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**A comparison of four FIDER accredited interior design
programs in the United States to the four interior design
programs of higher education in Thailand**

Nanongkhai, Anak, M.S.

The University of Arizona, 1991

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**A COMPARISON OF FOUR FIDER ACCREDITED INTERIOR DESIGN PROGRAMS
IN THE UNITED STATES TO THE FOUR INTERIOR DESIGN PROGRAMS
OF HIGHER EDUCATION IN THAILAND**

by
Anak Nanongkhai

**A Thesis Submitted to the Faculty of the
SCHOOL OF FAMILY AND CONSUMER RESOURCES
In Partial Fulfillment of the Requirements
For the Degree of
MASTER OF SCIENCE
In the Graduate College
THE UNIVERSITY OF ARIZONA**

1991

STATEMENT BY AUTHOR

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SIGNED: *R. Nancy Klein*

APPROVAL BY THESIS DIRECTOR

This thesis has been approved on the date shown below:

Naomi Reich
Naomi Reich, Ph. D.
Associate Director of Family and
Consumer Resources

31 May 1991
Date

Chet J. Ross
Chet J. Ross, MA (Co-Director)
Adjunct Professor of Family
and Consumer Resources

31 May 1991
Date

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ABSTRACT

The main purpose of this study is to compare and analyze four interior design programs in the United States, offered at the first professional degree level, to the four interior design programs offered at the baccalaureate level in Thailand. The eight selected programs were: Arizona State University, University of Cincinnati, University of Missouri-Columbia, Rhode Island School of Design, Silpakorn University, King Mongkut's Institution of Technology, Rangsit University, and Bangkok University. The procedure for comparing these programs was made by using the Foundation for Interior Design Education Research's (FIDER'S) Eight Basic Categories of Standards for accreditation. An in-depth analysis of each program was completed by breaking down the number of courses and the number of credit hours required in each interior design program and then placing each one into the appropriate FIDER category. In conclusion, the researcher found that between the two countries, the interior design programs showed much variation.

CHAPTER 1.

INTRODUCTION

1.1 Background and Problem Statement

The author of this research received a Bachelor of Science degree in Family and Consumer Resources in 1988 with a major in interior design from the University of Arizona, Tucson, Arizona. Upon his graduation he returned home to Bangkok, Thailand, where from November, 1988, until May, 1989, he taught several interior design housing courses in the College of Applied Arts at Rangsit University.

Rangsit University is a private institution that offers a four year program in interior design. In addition to Rangsit University, there are only three other Thai institutions which offer a baccalaureate degree in interior design: Silpakorn University, King Mongkut's Institution of Technology and Bangkok University. According to the researcher, the interior design program at Rangsit University is deficient in courses which emphasize the basic creative arts and the theories of basic design. Presently, the interior design program at Rangsit University uses a ten-year-old curriculum, adapted from the one that Silpakorn University uses, and has yet to show any inclination toward improving and updating its content. Because of this the researcher questions how well prepared the graduating Thai students will be to enter the modern day world of design.

Many of the problems within Rangsit University's design program were brought to the researcher's attention during his teaching there and for that reason he has investigated different interior design programs in the United States to analyze the differences between the

Thai programs and United States' programs. In this research, entitled "A Comparison of Four FIDER Accredited Interior Design Programs in the United States to the Four Interior Design Programs of Higher Education in Thailand," the researcher studied programs from Arizona State University, University of Cincinnati, University of Missouri-Columbia, and the Rhode Island School of Design. The choice of these institutions was based on their accreditation by the Foundation for Interior Design Education Research (FIDER) and their geographical locations, which represent different regions of the United States.

1.2 Scope and Procedure of the Study

The scope of this study is to compare and analyze four interior design programs in the United States, offered at the first professional degree level, to the four interior design programs offered at the baccalaureate level in Thailand. This research will illustrate the vast differences in the programs offered in each country. The procedure for comparing these programs will be made by using the Foundation for Interior Design Education Research's (FIDER) Eight Basic Categories of Standards for accreditation. The courses required by each school will be broken down into FIDER's standards to provide an in-depth analysis of each program. This analysis procedure will consist of breaking down the number of courses and the number of credit hours required in each interior design program and then placing each one into the appropriate FIDER category. The recommendations resulting from this study will be implemented by the researcher to further advance interior design education at Rangsit University, Thailand.

1.3 Limitation of the Study

This research is intended to give an overall perspective of the differences between the content of United States' interior design programs and the content of the four interior design programs in Thailand.

The first and most major limitation of the study is how the content of each school's program is broken down into FIDER's eight basic categories. Since the accreditation of each school's program is confidential, the breakdown of courses into FIDER's categories is, therefore, not available. The researcher must rely on the only information given by the institutions, such as: program charts, course descriptions, and school catalogs. Breaking these courses down into FIDER's categories of standards is in some cases subjective and must be done using the researcher's best judgement.

Another limitation of this study is the selection of the four Thai programs. While the programs selected from the United States represent a cross section of the country, the four programs selected in Thailand are all located in Bangkok and its suburbs.

Also, the sample size is a limitation. The comparison and analysis in this research might be more accurate if a larger number of schools were studied. The study is limited to only four interior design programs because there are only four institutions that offer interior design education at the baccalaureate degree level in Thailand. Therefore, to keep the research consistent, only four programs in the United States were studied.

CHAPTER 2.

INTERIOR DESIGN EDUCATION IN THE UNITED STATES

2.1 The History

Professional Interior design education in the United States was founded during the 1920s, after World War I, with the influence of European immigrants who introduced modernism. Post-World War I was a period recognized as a turning point in interior design. Design in the United States was influenced by modernism, a style in which machine triumphed over man as a production method. The two European countries which most influenced design in America were Germany, led by the designers from the Bauhaus, and France, inspired by Le Corbusier. Modernism is a style based on "geometric simplicity, the use of machine production, the imagery of machine production, and function (meaning structural) appropriateness" (Tate & Smith, 1986). During this period, the United States was "on the move and in the midst of a postwar economic boom ... it produced an atmosphere of euphoria and buoyancy that earned the epithet of 'The Roaring Twenties' " (Tate & Smith, 1986). This postwar economic boom introduced a new American architectural form: the skyscraper. The technological and manufacturing advances which emerged as a result of the war enabled the creation of building systems which could produce taller and more structurally sound buildings.

The European immigrants who began to settle in the United States after World War I also brought with them "a surge of new interest and attention to design education" (Tate & Smith, 1986). For instance, European architects and designers educated at the Bauhaus School

in Germany became "instrumental in establishing a new educational direction in design" (Friedmann, Pile & Wilson, 1982). The German Bauhaus, a design school established in 1902, offered a design program in architecture and design studies. The school highly emphasized training the students to become designers who would "produce excellent design incorporating machine-age materials" (Nelson & Taylor, 1990). When the school was closed down in 1939 many of its designers, such as Mies van der Rohe, Marcel Breuer, Walter Gropius and Wassily Kandinsky, settled in the United States.

During this period, according to Friedmann, Pile & Wilson, 1982, the European influences in design education started when The National Association for Decorative Arts and Industries, a European organization, saw a lack in the number of schools offering design education. This caused United States institutions, which offered programs in interior design, to start "serious curriculum revisions toward a strongly professional training in interior design." The National Association for Decorative Arts and Industries realized that the number of institutions that offered design education was not enough to fulfill the increasing demand of design production. In fact, in the 1920s, only eighteen schools in the United States offered formal design education. One of these schools, the University of Oregon at Eugene, offered interior design course work as far back as 1921. There, a separate option in interior design was introduced in 1928, when a five-year interior architecture program housed in the Department of Architecture was developed.

In 1932, the Cranbrook Academy of Art, located in Bloomfield Hills, Michigan, was built. Cranbrook's founder Eliel Saarinen, a Finnish architect, designed the campus. His design education philosophy was to "emphasize the unity of arts" by combining design programs such as architecture, sculpture, painting, textile and graphics design into an integrated whole

(Boles, 1982). An interior design graduate program at Cranbrook Academy of Art was introduced in 1939 by Charles Eames. Eames, a former school alumni, formed the Department of Experimental Design (now called the Design Department). Today, the Design Department at Cranbrook is an interdisciplinary program that offers two-dimensional design, visual communications, and three dimensional design, including; furniture design, industrial design and interior design.

Overall, the 1920s was a period that introduced such disciplines as furniture design, industrial design, and interior design to the United States' design profession. The number of interior design practitioners significantly increased during this period. Modernism and European designers, artists and architects were the major influences which catalyzed the growth of interior design education in the United States. Today, interior design is taught at more than sixty institutions that are accredited by the Foundation for Interior Design Education and Research. These programs vary from two to six years of study, offering both certification in interior design and undergraduate and graduate degrees in interior design.

2.2 The Current State of Interior Design Education Research

Interior design education research began in 1966 upon the establishment of the Interior Design Educators Council (IDEC). IDEC is an organization whose specific purpose is to "... foster exchange of information, improvement of educational standards, and development of the body of knowledge relative to the quality of life and human performance in the interior environment" (Interior Design Educators Council, Inc. 1968).

In 1966, the Interior Design Educators Council conducted the first study ever dealing with interior design education in the United States. The study was completed in 1968 and published under the title "A Critical Study of Interior Design Education". The IDEC study contained "a basic outline for interior design education, followed by a listing of recommended curriculum content" (Friedmann, Pile & Wilson 1982). In this basic outline, specific recommendations for course work ranged from drawing and three-dimensional design to furniture design and from the presentation of the working drawing to space planning. These programs were listed under the headings of creative work, technical work, communication skills, professional procedures, and academic studies-liberal arts. A major factor which caused IDEC to conduct the study was that during this period interior design education was "in very sad shape in many institutions. There were literally hundreds of schools pretending to offer professional education, often in the form of just a few courses" (Freidmann, 1986). The publication of this critical study showed a substantial need for improvement in interior design programs. The most beneficial outcomes of the IDEC study were the formation of The Foundation for Interior Design Education and Research (FIDER) and the development of the National Council for Interior Design Qualifications Examination (NCIDQ), which will be discussed in Chapter three.

After IDEC's 1968 study, interior design educators and FIDER's committee members started researching different study topics. The study topics varied from the students' creativity levels to the students' perceptual, mechanical and reasoning skills, but all of them had the same focus which was to fulfill IDEC's philosophy of strengthening interior design education. Presently, there are a number of publications which have published research studies on interior design education. The publication containing the most articles dealing with interior

design education is the "Journal of Interior Design Education and Research" (JIDER); published by the Interior Design Educators Council (IDEC). Other than the JIDER journal, monthly journals such as "Interiors", "Interior Design", "Designer West" and "Architectural Digest" sometimes also publish articles dealing with interior design education. The following paragraphs show a chronological order of some of the research studies which have had an impact on developing interior design education and bringing it to its present day level.

In 1979, FIDER conducted a study involving the accredited programs, seeking to examine the accrediting process to see if there was need for further review and revision. In this study, as stated by Rogers, Schcock, and Sondhi, 1979, FIDER seemed to accomplish its objectives, but they suggested that "indicators of program quality be developed for use in the FIDER accreditation review" (Brent, Hill, Rogers, and Veitch 1983). Upon this suggestion, FIDER standards committee members: Brent, Hill, Rogers, and Veitch conducted another study in 1983. The study was titled "FIDER's Study of Two, Three, and Four-Year Interior Design Programs in the United States and Canada: Phase II". The objective of this research, as stated by the authors was to ...

"examine the strengths of the FIDER Educational Categories; the strengths and differences in program related to the number of years required to complete a program; the difference that may occur in a program related to the varying academic bases; and finally, to explore the meaning of quality in an interior design program".

In summary, the 1983 study has shown that the strength of the interior design program, based on the FIDER categories: Interior Design, Communication Skills, Technical Knowledge, and History of Art and Design, differed from one institution to another. It was found that the interior design programs based in the College of Architecture showed more strength in the FIDER's categories pertaining to the number of credit hours devoted to each category than the programs which were based in the Art Department or the School of Home Economics.

The results of the study accomplished the following:

The strength of the FIDER Categories within the accredited interior design educational programs was tested and analyzed.

An evaluation of two-year, three-year and four-year accredited programs of interior design regarding differences in the strengths of the FIDER Categories was completed.

A concern with the qualitative measures for evaluating an interior design educational program in contrast to quantitative measures was addressed.

In 1990, a study on students' perceptual, mechanical, and art reasoning skills was conducted by Kolar and Gorman at the Texas Christian University, Fort Worth, Texas. Interior design is "an educational field in which the opportunities for creative and imaginative development must be provided" (Brent, Hill, Rogers, and Veitch, 1983). Creativity and imagination are important fundamentals for students entering an interior design program. Therefore, FIDER listed "the Basic and Creative Arts" as one of the category requirements for any accredited program. The researchers' intentions were to "utilize several different standardized tests to determine student strengths and weakness in perceptual skills and art judgement" (Kolar & Gorman, 1990). The tests used in this research were the three differential aptitude tests (the Space Relations, Abstract Reasoning and Mechanical Reasoning) and the Merit Art Judgement Test. Kolar and Gorman "statistically analyzed the results of the test scores collected over the period of 1980-84 to determine if they could serve as predictors of those individuals who successfully entered the Interior Design Program" to help students to "realize their perceptual strengths and weakness"(Kolar & Gorman, 1990). The results of the study indicated that the Merit Art Judgement Test and students' grade point averages were "significant predictors of entrance into the Interior Design Program" (Kolar & Gorman, 1990). Kolar and Gorman also

stated that these findings supported previous research that theorizes that perceptual and art ability can be taught to an individual regardless of previous experience with these skills.

In the same year, Gardner and Weber conducted a study: "Creativity Levels of Interior Design and Non-Interior Design Majors", to determine the students' creativity levels between interior design majors and non-interior design majors (hotel and restaurant administration). The instrument used to measure students' creativity levels was the test entitled "How Do You Think?" (HDYT). HDYT, developed by Davis in 1977, is a test which measures creativity level. The results of this study indicated that students (selected from the public institutions around the southwest part of the country) who majored in interior design "scored significantly higher on creativity level than those majoring in hotel and restaurant administration" (Gardner & Weber, 1990). The authors suggested that further study was needed to find "to what degree creativity can be taught in such a university program or profession as Interior Design or Architecture" (Gardner & Weber, 1990). Upon the results of the study, the authors suggested that faculty advising staffs at institutions should require students to take the HDYT test upon their admittance to a particular college major because "it would be a valuable step in helping facilitate the academic success of the student if the faculty could assist in guiding the student in a direction that will nurture their abilities and interests" (Gardner & Weber, 1990).

Overall, interior design education research still continues on with no ending in sight because technology of the modern world of design is so advanced and because it continues to advance. Education in this field, therefore, needs to be strengthened to fulfill the demand of the modern day world of design.

CHAPTER 3.

THE FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH

3.1 The History

The formation of the Foundation for Interior Design Education Research (FIDER) was the direct result of a 1968 critical study by the Interior Design Educators Council . FIDER became an official organization on June 12, 1970, upon "the signing of an Indenture of Trust In the City of New York, New York, by the representatives of the American Institution of Interior Designers (AID), the National Society of Interior Designers (NSID) and the Interior Design Educators Council (IDEC)" (Veitch, 1989). The purpose of this trust was to:

Establish and administer a voluntary plan for the special accreditation of programs of interior design education offered at institutions of higher learning located throughout the United States, its possessions, and Canada. Such plan shall emphasize the use of accreditation procedures to assure that the purpose and accomplishments of programs of interior design education meet the needs of society, interior design students and the interior design profession, and serve as a means of protecting the public against professional incompetence (Veitch, 1989).

In order to fulfill this mandate, FIDER must continuously research and investigate the interior design profession and interior design educational programs to "assure that accreditation criteria continue to reflect current practice in education and professional interior design" (Veitch, 1989).

Upon the establishment of FIDER, the interior design industry, for the first time, had an organization recognized as the official body for the accreditation of interior design programs

in higher education in the United States and Canada. In 1973, an initial set of FIDER standards and guidelines was developed by a group of educators. Upon revision, these guidelines were used as the basis by which FIDER teams assessed the quality of the programs in the educational institutions they visited. In the early 1970s FIDER Standards and Guidelines were used for accrediting the following categories of programs:

Para-Professional (Terminal Education)	(2 years)
Pre-Professional (Preparatory)	(2 years)
Professional School	(3 years)
Baccalaureate	(4-5 years)
Graduate	(4-5 years)

In 1977, FIDER's next step was to evaluate the standards and guidelines it had been using for the past five years and to make any necessary changes. Since the educational content of different programs needed in-depth study, a matrix system, which was used to evaluate the educational content of interior design programs, was developed. According to Veitch, these matrixes "identified time modules within individual courses, related to the FIDER categories, to determine the strength of the courses and the categories within the entire programs." Stemming from this, in 1980, one research project resulted in the publishing of revised standards and guidelines for all programs except at the graduate level. This research included sending a questionnaire to a randomly selected group of practitioners and educators requesting the evaluation of FIDER's accreditation process. All those questioned agreed that more emphasis on measuring the outcome of the educational process was needed in order to best determine the effect of the educational process.

In 1984, after studying the existing categories of standards, it became clear that the field of interior design had "proliferated at all levels of the educational system until it was in

danger of losing control of itself" (Veitch, 1989). Programs in interior design were found to be inconsistent with FIDER's standards. These programs "ranged in the length of time from two years to seven years; in direction from para-professional with unclear focus to post-professional with varying routes of progress." (Veitch, 1989). In addition, this study also revealed that interior design programs experienced difficulties in "assessing the level of education that students acquired in the various programs" (Veitch, 1989).

These problems led FIDER to start another intensive study of "the categories of programs in conjunction with the on-going re-development of the standards" (Veitch, 1989). At the conclusion of this study, FIDER proposed three new classifications for accreditation programs:

Post-Professional Master Degree Programs
First Professional Degree Level Programs
Para-Professional Programs

As a result, the original "Pre-Professional" (Preparatory) program was eliminated due to lack of application.

In the early 1980s, the National Council for Interior Design Qualifications (NCIDQ) conducted a study entitled "The Interior Design Practice: Qualifying Factors of Competent Practice." The results of this study directly paralleled one of FIDER's matrix studies. Both studies revealed "an amazing correlation of knowledge and skills required for practicing the profession and those aspects considered by educators to be necessary in a program of interior design" (Veitch, 1989). These results, collected from hundreds of educators, formed what is now referred to as "the common body of knowledge of interior design" (Veitch, 1989). Combining this knowledge with later studies, it was concluded that: "a sound base in liberal arts, sciences

and humanities combined with the common body of knowledge of interior design would complete the formal education necessary to reach the level of a first professional degree" (Veitch, 1989).

Research conducted between 1979 and 1984 clearly shows that the original standards and guidelines for a first professional degree program were "based on a range of quantity of time spent in various categories of study, perhaps due to an obvious imbalance existing at that time in the independently generated curricula" (Veitch, 1984). The number of credit hours required in both general education and interior design core-courses had been an issue. For example, the question regarding "how much time should be allocated to each of these two areas: general education and interior design core-courses" was raised (Veitch, 1989). After further study, it was agreed that 30 credit hours would be the minimum allowable for liberal arts, sciences and humanities. The total number of credit hours for an interior design degree was set at 120.

However, the problem of evaluating the quality, rather than the quantity, of the programs still remained. In 1988, The Foundation for Interior Design Education Research finally established a new system based on the achievement levels reached by students. The levels of achievement were divided into three categories: awareness, understanding, and competency.

Awareness: basic familiarity with concepts and examples that provide a broad general knowledge about a subject.

Understanding: a deeper level of comprehension regarding concepts; a more specific and detailed knowledge.

Competency: a highly-developed ability to apply the concepts and information to specific tasks.

A minimum level of achievement was assigned to each of these criteria. Finally "The search for an approach to accreditation based on quality of student achievement, not quantity of exposure, first mentioned in 1979, had, itself, been achieved" (Veitch, 1989).

Today, FIDER's process of redeveloping its standards and guidelines still continues. The interior design profession must continually modify and regulate itself in order to stay current with ever-changing trends, technologies, and needs. Interior design education must also stay abreast of change in the industry and adjust accordingly to meet the industry's demands.

3.2 The Philosophy for the First Professional Degree Level

According to the 1988 Foundation for Interior Design Education Research Standards and Guidelines for the Accreditation of First Professional Degree Level Programs in Interior Design (FIDER FORM 402), FIDER has established a definition of an Interior Designer which is internationally accepted by organizations of professional interior designers and educators as:

The professional interior designer is a person, qualified by education, experience, and recognized skilled, who-identifies, researches and creatively solves problems pertaining to the function and quality of the interior environment;-performs services relative to interior spaces including programming, design analysis, space planning, aesthetics and inspection of work on site, using specialized knowledge of interior construction, building systems and components, building regulations, equipment, material and furnishing; and-prepare drawings and documents relative to the design of interior spaces;-in order to enhance the quality of life and protect the health, safety and welfare of the public (The Foundation for Interior Design Education Research, 1988).

Accreditation at the First Professional Degree Level is directed toward those programs that provide academic preparation for the professional interior designer. This preparation is the first component of a sequence including formal education, entry level experience, and satisfactory completion of a qualifying examination.

FIDER's measures for the First Professional Degree Level Program (FIDER FORM 402) is divided into sub-topics, standards and guidelines, each embodying the basic philosophy of FIDER:

Standards

- demonstrate clear educational and professional goals and objectives
- develop creative designers able to formulate, propose, and carry out design solutions relevant to the needs of people and the environment
- interact with other disciplines and promote the philosophy of team approaches to design solutions
- address the goals of the interior design profession in its broadest definition to provide a basis for the future professional contribution of its graduates
- publish adequate and realistic information regarding the program objectives and the course of study to allow assessment of the program and choices relative to career objectives

Guidelines

- encourage innovative and creative approaches to design problem solving and show evidence of such approaches in the work and attitudes of the students
- have as broad a cultural background as possible within the framework of the particular institution
- maximize potentials appropriate to the institution, its location and resources
- bear the title "interior design" in the name of the program and on its Certificate, Diploma or Degree, if possible within the framework of the governing institution

3.3 Standards and Guidelines requirement for the First Professional Degree Level

The Foundation for Interior Design Education Research's standards and guidelines for the first professional degree level is applied to the following program types:

- A three-year professional program in interior design
- A four- or five-year Baccalaureate programs in interior design
- A first professional degree Master's program in interior design

According to the 1988s FIDER Standards and Guidelines, form 402, the first professional degree level may be assumed where the program:

- offers the common body of knowledge of interior design education through course work as outlined by the categories and content units of the program chart. The course work may be offered in various academic units.
- requires, before a degree or certificate may granted, an accumulation of not less than 120 semester credit hours including a minimum of 30 semester credit hours of diverse university-level liberal arts, sciences and humanities attained at an institution which has been recognized by the appropriate regional or national institutional accrediting body. The liberal arts, sciences and humanities need not be taken concurrently with the other course work, but may precede or follow it. (Foundation for Interior Design Education Research, 1988)

FIDER identified the required common body of knowledge as having eight categories with specific content units in each category, and three achievement levels (refer to Figure 3.3, First Professional Degree Level Program Standard). According to the chart, the eight categories area of information are:

- 1 Basic and Creative arts
- 2 Theory
- 3 Interior Design (residential and nonresidential design)
- 4 Technical Knowledge
- 5 Communication Skills

- 6 Profession
- 7 History of Art and Design
- 8 Research

The level of achievement reached by the students is measured by the three criteria: awareness, understanding, and competency, with a minimum level of acceptance assigned to each one.

First Professional Degree Level Program Categories, content units and achievement levels	Awareness	Understanding	Competency
Basic and Creative Arts			
Studio: two-dimensional design fundamentals		*	
Studio: three-dimensional design fundamentals		*	
Drawing, painting, sculpture, ceramics, weaving, photography, etc.	*		
Theory			
Elements of design and composition		*	
Color		*	
Human environment, i.e. proxemics, behaviour, etc.		*	
Design theories		*	*
Spatial composition		*	
Interior Design			
Human factors, i.e. anthropometrics, ergonomics, etc.			*
Design for special concerns, i.e. environmental, ecological, etc.	*		
Residential design			
Design process, i.e. programming, conceptualizing, problem solving, evaluation, etc.			*
Space planning			*
Furniture layout and selection			*
Special population, i.e. disabled, elderly, children, low income, etc.		*	
Special purposes, i.e. historic preservation, adaptive use, etc.		*	
Design attributes of materials, lighting, furniture, textiles, color, etc.			*
Non-residential design			
Design process, i.e. programming, conceptualizing, problem solving, evaluation, etc.			*
Space planning			*
Furniture selection and layout			*
Special populations, i.e. disabled, elderly, children, low income, etc.		*	
Special purposes, i.e. historic preservation, adaptive use, etc.		*	
Design attributes of materials, lighting, furniture, textiles, color, etc.			*
Technical Knowledge			
Structure and construction		*	
Building systems, i.e. HVAC, lighting, electrical, plumbing, acoustics, etc.		*	
Energy conservation, i.e. passive solar energy, etc.		*	
Detailing, i.e. furniture, cabinetry, interiors, etc.			*
Materials, i.e. surface and structural materials, soft goods, textiles, etc.			*
Laws, building codes and ordinances, life safety, fire, etc.			*
Communication Skills			
Presentation, i.e. sketching, delineation, rendering, models, etc.			*
Presentation, i.e. oral, written			*
Graphics, signage, lettering, etc.			*
Drafting, working drawings, etc.			*
Computer systems, i.e. word processors, CADD, etc.	*		
Profession			
Interior design profession and organization, ethics, related professions		*	
Business practice, specifications, industry product safety standards, estimating		*	
Business management relationship to industry		*	
History of Arts and Design			
Art, architecture and interiors		*	
Furniture, textiles and accessories		*	
Research			
Theories and methodologies of research	*		
Experimental, survey, literature search, observation, etc.	*		

Figure 3.3

FIDER's First Professional Degree Level Program Standard

CHAPTER 4.

THE ANALYSIS OF FOUR UNITED STATES 'ACCREDITED INSTITUTIONS

In this chapter, four interior design programs in the United States, which offer the First Professional Degree in Interior Design and are accredited by the Foundation for Interior Design Education Research, will be analyzed. These four programs are from: Arizona State University, University of Cincinnati, University of Missouri-Columbia, and the Rhode Island School of Design. Since only four institutions offer a baccalaureate degree in interior design in Thailand, to keep analysis and comparison consistent, only four such programs from the United States will be analyzed. The factors determining which schools' programs were selected were based upon their cooperation with the researcher, the schools' locations, the differences of each program structure and the length of study required for each program.

Figure 4 is a map of the United States showing the location of the four universities studied: (from left to right) Arizona State University, University of Missouri-Columbia, University of Cincinnati, and the Rhode Island School of Design. According to the map, the location of each school was selected based upon geographically diverse areas of the country.

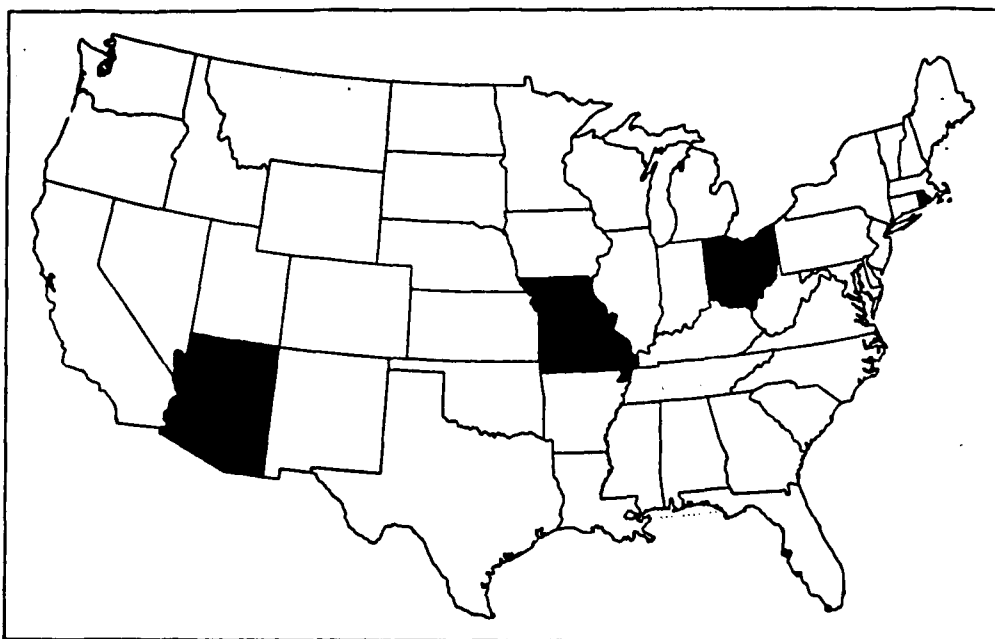


Figure 4

A map of the United States showing the location of the four universities studied

4.1 Arizona State University

Program philosophy

The Interior design program at Arizona State University is divided into two phases: lower-division (first and second year) and upper-division (third, fourth, and fifth years). The lower-division phase demands course work in the foundation level, including general education requirements, as well as, department course requirements which are comprised of history and theory, drawing, fundamentals of design, and conceptual design. The upper-division phase requires course work in interior design, furniture design, construction methods/structure, codes as related to materials and finishes, human factors, environmental control systems, history of interior design, decorative arts, and textiles. An eight-week summer internship, offered in the third-year of study, is also a part of the program's requirement. In the fifth-year, the interdisciplinary year, students will concentrate the development of a comprehensive project.

The interior design program at Arizona State University is a five-year program housed in the Department of Design. The Department of Design offers three areas of study: Industrial Design, Interior Design, and Design Science. Students who complete the program's requirements in each area of study are awarded a Bachelor of Science degree in Design.

Figure 4.1a lists the interior design program chart. According to the chart, the ASU interior design program requires a minimum of 153 semester credit hours of required and approved courses for its majors. From those 153 semester credit hours, 57 credits constitute the Lower-Division requirement while 96 credits comprise the Upper-Division requirement.

Arizona State University: Program Chart					
Freshman Year					
Fall		Hours	Spring		Hours
ENG 101	First-Year Composition	3.00	ENG 102	First-Year Composition	3.00
MAT 117	College Algebra	3.00	MAT 118	Precalculus Algebra and Trigonometry	3.00
DSC 100	Introduction to Environmental Design	2.00	DSC 171	Vocabulary for Interior Design	3.00
DSC 170	Visualization for Interior Design	3.00	DSC 223	Introduction to Interior Design	2.00
Elective		3.00	Social and Behavioral Science Elective		3.00
		<u>14.00</u>			<u>14.00</u>
Sophomore Year					
Fall		Hours	Spring		Hours
PHY 111	General Physics	3.00	ARS 102	Art of the Western World II	3.00
PHY 113	General Physics Laboratory	1.00	COM 207	Introduction to Communication Inquiry	3.00
CSC 181	Applied Problem with BASIC	3.00	DSC 235	User Needs and Behaviour in Interior Design	3.00
DSC 220	Media for Design Development	3.00	Approved Humanities or Social and Behavioral Science Elective		3.00
DSC 231	Concepts for Interior Design	3.00	Natural Science Elective with Laboratory		4.00
		<u>13.00</u>			<u>16.00</u>
Summer					
DSC 484	Internship	3.00			
		<u>3.00</u>			
Junior Year					
Fall		Hours	Spring		Hours
CON 366	Construction Methods	3.00	DSC 311	History of Interior Design II	3.00
DSC 310	History of Interior Design I	3.00	DSC 341	Interior Materials and Finishes	3.00
DSC 340	Interior Codes: Public Welfare and Safety	3.00	DSC 344	Human Factors in Design	3.00
DSC 344	Interior Design Studio I	5.00	DSC 365	Interior Design Studio II	5.00
Approved Humanities or Social and Behavioral Science Elective		3.00	DSC 483	Pre-Internship Seminar	1.00
		<u>17.00</u>			<u>13.00</u>
Senior Year					
Fall		Hours	Spring		Hours
ENG 301	Writing for the Professions	3.00	DSC 413	History of Textiles in Interiors	3.00
DSC 412	History of Decorative Arts in Interiors	3.00	DSC 458	Lighting for Interior Design	3.00
DSC 442	Specifications and Documents for Interiors	3.00	DSC 465	Interior Design Studio IV	5.00
DSC 464	Interior Design Studio III	5.00	Social and Behavioral Science Elective		3.00
Humanities or Social and Behavioral Science Elective		3.00	Elective		2.00
		<u>17.00</u>			<u>16.00</u>
Fifth Year					
Fall		Hours	Spring		Hours
DSC 421	Concept and Style in Presentation Documents	3.00	DSC 467	Interior Design Studio VI	5.00
DSC 446	Furniture Design and Production	3.00	DSC 472	Professional Practice for Interior Design	3.00
DSC 457	Acoustics for Interior Design	3.00	Approved Terminal Project Elective		3.00
DSC 466	Interior Design Studio V	5.00	Elective		3.00
		<u>14.00</u>			<u>14.00</u>
Total semester credit hours: 153					

Figure 4.1a

Interior design program chart of Arizona State University

Referring to FIDER's standards and guidelines (the eight basic categories required in interior design courses), it can be seen that the ASU five-year interior design program requires 110 semester credit hours in interior design course work. Figure 4.1b illustrates how these credit hours fit into FIDER's eight basic categories. More information regarding course descriptions is available under the Appendix A.

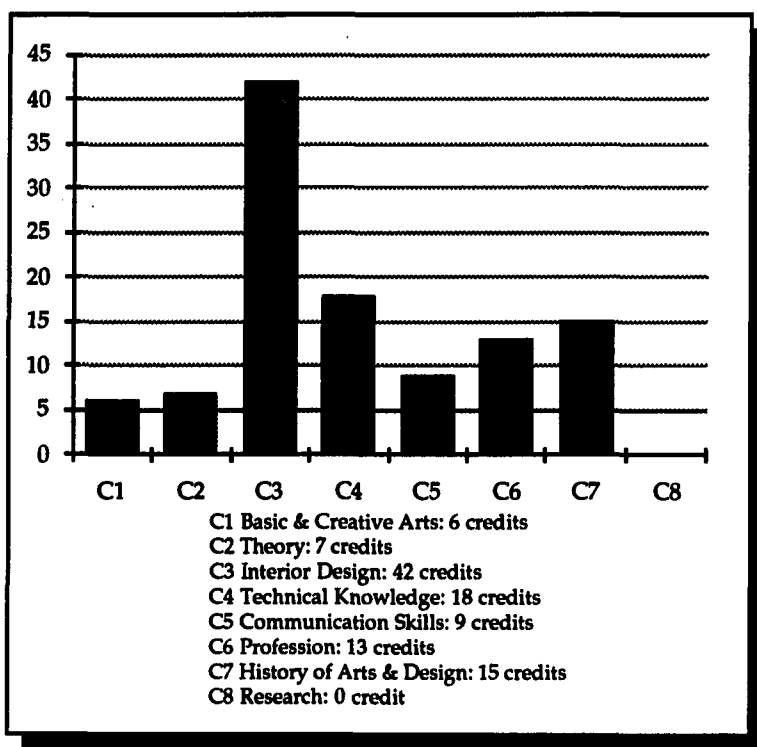


Figure 4.1b Arizona State University

Required number of design course credits - broken down into FIDER's 8 basic categories

There are two courses which fall under category one, the Basic and Creative Arts: Applied Problems with BASIC (three credits) and Media for Design Development (three credits). In category two, Theory, seven credits are required in three courses: Introduction to Environmental Design, Visualization for Interior Design, and Introduction to Interior Design. Category three, Interior Design, contains forty two credit hours of course work with the number of credit hours broken down into: 33 credits in Interior Design Studio and nine credits courses such as; Concepts for Interior Design, User Needs and Behavior in Interior Design, and Human Factors in Design. Category four, Technical Knowledge, requires 18 credits in the following courses: Construction Methods, Interior Codes: Public Welfare and Safety, Furniture Design and Production, Acoustics for Interior Design, Interior Materials and Finishes, and Lighting for Interior Design. In category five, Communication Skills, there are nine credits required: Concept and Style in Presentation Documents, Vocabulary for Interior Design, and Introduction to Communication Inquiry. In category six, Profession, the interior design program at the Arizona State University requires 13 credits in courses such as; Pre-Internship Seminar, Internship, Writing for the Profession, Specifications and Documents for Interiors, and the Professional Practice for Interior Design. In category seven, History of Arts and Design, there are 15 mandatory credits in: Art of the Western World II, the History of Decorative Arts in Interiors, the History of Textiles in Interiors, and the History of Interior Design I & II. According to the program chart, courses offered in category eight cannot be found.

Other than the 110 credit hours of design-related courses, the additional 43 credits of general requirements supplement the rest of the program. Figure 4.1c shows the number of units required in design-related courses as compared to those required in general education. According to the chart, the general education requirements are broken down into five areas: Mathematics

and Science, Liberal Arts, English, Business electives, and the General electives. In the area of Mathematics and Science, a minimum of 14 credits is required in Algebra, Precalculus Algebra and Trigonometry, General Physics with laboratory, and Natural Science electives with laboratory. In the Liberal Arts area, 12 credits are the minimum requirement from courses in Humanities and Social and Behavioral Sciences. The English requirement is six credits of First Year Composition. According to figure 4.1a, the minimum credit hours required in the area of the Business elective cannot be found. Lastly, 11 credits are required in the General elective category.

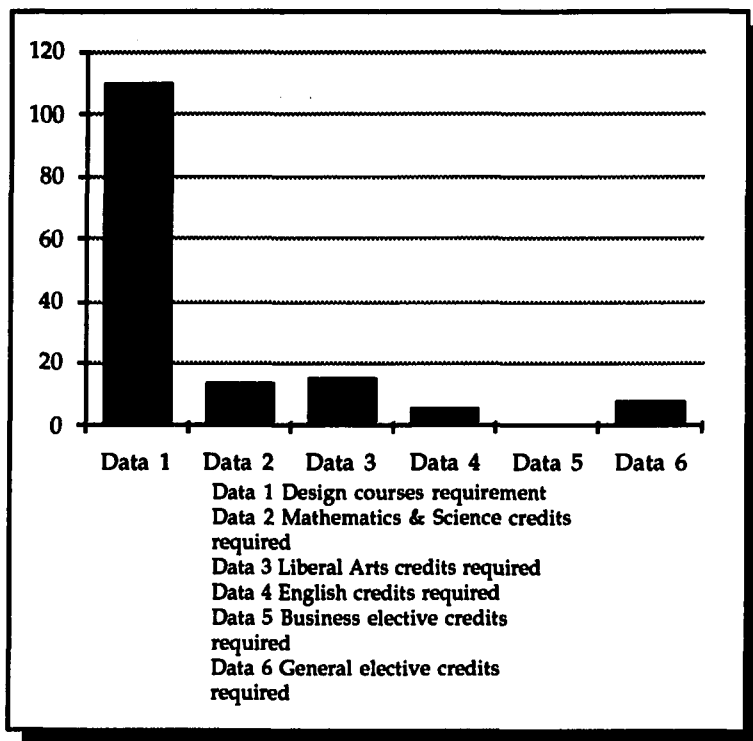


Figure 4.1c Arizona State University

Number of credits required in design courses vs. general education requirements

4.2 University of Cincinnati

Program Philosophy

The interior design program at the University of Cincinnati was the first interior design program in the United States to be accredited by the Foundation for Interior Design Education Research. The program is housed in the School of Architecture and Interior Design, in the College of Design, Architecture, Art, and Planning. The five-year program, offering a degree in Bachelor of Design with a major in Interior Design, is taught in conjunction with the professional program in architecture. In figure 4.2a, the program chart clearly indicates that school's program offers courses in a quarter hours system.

University of Cincinnati: Program Chart			
Freshman Year			
<i>Autumn</i>	Hours	<i>Spring</i>	Hours
Freshman English	3.00	Freshman English	3.00
Physics of Light and Color	3.00	Environmental Design Seminar I	1.00
Introduction to Environmental Design	4.00	History of Environmental Design I	3.00
Environmental Design Seminar I	1.00	Science of Environmental Design	3.00
Interior Design Studio I	2.00	Foundation Studio: Basic Drawing I	2.00
Communication Skills	2.00	Interior Design Studio I	3.00
Foundation Studio: Basic Drawing I	2.00	Communications Skills	1.00
	<u>17.00</u>		<u>18.00</u>
<i>Winter</i>			
Freshman English	3.00		
Environmental Design Seminar I	1.00		
History of Environmental Design I	3.00		
Science of Environmental Design	3.00		
Interior Design Studio	3.00		
Communications Skills	2.00		
Foundation Studio: Basic Drawing I	2.00		
	<u>17.00</u>		
Sophomore Year			
<i>Autumn</i>		<i>Spring/Summer</i>	
History of Environmental Design II	3.00	History of Interior Design	3.00
Design Theory	3.00	Design Theory IIB	3.00
Environmental Technology II	3.00	Environmental Technology II	3.00
Professional Development I	1.00	Liberal Arts Electives	3.00
Interior Design Studio II	3.00	Interior Design Content Studio	4.00
Communication Skills II	2.00	Communication Skills II	2.00
Introduction to Computer Graphics	2.00		<u>18.00</u>
	<u>17.00</u>		
<i>Winter</i>			
History of Interior Design	3.00		
Construction II	3.00		
Liberal Arts Electives	3.00		
Interior Design Studio II	3.00		
Communication Skills II	2.00		
	<u>14.00</u>		
Junior Year			
<i>Autumn/Winter</i>		<i>Spring/Summer</i>	
Liberal Arts Electives	6.00	Design Theory III	3.00
Interior Design Content Studio Elective	4.00	Liberal Arts Electives	6.00
Communication Skills III	2.00	Interior Design Content Studio Electives	4.00
Systems Technology III	3.00	Systems Technology III	3.00
Introduction to Computer Graphics	2.00	Communication Skills III	2.00
	<u>17.00</u>		<u>18.00</u>
Senior Year			
<i>Autumn/Winter</i>		<i>Spring/Summer</i>	
Business Elective	3.00	Programming/Research	3.00
Liberal Arts Electives	6.00	Liberal Arts Electives	6.00
Interior Design Content Studio Elective	4.00	Interior Design Content Studio Elective	4.00
Systems Technology IV	3.00	Systems Technology IV	3.00
Communication Skills IV	2.00	Fine Arts Studio Elective	3.00
	<u>18.00</u>		<u>19.00</u>
Fifth Year			
<i>Autumn/Winter</i>		<i>Spring</i>	
Professional Practice II	2.00	Professional Practice II	2.00
Business Elective	3.00	Business Elective	3.00
Liberal Arts Elective	3.00	Interior Design Senior Studio Project	5.00
Interior Design Content Studio Elective	4.00	System Technology V	3.00
Design Research	3.00		<u>13.00</u>
Design Theory IV	3.00		
	<u>18.00</u>		
Total semester credit hours: 284 (136 semester units)			

Figure 4.2a
Interior design program chart at the University of Cincinnati

Students, who participate in this program are required to complete a minimum of 204 quarter hours. For the purpose of this study, the number of quarter hours offered in the University of Cincinnati program will be converted to semester credit hours. To convert the quarter hours to the semester credit hours, according to the FIDER Standards and Guidelines Form 402, (1988), multiply the number of quarter hours by two and then divided by three. In this case, to convert the number of 204 quarter hours to semester credit hours, the conversion table can be made as follows:

$$\begin{array}{rcl}
 & 204 \text{ quarter hours} \times 2/3 & \\
 = & 136 \text{ semester credit hours} &
 \end{array}$$

Unlike other programs, the interior design program at the University of Cincinnati is concentrated in four elements:

- 1 A two-year foundation program which starts a core program of required lectures and studios and introduces the student to the essential knowledge and skills of the architect.
- 2 A series of topic packages consisting of laboratories or seminars, studios, and lectures which are available to students on an elective basis to develop breadth or depth in their education.
- 3 Cooperative experience to be gained in a wide range of offices and research establishments after the end of the foundation period.
- 4 A culminating senior project in which students are given an opportunity to demonstrate, in a project of their choice, the specific range of knowledge and skills gained during the preceding five years. (University of Cincinnati Bulletin, College of Design, Architecture, Art, and Planning, 1990-91)

One hundred of the 136 required semester credit hours in the University of Cincinnati's design program are design related. Figure 4.2b indicates how these 101 semester credit hours fit into FIDER's eight basic categories. More information regarding course description is available in the Appendix B. Under category one, the Basic and Creative Arts, there are nine credits required: Interior Design Studio, Interior Design Studio I, and the Foundation Studio: Basic Drawing I. In category two, Theory, there are 15 mandatory credits in courses such as : An Introduction to Environmental Design, Science of Environmental Design, and Design Theory I - IV. Category three, Interior Design, includes 26 credit hours of course work with the number of credit hours broken down into: 10 credits in Interior Design Studio and Interior Design Senior Studio Project and 16 credits in Interior Design Content Studio courses. Category four, Technical Knowledge, offers a total of 16 credit hours: four credits in the Environmental Technology, two credits in Construction, and 10 credits of System Technology courses. In category five, Communication Skills, there are 13 credits of Communication Skills, two credits in Introduction to Computer Graphics, and two credits in Fine Arts Studio Elective. Under category six, Profession, the interior design program at the University of Cincinnati offers five credits in courses such as the Environmental Design Seminar, Professional Development, and Professional Practice. Category seven, History of Arts and Design, includes such courses as: the History of Environmental Design and the History of Interior Design, for a total of 10 credits. In the last category, Research, the program at the University of Cincinnati offers two credit hours in Design Research.

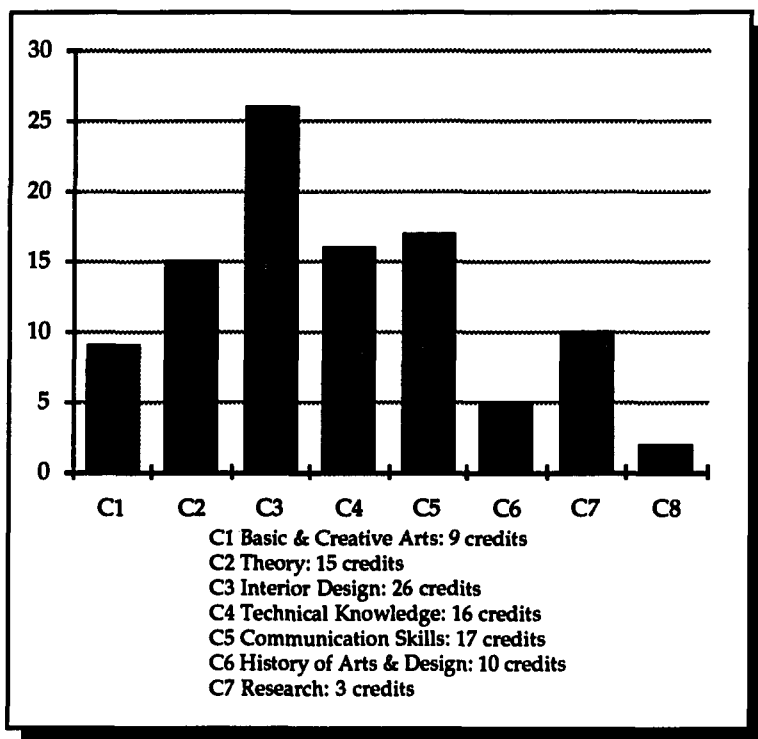


Figure 4.2b University of Cincinnati

Required number of design course credits - broken down into FIDER's 8 basic categories

Other than the 100 credit hours of design-related courses, an additional 36 credit hours of general requirements supplement the program. Figure 4.2c shows the number of units required in design-related courses as compared to those required in general education. According to the chart, the general education requirements are broken down into five areas: Mathematics and Science, Liberal Arts, English, Business electives, and the General electives. In the area of Mathematics and Science, a minimum of two credits is required in a course entitled Physics of Light and Color. In Liberal Arts, 22 elective credits are required throughout the program and they must include four credits from the Natural Sciences, eight credits from the Social Sciences, and 10 credits from the Humanities. The English requirement is six credits of Freshman English. The Business elective requirement is a minimum of six credit hours. According to figure 4.2a, the program chart, courses that fall under the General elective cannot be found.

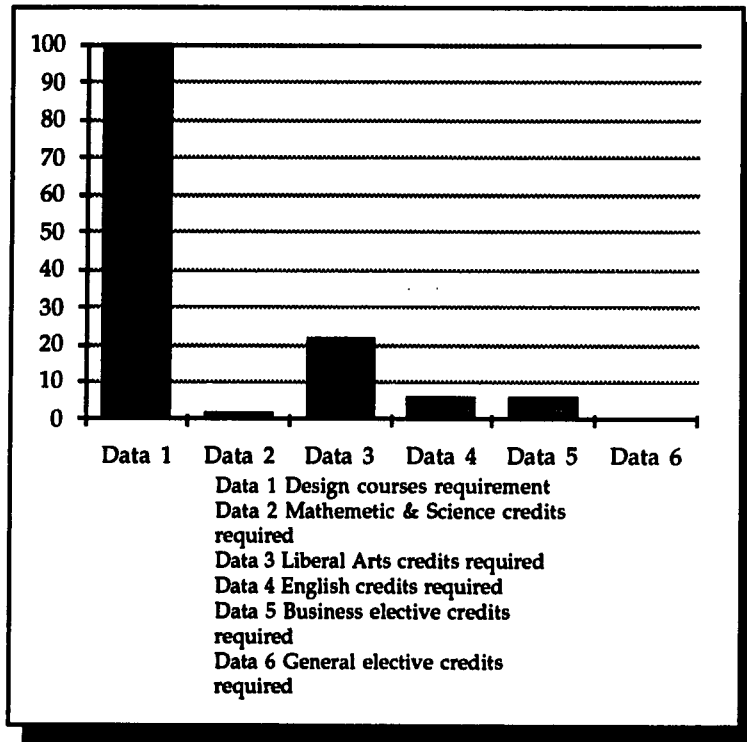


Figure 4.2c University of Cincinnati

Number of credits required in Design courses vs. general education requirements

4.3 The University of Missouri-Columbia

Program philosophy

The interior design program at the University of Missouri-Columbia is offered in the Department of Environmental Design, College of Human Environmental Sciences. The program was one of the first five interior design programs in the nation to be accredited by the Foundation for Interior Design Education Research (FIDER). According to a FIDER report, "The department ranks as one of the best in the nation, with fourteen fully accredited four- and five-year programs" (Hilderbrand, 1990). The design programs at the University of Missouri-Columbia highly emphasizes environmental design study. The department's aim is to "improve the quality of life for people through the design of the environment as an accommodation for their needs. The focus of these efforts is on the interaction of people and their environment" (Hilderbrand, 1990). Under the Department of Environmental Design, there are three professional design options: interior design, housing design, and design management and merchandising. According to the Department of Environmental Design's Student Handbook, these three professional design option focuses are:

"on improvement of the quality of life for people through the design of the near environment as an accommodation for their needs. Within this focus, emphasis is placed on the interaction of people and their environment" (Student Handbook 1990-91; Department of Environmental Design, University of Missouri Columbia).

Figure 4.3a shows a list of the University of Missouri-Columbia program chart. As illustrated in the program chart, the interior design program at the University of Missouri-Columbia requires a minimum of 120 semester credit hours of required and approved courses for

its major. From those 120 semester credit hours, 60 credits are listed as the lower-division requirement while the remaining 60 credits comprise the upper-division requirement.

University of Missouri-Columbia: Program Chart			
Freshman Year		Hours	
<i>Fall</i>			
General Education		7.00	
EDn 40	Introduction to EDn	1.00	
EDn 41	Foundation for Design	4.00	
IndEdF 301	Technical Drawing	3.00	
		<u>13.00</u>	
<i>Winter</i>			
General Education			1.00
EDn 141	Resource and Materials		3.00
EDn 142	Design Comm I		3.00
IndEd 43	Construction Tech		3.00
ArtH 11	Intro to Western Art		<u>3.00</u>
			<u>13.00</u>
Sophomore Year			
<i>Fall</i>			
General Education		3.00	
EDn 146		3.00	
EDn 147		3.00	
EDn 144		3.00	
Creative Development		<u>3.00</u>	
		<u>13.00</u>	
<i>Winter</i>			
General Education			6.00
EDn 248			3.00
EDn 245			3.00
Creative Development			<u>3.00</u>
			<u>13.00</u>
Junior Year			
<i>Fall</i>			
General Education		3.00	
EDn 247		3.00	
EDn 346		3.00	
TAM 182		3.00	
Creative Development		<u>3.00</u>	
		<u>13.00</u>	
<i>Winter</i>			
General Education			6.00
EDn 340			3.00
EDn 342			3.00
Creative Development			<u>3.00</u>
			<u>13.00</u>
Summer			
EDn 390	Field Training	4.00	
(optional but highly recommended)		<u>4.00</u>	
Senior Year			
<i>Fall</i>			
General Education		3.00	
EDn 347	Interior Design III	3.00	
Business Course		3.00	
Creative Development		3.00	
Elective		<u>3.00</u>	
		<u>13.00</u>	
<i>Winter</i>			
General Education			6.00
EDn 349	Advance Design Studio		3.00
Elective			<u>6.00</u>
			<u>13.00</u>
Total Units: 120 semester hours			

Figure 4.3a

Interior Design program chart at the University of Missouri-Columbia

Figure 4.3b indicates how the number of units in design courses are broken down. As seen in the chart, the total number of credits offered in design courses is 72 semester credit hours. More information regarding course descriptions is available under the Appendix C. From these 72 credit hours, there are a total number of 18 credits which can be listed under category one, the Basic and Creative Arts. Courses that fall into this category are most commonly found in the foundation level and are called the "Basic Creative Development" courses. According to the Department of Environmental Design's Student Handbook 1990-91, most of the courses offered under the Basic Creative Development category appear to be courses in the Art Department, such as: Beginning Drawings, Beginning Watercolor, Beginning Painting, Beginning Photography, Beginning Sculpture, Graphic Design, etc. In category two, Theory, there are three courses offered with an accumulative number of eight credit hours. These courses are: An Introduction to Environmental Design, Foundation for Design, and Design and Behavior. Category three, Interior Design, contains 15 credit hours of courses work in such courses as: Interior Design I, II, and III, Advanced Studio, Housing Design I, and Housing Concepts and Issues. Category four, Technical Knowledge, offers two classes: three credits in Textiles and three credits in Resource and Materials. In Category five, Communication Skills, there are 6 units offered: three each in "Design Communication I & II." In category six, Profession, the interior design program at the University of Missouri-Columbia offers 10 credits in the courses: Design Business and Practice, Business Course, and the Field Training (optional but highly recommended.) In Category seven, History of Arts and Design, the program offers nine units of courses: Introduction to Western Art, History of Interior Design through 1750, and History of Interior Design after 1750. According to the program chart, the courses offered under category

eight, Research, cannot be found. Other than the 72 credit hours offered in interior design courses, the additional 48 credit hours comprise the general elective requirement.

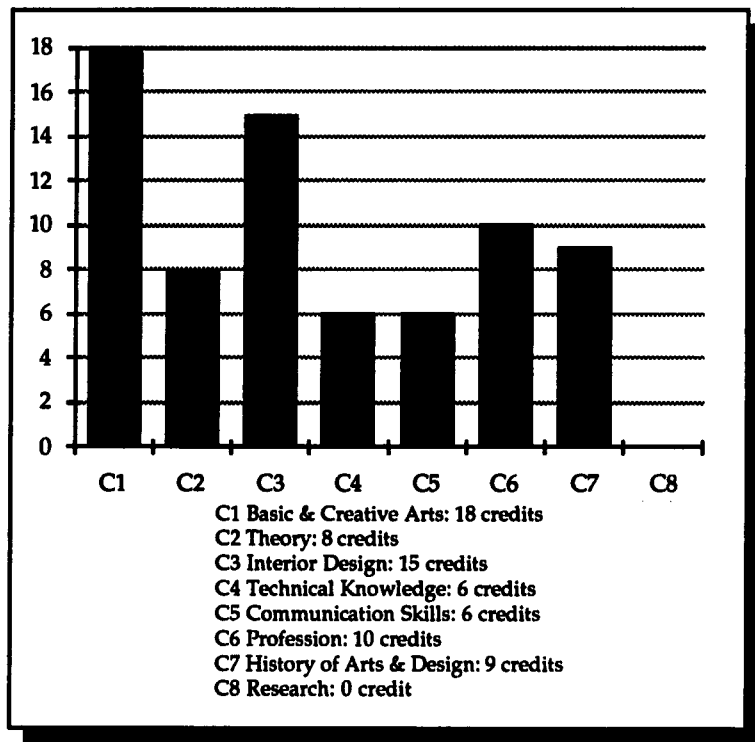


Figure 4.3b University of Missouri-Columbia

Required number of design course credits - broken down into FIDER's 8 basic categories

Figure 4.3c shows the number of units required in interior design courses and the number required in general education courses. According to the chart, the general education requirements are broken down into five areas: Mathematics and Science, Liberal Arts, English, Business electives, and General electives. In the area of Mathematics and Science, a minimum of 16 units is required, which can be broken down as follow: eight credit hours from courses in Biological and/or Physical Sciences, three credit hours from courses in Mathematics, and five credit hours from courses in Human Environmental Science. In liberal Arts a minimum of 17 credit hours must be selected as: eight credit hours in Humanities and Fine Arts and nine credit hours in the Social and Behavior Sciences department. The English requirement is three credit hours in any English course. According to the program chart, the number of credit hours falling into the Business elective requirement cannot be determined. There are the additional nine credit hours which fall into the General elective area.

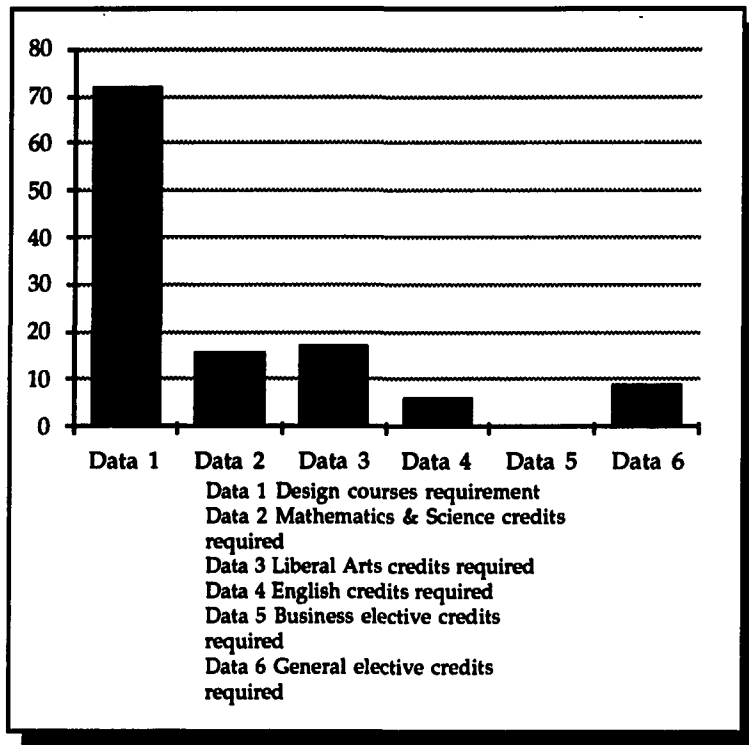


Figure 4.3c University of Missouri-Columbia

Number of credits required in design courses vs. general education requirements

4.4 Rhode Island School of Design

Program philosophy

The Interior Design program at the Rhode Island School of Design (RISD) is housed in the Department of Interior Architecture. RISD defines its Interior Architecture program as:

"the application of the classical elements of architecture to interior volumes, including the manipulation of space, natural and artificial lighting and the creation of objects within space, either movable or fixed, including furniture, lighting equipment, doors, walls, in fact any and all elements which create, shape or give meaning to space. Studying Interior Architecture at RISD allows students an opportunity to focus their interests in architecture on interior environments with in the context of a larger milieu of traditional architectural education" (Rhode Island School of Design, 1990-91).

The Rhode Island School of Design believes that there are no fundamental differences between the architecture and the interior architecture programs at their institution. The department adheres to the premise that "the traditional language of architecture is the primary generator of interior design, while at the same time attempts to address those special concerns of the interior design professional, including attention to lighting design, furniture and textile design, all areas with great strength within RISD" (Rhode Island School of Design, 1990-91).

The studio work at RISD tends to:

"focus on conceptual issues applicable to a wide range of building types and functions. Studio topics cover common areas of professional concerns, from residential projects to complex institutional problems, including environments for special populations, such as the elderly and the handicapped (Rhode Island School of Design, 1990-91).

A five-year interior architecture program is listed under the Division of Architectural Studies. The Division of Architectural Studies consist of four major area of studies:

Architecture, Landscape Architecture, Industrial Design, and Interior Architecture. The interior architecture program offers a minimum of 165 semester credits hours, 123 of which are design courses. Figure 4.4a lists the courses as they appear on the 1990-91 program chart. Each academic year, students take courses in the sequence of fall, spring, and winter.

Rhode Island School of Design: Program Chart			
Freshman Year			
<i>Fall</i>	<i>Hours</i>	<i>Spring</i>	<i>Hours</i>
English Composition & Literature	3.00	English Composition & Literature	3.00
Art & Architectural History I	3.00	Art & Architectural History II	3.00
Two-Dimensional Design I	3.00	Two-Dimensional Design II	3.00
Three-Dimensional Design I	3.00	Three-Dimensional Design II	3.00
Foundation Drawing I	3.00	Foundation Drawing II	3.00
	<u>15.00</u>		<u>15.00</u>
<i>Winter</i>			
Elective	3.00		
	<u>3.00</u>		
Sophomore Year			
<i>Fall</i>		<i>Spring</i>	
Design Principles	6.00	Architectural Design	6.00
Drawing for Architectural Studies I	3.00	Drawing for Architectural Studies II	3.00
Architectural History I	3.00	Architectural History II	3.00
Principles of Architectural Technology I	3.00	Interior Materials and Methods	3.00
	<u>15.00</u>		<u>15.00</u>
<i>Winter</i>			
Elective	3.00		
	<u>3.00</u>		
Junior Year			
<i>Fall</i>		<i>Spring</i>	
Interior Architecture Studio I	6.00	Furniture Design Studio	6.00
Interior Detailing & Construction	3.00	Acoustics & Illumination	3.00
Color	3.00	Electives	6.00
Electives	3.00		<u>15.00</u>
	<u>15.00</u>		
<i>Winter</i>			
Electives	3.00		
	<u>3.00</u>		
Senior Year			
<i>Fall</i>		<i>Spring</i>	
Advanced Studios I	6.00	Advanced Studios II	6.00
Lighting Design	3.00	History & Theory of Interior Architecture II	3.00
History & Theory of Interior Architecture I	3.00	Electives	6.00
Electives	3.00		<u>15.00</u>
	<u>15.00</u>		
<i>Winter</i>			
Electives	3.00		
	<u>3.00</u>		
Fifth Year			
<i>Fall</i>		<i>Spring</i>	
Interior Architecture Studio II	6.00	Interior Architecture Degree Project	9.00
Environmental Control Systems I	3.00	Environmental Control System II	3.00
Principles of Professional Practice	3.00	Textiles	3.00
Electives	3.00		<u>15.00</u>
	<u>15.00</u>		
<i>Winter</i>			
Electives	3.00		
	<u>3.00</u>		
Total semester credit hours: 185			

Figure 4.4a

Interior architecture program chart of the Rhode Island School of Design

Figure 4.4b indicates how the 123 semester credit hours of design courses breakdown into FIDER's eight basic categories. Under category one, the Basic and Creative Arts, RISD offers 24 credits of foundation courses in such classes as: Two-Dimensional Design I & II, Three-Dimensional Design I & II, Foundation Drawing I & II, and the Design Principles. In category two, Theory, there are nine credits required: six credits in Architectural Design and three credits in Color. Category three, Interior Design, contain 36 credits hours of course work: 12 units in Interior Architecture Studio I & II, 12 credit hours in Advanced Studio I & II, three credits in Textiles, and nine credit hours in an Interior Architecture Degree Project. Category four, Technical Knowledge, offers a total number of 27 credits, which breakdown as: three credits in Principle of Architectural Technology I, three credits in Interior Materials and Methods, three credits in Interior Detailing and Construction, six credits in Furniture Design Studio, three credits in Acoustics and Illumination, three credits in Lighting Design, and six credits in the Environmental Control System I & II. There are six credits which fall under category five, Communication Skills: Drawing for Architectural Studies I & II. Under category six, profession, the Interior Architecture program at the Rhode Island School of Design offers one course, which is entitled Principle of Professional Practice. In category seven, History of Interior Design, courses offered are: six credits in Art and Architectural History I & II, six credits in Architectural History I & II, and six credits in the History of Interior Architecture I & II, for a total of 18 semester credit hours. In the last category, Research, the Interior Architecture program at RISD does not offer any courses.

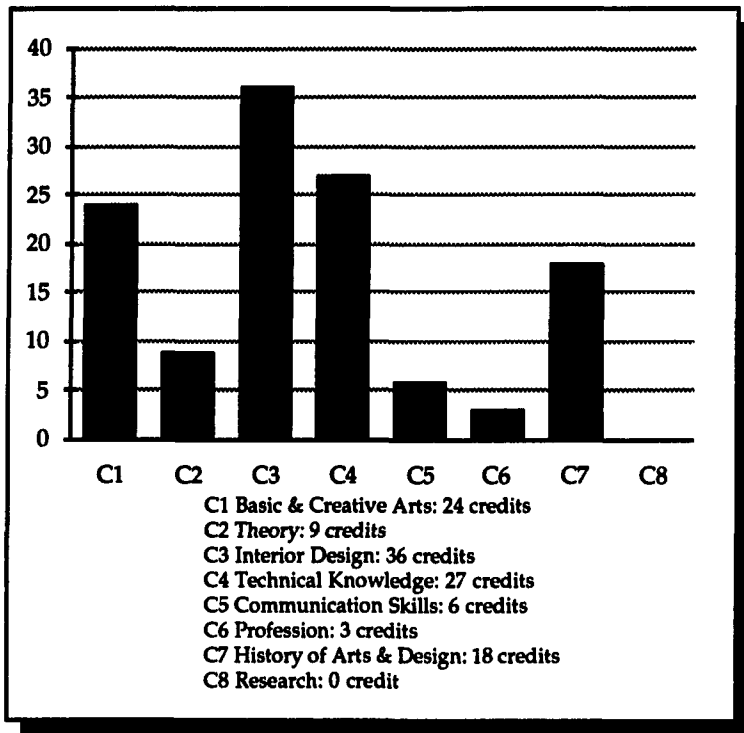


Figure 4.4b Rhode Island School of Design

Required number of design course credits - broken down into FIDER's 8 basic categories

Other than the accumulative 123 semester credit hours of design courses, an additional 42 credit hours of general requirement supplement the program. Figure 4.4c shows the number of units required in design-related courses and the number of units required in general education courses.

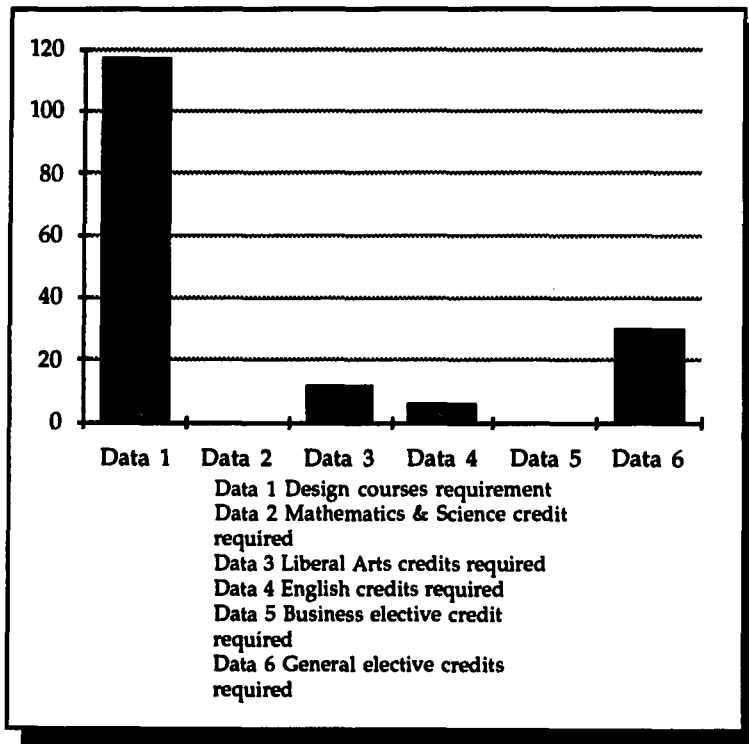


Figure 4.4c Rhode Island School of Design
 Number of credits required in design courses vs. general education requirements

According to the chart, the general education requirements are broken down into five areas: Mathematics and Science, Liberal Arts, English, Business electives, and General electives. In the area of Mathematics and Science, RISD requires no credit hours of courses. In the Liberal Arts area, students take at least three courses in Philosophy, three courses in Social Sciences, and four courses in Liberal Arts electives. The English requirement is six credits of English Composition and Literature. Although none of the Business elective courses appear on the RISD program chart, students may choose to take courses in the Division of Liberal Arts such as: Public Speaking and Writing: Journalism, and Script Writing Workshop. The General elective credits required are those courses necessary to fulfill the Liberal Arts requirement.

4.5 A Comparison and Analysis of the Four Programs

Comparison and analysis of the four interior design programs will be broken down for discussion into the following topics:

- | | |
|----------------|---|
| Topic 1 | The length of each program. |
| Topic 2 | The variation in the number of semester credit hours required in Design courses and General elective courses between each program. |
| Topic 3 | What area of study each school emphasizes. |

The mandatory number of credit hours in each of the four programs varies. This can be attributed to each school's program differing length of study. For example, Arizona State

University, University of Cincinnati, and Rhode Island School of Design offer a five-year program while the University of Missouri-Columbia offers a four-year interior design program. Figure 4.5a shows the total number of credit hours that are required in each program.

According to figure 4.5a, the Rhode Island School of Design's interior architecture program is the one that demands the most semester credit hours (165), while the program at the University of Missouri requires the least amount, 120. Arizona State University's program ranks second with 136 required semester credit hours and the University of Cincinnati's interior design program ranks third with the total number of semester credit hours set at 136. Not only does the total number of credit hours needed for each program vary, but so do the number of credit hours required in the design core courses (FIDER's eight basic categories).

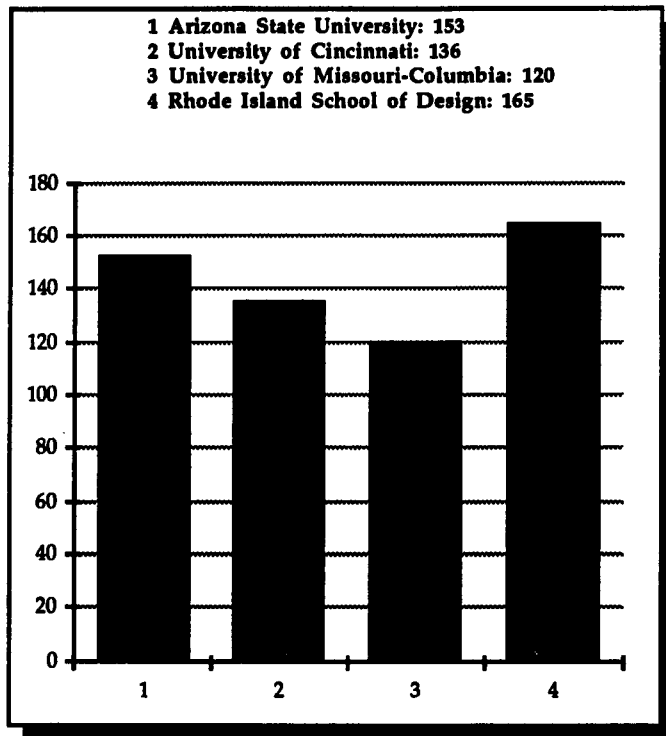


Figure 4.5a

A comparison between the four programs by the total number of credit hours required

The graph in figure 4.5b illustrates the variation between the number of credit hours that are required in design core courses for each program. The Rhode Island School of Design requires the most credit hours in design core courses (123 credits), followed by the programs from Arizona State University (110), the University of Cincinnati (101), and the University of Missouri-Columbia (72). As already mentioned in Chapter 2.3, the design core courses are those courses which fall into FIDER's eight basic categories.

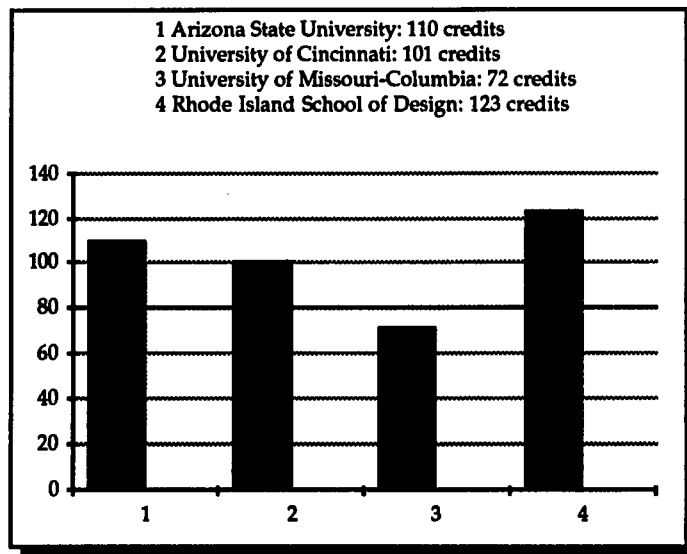


Figure 4.5b

A comparison between the four programs by the number of credit hours required in interior design course work

The programs also differ in how their design class requirements break down into FIDER's eight basic categories. As shown in figure 4.5c, in the Basic and Creative Arts, the first of FIDER's eight basic categories, the Rhode Island School of Design requires the most credit hours with 24. The University of Missouri-Columbia, a program which requires the fewest total credits (120), is ranked second with 18 credits. These are followed by the programs from the University of Cincinnati with nine units required and Arizona State University with only six units required.

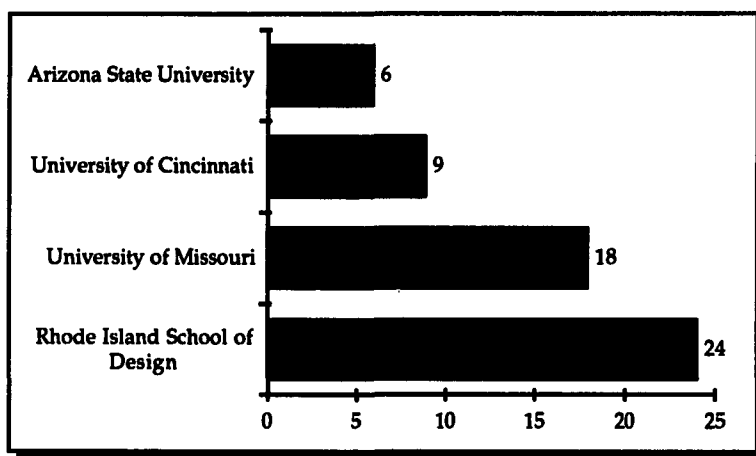


Figure 4.5c

Comparison of the number of credit hours required in Basic and Creative Arts courses

The chart in figure 4.5d refers to the second category, Theory. The program at the University of Cincinnati dominates the other three programs with a total number of 15 credit hours required in Theory. The number of credit hours needed in the Rhode Island School of Design, University of Missouri, and Arizona State University are very close.

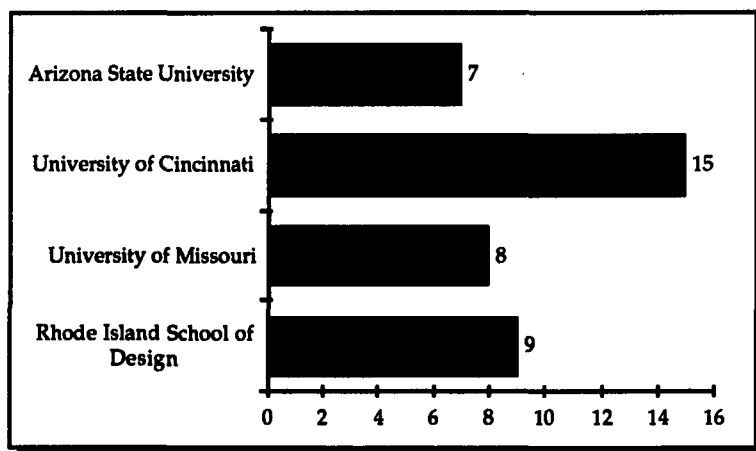


Figure 4.5d

Comparison of the number of credit hours required in Theory courses

In category three, Interior Design, the program at Arizona State University leads the other programs, demanding 42 credit hours (figure 4.5e). This is followed closely by the Rhode Island School of Design, which requires 36 and the University of Cincinnati, which requires 26. The interior design program at the University of Missouri-Columbia has the lowest requirement with 15 credit hours.

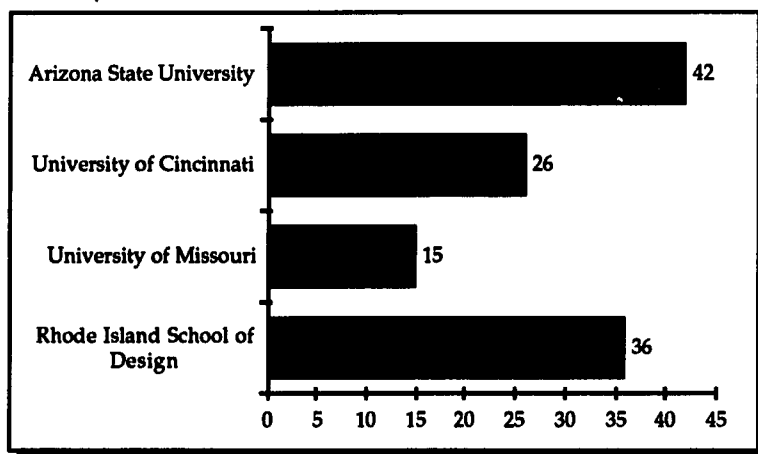


Figure 4.5e

Comparison of the number of credit hours required in Interior Design courses

Figure 4.5f illustrates the required number of credit hours that fall into category four, Technical Knowledge. In this area, the Rhode Island School of Design demands the most credits (27), and is followed by the programs from Arizona State University (18), University of Cincinnati (16), and the University of Missouri (6).

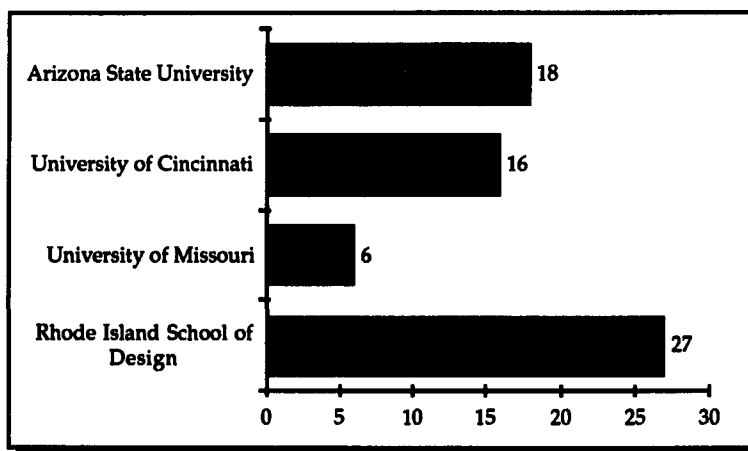


Figure 4.5f

Comparison of the number of credit hours required in Technical Knowledge courses

According to the chart in figure 4.5g, the interior design program at the University of Cincinnati dominates the other three school's programs in category five, Communication Skills, with the requirement of 17 hours. The number of credit hours required in this area from the programs at Arizona State University, the University of Missouri-Columbia, and the Rhode Island School of Design are all very low.

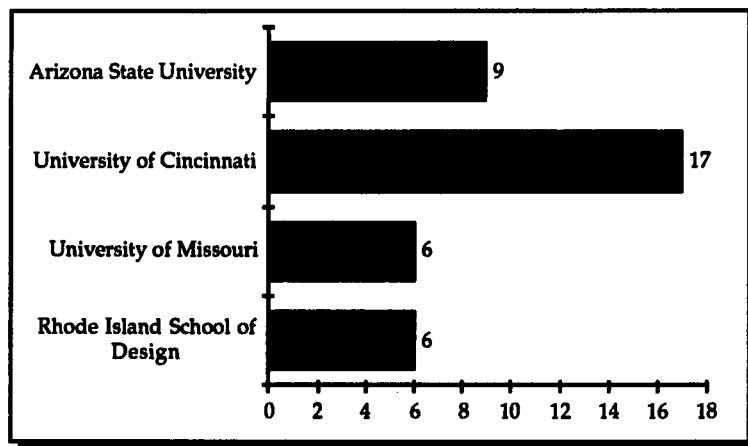


Figure 4.5g

Comparison of the number of credit hours required in Communication Skills courses

Figure 4.5h shows the number of credit hours in FIDER's category six, profession. The Arizona State University interior design program requires the most hours, 13 semester credits, while the program at the University of Missouri ranks second with 10 semester credit hours. This is followed by the programs from the University of Cincinnati with five credit hours and the Interior Architecture program at the Rhode Island School of Design, with three credit hours required.

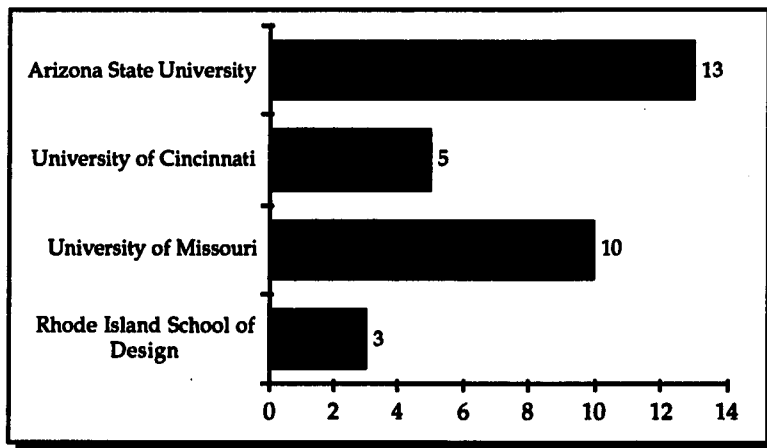


Figure 4.5h

Comparison of the number of credit hours required in Profession courses

In category 7, the History of Arts and Design, the variation of the number of credit hours required in the four school's programs is illustrated in figure 4.5i. As shown on the chart, the interior architecture program at the Rhode Island School of Design contains the most credit hours (18) in courses which fall under this category. The Interior Design program at Arizona State University is second with 15, followed by the program from the University of Cincinnati with 10 and finally the program from the University of Missouri-Columbia with nine credit hours required.

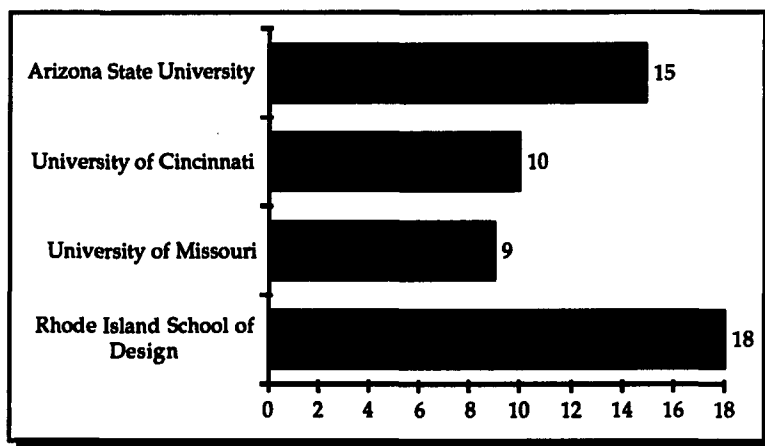


Figure 4.5i

Comparison of the number of credit hours required in History of Arts and Design courses

In the last category, Research, the chart in figure 4.5j clearly shows that the only interior design program offering courses in this topic is the University of Cincinnati.

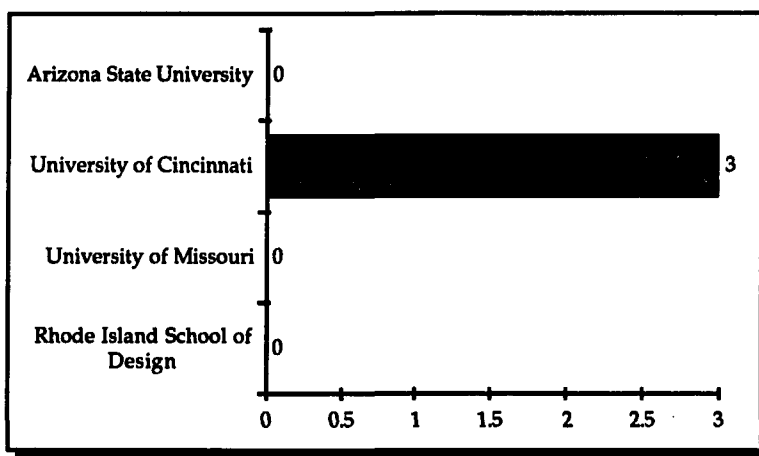


Figure 4.5j

Comparison of the number of credit hours required in History of Art and Design courses

In summary, each school requires a different amount of credit hours of classes which fall under FIDER's eight basic categories and each school does not emphasize the same categories. The Rhode Island School of Design, a five-year program, requires the most semester credit hours of FIDER's 8 basic categories (123 credit hours). This is followed by the programs from Arizona State University (110 credit hours), the University of Cincinnati (101 credit hours), and the University of Missouri-Columbia (72 credit hours).

The Interior Architecture program at the Rhode Island School of Design highly emphasizes three areas: the Basic and Creative Arts, Technical Knowledge, and the History of Art and Design. The interior design program at the University of Cincinnati emphasizes three different areas: Theory, Communication Skills, and Research. Different yet, is the five-year interior design program at Arizona State University, which emphasizes Interior Design and Profession. The interior design program at the University of Missouri-Columbia did not lead in any of the categories. This is most likely due to the fact that this program is the only one of the four interior design programs studied which features a four-year program. Therefore, the total number of credit hours required falls far below those of the other three five-year programs. Despite this, the University of Missouri-Columbia ranked second in the Basic and Creative Arts and Profession.

It was fairly difficult to make a comparison of each program's requirement in general education courses. This is due to the limitation of this research and the availability of information from each institution. The comparison is made based only upon the resources given to the author. For example, some school's programs listed all general education as the Liberal Arts elective while some schools broke it down into more detail. The only general education breakdown that was indicated is the Business Elective and the University of Cincinnati is the only program which offers semester credit hours in this area.

CHAPTER 5.

ANALYSIS OF THE FOUR THAI INTERIOR DESIGN PROGRAMS

In this chapter, the four interior design programs offered in Thai institutions will be analyzed. These four programs are found at: Silpakorn University, King Mongkut's Institution of Technology (KMIT), Rangsit University, and Bangkok University. Silpakorn University and KMIT are the two public institutions, while Rangsit University and Bangkok University are the two private institutions.

The first interior design program in Thailand was introduced by Silpakorn University in 1956. This program was housed in the Fine Arts Department. Eighteen years later, King Mongkut's Institution of Technology (KMIT) became the second institution to offer interior design education. In 1984, Rangsit University offered interior design education in the College of Fine Arts and Applied Arts, thus becoming the first private institution to offer such a program. In the late 1980s, Bangkok University became the second private institution to offer an interior design program. Bangkok University's program is housed in the College of Fine Arts. Currently, these are the only four institutions in Thailand that offer interior design programs at the baccalaureate degree level.

The location of each institution is illustrated on the map of Thailand (figure 5). As shown on the map, Thailand is a fairly small country consisting of 72 provinces. The black area located in the center of the map represents Bangkok, the capital of Thailand. The shaded dots indicate the locations of the population growth spreads throughout the country. The four institutions that offer interior design programs are all located in the Bangkok area.

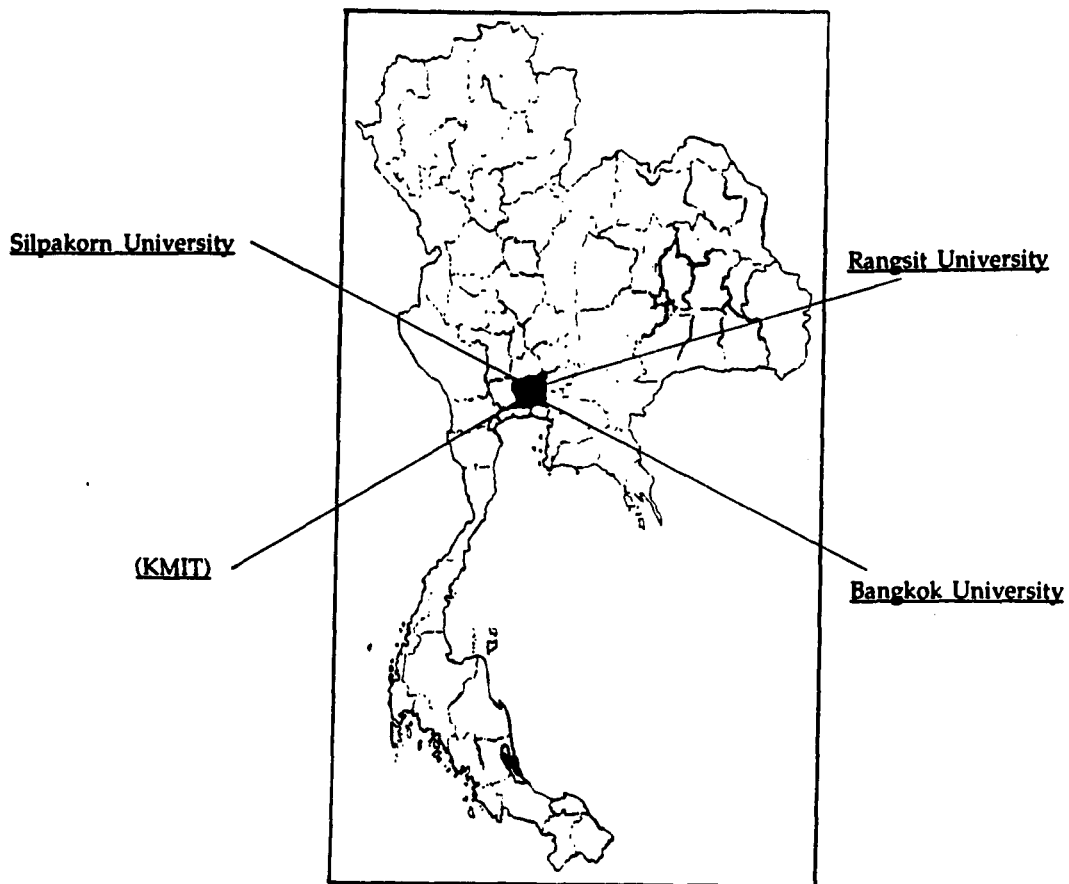


Figure 5

Locations of the four Thai institutions as they appeared of a map of Thailand

5.1 Silpakorn University

Program Philosophy

The interior design program at Silpakorn University is a four-year program which offers a Bachelor of Fine Arts degree to those who major in interior design. The program is offered in the department of Interior Design housed in the College of Decorative Arts.

The process of being accepted into the interior design program at Silpakorn University is highly competitive. There are only thirty-one openings available each year and students must compete by taking an entrance examination.

The program's content emphasizes interior planning, interior detailing, furniture design, and interior presentation. The program also concentrates in the areas concerning professional development and the practicality of the field. Figure 5.1a features the program chart. According to the program chart, students are required to complete a minimum of 141 semester credit hours in order to fulfill the degree requirement. The required credits break down as follows: 30 credit hours of general education requirement courses, 98 credit hours of interior design courses, and 12 credit hours of free elective courses. More information regarding course description is available in the Appendix D.

Program Chart: Silpakorn University			
Freshman			
<i>Fall</i>	credits	<i>Spring</i>	credits
English I	3.00	English II	3.00
General Math	3.00	Liberal Arts	6.00
Liberal Arts	2.00	Foundation in Arts	8.00
Foundation Arts	9.00	Interior Design I	3.00
Basic Drafting	2.00	Construction I	2.00
	<u>19.00</u>		<u>22.00</u>
Sophomore			
<i>Fall</i>		<i>Spring</i>	
Liberal Arts	6.00	Liberal Arts	8.00
Interior Design II	4.00	Interior Design III	4.00
Construction II	2.00	Presentation Techniques	2.00
Interior Graphics	2.00	Furniture Design II	2.00
Furniture Design I	2.00	Thai Decorative Arts I	2.00
Equipment and Material	2.00	Technological System in Interior Design	2.00
	<u>18.00</u>		<u>20.00</u>
Junior			
<i>Fall</i>		<i>Spring</i>	
Interior Design IV	5.00	Interior Design V	5.00
Thai Decorative Arts II	2.00	History of western Interior Design & Furniture Design II	2.00
Furniture Design III	2.00	Interior Design Organization & Management	2.00
History of Western Interior Design & Furniture Design I	2.00	Design Seminar	2.00
Style of Oriental Decorative Arts	2.00	Elective	6.00
Interior Design Concept	2.00		<u>17.00</u>
Elective	4.00		
	<u>19.00</u>		
Summer			
Professional Practice	2.00		
	<u>2.00</u>		
Senior			
<i>Fall</i>		<i>Spring</i>	
Interior Design VI	8.00	Thesis	10.00
Estimation and Marketing	2.00		<u>10.00</u>
Thesis Preparation	2.00		
Elective	2.00		
	<u>14.00</u>		
Total semester credit hours: 141			

Figure 5.1a

Interior design program chart at Silpakorn University

According to FIDER's standards and guidelines (the eight basic categories required in interior design courses), the interior design program at Silpakorn University offers 98 semester credit hours in interior design course work. Figure 5.1b illustrates how these credit hours fit into FIDER's eight basic categories:

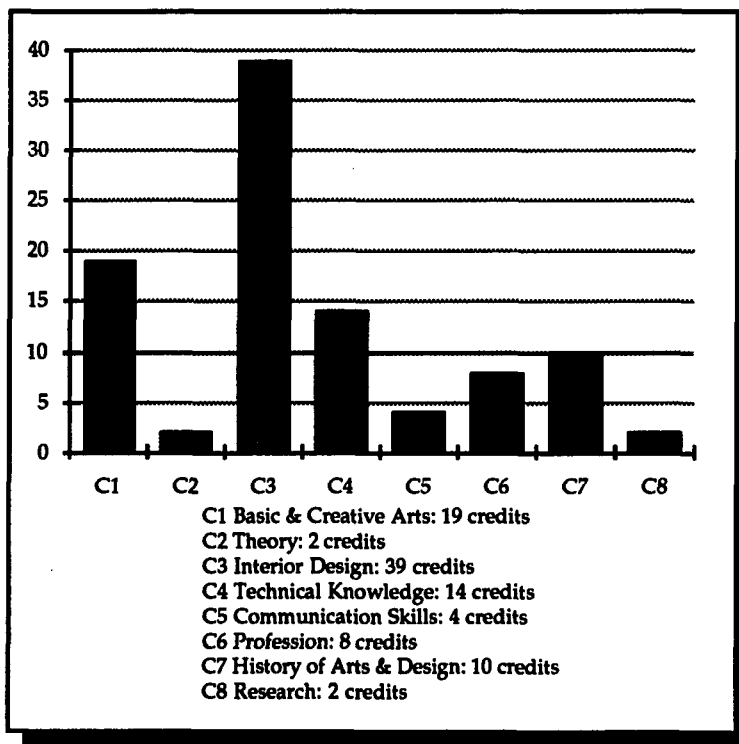


Figure 5.1b Silpakorn University

Required number of design course credits - broken down into FIDER's 8 basic categories

There are two courses, for a total of 19 credits, which fall under category one, the Basic and Creative Arts: Foundation in Arts I & II and Basic Drafting. In category two, Theory, only one course is offered: Interior Design Concept. Category three, Interior Design, contains 39 credit hours of course work in design studio courses. Category four, Technical Knowledge, requires 14 credits in: Construction I & II, Furniture Design I, II & III, Equipment and Material, and Technological System in Interior Design. In category five, Communication Skills, there are only five required courses: Interior Graphics and Presentation Techniques. In category six, Profession, the interior design program at Silpakorn University offers eight credits in courses such as; Professional Practice, Estimation and Marketing, Interior Design Organization and Management, and Design Seminar. In category seven, History of Arts and Design, the 10 credits required are in: Thai Decorative Arts I & II, History of Western Interior Design and Furniture I & II, and Style of Oriental Decorative Arts. In the last category, Research, Silpakorn's program offers a two credit hours course in Thesis Preparation.

Other than the 98 credit hours of design courses, an additional 43 credits of general requirement supplement the program. Figure 5.1c shows the number of credits required in design courses as compared to those required in general education. According to the chart, the general education requirement breaks down into five areas: Mathematics and Science, Liberal Arts, English, Business electives and General electives. In the area of Mathematics and Science, a minimum of three credit hours is required in General Mathematics. In the Liberal Arts area, 22 credits are required. The English requirement is six credits of English I & II. The minimum

credit hours required in Business electives cannot be found. In the last category, general electives, 12 credits are required.

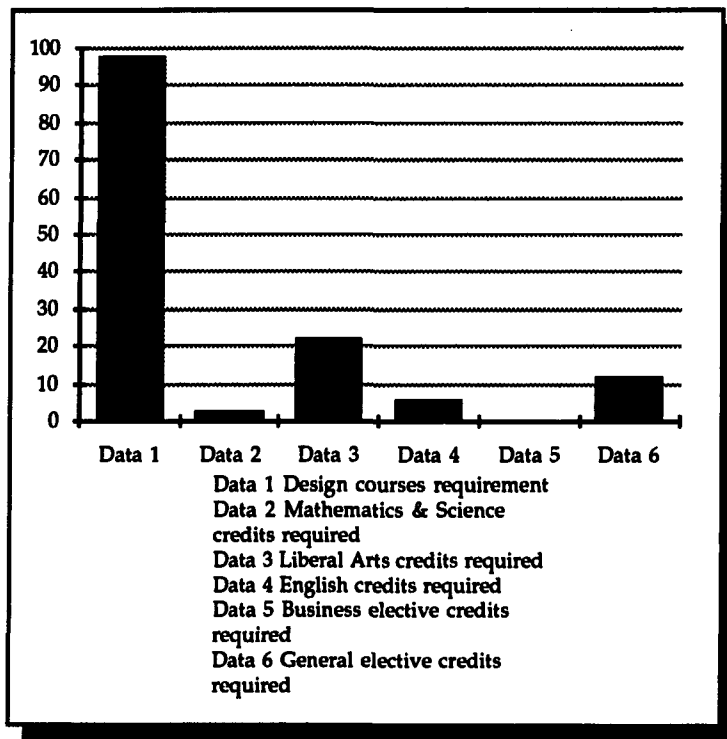


Figure 5.1c Silpakorn University

Number of credits required in design courses vs. general education requirements

5.2 King Mongkut's Institution of Technology (KMIT)

The interior design program at KMIT is a five-year program entitled "Interior Architecture" and is housed in the Department of Architecture. KMIT is the only institution to offer a five-year program. Upon successful completion of the program, students are awarded a Bachelor of Architecture degree in Interior Architecture.

This interior architecture program emphasizes the integration of architectural work and interior design work. KMIT developed its program using the original interior design program from Silpakorn University, combined with the interior design curriculums from Pratt Institute and the University of Illinois. The interior architecture program at KMIT is also highly competitive, with only thirty-five openings. Students must pass a difficult entrance examination to be admitted.

Figure 5.2a lists the KMIT interior architecture program chart. According to the chart, the program requires a minimum of 180 semester credit hours of required and approved courses of its major. More information regarding course description is available in Appendix E.

Program Chart: King Mongkut's Institution of Technology			
Freshmen			
Fall	credits	Spring	credits
Mathematics	3.00	Physics	3.00
English I	2.00	English II	2.00
Delineation I	2.00	Physical Education	1.00
Basic Architectural Drawing	2.00	Delineation II	2.00
Fine Arts I	2.00	Fine Arts II	2.00
Visual Design	1.00	Ergonomics II	2.00
Ergonomics I	2.00	Applied Mechanics	2.00
Workshop I	2.00	Workshop II	2.00
Interior Architecture I	3.00	Interior Architecture II	3.00
	19.00	Materials and Usages	2.00
			21.00
Sophomore			
Fall		Spring	
English III	2.00	English IV	2.00
History of Interior Architecture I	2.00	History of Interior Architecture II	2.00
Delineation III	2.00	Philosophy or Psychology	2.00
Fine Arts III	2.00	Fine Arts IV	2.00
Decoration Plan I	2.00	Decoration Plan II	2.00
Architectural Technology I	2.00	Architectural Technology II	2.00
Interior Architecture III	3.00	Interior Architecture IV	3.00
Interior Structures I	3.00	Interior Structures II	3.00
Exhibition I	2.00	Exhibition II	2.00
	20.00		20.00
Junior			
Fall		Spring	
History of Interior Architecture III	2.00	Semiotics	2.00
Landscape Design I	2.00	History of Interior Architecture IV	2.00
Methods of Research	1.00	Landscape Design II	2.00
Fine Arts V	2.00	Computer I	2.00
Architectural Technology III	2.00	Fine Arts VI	2.00
Interior Architecture V	4.00	Interior Architecture VI	4.00
Design Workshop I	3.00	Design Workshop	3.00
	18.00		19.00
Senior			
Fall		Spring	
Economics	2.00	Professional Practices	2.00
Equipment for Buildings I	2.00	Equipment for Building II	2.00
Program Analysis	2.00	Estimations	2.00
Computer II	2.00	Design Analysis I	3.00
Interior Architecture VII	4.00	Interior Architecture VIII	4.00
Thai Decoration	2.00	Environmental Design I	3.00
Elective	2.00	Elective	2.00
	18.00		20.00
Fifth Year			
Fall		Spring	
Organization and Management	2.00	Thesis in Interior Architecture	8.00
Seminar	1.00		8.00
Design Analysis II	3.00		
Interior Architecture VIII	4.00		
Environmental Design II	3.00		
Elective	2.00		
	17.00		
Total semester credit hours: 180			

Figure 5.2a

Interior Architecture program chart at King Mongkut's Institution of Technology

According to FIDER's standards and guidelines (the eight basic categories required in interior design courses), the KMIT interior architecture program requires 153 semester credit hours in design course work. Figure 5.2b illustrates how these credit hours fit into FIDER's eight basic categories. There are nine courses, for a total of 18 credits, that fall under category one, the Basic and Creative Arts: Delineation I, II, & III and Fine Arts I, II, III, IV, V, & VI. The number of credit hours required in category two, Theory, cannot be found. Category three, Interior Design, contains 80 credit hours of course work, which breaks down as follows: 50 credits in Interior Design Studio, four credit hours in Ergonomic I & II, four credit hours in Decoration Plant I & II, four credit hours in Exhibition I & II, four credit hours in Landscape Design I & II, two credit hours in Program Analysis, six credit hours in Environmental Design I & II, and six credit hours in Design Analysis I & II. Category four, Technical Knowledge, requires 12 courses, for a total of 30 credits: Work Shop I & II, Applied Mechanics; Architectural Technology I, II & III, Material and Usage, Interior Structure I & II, Design Workshop I & II, Equipment for Building I & II. In category five, Communication Skills, there are seven credits required in: Basic Architectural Drawing, Visual Design, and Computer I & II. In category six, Profession, the interior architecture program at KMIT offers seven credits in: Professional Practice, Estimations, Organization and Management, and Seminar. In category seven, History of Arts and Design, the 10 required credits are in: History of Interior Architecture I, II, III, & IV; and Thai Decoration. In the last category, Research, KMIT offers a one credit hour course in Methods of Research.

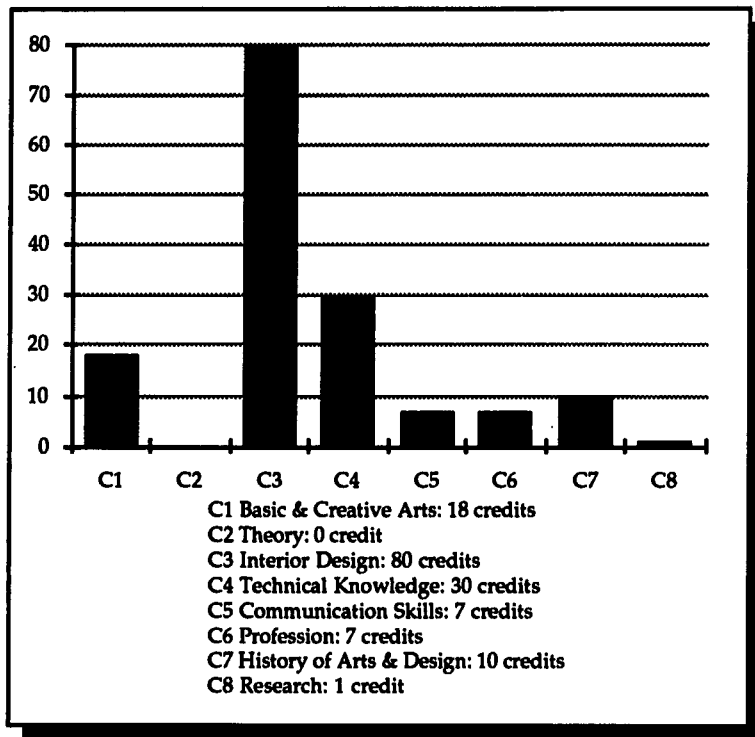


Figure 5.2b King Mongkut's Institution of Technology

Required number of design course credits - broken down into FIDER's 8 basic categories

Other than the 153 credit hours of required design courses, an additional 27 credits of general requirements supplement the program. Figure 5.2c shows the number of credit hours required in design courses as compared to those required in general education.

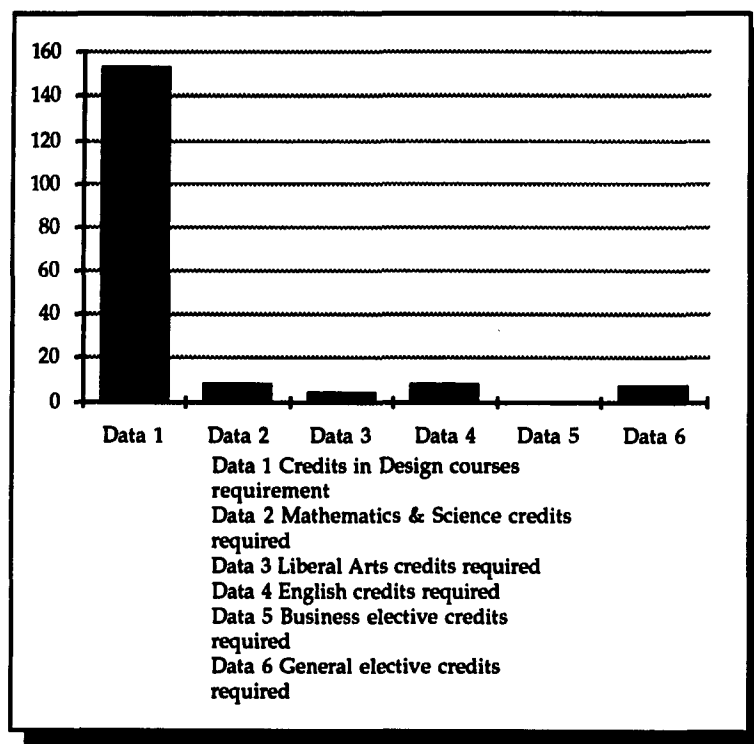


Figure 5.2c King Mongkut's Institution of Technology
Number of credits required in design courses vs. general education requirements

According to the chart, the general education requirement is broken down into five areas: Mathematics and Science, Liberal Arts, English, Business electives and General electives. In the area of Mathematics and Science, a minimum of eight credit hours is required in Mathematics, Physics and statistics. In the Liberal Arts, four credit hours required in economics and Philosophy or Psychology. The English requirement is eight credit hours of English I, II, III & IV. The minimum number of credit hours required in the area of Business electives cannot be found. In the last category, general electives, seven credit hours are required.

5.3 Rangsit University

Program philosophy

Rangsit University was the first private institution to offer a baccalaureate degree in interior design. The school is located in the Pratoomthanee province adjacent to Bangkok. The interior design program at Rangsit University is a four-year program offered in the Department of Interior Design, College of Fine Arts. In the College of Fine Arts, there are two divisions housing eight different design programs: the division of Fine Arts and the division of Applied Arts. The division of Fine Arts offers four areas of emphasis in Painting, Printmaking, Sculpture, and Photography. The division of Applied Arts offers the other four areas of emphasis in Interior Design, Visual Communication Design, Product Design, and Ceramics.

The college of Fine Arts at Rangsit University aims to produce professional designers whose skills demonstrate design knowledge and creativity. The design program at Rangsit University also highly emphasizes the areas of conservation and the development of Thai Arts.

Figure 5.3a features Rangsit University's interior design program chart. The interior design program at Rangsit University requires a minimum of 135 semester credit hours. From those 135 semester credit hours, the content of the program is divided into three different areas: the general requirement with a minimum of 32 credit hours, the interior design core courses with a minimum of 96 credit hours, and free electives with a requirement of nine semester credit hours. More information regarding course descriptions is available in Appendix F.

Program Chart: Rangsit University			
Freshman			
<i>Fall</i>	credits	<i>Spring</i>	credits
Foundation English I	3.00	Foundation English II	3.00
Thai	3.00	Life and Buddhism	3.00
Man and Society	3.00	Life and Environment	2.00
Physical Education I	1.00	Foundamentals of Mathematics	2.00
Arts Theory & Practice	3.00	A Survey of Art	2.00
Drawing	2.00	Principles of Practical Art	3.00
Basic Graphics	3.00	Basic Design	3.00
	<u>18.00</u>		<u>18.00</u>
Sophomore			
<i>Fall</i>		<i>Spring</i>	
Liberal Arts	3.00	Liberal Arts	5.00
Foundation English III	3.00	Physical Education II	1.00
Interior Design	4.00	Interior Design II	4.00
Construction I	2.00	Construction II	2.00
Furniture Design I	2.00	Furniture Design II	2.00
Presentation	2.00	Plants for Decoration	2.00
Equipment & Material	2.00	Textile for Interior Design	2.00
	<u>18.00</u>		<u>18.00</u>
Junior			
<i>Fall</i>		<i>Spring</i>	
Interior Design III	5.00	Interior Design IV	5.00
Construction III	2.00	History of Interior Design & Furniture II	2.00
History of Interior Design & Furniture I	2.00	Minor	6.00
Professional Practice, Estimation & Marketing	2.00	Free Electives	5.00
Minor	6.00		<u>18.00</u>
	<u>17.00</u>		
Senior			
<i>Fall</i>		<i>Spring</i>	
Interior Design V	8.00	Thesis	10.00
Interior Design Seminar	2.00		<u>10.00</u>
Thesis Preparation	2.00		
Minor	6.00		
	<u>18.00</u>		
Total semester credit hours: 135 credits			

Figure 5.3a

Interior Design program chart at Rangsit University

According to FIDER's standards and guidelines (the eight basic categories required in interior design courses), the interior design program at Rangsit University offers an accumulative number of 80 semester credit hours in interior design course work. Figure 5.3b illustrates how these credit hours fit into FIDER's eight basic categories. As shown on the chart, there are two courses, for a total of five credits, which fall under the first category, the Basic and Creative Arts: Drawing and Basic Design. In category two, Theory, there are six required credits in: Arts Theory & Practice and Principles of Practical Art. Category three, Interior Design, contains 40 credit hours of courses work with the number of credit hours broken down into: 26 credits in Interior Design I, II, III, IV, & V; two credit hours in Plant for Decoration; two credit hours in Textile for Interior Design; and 10 credit hours in Thesis. Category four, Technical Knowledge, requires 12 credits in courses such as: Construction I, II, & III; Furniture Design I & II; and Equipment and Material. In category five, Communication Skills, there are five mandatory credits in: Basic Graphics and Presentation. In category six, Profession, the interior design program at Rangsit University requires four credits in courses such as: Interior Design Seminar and Professional Practice, Estimation and Marketing. In category seven, History of Arts and Design, a total of six credits are required in: A survey of Art, History of Interior Design and Furniture I & II. In the last category, the program at Rangsit University offers a two credit hour course in Thesis Preparation.

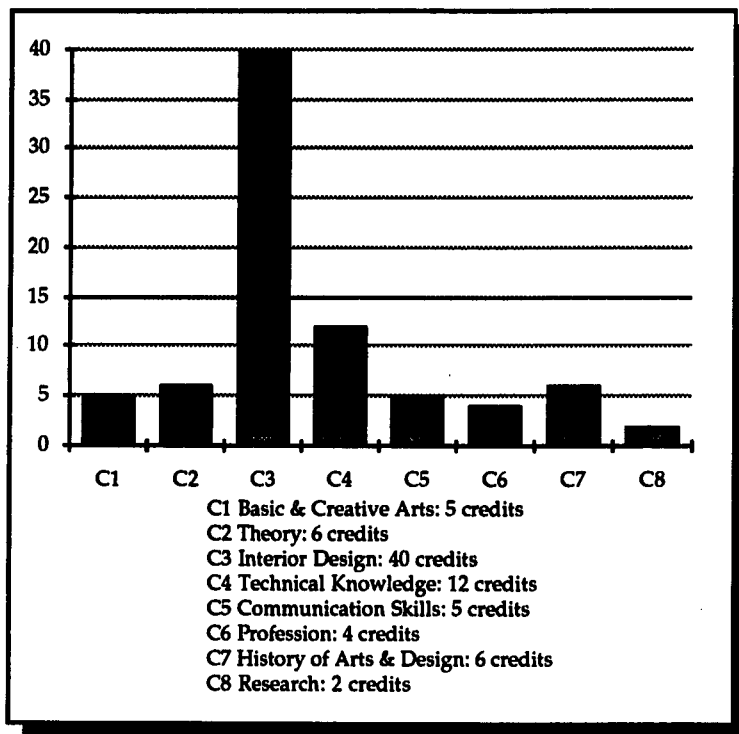


Figure 5.3b Rangsit University

Required number of design course credits - broken down into FIDER's 8 basic categories

Other than the 80 semester credit hours of required interior design courses, an additional 55 semester credits of general requirement supplement the program. Figure 5.3c shows the number of credits required in interior design courses as compared to those needed in general requirements. According to the chart, the general education requirement is broken down into five areas: Mathematics and Science, Liberal Arts, English, Business electives and General electives. In the area of Mathematics and Science, a two-credit course "Fundamentals of Mathematics" is required. In the Liberal Art area, 21 credits are the minimum required from: Thai, Man and Society, Physical Education I & II, Life and Buddhism, Life and Environment, and courses in Social Science. The English requirement is nine credit hours of Foundation English I, II, & III. The minimum credit hours required in an area of the Business electives cannot be found. In the last category, general electives, 23 credit hours are required.

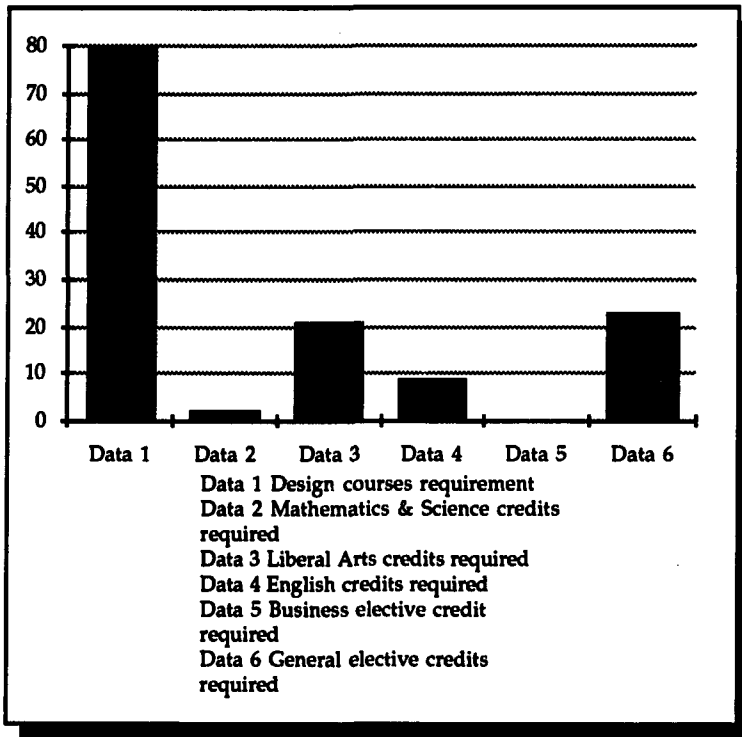


Figure 5.3c Rangsit University

Number of credits required in design courses vs. general education requirements

5.4 Bangkok University

Program philosophy

Bangkok University is the latest private institution to offer a baccalaureate degree in interior design. The school was officially founded 1962. The university was originally known as the Thai Polytechnic Institution until 1965 when it became Bangkok College, the first private college in Thailand. In 1984, the college was granted university status by the Ministry of University Affairs, and hence has been known as Bangkok University. In June 1986, Bangkok University opened its second campus located in the Rangsit province, which is approximately 14 kilometers north of Bangkok International Airport.

The interior design program at Bangkok University is a four-year program housed in the department of Interior Design, College of Fine Arts. The design programs offered in the College of Fine Arts are Interior Design and Communication Design. The interior design program's objective is to provide professional education in preparing students to serve the community with self-confidence and pride. It emphasizes the fields of Social Science, Natural Science, Humanities, and Technology. Students who apply to the program must pass an entrance examination, which tests English grammar, mathematical aptitude and general knowledge.

The interior design program chart is featured in figure 5.4a. The program requires a minimum of 137 semester credit hours of required and approved courses for its major. From those 137 credit hours, 36 credits are needed in the basic general requirement; 95 credits are required in

interior design core courses, and six credits are required in free electives. More information regarding course descriptions is available in Appendix G.

Bangkok University*			
Freshman Year		credits	credits
Comparative Civilization	3.00	Drawing I	2.00
Management	3.00	Drawing II	2.00
Thai for Communication	3.00	Visual Arts I	2.00
English I	3.00	Visual Arts II	2.00
English II	3.00	Color & Composition	2.00
		Design Theory	2.00
		Introductory Technical Drawing	2.00
			<hr/> 29.00
Sophomore Year			
Introduction to Statistics & Research	3.00	History of Interior Design I	3.00
Man & Environment	3.00	History of Interior Design II	3.00
Introduction to Computer Science	3.00	Interior Design I	4.00
Philosophy	3.00	Interior Design II	4.00
Social Psychology	3.00	Structural Elements I	3.00
English III	3.00	Structural Elements II	3.00
English IV	3.00	Design Elements	2.00
		Mechanical Elements	3.00
		Presentation Techniques	3.00
			<hr/> 49.00
Junior Year			
Material Elements	3.00	Furniture Design I	3.00
English for Designers I	3.00	Furniture Design II	3.00
English for Designer II	3.00	Art Electives	6.00
Interior Design III	4.00		<hr/> 29.00
Interior Design IV	4.00		
Senior Year			
Design Analysis	3.00	Art Electives	6.00
Cost Estimation	3.00	Art Thesis	9.00
Seminar in Interior Design	3.00		<hr/> 30.00
Free Elective	6.00		
Total semester credit hours: 137 credits			
*Courses sequence is not available			

Figure 5.4a

Interior design program chart of Bangkok University

According to the FIDER standards and guidelines (the eight basic categories required in interior design courses), the interior design program at Bangkok University offers 83 semester credit hours in interior design course work. Figure 4.4b illustrates how these credit hours fit into FIDER's eight basic categories.

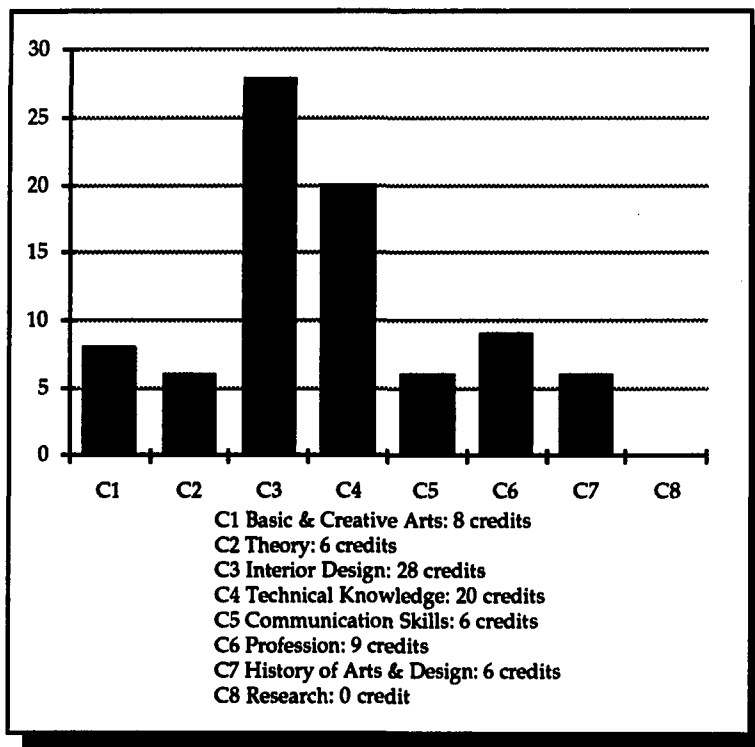


Figure 5.4b Bangkok University

Required number of design course credits - broken down into FIDER's 8 basic categories

In the first category, the Basic and Creative Arts, there are a total of eight required credits in courses such as: Drawing I & II and Visual Art I & II. In category two, Theory, There are six mandatory credits in: Color and Composition, Design Theory, and Design Elements. Category three, Interior Design contains 28 credit hours of course work in Interior Design Studio. Category four, Technical Knowledge, offers seven courses, for a total of 20 credit hours in: Introductory Technical Drawing, Structure Elements I & II, Mechanical Elements, Material Elements, and Furniture Design I & II. In category five, Communication Skills, six credits are required in the courses Thai for Communication and Presentation Techniques. In category six, profession, the interior design program at Bangkok University offers two courses, for nine credits, in Management and Seminar in Interior Design. In category seven, History of Arts and Design, the courses offered for three credits each are: History of Interior Design I & II. According to the program chart, courses offered in category eight cannot be found.

Other than the 83 credit hours of required interior design courses, an additional 54 semester credit hours of general requirement supplement the program. The chart in figure 5.4c shows the number of units required in interior design courses as compared to those required in general education. As shown on the chart, the general education requirement is broken down into five areas: Mathematics and Science, Liberal Arts, English, Business electives and General electives. In the area of Mathematics and Science, a minimum of six credit hours is required in Introduction to Statistics and Research and Introduction to Computer Science. In the Liberal Arts area, 12 credit hours are required from courses in Comparative Civilization, Man and Environment, Philosophy, and Social Psychology. The English requirement is 18 credit hours of courses in English I, II, III, & IV, and English for Designer I & II. The minimum credit hours re-

quired in the area of the Business electives cannot be found. In the last category, general electives, 18 credit hours are required.

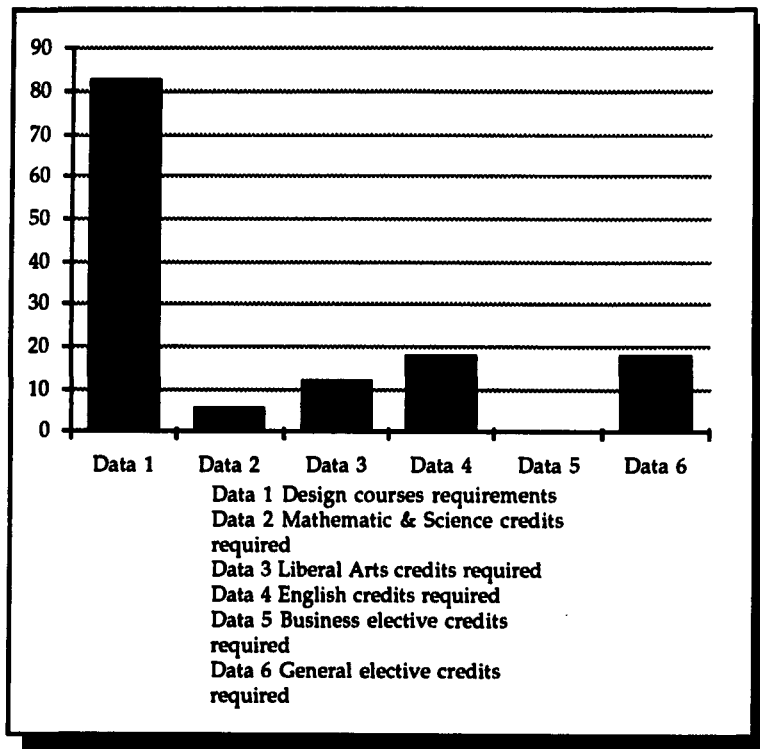


Figure 5.4c Bangkok University
Number of required design courses vs. general education requirement

5.5 A Comparison and Analysis of the Four Programs

When analyzing the four programs it is evident that the number of mandatory credit hours required in the four Thai interior design programs vary. This is illustrated in in figure 5.5a. The variance is largely because the interior architecture program at King Mongkut's Institution of Technology is a five-year program and therefore, the number of credit hours required for graduation is more than those required in the four-year programs. The number of credit hours required in the four programs can be summarized as the follows: the interior architecture program at KMIT requires the most semester credit hours (180), while the program at Silpakorn University ranks second with 141 required semester credit hours. The number of required credit hours at Rangsit University (135) and Bangkok University (137) are very similar.

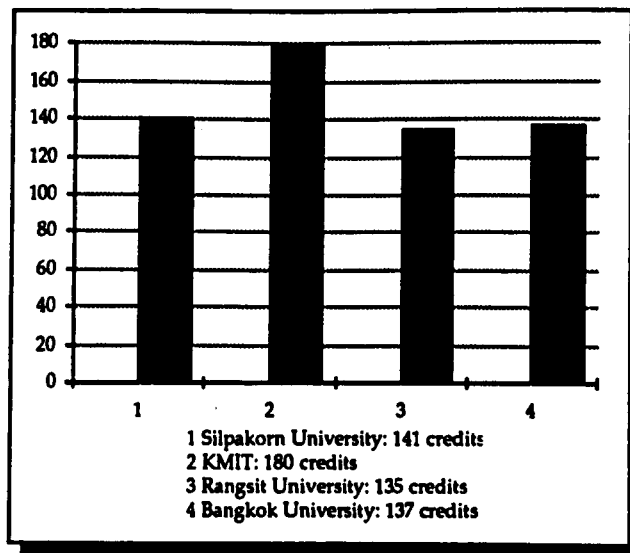


Figure 5.5a A comparison between the four programs by the total number of credit hours required

Not only do the total number of credit hours required in each program vary between each institution, but so do the number of required credit hours in design courses (FIDER's eight basic categories). The chart from figure 5.5b, the bar graph illustrates the variation between the programs in the number of credit hours offered in design courses. KMIT requires the most credit hours in interior design courses with 153, while Silpakorn University ranks second with 98. The number of credit hours required in the interior design programs at Bangkok University and Rangsit University are slightly lower. Bangkok University offers 83 credit hours in design courses, while Rangsit University offers 80 credit hours of design courses.

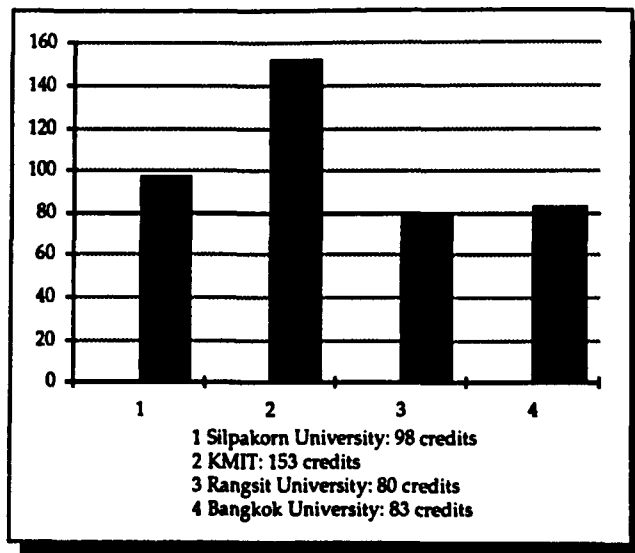


Figure 5.5b

Comparison of the number of required credit hours in interior design courses

The four interior design programs at the Thai institutions also vary in which of FIDER's eight basic categories they emphasize. In the first of FIDER's eight basic categories, Basic and Creative Arts, the number of credit hours offered by each university can be seen in figure 5.5c. Refer to the chart, Bangkok University and Rangsit University offer the most credit hours in this category, while the programs from KMIT and Silpakorn University, the ones which offered the most credit hours in design courses, had only a few credit hours in this category.

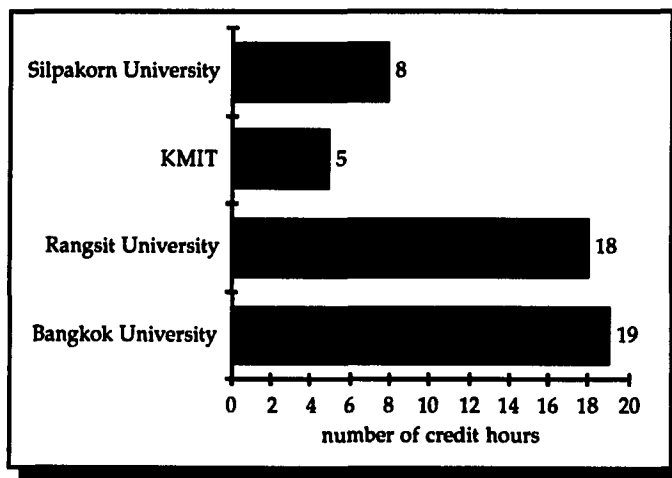


Figure 5.5c

Comparison of the number of credit hours required in Basic & Creative Arts courses

Figure 5.5d refers to the second category, Theory. Again, the programs from Bangkok University and Rangsit University dominate this category over Silpakorn University and KMIT. Both Rangsit University and Bangkok University offer six credit hours of courses in theory. KMIT does not offer any courses in this category, while the program at Silpakorn University only has two credit hours in a design theory course.

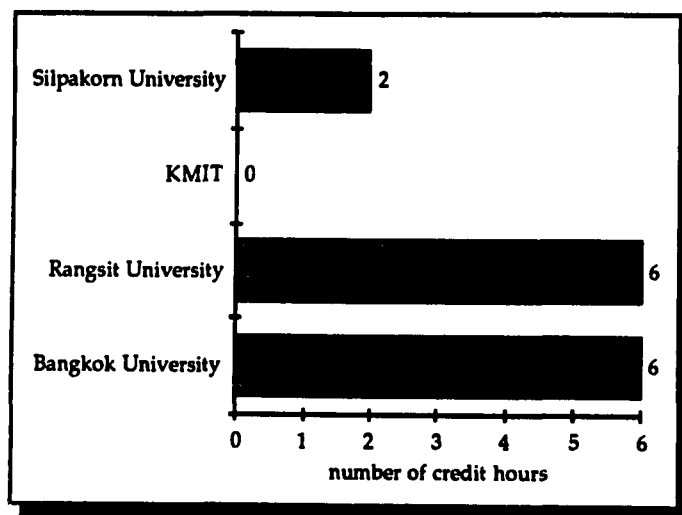


Figure 5.5d

Comparison of the number of credit hours required in Theory courses

In category three, Interior Design, the chart in figure 5.5e shows that the interior architecture program at KMIT requires the most credit hours in this category with 80. The other three programs require far less: Rangsit University, 40; Silpakorn University, 39; and Bangkok University, 28.

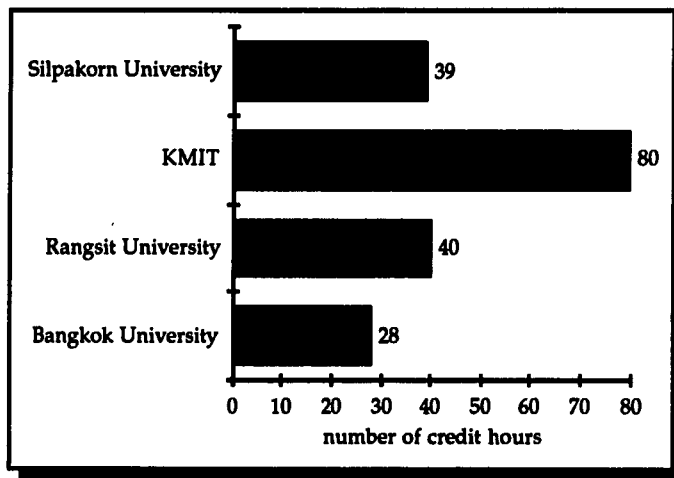


Figure 5.5e

Comparison of the number of credit hours required in Interior Design courses

Figure 5.5f illustrates the number of credit hours which fall into category four, Technical Knowledge. In this area, the program from KMIT dominates the other three programs, with 30 required credit hours. The program from Bangkok University ranks second with 20 credit hours, while the programs from Silpakorn University and Rangsit University rank third and fourth, requiring 14 and 12 credit hours respectively.

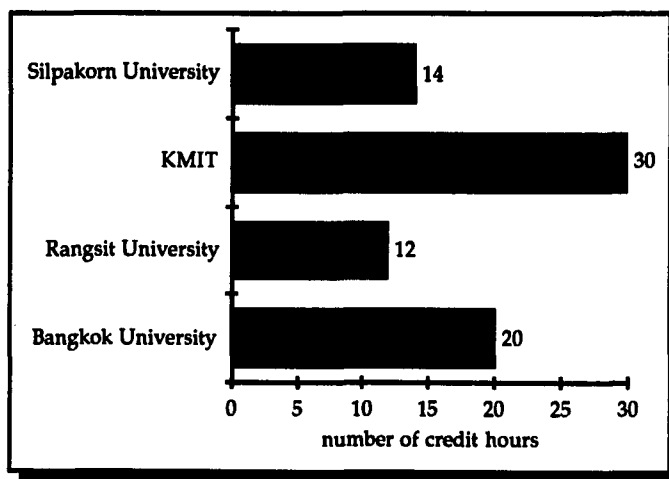


Figure 5.5f

Comparison of the number of credit hours required in Technical Knowledge courses

The chart in figure 5.5g illustrates the difference between the four institutions, regarding the number of credit hours required in category 5, Communication Skills. In this category, the number of mandatory credit hours from all four programs are very close to each other. For example, there are seven required credit hours from KMIT, six required credit hours from Bangkok University, five required credit hours from Rangsit University and four credit hours from Silpakorn University.

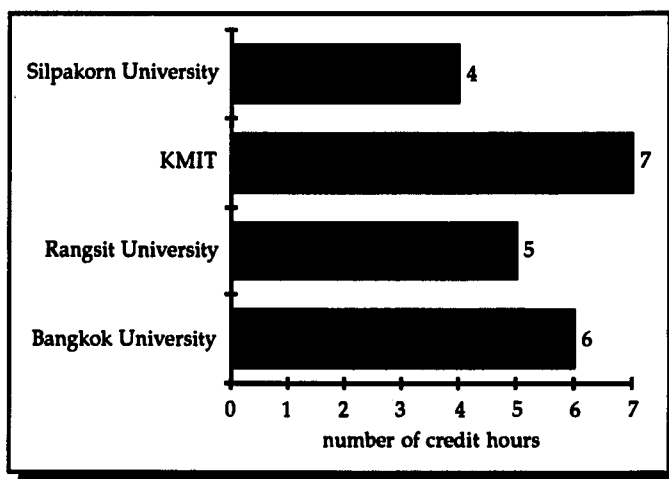


Figure 5.5g

Comparison of the number of credit hours required in Communication Skills courses

In FIDER's category six, Profession, figure 5.5h, Bangkok University, Silpakorn University and KMIT all require about the same amount of credits (nine, eight and seven). Rangsit University requires only four in this area.

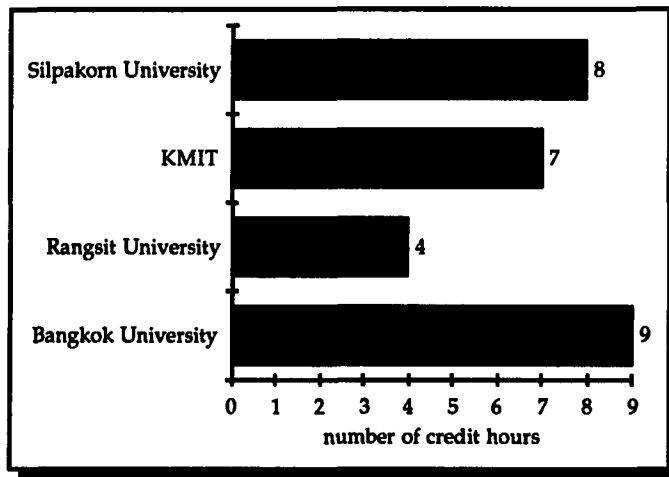


Figure 5.5h

Comparison of the number of credit hours required in Profession courses

As seen in the chart in figure 5.5h, the program from Bangkok University offers the most credit hours (nine credits) while the program from Silpakorn University is ranked second with eight required credit hours. The programs from KMIT and Rangsit University are last, requiring seven and four credits respectively.

In category seven, the history of Art and Design, the chart in figure 5.5i shows that both Silpakorn University and KMIT require 10 credits, while both Rangsit University and Bangkok University require only six.

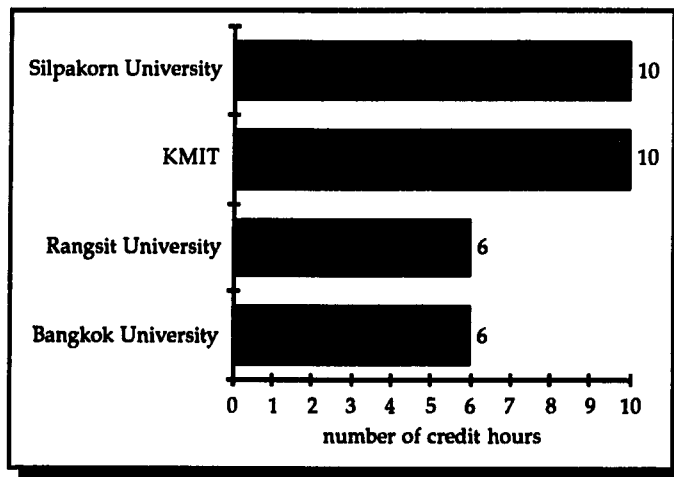


Figure 5.5i

Comparison of the number of credit hours required in History of Art and Design courses

In the last category, Research, the chart in figure 5.5j clearly illustrates that the only interior design program which does not offer courses in this area is Bangkok University. The number of credit hours offered at the other institutions is very low.

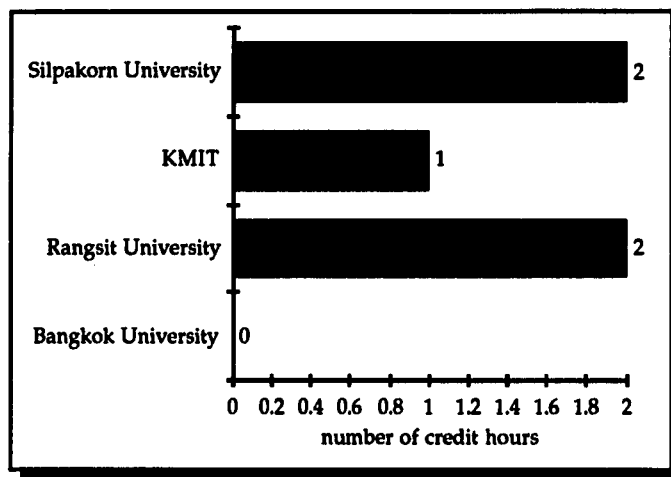


Figure 5.5j

Comparison of the number of credit hours required in Research courses

In conclusion, it is evident that the interior architecture program at KMIT requires the most semester credit hours (180), which is due to the fact that it is the only institution with a five-year program. The other three programs were very close to each other in the number of required credit hours. Silpakorn University demands 141 semester credit hours, Bangkok University needs a total number of 137 semester credit hours and Rangsit University requires a total of 135 semester credit hours.

According to the number of credit hours each school offers under FIDER's eight basic categories (shown in chart from figure 5.5b - 5.5j), each institution has a different area of emphasis. The interior architecture program at the King Mongkut's Institution of Technology highly emphasizes Interior Design Studio and Technical Knowledge. The interior design program at Silpakorn University emphasizes History of Art and Design and Profession. Rangsit University has the most credit hours required in the area of Basic and Creative Arts and Theory. The program at Bangkok University mostly emphasizes the areas of Communication Skills, Basic and Creative Arts and Theory.

CHAPTER 6.

THE COMPARISON OF INTERIOR DESIGN PROGRAMS BETWEEN THE TWO COUNTRIES

In this chapter, the eight programs studied from the United States and Thailand will be analyzed and compared to each other. Discussion will fall into the following topics:

- 1 The length of each program and the discrepancy of the total number of required semester credit hours.
- 2 The average number of required credit hours per semester.
- 3 The total amount of mandatory credit hours in design courses at each institution.
- 4 The difference in the breakdown of required design courses and the required General education courses between the four-year programs and the five-year programs.
- 5 The varying areas of emphasis of each institution's program.

First, the programs' lengths in each country tend to vary greatly, while the number of mandatory credit hours between the programs is not much different. Figure 6a illustrates the difference in program length between the two countries by using black and gray color patterns.

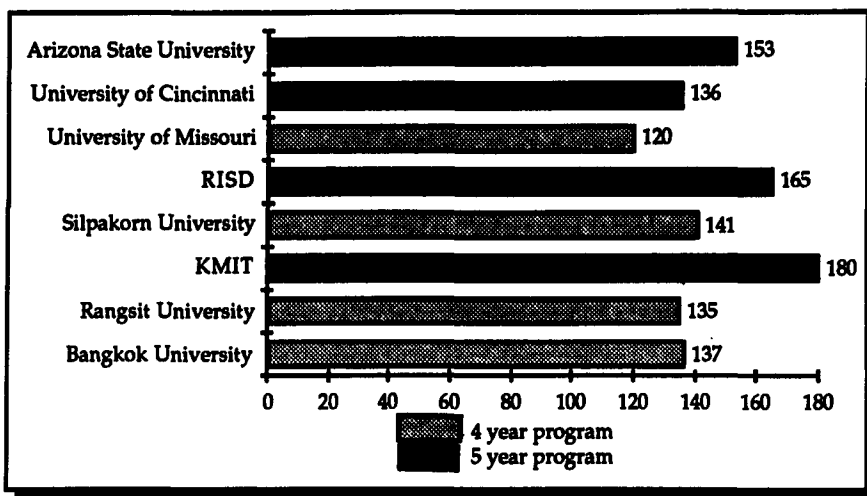


Figure 6a

A comparison of the 4-year programs vs. the 5-year programs
in total number of required credit hours

In figure 6a, all four-year programs are highlighted in grey and all five-year programs are highlighted in black. The interior design programs in Thailand tend to offer four-year programs rather than five-year programs. Three out of the four institutions; Silpakorn University, Rangsit University, and Bangkok University, feature four-year programs, while KMIT offers a five-year program. The programs that were investigated in the United States are completely the opposite. They tend to feature five-year programs over four-year programs. For instance, Arizona State University, the University of Cincinnati and the Rhode Island School of Design all have five-year programs, while the University of Missouri-Columbia is the only institution offering a four-year curriculum.

The total required number of semester credit hours between the two countries is not much different. For example, the interior architecture program from KMIT, Thailand requires the most semester credit hours (180), while the interior architecture program from the Rhode Island School of Design in the United States ranks second with 165 mandatory credit hours. In the United States, the program which requires the least semester credit hours is the University of Missouri-Columbia with 120 credit hours, while the program that requires the least amount of credit hours in Thailand is from Rangsit University with 135.

Figure 6b illustrates the average number of required credit hours per semester between the two countries. Black represents the four programs from Thailand, while grey represents the four programs from the United States.

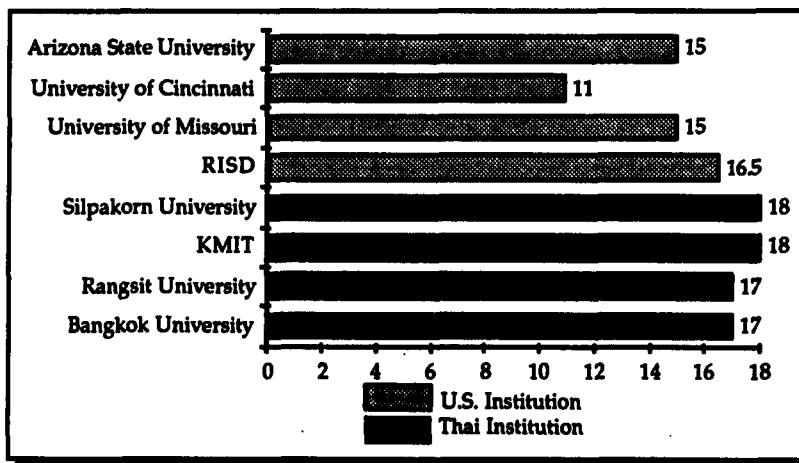


Figure 6b

The average required number of credit hours per semester

According to figure 6b the average number of required credit hours per semester between the two countries is very different. All four interior design programs in the Thai institutions require a higher number of credit hours per semester than the four interior design programs in the United States. The average required number of credit hours per semester in the Thai institutions is approximately 17 to 18 credits. In contrast, the average number of required credit hours per semester in the United States institutions is 14 to 15. Although three programs from Thai institutions (Silpakorn University, Rangsit University, and Bangkok University) are four-year programs, the average number of required credit hours per semester of these programs is higher than those of the five-year programs at Arizona State University, the University of Cincinnati and the Rhode Island School of Design.

Figure 6c illustrates the number of semester credit hours required in design courses between the two countries. United States institutions are highlight in grey and Thai institutions are highlighted in black.

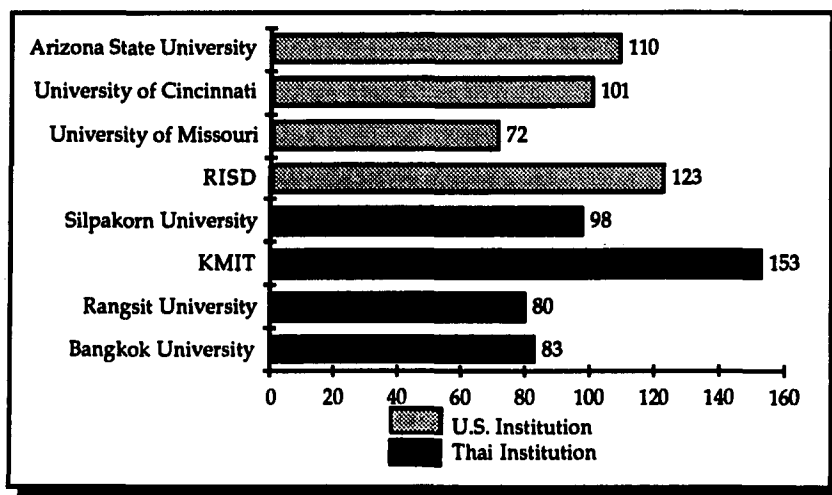


Figure 6c

The average number of semester credit hours required in design courses

As indicated in figure 6c, all the five-year programs require the most credit hours in design courses. Therefore, Arizona State University, the University of Cincinnati, the Rhode Island School of Design and King Mongkut's Institution of Technology have the most mandatory design courses. The interior architecture program from King Mongkut's Institution of Technology offers the most credit hours in design courses (153). The Rhode Island School of Design ranks second with 123, followed by the interior design programs from Arizona State University with 110 and the University of Cincinnati with 101.

The four-year and the five-year interior design programs also show a differentiation in the number of required design courses versus the number of general education courses. Figure 6d

shows the breakdown between the required design courses and the required general education courses at each institution.

United States Institutions	% required in Design Courses	% required in General Ed.
Arizona State University	72	28
University of Cincinnati	74	26
University of Missouri	60	40
Rhode Island School of Design	75	25
Thai Institutions		
Silpakorn University	80	20
K.M.I.T.	85	15
Rangsit University	59	41
Bangkok University	61	39

Figure 6d
The breakdown of the required design courses and
the required general education courses at each institution

As illustrated in Figure 6d, it can be estimated that the United States institutions five-year programs require about 70% in design courses and about 30% in general education courses. The four-year program at the University of Missouri-Columbia requires 60% in design courses and 40% in general education courses. In the Thai institutions, it can be estimated that all four-year programs require about 60% in design courses and about 40% in general education courses. At KMIT, a five-year program, the breakdown is about 85% in design courses and 15% in general education courses.

When comparing this percentage breakdown of the two countries, it can be seen that the four-year interior design programs of both countries are equal. Both require 60% in design courses and 40% in general education courses. The five-year programs of the two countries show a 15% discrepancy in the percentage breakdown of required design courses and required general education courses.

When comparing the four institutions that offer four-year curriculums in interior design, it is clear that these programs (the University of Missouri-Columbia, Silpakorn University, Rangsit University, and Bangkok University) are close in the number of required design courses.

Figure 6e indicates the area of emphasis of the eight programs. As indicated in the table, the area of emphasis in each United States institution varies. The interior architecture programs at Arizona State University and the Rhode Island School of Design highly emphasize interior design courses, while the interior design program at the University of Cincinnati emphasizes communication skills and the program from the University of Missouri-Columbia emphasizes basic and creative arts. On the other hand, all four Thai institutions emphasize interior design. An assumption can be made that interior design programs in the United States feature a variety of areas of study, while the area of emphasis in Thai institutions is limited to interior design.

United States Institutions	Area of emphasis
Arizona State University	Interior Design
University of Cincinnati	Communication Skills
University of Missouri-Columbia	Basic & Creative Arts
Rhode Island School of Design	Interior Design
Thai Institutions	Area of emphasis
Silpakorn University	Interior Design
King mongkut's Institution of Technology	Interior Design
Rangsit University	Interior Design
Bangkok University	Interior Design

Figure 6e

The area of emphasis of the eight programs

It is fairly difficult to make a comparison between the countries' program requirements in general education because each institution categorizes these courses differently. The only area in the general education requirement with a clear difference between the programs is in the area of business elective courses. The University of Cincinnati is the only program of the eight studied that required any courses in this category. The program required six semester credit hours of business courses, while the other seven programs did not list business electives on their programs' syllabus.

CHAPTER 7.

CONCLUSIONS AND RECOMMENDATIONS

7.1 Conclusions

Interior design education in the United States was established in the 1920s. It wasn't until 1956 that this type of educational program was introduced to Thailand. In this research, a thorough comparison between four FIDER accredited interior design programs in the United States to the four interior design programs in Thailand was completed. The researcher found that the interior design programs between the two countries, in general, showed some variation. These differences can be identified as follows:

- 1 The programs' bases.
- 2 The length of the study programs.
- 3 The average of required number of credit hours per semester.
- 4 The breakdown of the general education requirement.
- 5 The area of emphasis in each program.
- 6 The courses required under research category between the two countries.

In the first aspect, the programs' bases, the researcher found that all four United States programs are located in different colleges or departments. The interior design program from Arizona State University is housed in the Department of Design, while at the University of Cincinnati the interior design program is housed in the School of Architecture and Interior Design. At the University of Missouri-Columbia, a four-year program is offered in the College of Environmental Design. The program from the Rhode Island School of Design is housed in the Department of Interior Architecture.

In the second aspect, the length of each study program between the two countries is quite opposite. Three out of the four programs from the United States institutions; Arizona State University, the University of Cincinnati, and the Rhode Island School of Design, are five-year programs while three out of the four programs from Thai institutions; Silpakorn University, Rangsit University, and Bangkok University, are four-year programs.

The third aspect, the average of the required number of credit hours per semester between the two countries, is also different. Although three out of the four interior design programs from Thai institutions are four-year programs, students must take heavy loads of required course work within one semester. On the contrary, the average required number of credit hours per semester from the three five-year programs in United States institutions is lower. It can be concluded that a four-year interior design program from a Thai institutions is actually the same as a five-year interior design program offered in a United States' institution.

In the fourth aspect, the percentage breakdown in the required general education credit hours between four-year programs and five-year programs is also different. The average required number of general education credit hours from the four-year programs is greater than the

average number of required general education credit hours from the five-year interior design programs in both the United States and the Thai institutions. In general, four-year programs feature a percentage breakdown between the required interior design credit hours and the required credit hours for general education as 70% and 30% in favor of interior design credit hours.

In the fifth aspect, the area of emphasis between the United States institutions and the Thai institutions is also different. In the United States, the area of emphasis in each school's program varies. For example, both the interior architecture program at Arizona State University and the interior design program from the Rhode Island School of Design emphasize the area of interior design. The program from the University of Cincinnati emphasizes the area of communication and the four-year program from the University of Missouri-Columbia emphasizes the area of basic and creative arts. On the contrary, all Thai interior design programs emphasize the area of interior design.

The last aspect to be covered is the requirement in the research category. Under this category, the programs between the two countries are completely opposite. In the United States, the interior design program from the University of Cincinnati is the only program that requires courses in the research. On the other hand, three out of the four programs from Thai institutions: Silpakorn University, KMIT, and Rangsit University require courses which fit into the research category.

7.2 Recommendation

After comparing and analyzing the eight selected programs between the two countries, it was found that not all FIDER accredited interior design programs fulfill the course work in the eight basic categories. This research revealed that only one interior design program, the University of Cincinnati, requires course work in category eight, Research. As illustrated in figure 4.2b, the University of Cincinnati requires three credit hours of course work in this category. FIDER lists the level of achievement for Research as an Understanding level, but not all accredited institutions studied in this research have courses which fall into this category. All accredited interior design programs should, at least, meet FIDER's standard requirements for accreditation.

Under the general education requirement breakdown, all eight programs showed no standard requirement for business courses. The eight interior design programs showed an unequal number of credit hours required in business courses. For instance, the interior design program from the University of Cincinnati is the only program which offers business elective courses. According to the standards and guidelines from the Foundation for Interior Design Education Research (the eight basic categories), FIDER listed courses required in the business aspect as category six: Profession, and the achievement level required for this category was identified as Understanding. The definition for Understanding, according to FIDER's standards and guidelines, is a "deeper level of comprehension regarding concepts: a more specific and detailed knowledge" (Foundation for Interior Design Education Research, 1988). All interior design programs accredited by FIDER should require more business courses as part of the programs' requirements.

In Thai interior design programs, the researcher feels that all four programs should not so heavily emphasize interior design course work. Instead, the four programs should show a variety in the areas of emphasis like the programs from the United States institutions, so students can choose the programs that they are interested in and broaden their areas of expertise.

The number of credit hours required per semester at Thai institutions, in all the four-year programs, is also very demanding of the students. Since the total number of credit hours required per semester is so high at the four-year interior design programs at Silpakorn University, Rangsit University, and Bangkok University, they could easily be spread over a five-year period to allow the students a little more flexibility .

APPENDIX A**ARIZONA STATE UNIVERSITY-DESCRIPTION OF COURSES****Arizona State University****Introduction to Environmental Design**

Survey of environmental design: includes historic examples and the theoretical, social, technical, and environmental forces that shape them.

Visualization for Interior Design

Development of an understanding of drawing space and product: sequential development of two- and three-dimensional drawing skills.

Vocabulary for Interior Design

Projects in the vocabulary of design: color, composition, character, and form as related to design. Two- and three-dimensional graphic representation.

Introduction to Interior Design

Interiors issues, theories, and philosophies. Emphasis on subjective and objective analysis of problems of design and their solutions.

Concepts for Interior Design

Conceptual design development: scale and proportion, light, texture, form, volume, and spatial hierarchy; passage and repose.

User Needs and Behavior in Interior Design

Applications of conceptual design to issues of programming and space planning, user needs and behavior.

History of Interior Design I

The design of interior spaces as expression of cultural influences to 1835.

History of Interior Design II

Design of interiors as an expression of cultural influences from 1835 to the present.

Interior Codes: Public Welfare and Safety

Codes and regulations as performance criteria for interior design.

Interior Materials and Finishes.

General analysis of quality control measures relating to interior design materials, finishes, and performance criteria.

Interior Design Studio I

Studio problems in interior design related to behavioral response in personal and small group spaces.

Interior Design Studio II

Studio problems in interior design with emphasis on issues of public and private use of interior places of assembly.

History of Decorative Arts in Interiors.

The design of decorative arts as an expression of cultural influences and as an extension of interior spaces.

History of Textiles in Interior Design

Cultural and historical expression of textiles as related to interiors. May include field trips.

Concept and Style in Presentation Documents.

Methods of analyzing portfolio design for interiors. Forming presentation concepts and establishing a communications style.

Specifications and Documents for Interiors

Contract specifications, documents, schedules, and bidding procedures for interior design.

Furniture Design and Production

Design, construction, cost estimating, and installation in interior furniture and millwork.

Environmental Control Systems

Methods of specifying and constructing systems that control the sensory input from the ambient environment.

Acoustic for Interior Design

Physical properties of sound. Studies pertaining to sound absorbing materials, constructions, and room acoustics.

Lighting for Interior Design

Light as an aspect of interior design. Evaluation of light sources for distribution, color, and cost.

Interior Design Studio III

Studio problems in interior design related to commercial spaces.

Interior Design Studio IV

Studio problems in interior design related to health and educational facilities.

Interior Design Studio V

Advanced interior design problem solving, design theory, and criticism. Thesis project development based upon the major concentration.

Interior Design Studio VI

Advanced series of specialized projects or continuation of thesis project based upon the major's concentration.

Professional Practice for Interior Design

Business procedures, project control, fee structures, professional product liabilities.

Pre Internship Seminar

Preparation of internship materials that produce and enhance a successful internship experience.

Internship

Full-time summer internship under supervision of practitioners in the Phoenix area or other locales.

APPENDIX B

UNIVERSITY OF CINCINNATI-DESCRIPTION OF COURSES

University of Cincinnati

Interior Design Studio

Design projects which introduce the interrelationships between the functional, the technological, the aesthetic, and the cultural aspects of design.

Communication Skills Laboratory

Studio exercises introducing architectural drafting, including orthographic and paraline drawing, perspective, and shade and shadows.

Communication Skills Laboratory

Studio exercises introducing architectural design graphics and ideation drawing.

Environmental Design Seminar

Group discussions, field trips, etc., assisted by senior students.

Introduction to Environmental Design

An introductory theoretical discussion of the social, technical and aesthetic issues which must be considered in the design of culturally responsible environments.

History of Environmental Design

Introduction to relationship between the history and theory of Western Architecture, Art and Design in the Ancient and Medieval Periods.

History of Environmental Design

Introduction to relationship between the history and theory of Western Architecture, Art and Design in the Renaissance.

Science of Environmental Design

Introduction to physical laws of visual and audio aspects of the man-environment interaction.

Interior Design II

Application of design fundamentals to elementary problems of interior design. Applied graphic communication and exploration of problem solving processes.

Interior Design Content Studio

Creative problems of medium scale space planning and design.

Communication Skills II

Fundamentals of accurate delineation through exercises in mechanical perspective and free-hand sketching in limited media.

Introduction to Computer Graphics

Development of a foundation of conceptual and technical skills related to the field of interior design.

History of Environmental Design II

Introduction to the history and theory of Western architecture and interiors in the 20th century.

History of Interior Design

A comparative analysis of history and architecture as related to interior environments.

Design Theory I

Lecture designed to acquaint students with person-environment relationships, design methods, process and programming.

Environmental Technology

Thermal aspects of man-environment interactions including physiology, climatology, natural adaptation, calculations and system design.

Construction

Materials and processes. Physical functions of building Principles of building fabric design.

Communication Skills III

Advanced projects combining techniques in a variety of media as means of visual communication.

Design Theory II

Examines interior design theories and intellectual contributions to interior design principles and implementation. Approaches from the contexts of culture, society and the individual.

System Technology III

Specific applications related to interior construction, materials and detailing.

System Technology III

Materials. The uses of natural and man-made materials; analysis, construction, usage, and specification.

Interior Design Content Studio

Problems involving design of commercial and institutional interiors with emphasis on space analysis and planning and coordination of furnishings and equipment.

Programming

Introduction to planning procedures and program development for interior designers.

Systems Technology IV

Principles and techniques of power distribution, lighting, and luminaire design with emphasis on lighting effects and methods.

Systems Technology IV

Studies related to joining of dissimilar materials, exercises to develop proficiency in casework and millwork design.

Interior Design Content Studio

Problems involving design of commercial and institutional interiors with emphasis on space analysis and planning and coordination of furnishings and equipment.

Interior Design Senior Project

Summarization of principles and techniques of design applied to a major problem of student's own choosing.

Professional Practice II

Professional aspects of practice of interior design, including business law, estimating, trade relations, office procedure.

Design Theory IV

Study of ergonomics and human physical factors related to interior design.

System Technology V

Study of exhibition systems and environmental graphics for interiors.

Design Research

Individual study, research, and conferences structured and directed to develop a program for the terminal senior design project.

Advanced History of Interior Design

In-depth study of special topics.

APPENDIX C**UNIVERSITY OF MISSOURI-COLUMBIA-DESCRIPTION OF COURSES****University of Missouri-Columbia****Introduction to Environmental Design (Lecture)**

Survey of subject matter and career options in environmental design.

Foundation for Design

A studio of design principles, elements, graphic ideation and modeling; both two and three dimensional aspects of basic design are studied.

Resources and Materials

Students become familiar with a range of resources and materials which prepare them for specification writing, estimating, and bidding.

Design Communication I

Beginning studio course in techniques and conventions of graphic communications as an aid in the design process.

Design Business Practices

Provide exposure to the business functions specific to the design and construction industry.

Interior Design I

Design of residential interiors appropriate for users; programming, space planning, design and client presentation; floor plans, selection of furnishings and accessories, lighting, swatch boards, elevations and scale models.

History of Housing and Interior Design through 1750

An in-depth study of housing and interior styles from ancient civilization through 1750.

History Housing and Interior Design after 1750

An in-depth study of housing and interior styles after 1750.

Interior Design II

Studio experience in designing for business and commercial interiors; programming, design cost estimating, client presentation; selection of furnishings, office systems, materials and other products.

Housing Design I

Studio experience in design of residences; interior space planning, trafficways; site planning, client and working drawings; use of technical and design information from prerequisite courses. Prereq. IndEd F43, 142, 147.

Problems

Supervised independent work. Prereq. 200 level course in field of problem, junior or senior standing, and instructor's consent.

Topics

Selected current topics in field of interest.

Design and Behavior

Review of theories and empirical research relating to physical environmental and behavior; design programming and post occupancy evaluation of built environments.

Computer Graphic Applications to Design

Introduces applications of computer graphics to design and art; includes previsualization, drafting and creative development. Using a variety of program packages for graphic output, pure and applied design will be generated.

Design Communication II

Advanced studio course in techniques and conventions of graphic communication as aids in the design process.

Housing Concepts and Issues

With emphasis on design, explores housing policy, regulations, codes, and programs; housing conservation and preservation; financial issues; trends and projections.

Interior Design III

Design of residential and contract interiors for actual clients; complete design process (not including installation); use of technical and design information from prerequisite courses.

Housing Design II

Advanced studio experience in housing design; emphasis on problem solving techniques and use of design and technical information from prerequisite courses. Prereq.: 146, 245 (or co-req.) 248, 346.

Advanced Design Studio

Major studio design project critiqued by a panel at the end of semester.

Readings

Readings in recent research materials.

Recent Trends

For upperclass and graduate students who wish additional knowledge and understanding in specific subject matter areas.

Field Training

Field experience in design under professional and educational supervision.

APPENDIX D**SILPAKORN UNIVERSITY-DESCRIPTION OF COURSES****Silpakorn University****Basic Drafting**

A studio course which emphasizes in basic drafting techniques such as: architectural graphics and symbols, construction drawing and detail drawing.

Interior Design I

An introductory studio course in interior design which deals with interior design theory, space planning, and furniture layout.

Interior Design II

A residential design studio course which mainly emphasizes small scope projects such as residential housing.

Interior Design III

An introduction to public space design studio course dealing with large commercial interior design projects such as hotels, restaurants, and institutions.

Construction I

A studio course which concentrates in the construction drawing techniques of small dwelling unit's structures.

Construction II

A studio course which concentrates in the construction drawing techniques of public space such as offices and commercial buildings.

Interior Graphics

Interior presentation drawing techniques that mainly deal with perspective drawing.

Presentation Techniques

The presentation techniques that are used in visual presentations such as study models, etc.

Furniture Design I

A study of theory and application of furniture design including its working drawings.

Furniture Design II

A study of furniture design techniques and its detail drawings, large scale drawings, and joiner detailings.

Equipment and Material

A lecture course dealing with various types of material, their appropriateness for specific uses, and the availability of each type of material.

Thai Decorative Arts I

A study of Thai historical style and its application to the past architecture era.

Technological System in Interior Design

A study of the scientific technologies which influence humans and their environment such as lighting, acoustics, climate, and circulation.

Interior Design IV

A studio course which is a continuation of Interior Design III, at the intermediate level, in the public space design studio course.

Interior Design V

A studio course which is a continuation of Interior Design IV, in public space design.

Thai Decorative Art II

A study in Thai historical style and its application in the present day.

Furniture Design III

A study of furniture design using materials such as rattan, metal and steel, fabric upholstery, and office furniture.

History of Western Interior Design and Furniture Design I

A study of the interior design and furniture design which was influenced by ancient world Western countries.

History of Western Interior Design and Furniture Design II

A continuation in the study of interior design and furniture design in the Western countries from French period to Modernism.

Interior Design Concept

An investigation and analysis of concept design applied to interior space.

Interior Design Organization and Management

A study of business practices which cover aspects such as organization and management, marketing, budget estimating, and quality control.

Design Seminar

A seminar in an interior design professional field which cover both business management aspects and designing aspects.

Professional Practice

An interior design professional internship, which requires a minimum of 180 applied hours during the summer of junior year.

Interior Design VI

An advanced public space design course featuring an individual senior design project. Students make a proposal of their area of interest in public space.

Estimation and Marketing

A lecture course which deals with professional operations such as job estimating and project bidding.

Thesis Preparation

A research course that will prepare the student to write proposals and to present their area of interest in Art Thesis.

Thesis

A final interior design project that will take place in the second semester of the student's senior year. This individual project heavily emphasizes the area of public space design.

APPENDIX E
KING MONGKUT'S INSTITUTION OF TECHNOLOGY
DESCRIPTION OF COURSES

King Mongkut's Institution of Technology

Delineation I

A beginning design studio course teaching freehand drawing techniques such as contour drawing and modelled drawing.

Delineation II

A beginning design studio course teaching freehand sketching techniques, and still life drawing techniques.

Delineation III

A beginning design studio course which mainly emphasizes creative drawing adapted from human beings, animals, and manmade designs.

Basic Architectural Drawing

An introduction to architectural drawing resulting from geometric forms. Students also learn about several type of architectural working drawing such as orthographic projection, isometric drawing, and other types of paraline drawings.

Fine Arts I

A two-dimensional design art studio course including study topics such as freehand drawing, still life drawing, and basic composition.

Fine Art II

A three-dimensional design art studio course which mainly emphasizes sculpture and ceramic design.

Fine Art III

An art studio course which emphasizes the area of print making.

Fine Art IV, V & VI

An independent study art studio course in which students may select to study in the area of two dimensional design, three dimensional design, or print making; to demonstrate their knowledge in composition, conceptualization, and creativity.

Visual Design

A design studio course in basic and creative development which will cover topics such as the use of line weight, line composition, color design and theory.

Professional Practices

Interior designers ethics in practice including budget estimating, designer fees, and general law in the design profession field.

Ergonomics I & II

An intensive study of human dimensions and their relationship to design.

Applied Mechanics

An introduction to Physics.

Seminar

An interior design seminar which helps student to think about their thesis.

Equipment for Buildings I

The study of design theory and design concepts of sewage/drainage systems, escalators, and elevators.

Equipment for Buildings II

The study of design theory and design concept of acoustic and electrical systems.

Estimations

A study in budget estimations, standards and specifications.

Landscape Design I

The study of residential landscape design.

Landscape Design II

The study of commercial (public) landscape design.

Method of Research

A study of research theory and its application.

Program Analysis

A study of how to analyze data for a specific scope of project.

Computer I

An introductory to FORTRAN programming, its structure and application.

Computer II

A study of how certain types of computer programs may be applied to design projects.

Workshop I & II

An introductory to woodworking workshop. Students learn how to use certain types of tools and machinery in woodworking shop.

Decoration Plant I & II

A study of various types of decorative plants for both interior and exterior decoration.

Architectural Technology I, II & III

A intensive study of architectural construction and detailing, such as construction of wood framing and concrete structures.

Design Analysis I & II

An analytical study of Thai fine art and three dimensional design work in architecture.

Interior Architecture I

An introduction to interior architecture in a beginning design studio course.

Interior Architecture II

A residential design studio course in interior architecture, such as: design concept and space planning.

Interior Architecture III

A continuation of Interior Architecture II. A residential design studio.

Interior Architecture IV

A continuation of Interior Architecture III. A residential design studio.

Interior Architecture V

An advanced residential design studio course.

Interior Architecture VI

An introduction to public space design.

Interior Architecture VII

A public space design studio: a continuation of Interior Architecture VI.

Interior Architecture VIII

Public space design studio, a continuation of Interior Architecture VII.

Interior Architecture IX

Public space design studio: a continuation of Interior Architecture VIII.

Thesis in Interior Architecture

The application of interior design studio that students learned through out the year.

Interior Structures I

Construction drawing techniques of interior structures and interior decoration.

Interior Structures II

A continuation of Interior Structure I: a construction drawing techniques of interior structures and interior decoration.

Design Workshop I & II

An analytical study of machinery and its functions.

Environmental Design I & II

Survey of subject matter and career options in environmental design.

Exhibition I & II

A study of display design with applications in lighting, fixture, color, and psychological aspects.

Materials and Usages

A study of interior furnishing material and fabrics and their application.

Thai Decoration

This course concentrates in the appreciation of Thai decorative style, including its history and development to the present day.

APPENDIX F**RANGSIT UNIVERSITY-DESCRIPTION OF COURSES****Rangsit University****Art Theory and Practice**

A study in basic design theory such as color and composition and their applications.

Drawing

A studio art course in freehand drawing and painting.

A survey of Art

An introduction to Thai architectural landmarks. Students take field trips to visit important architectural landmarks.

Principle of Practical Art

A studio art course which mainly emphasizes color design.

Basic Graphics

An introduction to two-dimensional and three-dimensional graphic design, mainly concentrating on compositional aspects.

Basic Design

An introduction to line composition, including two-dimensional and three-dimensional designs.

Interior Design I

An introductory studio course in interior design which deals with interior design theory, space planning, and furniture layout.

Interior Design II

A residential design studio course mainly emphasizing small scope projects such as residential housing.

Interior Design III

An introduction to public space design studio course dealing with large commercial interior design projects such as hotels, restaurants, and institutions.

Interior Design IV

A studio course which is a continuation of Interior Design III, at the intermediate level, in the public space design.

Interior Design V

A studio course which is a continuation of Interior Design IV, in public space design.

Presentation

The presentation techniques that are used in visual presentations such as study models.

Equipment and Materials

A lecture course which deals with various types of materials, their appropriateness for specific uses, and the availability of each type of material.

Furniture Design I

A study of the theory and the application of furniture design, including its working drawing.

Furniture Design II

A study of furniture design techniques includes detail drawing, large scale drawing, and joinery detailing.

Construction I

A studio course which concentrate in the construction drawing techniques of small dwelling units' structures.

Construction II

A studio course which concentrate in the construction drawing techniques of public space design such as office and commercial building.

Construction III

Advanced construction techniques of public space design, such as offices and commercial buildings.

Professional Practice, Estimation and Marketing.

A lecture course which deals with professional operations such as job estimating and project bidding including standards and specifications.

History of Interior Design and Furniture I

A study of the interior design and furniture design that were influenced by ancient world Western countries.

History of Interior Design and Furniture Design II

A continuation in the study of interior design and furniture design in Western countries from the French period to Modernism.

Interior Design Seminar

A seminar in the interior design profession, which covers both business management aspects and designing aspects.

Thesis Preparation

A research course that prepares students to write proposals and to present their area of interest in Art Thesis.

Thesis

A final interior design project that takes place in the second semester of student's senior year. This individual project heavily emphasizes the area of public space design.

APPENDIX G**BANGKOK UNIVERSITY-DESCRIPTION OF COURSES****Bangkok University****Drawing I**

This course concentrates on the perspective drawing, natural object, shading, realistic and landscape drawing through various techniques: pencils, crayons and brushes.

Drawing II

This unit enables students to devise and develop new techniques in creative conception and imagination based on natural setting or assigned work.

Visual Arts I

This unit provides students with the painting practice in both relief and sculpture emphasizing the imitation of natural settings, multi-dimensional art imagination.

Visual Arts II

Laboratory exercise dealing with the techniques and processes of print making, wood carving, metal printing and silk-screens printing.

Color and Composition

Theories and practices of colors and their influence on physical and psychological perception of human. Relationship between components of artistic composition and color is also emphasized.

Design Theory

The study of design theory with emphasis on three dimensional art form and relationship of form and space including color and texture application.

Introductory Technical Drawing

A foundation course in reading and drawing the pattern such as pictorial drawing which includes side view, scenic, and assembly drawings.

History of Interior Design I

This course explores the inception of Western interior decoration and furnishings to realize the development and changes of art in each period.

History of Interior Design II

The study of the inception and its development of Eastern interior decoration and furnishing to realize the basic physical needs, economic and social development, civilization and its influence.

Interior Design I

The introduction of the fundamental principles and guidelines of interior design, the practical skill, the understanding and realization of the problem solving strategies and the application of instruments equipment and materials in this area by focussing on practicability and architectural beauty.

Interior Design II

The continuation of theory and practical skills on space utilization of residences. This unit also incorporates the study of the values and attitudes of living nature affecting the art of interior design.

Structural Elements I

The study of architectural structures, dimensions, principles, structural system, structural drawings and interior designs.

Structural Elements II

The extensive study and practicability of building and furniture structures in advanced level.

Design Elements

This course aims at studying influential factors on design on the basis of relationship of human scale, space, style and environment.

Mechanical Elements

The study of various building systems concerning designs which include lighting, air-conditioning, ventilating, and the control of audio, electrical and sewage systems.

Material Elements

A study of local and imported material elements in construction to explore their qualities, price and characteristics and to understand the assemblage and installation process as well as the production procedures of material elements.

Interior Design III

The study and practical skills in designing commercial building public places and offices by emphasizing the analysis of relationship between utilization and space in the interior and exterior of the structures.

Interior Design IV

A continuation of practical skills in interior design with concentration on expertise and problem analysis in an advanced level.

Furniture Design I

This unit approaches the theory of furniture designing, conception application, material, structure, production and installing processes of particular items. The practice of designing and drawing in both presentation and working drawings.

Furniture Design II

The continuation of Furniture Design I helping students to further practice working drawing and drawing 1:1 and to produce real furniture items to study possible problems in designing and production.

Landscape Design I

The studies of the significance and the scope of landscape design including its inception and development. Introduce the characteristics, species and classification of plants used in interior and exterior decoration as well as materials and equipment used in garden decorating.

Landscape Design II

This study and practice of landscape design and geographical architectural planning including space utilization and the concerned methodology to create a perfect work.

Lighting Design

This course deals with the principle of interior lighting design for functional purpose which is based upon perception and beauty. Study and analyze lighting utilities. Practice electrical diagram planning and equipment.

Design Analysis

The study of data analyzing process in co-ordination with human needs by directing the guidelines of the designing. The students have to analyze basic human needs which affect both domestic and international designs.

Cost Estimation

This course aims at studying the principles and system of cost estimation. Factor involved are, for example, the conditions and contracts, methods of payment, size and stages of work project. Cost estimation methods are based on material cost, all kinds of wages, risks, insurance, real model construction including the techniques in cost calculation of different kinds of work and the preparation of government bidding document.

Seminar in Interior Design

Lectures and seminars conducted by professional authorities on social conditions, utilization and environment. Students are required to exchange knowledge, ideas and design concepts. Summary report from the seminars is needed.

Art Thesis

Each student is required to submit thesis topic to be approved by the art thesis committee. Proposal includes objectives of the project, limitations, an analysis and a determination of designing concept in order to produce perfect design work. Art thesis incorporates document research and interior design project.

Requirement: Students in the Department of Interior Design eligible to register in this course must meet the following requirements.

- 1 Complete all courses of the Professional Education. Major Requirements and 9 Major Electives.
- 2 Maintain a minimum GPA of 1.75.
- 3 Obtain the minimum quality point of 2.00 or "C".

Environmental Design

Survey the consumer's perception and reaction towards the environmental design with concentration on the harmony of space utilities and environment.

Exhibition Design

Introduce the principles and components of exhibition, space utilization, material used, environment, conceptual and symbolic transmission. Psychology of exhibition displaying is reviewed. Practice temporary and permanent exhibition arrangements.

Scenic Design

Study and practice procedure in the theatrical design of scenic presentation and its techniques such as stagecraft, stage lighting, and costume design.

Home Fashions

The review of the characteristics and types of furniture in various styles. A selection of fabrics for curtains and cushions, furniture, crockery, lamps, and other decoration items with concentration on the harmony of style and era.

Computer as a Design Tool

The use of computers in the drawing of design both in the form of presentation and in working drawing.

Folk Arts

This course encourages the students to appreciate the value of Thai folk arts. Trace its history and development in various regions and analyzed the composites of other branches of arts including culture, tradition, rites, social environment and local materials.

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