HONOURS BACHELOR OF INTERIOR DESIGN

Program: BAID
Credential: Honours Bachelor Degree
Delivery: Full-time
Work Integrated Learning: 1 Co-op Work Term
Length: 8 Semesters, plus 1 work term
Duration: 4 Years
Effective: Fall 2020
Location: Barrie

Description
This program specializes in creating interior environments in the context of professional interior design standards and practice. The curriculum emphasizes space planning and management, design process, research methodologies, socially responsible design, building systems, technological applications, contract documentation, and interior design presentation. Sustainable practices, entrepreneurship models, and regulatory codes are integrated throughout the curriculum. The curriculum is designed to meet current Council for Interior Design Accreditation’s (CIDA) standards of delivery and content. Our program offers a uniquely collaborative learning experience which facilitates a hands-on model incorporating creative development, problem-solving, strategic thinking, and teaming protocols, providing our graduates with exceptional interior design knowledge and skills.

Career Opportunities
There are numerous avenues to pursue for productive and creative interior design careers. These pathways include corporate/office design, residential and condominium design, hospitality design, retail design, exhibition design, health care design, civic design, and historic preservation. Many graduates enter directly into positions within established interior design and architectural firms. Career opportunities also include interior design positions in government, facilities space planning, and real estate development.

Program Learning Outcomes
The graduate has reliably demonstrated the ability to:

1. solve design problems using analysis, synthesis, and creativity;
2. analyze the universality of design principles and elements;
3. produce sophisticated designs with character and quality of space;
4. integrate the principles of sustainability in creative design concepts;
5. assess the merits of a freethinking, random idea creative process in creating, and delivering an inventive solution;
6. apply the principles and elements of design, line, rhythm, shape, colour, texture, proportion, etc., in the development of their work;
7. articulate the characteristics of an aesthetically pleasing built environment;
8. apply the criteria for method and material selection in design projects;
9. select appropriate materials and processes to achieve the technical and visual functionality of their designs;
10. explain the relationship between aesthetic and utilitarian dimensions (form and function) of design solutions;
11. analyze the complexity of forces – economic, political, sociological, and technological – which influence the design of the physical environment;
12. explain the relationship between human behaviour and the built environment and the implications in preparing design solutions;
13. assess the implications for interior design presented by key developments in current and emerging materials, media and technologies, and in interdisciplinary approaches to contemporary practice in design;
14. examine the technical issues, which challenge interior design practice;
15. analyze the role of technology in the built environment through research, analysis, and creative development;
16. employ appropriate conventions of measurement, scale, site measuring, drafting, and volumetric manipulation through modeling;
17. employ new methods, materials, processes, and technologies appropriate to interior design and explain their cultural, social, and environmental implications;
18. interpret, develop, and communicate ideas in the history, theory, and practice of design;
19. analyze contemporary and historical art, architecture, and design issues;
20. explain and foster the interrelationships between interior design and other art, design, and built environment fields;
21. analyze and confidently employ appropriate business ethics and professional practices of the design industry;
22. interpret the elements of a successful design practice, from business conception through to profit reporting;
23. evaluate the significance of “Right to Practice” legislation, and issues of debate such as ethics, potential conflicts, liability, and constraints;
24. articulate and synthesize their knowledge and understanding, attributes, and skills in effective ways in the contexts of creative practice, employment, further study, research, and self-fulfillment;
25. design, represent, and communicate high quality interior design propositions of varying size, scope, and complexity;
26. source, navigate, select, retrieve, evaluate, manipulate, and manage information from a variety of sources, both primary and secondary;
27. select and employ appropriate visual languages to investigate, analyze, interpret, develop, and articulate ideas for two and three-dimensional projects;
28. analyze information and experiences, formulate independent judgments and articulate reasoned arguments through reflection, review, and evaluation;
29. conduct an academically structured, sustained, and well-supported argument around a design issue;
30. employ effective and professional communication skills and techniques to interact, negotiate, and undertake collaborative efforts;
31. manage open and reflective discussion of one’s work in an open studio environment with audiences, clients, markets, end-users, and team members;
32. anticipate and accommodate change and work within the contexts of ambiguity, uncertainty, and unfamiliarity;
33. set personal goals and monitor and reflect on achievements, workloads and commitments. Develop and employ a professional standard of time management;

34. adhere to the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public;

35. employ observation and rationalization skills in the development of problem solving criteria;

36. employ both convergent and divergent thinking in the process of observation, investigation, speculative enquiry, ideation, and implementation of design solutions;

37. employ selectivity in the refinement and critique of potential design solutions;

38. reflect critically and evaluate whether a particular area falls within their scope of practice and whether or not they have sufficient depth of knowledge and practical experience to take on the project on their own or in collaboration with other consultants;

39. formulate a cogent theoretical rationale for design and assess the individual’s contribution to the process.

**Practical Experience**

All co-operative education programs at Georgian contain mandatory work term experiences aligned with program learning outcomes. Co-op work terms are designed to integrate academic learning with work experience, supporting the development of industry specific competencies and employability skills.

Georgian College holds membership with, and endeavours to follow, the co-operative education guidelines set out by the Co-operative Education and Work Integrated Learning Canada (CEWIL) and Education at Work Ontario (EWO) as supported by the Ministry of Training, Colleges and Universities.

Co-op is facilitated as a supported, competitive job search process. Students are required to complete a Co-op and Career Preparation course scheduled prior to their first co-op work term. Students engage in an active co-op job search that includes applying to positions posted by Co-op Consultants, and personal networking. Co-op work terms are scheduled according to a formal sequence that alternates academic and co-op semesters as shown in the program progression below.

Programs may have additional requirements such as a valid driver’s license, strong communication skills, industry specific certifications, and ability to travel. Under exceptional circumstances, a student may be unable to complete the program progression as shown below. Please refer to Georgian College Academic Regulation 3.2.7: Changes in program, course, section or co-op, for details.

International co-op work terms are supported and encouraged, when aligned with program requirements.

Further information on co-op services can be found at www.GeorgianCollege.ca/co-op (http://www.georgiancollege.ca/co-op)

**Program Progression**

The following reflects the planned progression for full-time offerings of the program.

**Fall Intake**

- **Sem 1:** Fall 2020
- **Sem 2:** Winter 2021
- **Sem 3:** Fall 2021
- **Sem 4:** Winter 2022
- **Sem 5:** Fall 2022
- **Sem 6:** Winter 2023
- **Work Term:** Summer 2023
- **Sem 7:** Fall 2023
- **Sem 8:** Winter 2024

**Admission Requirements**

OSSD or equivalent with

- minimum overall average of 65 per cent
- six Grade 12 U or M level courses including:
  - Grade 12 U English with a minimum grade of 65 percent
  - Grade 11 or Grade 12 U or M level Mathematics with a minimum grade of 60 percent

Mature applicants may also be considered for admission to this program providing their previous school performance and/or recent work record suggests a strong possibility of academic success. In order to qualify, applicants must be 19 years of age by December 31 of the year of admission and must have been away from formal education for at least one year immediately prior to beginning studies. Mature applicants must meet subject prerequisites prior to registration.

Applicants should be aware that first-year enrolment is limited; satisfying minimum entrance requirements does not guarantee admission.

**Selection Process**

**Digital Portfolio**

There are a total of four creative pieces plus one written document that need to be submitted. The following five pieces must be submitted as they are described:

1. **Perspective line drawing of a chair** : black line with construction lines to show proper perspective methods are encouraged. You may use your choice of medium.

2. **Perspective line drawing of an interior space or building façade.**
   
   This should be from an actual space or building and not from your imagination or an abstract method. You may use your choice of medium.

3. **Colour still life study** demonstrating your use of colour and composition must include the following: teacup and saucer (the cup must not be placed in the saucer), a book, a transparent glass vessel and a silver candlestick. You may use your choice of medium. (All in one drawing.) Note: It is essential that these drawings be created from looking at actual objects and buildings, not from your imagination and not from a photograph. Submissions are reviewed specifically to assess your ability to draw with realistic and accurate depth, perspective, and proportions, as well as to assess your representation of texture, reflection, shade, and shadow.

4. **A work of your choice** which may include a three-dimensional object you have designed or created, a subject or type of work which is not included in the list above, or work related to interior design.
5. A written document of 350 words, which describes your interest in and knowledge of the interior design field. We strongly recommend you research and refer to current issues in the interior design profession and include any influences affecting your decision to pursue a career in the interior design discipline.

6. Provide a description of each image included in your portfolio (i.e., Date, Medium, Image/Concept, etc.)

7. Include the following on the Cover Sheet:
   - Full Name
   - OCAS and/or Georgian College Student number (both if available)
   - Address including City/Town
   - Telephone number
   - E-mail address

Submit portfolio to Jo Anne Stewart, Honours Bachelor of Interior Design Co-ordinator, Design and Visual Arts at portfolios@georgiancollege.ca.

File name: The entire portfolio must be submitted as (one) multiple-page file in Adobe .PDF file format. The file name must include your name and your 9 digit Georgian College student number. For example, youname_student#_interiordesign.pdf. It is suggested to create your portfolio in a PowerPoint file and save to a .PDF file for submission.

Note: This electronic application copy will be kept on file in the department.

Portfolio Due Date: Portfolios are DUE within 2 WEEKS of application. Offers are extended on a ‘first come first served’ basis and therefore it is in an applicant’s best interest to submit all required documentation promptly.

If you require further information or have questions, please contact Jo Anne Stewart, Co-ordinator, Honours Bachelor of Interior, Design and Visual Arts at JoAnne.Stewart@GeorgianCollege.ca.

Additional Information

The college has been granted a consent by the Minister of Training, Colleges and Universities to offer this applied degree for a seven-year timeframe. The college has been granted a consent by the Minister of Training, Colleges and Universities benchmark for depth and breadth of Training, Colleges and Universities to offer this applied degree for a seven-year timeframe.

Graduation Requirements

34 Core Courses
3 Non-Core Courses
7 Elective Non-Core Courses
1 Work Term

Graduation Eligibility

To graduate from this program, a student must attain a minimum of 60 percent or a letter grade of P (Pass) or S (Satisfactory) in each course in each semester, and have an overall average of 65 percent in core courses and 60% in non-core courses.

Program Tracking

The following reflects the planned course sequence for full-time offerings of the Fall intake of the program. Where more than one intake is offered contact the program co-ordinator for the program tracking.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td></td>
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<tr>
<td>INDE 1000</td>
<td>Interior Design Studio 1</td>
</tr>
<tr>
<td>INDE 1001</td>
<td>Design Communications 1</td>
</tr>
<tr>
<td>INDE 1002</td>
<td>Design Theory 1</td>
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<tr>
<td>INDE 1003</td>
<td>Sustainable Practices</td>
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<tr>
<td>Non-Core Course</td>
<td></td>
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<tr>
<td>INTS 1002</td>
<td>Introduction to Multidisciplinary Research</td>
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<tr>
<td>Semester 2</td>
<td></td>
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<tr>
<td>Core Courses</td>
<td></td>
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<tr>
<td>INDE 1004</td>
<td>Interior Design Studio 2</td>
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<td>INDE 1005</td>
<td>Design Communications 2</td>
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<td>INDE 1006</td>
<td>Human Factors</td>
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<td>INDE 1007</td>
<td>Interior Detailing 1</td>
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<td>INDE 1008</td>
<td>Contemporary Design: Origins and Issues</td>
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<tr>
<td>Elective Non-Core Courses</td>
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<td>Select 1 course from the elective list during registration.</td>
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<tr>
<td>Semester 3</td>
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<tr>
<td>Core Courses</td>
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<tr>
<td>INDE 2000</td>
<td>Interior Design Studio 3</td>
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<td>INDE 2001</td>
<td>Design Communications 3</td>
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<tr>
<td>INDE 2002</td>
<td>Interior Detailing 2</td>
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<td>INDE 2003</td>
<td>Design and Material Culture</td>
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<tr>
<td>Non-Core Course</td>
<td></td>
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<tr>
<td>STAS 2000</td>
<td>Quantitative Methods and Statistics</td>
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<td>Semester 4</td>
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<td>Core Courses</td>
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<td>INDE 2004</td>
<td>Interior Design Studio 4</td>
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<td>INDE 2005</td>
<td>Design Communications 4</td>
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<tr>
<td>INDE 2006</td>
<td>Case Studies in Design</td>
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<tr>
<td>INDE 2007</td>
<td>Building Technologies 1: Lighting and Electrical Systems</td>
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<tr>
<td>Non-Core Course</td>
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<td>RSCH 2000</td>
<td>Qualitative Research Methods</td>
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<td>Select 1 course from the elective list during registration.</td>
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<td>Semester 5</td>
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<tr>
<td>INDE 3000</td>
<td>Interior Design Studio 5</td>
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Graduation Window

Students unable to adhere to the program duration of four years (as stated above) may take a maximum of eight years to complete their credential. After this time, students must be re-admitted into the program, and follow the curriculum in place at the time of re-admission.

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.