to work in a consistent manner from the onset of the design process.

GRADUATION REQUIREMENTS:

Students must achieve a minimum grade of C- in a major course in order to fulfill the course requirement for graduation. Should a student achieve a grade of F, D-, D, or D+ in a prerequisite course, it is at the discretion of the department as to whether the student must repeat the course prior to progressing to the next course level.

POLICY REGARDING FALL GRADUATION:

Students requesting to enroll in INTD 403 Interior Design Concepts III and INTD 495 Thesis simultaneously during the fall semester must maintain a 3.0 average in the major prior to commencement of the courses.

INTERIOR DESIGN: COMPUTER REQUIREMENTS

Sophomore undergraduate students are required to purchase a laptop. Options include any PC or Apple Macintosh. Most brands provide special academic/educational pricing for computers that meet the specifications for the demanding applications taught in the program. Any brand computer (PC or Mac) meeting or exceeding these minimum requirements is acceptable.

Minimum Hardware Requirements:

2.66 GHz Intel Core 2 Duo

15-inch display, 1440 x 900 resolution

4 GB memory

320 GB hard drive

8x double-layer SuperDrive

NVIDIA GeForce 8600 M GT graphics with 512 MB SDRAM

3 year extended warranty (highly recommended)

Specialized Software Requirement: A copy of Windows XP/Vista (not included in estimated cost) is required to run with Bootcamp (included) on the Apple computer.

Software Application(s)

There are several required software packages for incoming students. Listed below you will see the names of the packages and the estimated cost (educational price). Please note that this list includes officially adopted software titles utilized by the interior design program at Samford.

Adobe Photoshop CS3	\$289 (1)
AutoCAD 2010 (Windows-only application) www.academicssuperstore.com	\$160 (14 months)
SketchUp 6.0 www.sketchup.com	\$49 (annually)

Notes:

1. The following sites provide academic reduced rates for software:
www.campustech.com, www.academicssuperstore.com and www.journeyed.com.
2. For Microsoft Office, go to <http://www.theultimatesteal.com/home.asp>.

FREQUENTLY ASKED QUESTIONS

Do I really have to purchase a laptop computer?

Yes. Several classes and studios directly integrate computing technology in the classroom and most disciplines expect students to bring their laptops to class to work on assignments. While Samford does have computer labs, these labs have limited availability for general use, which means your laptop may be the only way to complete assignments.

What if I want to purchase a different brand or model of computer?

We have selected computers that are capable of running the professional software adopted by Samford's Interior Design Department. These computers are also configured to have the longest possible longevity within your discipline. Although no computer lasts forever, we have worked to make these machines last as long as possible.

My discipline has a choice in systems, which system should I choose?

Sadly this question does not have an easy answer. Obviously, the more expensive machines have more powerful processors, better components and other refinements. We recommend you purchase the best machine you can afford because this will last longer, however any machine we have recommended will be acceptable for your program.

Does Samford provide computer support?

Samford's computer services department provides limited support for student computers. Samford's interior design department provides support for the required software applications. We recommend purchase of extended hardware warranties provided by manufactures of the computer hardware. Samford's computer services does provide free of charge antivirus software for Macs and PCs. Go to their website for more information.

What is . . .

Memory/RAM?

This is probably the single best investment in the performance of your computer. RAM affects your ability to run multiple programs simultaneously and can greatly improve the responsiveness of your computer. This upgrade should be chosen over most others if your budget allows. Memory can be bought later, although you may be stuck with extra unused memory modules. 1 GB is the minimum, but 2 GB will serve you well into the future.

Hard Disk/Storage?

The larger the hard disk, the more data you can store on your computer. Keep in mind that general documents such as papers, spreadsheets and e-mails do not take up very much space. Movies, videos and large graphic files tend to eat up the bulk of your storage. Anyone interested in video editing should get the largest

hard disk possible. Keep in mind also that storage can always be extended by purchasing an external hard disk at a later date.

Processor?

The processor is the “brains” of your computer and is involved in every aspect of its operation. Although getting the fastest processor will certainly make your computer faster, there are many aspects of computer use that are not bound by the speed of the processor, so this is not always the most economical upgrade. Certainly if you have the budget, it never hurts to make your processor faster (if you have the choice), however, adding Memory (RAM) will usually result in better bang for the buck.

Screen Size

This issue is typically a matter of personal preference. Although larger screens are certainly “better,” they come at the cost of larger computer size and larger weight. These factors can reduce the portability for some students. These larger sizes also reduce the options you may have for a computer case/bag. We recommend that you choose a size that fits well in your lap and in your bag. If you find the larger screens acceptable, you will appreciate the extra size when working on graphic projects.

RECOMMENDED ACCESSORIES (FOR ALL SYSTEMS)

Although not strictly required, we highly recommend the following accessories and peripherals. Specific needs should be directed towards the appropriate contact for your school.

- An external USB mouse
Graphics programs require high levels of precision at times, and the touch pads built into laptops are rarely suitable for long term work. For extra portability, get a mouse that has a retractable (or no) cord. Get only an optical mouse as mechanical mice have a tendency to get jammed by dust and dirt.
- A security lock and chain
All laptops incorporate a standard security port that accepts a wide range of locks and cables to secure your investment either in the dorms or in studios. If you are prone to losing keys, choose a combination lock.
- A protective case or backpack
Going back and forth from the studio to your dorm or house puts a lot of stress on your laptop. Keep it protected from minor drops, scratches and weather using a protective case that wraps snugly around the machine and has hard material to protect your computer in the event of an accidental drop.
- A USB flash drive
This small device will help you transfer files from one computer to another quickly and efficiently, even when you are not on the network. Get a USB 2.0 flash drive for maximum speed. A 1 GB or 2GB drive should be sufficient.

RECOMMENDED SUPPLY LIST

The following is a tentative list of equipment.

Sketch Book—bound; size may vary

Computer—Students must purchase the most current release of AutoCAD software for the spring of their second year.

Architect's Scale—standard triangular shape

Triangles—These should be 45 and 30–60 degrees, adjustable (small, medium, and large). It is best to invest in inking templates (raised edge).

Technical Pens—A set of a minimum of four is required. These will have ink reservoirs or cartridges. Disposable ink pens will not be accepted. Name brands that are dependable include Rapidograph, Koh-I-noor and Rotring.

Lead Holder

Lead Sharpener—The round sharpener works best. Keep it in a baggie to avoid possible graphite leakage.

Scissors

Mat Knife—This is sometimes called a utility knife.

Exacto Knife

Erasers—The click white erasers are the best. Pink pearl will leave a mark. Kneaded erasers and ink erasers are good.

Erasing Shield—This thin, metal shield can save a lot of time when erasing.

Drafting Brush

Tackle Box—Each student should have some method of carrying their materials to class. Storage pedestals are provided for student use.

Markers—Markers can be used to enhance a project. These are used to do renderings. Brand names that are dependable include Design Markers and Prismacolor.

Colored Pencils—These can be used to enhance renderings. The best types to buy are the soft lead such as Prismacolor, Crayola, etc. The hard lead pencils are Pedigree.

Drafting Tape—This is used to hold drawings. Drafting dots are acceptable, but masking tape will tear paper.

Tube—Some type of carrying tube is needed to transport drawings and protect them from being crushed. Mailing tubes are cheap investments, but be sure ends can be closed.

Tracing Paper (Trash)

Vellum—18" x 24"

Additional presentation materials such as foam core and mat board will be required on a project basis.

PORTFOLIO REVIEW

Because the B.A. with a major in interior design presupposes a certain level of professional competence, each design major at the end of the sophomore year will submit a portfolio with works from each area studied for evaluation by the major and minor faculty to determine eligibility to continue in the major, general strengths and weaknesses, eligibility for senior exhibit and eligibility for scholarships.

The review will occur before entering Interior Design Concept I in the junior year. The sophomore portfolio will consist of original work (a minimum of two projects) from each of the following courses: Structure I, Structure II, Drawing I, Painting I, Introduction to 3D, Space Planning, Technical Drawing/CAD, and Presentation Methods. A grade of C or higher must be made in these courses in order to request a review. This review must show a basic competency level of design elements and principles as applied to both 2- and 3-D design, composition, color application, drawing, presentation and technical skills demonstrated by the student's work. Students failing to pass the reviews will be discouraged from entering Interior Design Concept I studio until all work meets minimum standards as set by the interior design faculty.

A minimum of two pieces of original work will be shown representing each required class. Work will be submitted in a paper portfolio no larger than 36" x 42". The student's name, address, and phone number **MUST** be displayed clearly on the front. Students will be notified in writing of the evaluation results. An official copy of the student's current transcript must be included in the portfolio of original work showing the above required courses. The student's name must be on the back of all work to insure proper return of all submittals.

Portfolio reviews will be held during the spring semester of each calendar year. Dates will be posted at the beginning of each semester for portfolio submittals and reviews for those students who are currently taking INTD 300.

If a student is denied acceptance into the program after the spring review, the student may appeal the decision through an appeal process and resubmit their portfolio for special review. Each student will be allowed two appeals. These students will be given course recommendations to improve their skills in design. Some courses may be recommended to be retaken which will not be counted toward required degree fulfillment.

Students who pass sophomore review are accepted into upper-level studio classes.

TRANSFER STUDENTS

Any student transferring into the interior design program will be required to submit a portfolio for review as well as official transcripts and descriptions of courses completed toward an interior design major for transfer credit.

PORTFOLIO REVIEW

The portfolio review form is used for evaluation of project work that students submit prior to registration for upper-level Samford interior design program course work. Students must have acceptance of each course submittal from 2 out of 3 faculty/jurors. Courses for the portfolio review are as follows:

Samford Courses	Transfer		ID/Art Fac		
	Grade	Semester Taken and College	1	2	3
Structure I					
Structure II					
Drawing I					
Painting I					
Intro to 3D					
Space Planning					
Technical Drawing/CAD					
Presentation Methods					

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