

## INTERIOR DESIGN DEGREE BRIDGE

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### Program Outline

<b>Major:</b>	IBRG
<b>Length:</b>	1 Year
<b>Delivery:</b>	1 Semester, plus 1 work term
<b>Credential:</b>	Ontario College Graduate Certificate
<b>Effective:</b>	2013-2014
<b>Location:</b>	Barrie
<b>Start:</b>	Fall (Barrie)

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### Description

The Interior Design Bridge program consists of one academic semester focusing on advanced Interior Design theory and research skills development, as well as a Co-op placement. The Bridge is designed for graduates of a qualifying 3-Year Interior Design Diploma program. Georgian College's Interior Design program has an established reputation for excellence. The collaborative learning environment at Georgian provides innovative and professional hands-on learning opportunities that respond to increasing academic and industry standards. Successful completion of the bridge will make it possible for students to apply for entry to the 4th Year of the ARIDO (Association of Registered Interior Designers of Ontario) recognized Bachelor of Applied Arts - Interior Design Program at Sheridan College Institute of Technology and Advanced Learning.

### Career Opportunities

The Interior Design Bridge program offers a pathway for graduates to obtain a Bachelor of Applied Arts - Interior Design, which will provide currency in professional credentials and may facilitate further opportunities for advanced studies at the graduate level.

### Program Learning Outcomes

The graduate has reliably demonstrated the ability to:

- evaluate and apply theories of aesthetics, strategic thinking, and decision-making paradigms as they relate to the Interior Design profession;

- apply quantitative and qualitative research methods as well as analyze information gathered from research;
- integrate relevant business, technical, cultural, economic, environmental, ethical, historical, and political concepts within the Interior Design profession;
- apply statistical methods to Interior Design;
- examine a broad range of professional issues as well as moral and ethical concerns within Interior Design;
- work independently to produce creative interior designs based on analysis and synthesis of major Interior Design schools of thought as well as relevant historical precedents;
- synthesize theories of ecological responsibility with Interior Design studies;
- plan projects within the legal limits imposed by property law and laws related to intellectual property rights;
- produce an advanced professional portfolio for Interior Design.

### **Practical Experience:**

Co-operative Education is a mandatory component of all Co-op programs at Georgian College; it has been designed as a process by which students integrate their academic education with work experience related to their program of study. This integration affects much more than simply earning a salary, including the adjustment to the work environment and the development of professionalism. It also reinforces skills and theory learned during academic semesters, develops professional contacts, job knowledge and career path, improves human relations and communication skills and promotes personal maturity and financial independence.

Students are requested to register, attend and participate in their scheduled co-operative education classes. These classes are scheduled for all first year students and are expected to be completed in order to proceed successfully to their first co-op work experience. To ensure students are eligible to proceed onto any co-op work experience students should refer to Promotional Status and Eligibility for Co-op as outlined in the College Calendar. Co-op policies and procedures can be located on our website:  
[www.georgianc.on.ca/careers/for-students/](http://www.georgianc.on.ca/careers/for-students/)

Georgian College follows the Co-operative Education guidelines set out by the Canadian Association for Co-operative Education (CAFCE) and Education at Work Ontario (EWO) by supporting the learning outcomes designed for the program specific graduate profile and curriculum as set out by the Ministry of Training, Colleges and Universities.

### **The Program Progression:**

Fall Intake - Barrie

Semester 1 | Work Term

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**Admission Requirements:**

Applicants must meet ALL of the following requirements to be eligible for admission to the Bridge program at Georgian College:

- Completion of a qualifying Interior Design 3 Year Advanced Diploma with a GPA of 75% in the final year of the Diploma
- Submission of a successful portfolio indicating the potential for integrating into the 4th year of the Baccalaureate Program
- One Grade 11 or 12 Mathematics (U or M) with a minimum 60%
- One English, Grade 12 (ENG4U) with a minimum 65%

\*NOTE: It is important that applicants refer to Sheridan College's current Academic Calendar to ensure that they will be able to meet all of the entrance requirements if they choose to apply to Sheridan's Bachelor of Applied Art - Interior Design.

**Additional Information:**

To gain admission into the Interior Design Degree students must maintain a passing weighted average of 65%. Furthermore, a student must attain a minimum of 65% in the following course: Context and Connections in Interior Design (see below).

**Graduation Requirements:**

- 3 Mandatory Courses
- 1 Optional Courses
- 1 Co-op Work Term

**Graduation Eligibility:**

To graduate from this program, a student must attain a minimum of 60% or a letter grade of P (Pass) or S (Satisfactory) in each course in each semester. The passing weighted average for promotion through each semester and to graduate is 60%.

**Mandatory Courses**

- INDS1000 Context and Connections in Interior Design
- INDS1001 Research Methods
- INDS1002 Statistics

### Optional Courses

INDS1003 Making Choices in a Complex World

INDS1004 Theories of Beauty

### Co-op Work Term

COOP1034 Interior Design (Bridge) Work Term

### Course Descriptions:

COOP1034 Interior Design (Bridge) Work Term 560.0 Hours

Co-operative education is a mandatory component of the Baccalaureate program. This component is being covered in the Bachelor of Applied Arts Interior Design Bridge program at Georgian College. Students are required to attend and participate in their scheduled semester co-op classes in order to proceed successfully to their Co-op work experience.

INDS1000 Context and Connections in Interior Design 56.0 Hours

This course stresses individual coaching, problem-based projects, research, reading assignments, group collaborations and labs. At the beginning of the course, each student's current professional skills and knowledge will be assessed based on their portfolio and diploma-level academic record and compared to the competency level expected of students entering the 4th year of the ID Baccalaureate program.

Learning gaps will be identified and an individualized program of study will be prepared and approved.

Typically, the readings, instructional sessions, seminars and assignments will expect students to:

- a) integrate relevant business, technical, cultural, economic, environmental, ethical, historical and political contexts into interior design;
- b) reflect on broad professional and moral issues, humanitarian concerns and the multi-disciplinary contexts that relate to design;
- c) pursue independent thought in drawing new ideas from informed analysis and synthesis of multi-disciplinary studies, major schools of design thought; awareness of historical architecture and design precedents;
- d) stress sustainability in design decisions and proposed solutions; e) design and plan within the legal limits imposed by intellectual property and contract law.

Each student will submit a comprehensive project and/or portfolio of professional work to demonstrate the achievement of the learning goals set out by the professor and the student at the beginning of the course.

INDS1001 Research Methods 42.0 Hours

The course will focus on the fundamental skills required to assess data generated and collected. It will provide a process for applying the basic steps required in sorting, organizing, summarizing and describing variables as well as testing and measuring different sorts of linkages and associations between and among variables. Additionally, the course will analyze experimental designs, which are most effectively utilized in confirmatory research studies where the subject under investigation is well formulated, a theoretical paradigm exists to guide the research and testable hypotheses can be developed. These designs attempt to establish causal relationships between interventions and outcomes. The course will also investigate and interpret surveys, which are research designs used to assess and quantify the predominance of problems and needs within the community or client populations/cohorts, utilization of patterns of service delivery and consumer satisfaction. Measurement, sampling and statistical techniques relevant to both surveys and experimental design will be addressed. In addition to covering ethical protocol in research, the course will investigate the interpretation of results, the writing up of findings and effective communication of data.

#### INDS1002 Statistics 56.0 Hours

This is an introductory course in statistics for degree students. Emphasis is on the application of statistical methods in design. Topics include descriptive statistics, probability and probability distributions, estimation and hypothesis testing, correlation and regression. Students are introduced to multiple regression and time series as a significant application of statistics in design.

#### INDS1003 Making Choices in a Complex World 42.0 Hours

Several influential social conceptual paradigms will be highlighted as often taken-for-granted resources for decision making, as will the cultural and historically situated contexts which frame our decision-making possibilities.

#### INDS1004 Theories of Beauty 42.0 Hours

We are bombarded with images and ideas of the beautiful, frequently in the context of someone trying to sell us something. We assume that we know what the beautiful is, even though our notions of beauty clearly undergo frequent change. Not often do we reflect on the theories that lie behind these images and think through our own presuppositions about the nature of beauty, art and culture. This course offers the student the opportunity to explore the field of aesthetics through a study of the concept of beauty. In the first half of the course, we focus on the artist and the creative process. What is the purpose or goal of creating a work of art? How are artists ideas/concepts about beauty transferred onto the canvas or into a page? In the second half of the course, our attention turns to the appreciation of art. Is beauty really in the eye of the beholder? How do we judge works of art? How do we address issues of difference and

diversity in the appreciation and interpretation of artworks? Addressing these questions, we explore the evaluation of art. Throughout the course, students apply the theoretical concepts/ideas developed in the text to works of art from the fields of fine art, music, film, architecture and literature.

### **Course Description Legend**

P = Prerequisite; C = Concurrent prerequisite; CO= Corequisite

*Information contained in College documents respecting programs is correct at the time of publication. Academic content of programs and courses is revised on an ongoing basis to ensure relevance to changing educational objectives and employment market needs. The college reserves the right to add or delete programs, options, courses, timetables or campus locations subject to sufficient enrolment, and the availability of courses.*