

2022 - 2024

DESIGN INSTITUTE OF SAN DIEGO

ACADEMIC CATALOG

& STUDENT HANDBOOK



DEVOTED TO DESIGN



**Design Institute
of San Diego**

8555 Commerce Ave.
San Diego, CA 92121
disd.edu
858.566.1200

WE TEACH INTERIOR DESIGN

We are designers, architects, artists, historians, scholars in the natural and social sciences, and computer specialists.

We take your career goals seriously.

We like what we do and are proud to share our professional knowledge.

We seek to identify the present and future needs of the design profession so that you will be a prepared professional.

We know the value of a good education based on firm technical and aesthetic foundations. We'll make sure you know "how" and understand "why."

We'll watch your skills develop as your portfolio grows.

We will welcome you, upon graduation, as our colleague in an exciting profession - *interior design*.

THE COLLEGE

Design Institute of San Diego (DI) was founded in 1977. Students enter DI with a great dedication to a particular interest – interior design. As a specialized institution, DI has always been able to focus all of its attention on the theory and practice of interior design, providing students with structured sequential curricula in a creative environment where personal attention enhances the educational life and development of each DI student.

Small classes, personalized support, and one-on-one feedback from faculty and staff, and opportunities to participate in creative hands-on projects and real-world experiences all ensure DI students receive rich opportunities for learning, experimentation and growth.

The faculty at DI includes practicing interior designers, architects, artists, historians, environmental psychologists, lighting designers, engineers, general education specialists, computer technologists, and business consultants; all are working professionals in their field who bring practical instruction based on current professional knowledge.

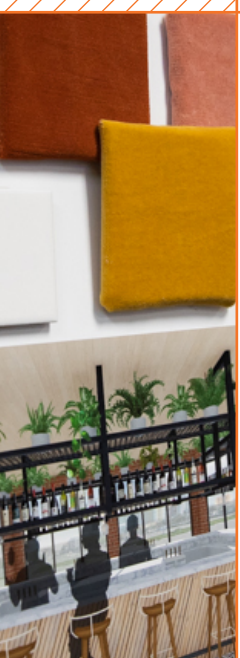
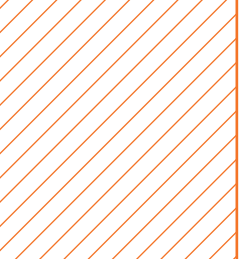
What stands out at DI is a strong sense of connection between the college, the student, the profession, and the community.

DI students enjoy consistently high job placement rates and DI alumni have gone on to build exceptional careers in almost every specialty, achieve notable design and business success, and create lasting impact on local and global communities.

The college is accredited by the WASC Senior College and University Commission (WSCUC) and its BFA program is accredited by the Council for Interior Design Accreditation (CIDA).

CONTENTS

2 WE TEACH INTERIOR DESIGN	48 BFA Course Descriptions	122 STUDENT SUCCESS	150 MID Satisfactory Academic Progress (SAP) Policy
3 THE COLLEGE	Interior Design (ID)	Student Responsibility	
6 Vision Statement	62 Interior Design Electives (IE)	123 Student Support	151 Maximum Time Frame (MTF) Evaluation Points
Mission Statement	64 General Education (GE)	124 Academic Advisement	
7 Institutional Goals	66 General Education Electives (GE)	Student Success Center	152 MID SAP Evaluation Chart
Institutional Learning Outcomes (ILOs)	68 MASTER OF INTERIOR DESIGN (MID)	Health and Wellbeing	MID SAP Evaluation Chart Explanation
8 Commitment to Diversity, Equity and Inclusion (DEI)	69 Graduate Culture	125 Tutoring	Academic Probation
	70 MID Tracks	Technology Resources	155 BFA/MID Effect on SAP of Course
10 Title IX	71 Length of Program	126 Career Services and Placement Assistance	Withdrawals, Incompletes, In-Progress, Transfer Credits, and Repeated Courses
12 Accreditation/Approval	Timeframe and Course Load	127 Interior Design Graduate Employment Reporting and Resources	156 Grading Policy – Applied to SAP
Institutional Accreditation – WASC Senior College and University Commission (WSCUC)	72 MID Program Learning Outcomes (PLOs)	128 Academic Calendar and Schedule of Classes	Mitigating Circumstances Appeal
14 Programmatic Accreditation (BFA) - Council for Interior Design Accreditation (CIDA)	74 MID Curriculum	Prerequisites	157 SAP Dismissal Appeal
15 State of California Institutional Approval - Bureau for Private Postsecondary Education (BPPE)	76 MID Course Descriptions	129 Registration	158 Readmission
	Core Courses	130 ACADEMIC POLICIES AND PROCEDURES	162 GRADUATION
16 The Location	82 Graduate Electives	Copyright Guidelines	BFA Program Graduation Requirements
Campus Facilities	84 Preparatory Studies	Copyright and Fair Use Policies	165 MID Program Graduation Requirements
17 Library	90 ADMISSIONS	131 Academic Honesty Policy	166 Degree Dates
Housing	91 BFA Admissions	132 Academic Freedom Policy	167 Commencement Ceremonies
18 Credit Hour Policy	92 Transfer Admission	134 Attendance Policy	168 STUDENT RIGHTS, GRIEVANCES AND APPEALS
21 Distance Education	95 Transfer Equivalency Lists and Articulation Agreements	Auditing	Student Rights
24 Course Timeframe and Hours	Award of Credit for Prior Experiential Learning	Student Work	Student Complaint Procedures
26 Student Life	Ability to Benefit Students	135 Grading Policy	169 Grievances
Student Organizations	96 MID Admissions	136 Student Performance Evaluation	Appeals
27 Student Groups and Clubs	97 Baccalaureate Degree Requirement	Grade Point Average	Changes in Rules and Policies
28 Definition of Interior Design	98 Portfolio Requirements for MID Applicants	Student Progress Reports	170 Record Retention and Confidentiality
32 Legislation, Licensing and Certification	99 Transfer Admission	137 Grade Reports and Grade Changes	172 Drug Free Awareness Policy
33 Sustainability	100 Transferability of Credits and Credentials	138 Add/Drop Policy	Non-Discrimination Policy / Title IX
34 PROGRAM OFFERINGS	Earned at Design Institute of San Diego	Instructor Course Drop	173 Accommodation for Students with Disabilities
BFA IN INTERIOR DESIGN	Veterans Affairs (VA)	139 Incompletes	Student Grievance Procedure for Complaints of Discrimination
38 BFA in Interior Design Program Goals	101 International Students	140 Course Repetition	177 Crime Awareness and Campus Security Act of 1990
40 BFA Program Learning Outcomes (PLOs)	102 Registration of New Students	Transcripts	Sexual Violence and Sexual Harassment Policy
41 Length of Program	New Student Orientation	141 Withdrawal from the College	178 FACULTY LIST
42 BFA Tracks and Class Hours	104 FINANCIAL AID	Administrative Withdrawal	182 ADMINISTRATION
43 BFA in Interior Design Curriculum	106 Federal Grants	Administrative Dismissal	Executive Leadership
44 Course Numbering System	California State Grants	142 SATISFACTORY ACADEMIC PROGRESS	Administrative Leadership
Course Categories	107 Federal Work-Study (FWS)	BFA Satisfactory Academic Progress (SAP) Policy	183 Board of Directors
General Education	108 Loans	143 Maximum Time Frame (MTF)	Officers of the Corporation
46 General Education Electives (GE)	110 Institutional Scholarships and Grants	144 Rate of Progress Requirements	
47 Interior Design Electives (IE)	112 Veterans Benefits and the GI Bill	146 Evaluation Points	
Degree Requirements	114 BFA/MID TUITION, FEES AND CHARGES	147 BFA SAP Evaluation Chart	
	115 *STRF	BFA SAP Evaluation Chart Explanation	
	117 Books and Supplies	148 Academic Probation	
	118 Cancellation and Refund Policy		
	121 BFA Partial Drop Tuition Credit (Not applicable to the MID Program)		



VISION STATEMENT

Design Institute of San Diego aspires to lead the field in design education, preparing innovative, environmentally and socially responsible citizens who positively impact the world.

MISSION STATEMENT

Design Institute of San Diego prepares students for careers in interior design and allied fields. Forward-thinking faculty, administration, and staff are committed to facilitating an understanding of human-centered design with a grounding in liberal arts traditions, values, and critical inquiry. Design Institute provides an inspiring, creative, collaborative, and student-centered environment while preparing responsible and thriving graduates who apply their knowledge, skills and abilities to enrich the profession, the environment, and the global community.

INSTITUTIONAL GOALS

- To provide students with a professional course of study that strives to meet the highest academic standards for design education
- To ensure students make connections within and across disciplines by offering them a creative arena in which to develop necessary skills
- To encourage students to consider design in the widest possible context while fostering a realistic understanding of their responsibility, role and potential as professionals who will improve their community, the nation, and the current and future condition of the world
- To bridge the gap between academia and industry by providing a range of opportunities to interact with professionals in interior design and allied fields
- To prepare well-rounded global citizens by cultivating and fostering service-learning and engagement in co-curricular activities that promote diversity, tolerance and real-world experience

INSTITUTIONAL LEARNING OUTCOMES (ILOS)

- Communication: Graduates communicate effectively in a variety of contexts through oral, written, and visual means
- Critical Thinking and Quantitative Reasoning: Graduates critically analyze, synthesize and interpret ideas, information, and quantitative data in a variety of contexts
- Information Literacy: Graduates recognize the value of information, strategically search for and access it, evaluate its authority and relevance, and use it ethically and effectively
- Creativity: Graduates demonstrate creativity in problem solving
- Global Context: Graduates appropriately incorporate multicultural and global perspectives in their work

COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION (DEI)

DIVERSITY, EQUITY AND INCLUSION DEFINED

Design Institute of San Diego is committed to continuously developing and maintaining a diverse, equitable, and inclusive educational institution and design community. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. Students, faculty, and staff thrive when there is a campus-wide culture and climate of respect for a wide range of backgrounds and world views. This respect undergirds student success and institutional effectiveness.

Diversity, equity and inclusion are represented in all aspects of the school's operations including recruitment and admission efforts, marketing, publicity, instruction, and employment of faculty and staff. Curriculum at Design Institute includes awareness and appreciation of diversity so that graduates will make thoughtful and constructive contributions to their communities, nation, and the current and future condition of the world. Graduates will possess an intellectual and social framework for working and collaborating with people from a multitude of cultures and points of view.

AT DESIGN INSTITUTE

- Diversity means respect and appreciation for people of different races, ethnicities, socioeconomic status, gender, religions, sexual orientations, and those with disabilities. On campus and in the classrooms, we believe that honoring all life experiences and backgrounds allows students to generate even more creative ideas as well as effective solutions to problems.
- Equity means all students are given the opportunity to excel, participate, contribute, and succeed in their degree programs. Each student will be honored and valued for their unique qualities and attributes.
- Inclusion means conscious efforts to make every student, faculty member, and staff member know and feel that they are an integral and valued member of the Design Institute community. This extends to all aspects of the school's operations. All students, employees, and visitors should feel welcomed, supported, and a sense of belonging.

DIVERSITY, EQUITY AND INCLUSION STATEMENT

Design Institute values all students, faculty, and staff and does not discriminate against individuals on the basis of race, ethnicity, gender, gender identity, sexual orientation, socioeconomic status, geographic region, religion, disabilities, age, veteran status, ancestry, or national origin. This non-discrimination policy applies to all aspects of the institute including instruction, administration, policies, admissions, employment, recruitment, financial aid programs, and other college-administered programs and activities.

DIVERSITY, EQUITY AND INCLUSION COUNCIL

The DEI Council serves as an advisory body to the Chief Executive Officer and the Executive Leadership Team on diversity, equity and inclusion. Through campus-wide planning, evaluation, and collaboration, the Council promotes a diverse, equitable, and inclusive learning and working environment. The Council pursues its mission in the following ways:

- Collaborating with DI employees and students working to advance diversity and inclusion, equity, and cultural fluency.
- Proposing and recommending policies and procedures to help recruit, retain, and ensure the success of employees and students who offer unique perspectives and backgrounds, especially those from traditionally underserved or marginalized communities.
- Advancing the goal of creating a campus climate that reflects the diversity of the communities in which we live.

The Council is comprised of current students, faculty and administrators who represent and/or advocate for historically underrepresented and traditionally marginalized social identities.

For general questions, comments, or requests for more information please email DEI@disd.edu.

TITLE IX

DI does not discriminate in its employment practices or in its educational programs or activities on the basis of sex/gender. DI also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about noncompliance should be directed to the Title IX Coordinator at TitleIX@disd.edu. For a complete copy of the policy or for more information, please contact the Title IX Coordinator at the email listed above or the Assistant Secretary of Education within the Office for Civil Rights (OCR) at <https://www.hhs.gov/ocr/index.html>.



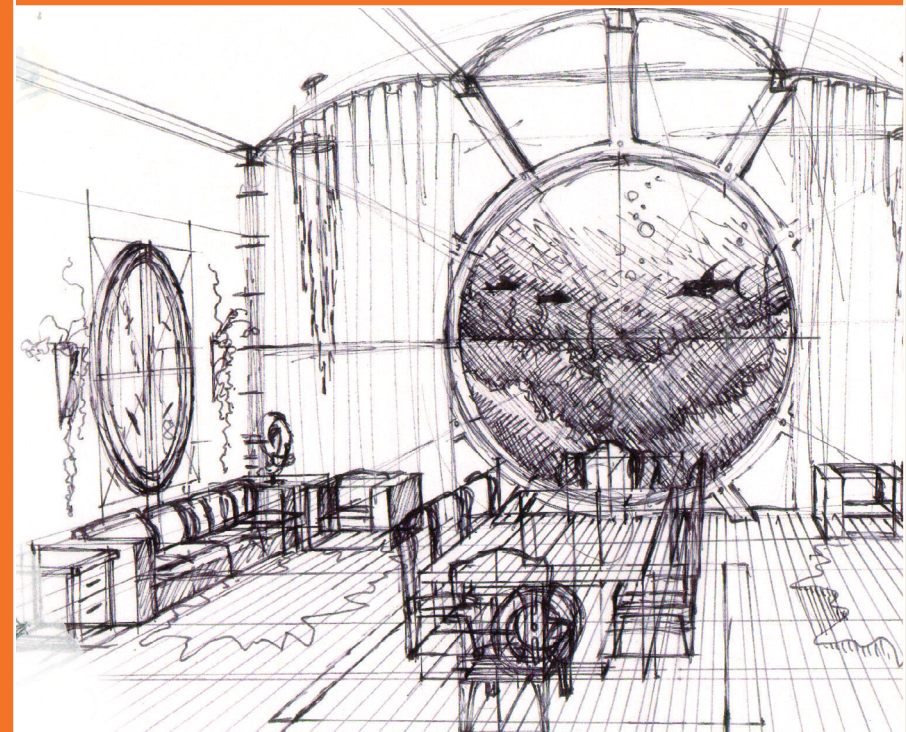
ACCREDITATION/APPROVAL

Accreditation is a status granted to an institution that meets or exceeds the stated criteria of educational quality. The purposes of accreditation are to assess and enhance the educational quality of an institution, to assure consistency in institutional operations, to promote institutional improvement, and to provide for public accountability.

INSTITUTIONAL ACCREDITATION

DESIGN INSTITUTE OF SAN DIEGO IS ACCREDITED BY THE WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC), 985 ATLANTIC AVENUE, SUITE 100, ALAMEDA, CA 94501, (510) 748-9001.

WSCUC is a regional accrediting agency serving a diverse membership of public and private higher education institutions throughout California, Hawaii, and the Pacific as well as a limited number of institutions outside the U.S. Through its work of peer review, based on standards agreed to by the membership, the Commission encourages continuous institutional improvement and assures the membership and its constituencies, including the public, that accredited institutions are fulfilling their missions in service to their students and the public good. WSCUC is recognized by the U.S. Department of Education as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid.



PROGRAMMATIC ACCREDITATION FOR THE BACHELOR OF FINE ARTS IN INTERIOR DESIGN (BFA)

The Interior Design program leading to a BFA in Interior Design degree is a professional level program accredited by the Council for Interior Design Accreditation (CIDA). Established in 1970, CIDA has focused its efforts on the educational requirements necessary to prepare individuals for the practice of interior design. Through the constant analysis of the needs of the interior design profession and with input from both practitioners and educators, the CIDA standards address the necessary skills and knowledge to practice as an interior designer.

CIDA sets standards for postsecondary interior design education, evaluates college and university interior design programs, and publishes a list of accredited programs that meet the standards. CIDA is recognized as a reliable authority on interior design education by the Council for Higher Education Accreditation (CHEA) and is a member of the Association of Specialized and Professional Accreditors (ASPA).

CIDA's mission is to provide the foundation for excellence in the interior design profession by setting standards for education and accrediting programs that meet those standards. Accreditation is a voluntary process. Accreditation's primary purpose is to provide quality assurance for protection of the public.

WHO IS THE PUBLIC THAT CIDA SERVES?

- CIDA serves students who are seeking or attending interior design programs by ensuring that baseline knowledge, skills, and educational credentials are acquired to ensure success in the profession.
- CIDA serves programs by maintaining up-to-date standards that reflect the requirements of employers and industry, thus providing a tool for continual development by which programs maintain currency with professional requirements.
- CIDA serves employers by ensuring that interior design education meets baseline requirements for preparation to practice.
- CIDA serves the profession by strengthening interior design education, the foundation upon which the profession is built.

MASTER OF INTERIOR DESIGN (MID)

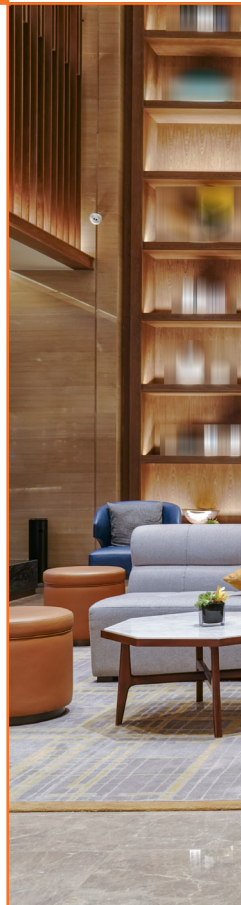
The MID program builds on the core principles outlined in CIDA standards; however, it offers an advanced level of education beyond what is required for entry-level practice. CIDA uses a single set of Professional Standards for program evaluation, which primarily addresses the educational content required for entry-level interior design practice; therefore the MID program is not accredited by CIDA.

STATE OF CALIFORNIA INSTITUTIONAL APPROVAL - BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

Design Institute of San Diego is a private institution approved to operate as an Accredited Institution in the State of California by the Bureau for Private Postsecondary Education (BPPE) through February 28, 2024. Approval means compliance with state standards as set forth in the California Private Postsecondary Education Act of 2009.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd, Suite 225, Sacramento, CA 95834, www.bppe.ca.gov, toll free telephone number (888) 370-7589 or by Fax (916) 263-1897.



THE LOCATION

Situated geographically in Southern California just two hours south of neighboring Los Angeles, the City of San Diego provides a dynamic “classroom without walls” learning environment.

San Diego is alive with visual and cultural interest, from its gracious old missions to the bold excitement of downtown and the Gaslamp Quarter. The natural beauty of Balboa Park, the houses designed by Irving Gill, Louis Kahn’s monumental Salk Institute, the Hotel del Coronado, and the vibrant colors of the buildings across the border in Mexico make San Diego an ideal city in which to live, learn and work.

Often called “America’s Finest City,” San Diego has an extraordinary climate. If you enjoy swimming, running, boating, surfing, hiking, biking, ballooning, windsurfing, hang-gliding, horseback riding, or just sitting on a great beach, all of these activities are available throughout the year in one of the most beautiful settings anywhere.

CAMPUS FACILITIES

Design Institute’s campus is located near the Pacific beaches of La Jolla and is convenient to freeways and services. Affordable housing, restaurants, theaters, and shopping are within close proximity to the school. The campus buildings are of contemporary design and include spacious classrooms, drafting studios, exhibition spaces, a library, computer labs, a lighting lab, a sample room, student lounges, faculty lounges, administrative offices, and free convenient parking.

Unless otherwise indicated, class sessions scheduled to be in person are held at the campus of Design Institute of San Diego located at 8555 Commerce Avenue, San Diego, CA 92121. Programs or courses offered fully online are live synchronous and are accessed through Zoom. Course materials are provided through Canvas. Exceptions to these locations include externship and practicum hours, field trips, and community-based design projects.

LIBRARY

The DI Library has collections in art, architecture and design to support the Interior Design programs, as well as materials on anthropology, history, literature, science, and other subjects to support the General Education courses in the BFA program and materials on teaching and learning to support the faculty. DI Library holdings include approximately 6,000 books, 50 magazine and journal subscriptions, and 100 films. Current students and faculty also have access to online resources including article databases, e-book collections, tutorials, and research guides. The Librarians and library staff are available to help students and faculty find, evaluate and use information in academic and professional projects. Research assistance is available in person, over the phone, and by email. The DI Library also houses the Kravet Resource Center, where students may browse current sample books for Kravet textiles and other materials, and order free memo samples of these materials.

HOUSING

DI does not offer on-campus housing. Students may arrange for their own living accommodations close to the school or use personalized housing and roommate services provided as a courtesy to students. The current rent for housing near campus ranges from approximately \$1850.00 - \$2500.00 per month. Housing costs vary based on location, size of the housing, and the number of roommates. The Office of Admissions will gladly assist prospective students with questions regarding housing and roommate services; however, DI has no responsibility to assist a student in finding housing.

CREDIT HOUR POLICY

A credit hour at Design Institute of San Diego (DI) is the amount of work that reasonably approximates three to four hours of work per week for 15 weeks, including (a) direct faculty instruction or class time, (b) homework (reading, research, studying, writing), (c) preparing for final projects and presentations, (d) instructor supervised studio time, and (e) Externship and Practicum field hours. DI requires 45 clock hours per one (1) unit of credit. A 3-unit course is equivalent to 135 total clock hours that include traditional seat time and homework. For the purpose of these calculations 50 minutes of class instruction counts as one hour and the 15-week semester includes the exam period. All DI courses are 3 credit units.

The time spent in class depends on the allocation of credit as lecture, studio, seminar, externship, or practicum. How students spend their time in on-site and online courses is directly related to the assignments, assessments, and other tasks given by instructors; therefore, faculty teaching courses designed for distance education focus on total time spent “on task” and must consider how much time they expect a typical student to dedicate each week to complete requirements for the course associated with traditional seat time and homework hours. Consult the course description for allocation of credit. The credit unit/clock hour ratios for these courses are as follows:

LECTURE

1 unit of lecture credit = 1 hour of class lecture + 2 hours of outside preparation (reading, research, homework) per week x 15 weeks
= 45 clock hours per semester

Example: 3-unit lecture courses require 3 hours in class and 6 additional hours of outside preparation each week = 9 clock hours per week

SEMINAR

1 unit of lecture credit = 1 hour of class lecture + 2 hours of outside preparation (reading, research, homework) per week x 15 weeks
= 45 clock hours per semester

1 unit of seminar credit = 1 hour of class discussion, recitation or critique + 2 hours of outside preparation (completion of seminar assignments) per week x 15 weeks = 45 clock hours per semester

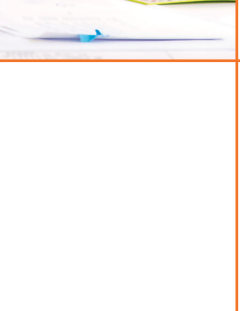
Example: 3-unit seminar courses (1 unit lecture, 2 unit seminar) require 3 hours in class and 6 additional hours of outside preparation each week = 9 clock hours per week

STUDIO

1 unit of lecture credit = 1 hour of class lecture, recitation or critique + 2 hours of outside preparation (reading, research, homework) per week x 15 weeks = 45 clock hours per semester

1 unit of studio credit = 2 hours of supervised studio + 1 hour of outside preparation (completion of studio assignments) per week x 15 weeks = 45 clock hours per semester

Example: 3-unit studio courses (2 units lecture, 1 unit studio) require 4 hours in class and 5 additional hours of outside preparation each week = 9 clock hours per week



FIELD EXPERIENCE: BFA EXTERNSHIP

1 unit of BFA externship credit = 2.4 hours of work in the field per week x 15 weeks = 36 clock hours + 1 hour of class lecture + 2 hours of outside preparation (reading, research, homework) per week x 3 weeks = 27 clock hours

Example: 3-unit Externship Course requires 108 hours externship in the field, 9 hours in class, and 18 additional hours of homework for a combined total of 135 clock hours

FIELD EXPERIENCE: MID PRACTICUM

1 unit of MID practicum credit = 3.4 hours of work in the field per week x 15 weeks = 51 clock hours per semester of field work + 1 hour of mentorship + 2 hours of outside preparation (reading, research, homework) per week x 3 weeks = 9 clock hours per semester of additional work = 60 clock hours per semester

Example: 3-unit Practicum requires 153 hours of work in the field, 9 hours of mentorship and 18 additional hours of outside preparation for a combined total of 180 clock hours per semester

CREDIT VALUE

DI operates on the semester system. Courses in the semester system are fifteen weeks per semester (3 semesters per year). Some schools operate on a quarter system (4 quarters per year, 10 weeks per quarter). The credit value in semester hours is indicated in the course listings. The Transfer Equivalency Chart shows the relative value of semester and quarter hours for transfer purposes.

TRANSFER EQUIVALENCY CHART

SEMESTER HOURS	1	2	3	4	5
QUARTER HOURS	1.5	3	4.5	6	7.5

DISTANCE EDUCATION

At DI, distance education shall be defined as a formal educational process in which the primary instructional interaction occurs when student and instructor are not in the same physical location. Such instruction may be synchronous or asynchronous and is conducted using Canvas, a learning management system (LMS), and/or Zoom, a video communication system.

DI Course Modality definitions

(FT) Face-to-Face Traditional

- 100% of class meetings on-site/in-person (traditional method)
- LMS used
- Students required to be on campus/local

(OS) Online Synchronous

- 100% of class meetings online
- Synchronous
- LMS used and may include some asynchronous content
- No requirement for students to be on campus/local

(HY) Hybrid

- 20 - 50% of class meetings online
- 80 - 50% of class meetings in person
- LMS used and may include some asynchronous content
- Students required to be on campus/local

(OA) Online Asynchronous

- 100% of class meetings online
- Asynchronous
- LMS used
- No requirement for students to be on campus/local

THE FOLLOWING GUIDELINES SHALL APPLY TO NEW HYBRID AND DISTANCE EDUCATION COURSES:

- I. All new hybrid and distance education program offerings in which fifty (50) percent or more of the coursework is delivered online are subject to DI Substantive Change review and approval, and shall meet the substantive change requirements related to distance education programs as established by the Western Association of Schools and Colleges (WASC);
- II. Individual class modality changes shall be offered following consultation with the Director of Academics;
- III. Hybrid and distance education courses shall be identified in the official schedule of classes, and students must be notified of any requirements for participation (synchronous, asynchronous, class activities outside class session times, etc.);
- IV. Students shall be notified of any software and hardware requirements for participation in class meetings designated as HY, OS, or OA;
- V. Regardless of the modality, all DI courses should be consistent in terms of purpose, scope, quality, assessment, and expected learning outcomes with other courses holding the same number and course title; and
- VI. Students enrolled in distance education courses shall not be denied access to advisement, grievances, or other key academic rights and services, nor shall they be excused from the academic responsibilities expected of all students.

PROGRAM MODALITIES

DI currently offers distance education through online coursework in the on-site BFA and MID programs and through the online MID program. In the on-site programs, courses offered in the distance education modality represent less than fifty (50) percent of any student's program and may include required and elective courses.

Courses offered in the distance education modality are consistent with courses in the face-to-face modality in terms of purpose, expected learning outcomes, assessment methodology, and quality of content and instruction. Online coursework is part of each program's curriculum and does not involve different admissions requirements. There are no special costs and/or fees associated with online coursework. The delivery method for online coursework is synchronous and in real time and is conducted with Canvas, a learning management system (LMS), and/or Zoom, a video communication system.

DI expects reasonable response times from all instructors, including those teaching online courses. Responses or evaluations of written material, such as papers, assignments, projects, etc., will be sent within one week, and no later than two weeks, after receipt. All assignments in online courses shall be submitted and returned through Canvas, the institution's LMS, unless requested to be submitted by mail. Mailed responses or evaluations of written material will be sent no later than one week after receipt and shall be postmarked by the expected due date.

COURSE TIMEFRAME AND HOURS

DI courses are offered on a 15-week, semester-based schedule. Courses meet once a week for three to four hours and adhere to the DI credit hour policy. Although schedules may vary based on program and track, classes are normally scheduled between 8:00 a.m. and 10:00 p.m. Monday through Friday.

SCHEDULING OF COURSES AND PROGRAM CONTENT

DI reserves the right to schedule courses in the order that best suits the overall master schedule and does not violate course prerequisites. DI reserves the right to cancel course offerings at its discretion when necessary to meet the objectives of the institution. Furthermore, DI also reserves the right to change program content providing the objectives of the program are not changed. Such changes are necessary from time to time to remain current with accreditation criteria and professional expectations.



STUDENT LIFE

At DI, faculty and staff work together to ensure that students have the resources they need to succeed in rigorous programs and in their future careers.

Co-curricular programs and activities augment academic offerings with social events, workshops, guest speakers, professional networking, and more. This programming is supported by the Student Success Center, which also offers advisement for student groups and clubs.

STUDENT ORGANIZATIONS

Student contact with professional interior designers provides insight into and understanding of professional standards and practices and provides important reinforcement of classroom learning. Students are guided by faculty advisors and are highly encouraged to attend American Society of Interior Designers (ASID) and International Interior Design Association (IIDA) student and professional chapter events, meetings and presentations.

ASID STUDENT CHAPTER

ASID is a community committed to the profession of interior design. It's also the oldest and largest organization representing the interests of professional interior designers. There are 46 ASID professional chapters and over 5,000 student members across the country, forming the largest network of interior design students worldwide. Student membership is the best way to meet professionals, connect with peers and practicing designers through Career Day, compete in interior design award programs sponsored by ASID, stay informed on current issues, and make the transition to Allied Membership in ASID after graduation.

IIDA CAMPUS CENTER

IIDA advances the profession of interior design through the progressive cultivation of innovative leadership and by constantly advocating for exceptional design. The Association provides a forum to demonstrate design professionals' impact on the health, safety, well-being, and virtual soul of the public, balancing passion for good design and strategy for best business practices. IIDA stands at the intersection of passion and strategy where designers create extraordinary interiors and experiences.

IIDA Campus Centers provide an environment for the development and exchange of knowledge among students, educators, administrators, and design professionals. Student membership in IIDA affords the opportunity to work closely with the local IIDA Chapter and participate in events that include NeoCon Student Programs, Student Mentoring Week, design competitions, and other programs throughout the year.

STUDENT GROUPS AND CLUBS

Student groups and clubs offer an opportunity for students to meet up with fellow students who have similar interests. New groups or clubs may also be formed upon request.

Current groups include:

- BIPOC Students at DI
- Book Club at DI
- Garden and Green Design Interest Group
- Professional Interest Group
- Student Ambassadors
- Veterans at DI
- Yoga and Meditation Interest Group

STUDENT LEADERSHIP

DI cultivates student leaders who strive to improve the profession, the environment, and our global community, providing them with a variety of options to develop their leadership skills through opportunities such as Student Organization Leaders; DI Ambassadors; Tutors; DEI Council Student Leaders; Graduate Teaching Assistants.

DEFINITION OF INTERIOR DESIGN

The Council for Interior Design Qualification (CIDQ) defines interior design as follows:

Interior design is a distinct profession with specialized knowledge applied to the planning and design of interior environments that promote health, safety, and welfare while supporting and enhancing the human experience. Founded upon design and human behavior theories and research, interior designers apply evidence-based methodologies to identify, analyze, and synthesize information in generating holistic, technical, creative, and contextually-appropriate design solutions.

Interior design encompasses human-centered strategies that may address cultural, demographic, and political influences on society. Interior designers provide resilient, sustainable, adaptive design and construction solutions focusing on the evolution of technology and innovation within the interior environment. Qualified by means of education, experience, and examination, interior designers have a moral and ethical responsibility to protect consumers and occupants through the design of code-compliant, accessible, and inclusive interior environments that address well-being, while considering the complex physical, mental, and emotional needs of people.

Interior designers contribute to the interior environment with knowledge and skills about space planning; interior building materials and finishes; casework, furniture, furnishings, and equipment; lighting; acoustics; wayfinding; ergonomics and anthropometrics; and human environmental behavior. Interior designers analyze, plan, design, document, and manage interior non-structural/non-seismic construction and alteration projects in compliance with applicable building design and construction, fire, life-safety, and energy codes, standards, regulations, and guidelines for the purpose of obtaining a building permit, as allowed by law.

INTERIOR DESIGN INCLUDES A SCOPE OF SERVICES WHICH MAY INCLUDE ANY OR ALL OF THE FOLLOWING TASKS:

- **PROJECT MANAGEMENT:** Management of project budget, contracts, schedule, consultants, staffing, resources, and general business practices. Establish contractually independent relationships to coordinate with, and/or hire allied design professionals and consultants.
- **PROJECT GOALS:** Understand, document, and confirm the client's and stakeholders' goals and objectives, including design outcomes, space needs, project budget, and needs for specific or measurable outcomes.
- **DATA COLLECTION:** Collect data from client and stakeholders by engaging in programming, surveys, focus groups, charrette exercises, and benchmarking to maximize design outcomes and occupant satisfaction.
- **EXISTING CONDITIONS:** Evaluate, assess, and document existing conditions of interior environments.
- **CONCEPTUALIZATION:** Application of creative and innovative thinking that interprets collected project data and translates a unique image or abstract idea as a design concept, the foundation of a design solution. The concept is then described using visualization and communication strategies.
- **SELECTIONS AND MATERIALITY:** Selection of interior building products, materials, and finishes; furniture, furnishings, equipment, and casework; signage; window treatments, and other non-structural/non-seismic interior elements, components, and assemblies. Selections shall be made based on client and occupant needs, project budget, maintenance and cleaning requirements, lifecycle performance, sustainable attributes, environmental impact, installation methods, and code-compliance.

- **DOCUMENTATION:** Develop contract documents for the purposes of communicating design intent and obtaining a building permit, as allowed bylaw. Documentation by phases may include schematic, design development, and construction drawings and specifications. Drawings may consist of floor plans, partition plans, reflected ceiling plans, and finish plans; furniture, furnishings, and equipment plans; wayfinding and signage plans; code plans; coordination plans; and elevations, sections, schedules, and details illustrating the design of non-load-bearing/non-seismic interior construction and/or alterations.
- **COORDINATION:** Overseeing non-structural/non-seismic interior design scope in concert with the scope of allied design professionals and consultants, including, but not limited to, the work of architects, mechanical, electrical, plumbing, and fire-protection engineers and designers, and acoustical, audio-visual, low-voltage, food service, sustainability, security, technology, and other specialty consultants. Coordination can include, but is not limited to:
 - Placement, style and finish of mechanical, electrical, plumbing, and fire protection devices, fixtures, and appurtenances (i.e., accessories) with the design of the interior environment. Ceiling materials and heights; interior partition locations. Acoustical appropriateness of spatial arrangements, construction, and finish materials.
 - Working closely with contractors to respect budgetary constraints and contribute to value engineering efforts.
- **CONTRACT ADMINISTRATION:** Administration of the contract as the owner's agent, including the distribution and analysis of construction bids, construction administration, review of contractor payment applications, review of shop drawings and submittals, field observation, punch list reports, and project closeout.
- **PRE-DESIGN AND/OR POST-DESIGN SERVICES:** Tasks intended to measure success of the design solution by implementing various means of data collection, which may include occupant surveys, focus groups, walkthroughs, or stakeholder meetings. Collection and reporting findings can range from casually to scientifically gathered, depending on the project's scope and goals.

LEGISLATION, LICENSING AND CERTIFICATION

Approximately 40 US states and provinces have some level of legislation in place related to the regulation of interior design. In some states, use of the term “interior designer” is limited to those professionals meeting the state’s requirements. In others, the state regulates the use of “Certified Interior Designer,” “Registered Interior Designer,” or another specified title.

Current California law does not require an interior designer to be licensed, registered or certified in order to practice interior design. The legislature has not passed a title act or practice act. Certification is not currently required for placement in the field.

There is a voluntary self-certification process for designers in California who have met the education, experience and examination requirements of the California Council for Interior Design Certification (CCIDC) which allows those who qualify to refer to themselves as Certified Interior Designers (CID).

The Council for Interior Design Qualification (CIDQ), the premiere certifying organization for interior design professionals since 1974, administers the NCIDQ exam. According to CIDQ, “NCIDQ Certification meets legal and regulatory standards for the interior design profession as established by more than half of the states across the U.S. and the provinces in Canada.”

Design Institute of San Diego continues to support the joint efforts of CIDQ and professional interior design organizations to achieve legislation in California by its commitment to conform to the highest standards of interior design education as determined by the Council for Interior Design Accreditation (CIDA). CIDA accreditation provides assurance that national standards for interior design education have been applied and met and that graduates have been academically prepared to seek employment in interior design.

SUSTAINABILITY

Meaningful interior design practice requires adherence to the belief that all interior design professionals have a social and moral responsibility to the health, safety and welfare of their clients. This vital concern—now of utmost immediacy—must logically extend to future generations and, as such, must provide ongoing acknowledgment and support for perhaps the most consistent, supportive and venerable of long term “clients”: the planet earth.

In light of soaring energy costs, lessons learned and effects of the pandemic, heightened global warming, and substantial increases in natural disasters, Design Institute recognizes that it is imperative to educate critical thinkers, creative-minded designers who acknowledge that sustainability is not simply how to use and specify “green” materials and processes, but rather design professionals who understand that sustainability is a holistic endeavor interrelating the professional, social, regulatory, aesthetic, and economic issues that impact people and their environments.

BRENDA AND
ROBERT VALE

Green
ARCHITECTURE
Design for an energy-conscious future

EARTH ARCHITECTURE

Ronald Peck

NA
2650
.V35
1991

TH
1421
.R34
2009

NA
682
.073 W
2000

PROGRAM OFFERINGS

Design Institute currently offers the following programs:

BFA – On-site with some online synchronous courses

MID – On-site with some online synchronous courses

MID – Fully online

BACHELOR OF FINE ARTS IN INTERIOR DESIGN (BFA) OVERVIEW

The challenge of interior design education is to address the artistic, intellectual, technical, and practical considerations necessary to provide students with a solid foundation preparing them for entry into professional practice or an advanced study of interior design. If this foundation incorporates awareness of the total context out of which design emerges and of which it is a part, the student will be prepared to continue to develop as an artist, practitioner or scholar in the years to come.

The foundation of undergraduate study in interior design is similar to that of other disciplines in the visual arts. The curriculum includes the study of the principles and elements of two-dimensional and three-dimensional design, drawing and color. As the student develops an understanding of abstract design principles, design concepts are introduced, enabling the student to begin to apply abstract principles to concrete problems.

The creative aspects of interior design are part of an ongoing dialogue with society and culture. Students gain insight into the historical development of the built environment including cultural, economic and ecological contexts. These formal investigations into the past inform the design of today, which in its turn will influence the future.

The social, political and behavioral sciences have a profound influence on design. The individual needs, values, behavior patterns, perceptions, and responses of people are considered the basis on which to create environments for living and working. Students should be familiar with many aspects of psychology and sociology and develop research skills for gathering and organizing information related to the use of interior environments.

The design process requires more than aesthetic and social decisions. Knowledge of programming, structural principles, building codes and safety regulations, universal access, lighting technology, new methods of construction, materiality, and sustainability are all part of the vocabulary of today's interior designer.

Business is one of the determining factors in the success of interior designers. Business practices such as proposals and contracts, bidding procedures, budgets, construction schedules, specifications, project administration, and professional ethics are studied within the curriculum.

The BFA curriculum is organized to introduce these concepts in logical sequence, continually layering and intersecting basic design principles and concepts as their levels of complexity increase, building in the student the ability to comprehend new information by relating it to an existing framework that is already understood. Interior design is a field of change. New trends, technologies, theories, and ways of practice are an essential part of the designer's life. The designer whose education has provided a firm ground will be able to evaluate the relative importance of new trends and technologies and their validity to the practice of interior design.

College is just the beginning. The education of an interior designer is a lifelong process. Professional maturation will come through continued artistic, intellectual and technical development. What a good education provides is the map and the guidebook: figuring out where you want to go, all the ways of getting there, and what to do when you arrive. If the purpose and value of your education have been truly absorbed, you will know that you can make a difference in peoples' lives.

EXTERNSHIP – REQUIRED FIELD EXPERIENCE

An Externship formally integrates what has been learned in the classroom with “real world” work experience. Supervised by both the DI Externship Advisor and the Externship Field Supervisor, the Externship offers BFA students the opportunity to experience interior design practice, an environment in which to further develop technical skills on the job, and the chance to begin networking within their chosen profession. By working part-time as externs in a design or multidisciplinary firm, students are better able to evaluate their design and business skills, prepare a portfolio, and meet the challenge of finding employment.

COMPUTER COMPETENCY

All students must have basic computer competency. It is the student's responsibility to meet this requirement.

BFA INTERIOR DESIGN PROGRAM GOALS

- I. To promote intellectual inquiry, creative expression, and original work through a structured curriculum that balances theory and practice, experimentation and planning, creativity and logic, and art and technology, framed within a series of related investigations into language communications, critical thinking, the humanities, natural and social sciences, global awareness, and design history.
- II. To encourage the development of visual fluency as well as the acquisition of essential knowledge and skills in the elements and principles of design, drawing and color, Computer Aided Design (CAD), interior space planning, sustainability, materials and finishes, lighting, structures, surfaces, and codes specific to both residential and non-residential situations.
- III. To define and encourage the dialogue and relationship between interior design and architecture by providing studies in architectural history, universal and barrier-free accessibility, spatial patterning and organization, and environmental sensitivity, as well as the essential need to restore and maintain the natural connection between people and architecture, interiors, and the environment.
- IV. To introduce students to interior design business practices, market resources, and project management techniques used in the interior design profession as well as health, safety and welfare responsibilities that interior designers hold as they develop solutions with clients, rather than simply for clients.
- V. To increase awareness of pressing social, economic and environmental concerns through the research and understanding of human factors, universal design solutions, and sustainable building materials and finishes for design.
- VI. To provide students with a range of opportunities to prepare for professional accomplishment in the field of interior design through a varied range of activities including portfolio development, student competitions, comprehensive externship experience, and placement services as well as opportunities to interact with professional designers in juried projects and events, guest lectures, and professional associations at the local, national and international level.
- VII. To explore and foster community partnerships with not-for-profit organizations for the Classroom Without Walls initiative, a way to bring awareness, diversity, tolerance, and real-world experience into the classroom while simultaneously creating a vehicle for giving back.

BFA PROGRAM LEARNING OUTCOMES (PLOS)

BFA Program Learning Outcomes have been adapted from CIDA Standards to ensure close alignment with programmatic accreditation.

PLO # 1. Global View - Graduates have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

PLO # 2. Collaboration - Graduates collaborate and also participate in interdisciplinary teams.

PLO # 3. Business Practices and Professionalism - Graduates understand the principles and processes that define the profession and the value of interior design to society.

PLO # 4. Human-Centered Design - Graduates apply knowledge of human experience and behavior to designing the built environment.

PLO # 5. Design Process - Graduates employ all aspects of the design process to creatively solve a design problem.

PLO # 6. Communication - Graduates are effective communicators.

PLO # 7. History and Theory - Graduates apply knowledge of history and theory of interiors, architecture, decorative arts, and arts when solving design problems.

PLO # 8. Design Elements and Principles - Graduates apply elements and principles of design.

PLO # 9. Light and Color - Graduates apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

PLO # 10. Products and Materials - Graduates complete design solutions that integrate furnishings, products, materials, and finishes.

PLO # 11. Environmental Systems and Comfort - Graduates use the principles of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.

PLO # 12. Construction - Graduates understand interior construction and its interrelationship with base building construction and systems.

PLO # 13. Regulations and Guidelines - Graduates apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

LENGTH OF PROGRAM

The Interior Design program leading to the Bachelor of Fine Arts in Interior Design degree is a 132 semester-credit-unit curriculum, providing students with the skills and knowledge necessary to enter the interior design profession.

The program consists of 96 units in the interior design major and 36 units in general education.

The BFA program may be completed in four years by a traditional full-time student successfully completing 15-18 units per semester for eight semesters, fall and spring.

A student enrolled in the evening track and successfully completing 6-9 units per semester for 15 semesters may complete the program in five years. Evening track students attend classes three semesters per year, fall, spring and summer.

Fast track students may complete the program in two and one half to three years by successfully completing 15-18 units per semester for 8 consecutive semesters, fall, spring and summer.

BFA TRACKS AND CLASS HOURS

TRADITIONAL TRACK

Traditional track students attend the program during fall and spring semesters. The majority of the classes are scheduled Monday through Friday between 8:00 a.m. and 5:00 p.m. Evening course options may be scheduled Monday through Thursday between 6:00 p.m. and 10:00 p.m.

EVENING TRACK

The evening track is available to students who can only attend classes during the evening. Evening classes are scheduled between 6:00 p.m. and 10:00 p.m., Monday through Thursday.

FAST TRACK FOR TRANSFER STUDENTS

A limited number of students are accepted into the fast track each semester. Admission is selective and based on many factors, including but not limited to: the number of transfer classes the student has, GPA, and strength of academic record. The fast track is designed primarily for transfer students who want to attend classes year-round in order to graduate sooner.

Fast track students attend classes full-time year-round (fall, spring and summer) with a mixture of day and evening classes. Day classes are normally scheduled Monday through Friday between 8:00 a.m. and 5:00 p.m. Evening classes are normally scheduled Monday through Thursday between 6:00 p.m. and 10:00 p.m.

BFA IN INTERIOR DESIGN CURRICULUM (132 UNITS)

Sample semester schedule based on traditional track full-time course load.

1ST YEAR

SEMESTER ONE	15 units	SEMESTER TWO	15 units
ID 101 Introduction to Interior Design	3	ID 134 Visual Communication	3
ID 103 Design Elements	3	ID 118 History of the Built Environment II	3
ID 108 History of the Built Environment I	3	ID 115 Quick Sketching	3
ID 110 Drawing & Composition	3	ID 114 Color Theory & Application	3
GE 180 English Composition - A2	3	GE 170 Oral Communication - A1	3

2ND YEAR

SEMESTER ONE	15 units	SEMESTER TWO	18 units
ID 150 Interior Design I	3	ID 251 Interior Design II	3
ID 234 Visual Communication II	3	ID 217 Building Codes & Standards	3
ID 216 Human Factors	3	ID 256 CAD I	3
ID 221 Perspective & Rendering	3	ID 260 Materials & Applications	3
GE 241 Critical Thinking - A3	3	ID 112 Textiles	3
		GE 250 Philosophy & Values - C2	3

3RD YEAR

SEMESTER ONE	18 units	SEMESTER TWO	18 units
ID 252 Interior Design III	3	ID 300 Interior Design IV	3
ID 356 CAD II	3	ID 361 Externship	3
ID 258 Building Systems	3	ID 266 Sustainable Environments	3
ID 334 Visual Communication III	3	ID 390 CAD III	3
GE 330 Environmental Studies - B2	3	GE 320 World Literature - C2	3
GE Elective C1	3	GE Elective C1 or C2	3

4TH YEAR

SEMESTER ONE	18 units	SEMESTER TWO	15 units
ID 380 Interior Design V	3	ID 395 Senior Project	3
IE REQ: Interior Design Elective	3	ID 365 Business Practices	3
ID 351 Lighting Design	3	ID 345 Portfolio & Pres. Techniques	3
ID 385 Ideas in Design of the Built Envr.	3	GE Elective D	3
GE 310 Cultural Anthropology - D1	3	GE Elective B1	3
GE Elective D	3		

COURSE NUMBERING SYSTEM

100 - 251, 256, lower division undergraduate credit

252 - 395, upper division undergraduate credit

ACADEMIC LEVEL

CREDIT UNITS COMPLETED	0-30	31-63	64-99	100-132
ACADEMIC LEVEL	Freshman	Sophomore	Junior	Senior

COURSE CATEGORIES

CREDIT UNITS

Interior Design Major (ID)	93
Interior Design Elective (IE)	3
General Education (GE)	21
General Education Electives (GE)	15

Total minimum credit units required for the BFA 132

GENERAL EDUCATION

General Education courses provide students with fundamental concepts which contribute to the life of an educated person and are useful in all fields of endeavor. DI believes that a strong and diverse general education component increases the student's ability to think critically and communicate effectively.

The following General Education courses are taught at DI. Other courses in General Education may transfer during the admission process. See the Director of Student Services for a list of acceptable General Education courses. General Education requirements are distributed among the following categories:

AREA A (3 COURSES, 9 UNITS)

English Communication and Critical Thinking

Required: GE 170, GE 180, GE 241

Area A1	Oral Communication	GE 170	Oral Communication
Area A2	Written Communication	GE 180	English Composition
Area A3	Critical Thinking	GE 241	Critical Thinking

AREA B (2 COURSES, 6 UNITS)

Physical Universe and Its Life Forms

Required: GE 330, plus one B1 elective

Area B2	Life Science	GE 330	Environmental Studies
---------	--------------	--------	-----------------------

AREA C (4 COURSES, 12 UNITS)

Arts, Literature and Philosophy

Required: GE Philosophy, GE Literature, plus one C1 elective and one C1 or C2 elective

Area C1	Arts		
Area C2	Humanities	GE 250	Philosophy + Values
		GE 320	World Literature

AREA D (3 COURSES, 9 UNITS)

Social, Political and Economic Institutions and Behavior; Historical Background

Required: GE 310, plus two electives (courses must be from at least two areas)

Area D1	Anthropology & Archeology	GE 310	Cultural Anthropology
Area D2	Economics		
Area D3	Ethnic Studies		
Area D4	Gender Studies		
Area D5	Geography		
Area D6	History		
Area D7	Social or Behavioral Science		
Area D8	Political Science		
Area D9	Psychology		
Area D10	Sociology and Criminology		

GENERAL EDUCATION ELECTIVES (GE)

Students who have not completed GE requirements must choose electives from the General Education Electives list.

GE ELECTIVES (4 COURSES, 12 UNITS)

Courses may be chosen from Areas B-D, as above. Please refer to the current semester schedule for GE Electives offered each semester.

GENERAL EDUCATION ELECTIVES LIST (GE)

Course offerings are chosen each semester from the following list. Please consult Course Descriptions and the current semester schedule.

AREA B PREREQUISITES

GE 306	Physical Geography (B1)	None
---------------	-------------------------	-------------

AREA C

GE 268	History of Modern Art (C1)	None
GE 280	American Literature (C2)	GE 180
GE 331	Mythology (C2)	GE 180
GE 373	World Civilizations to 1500 C.E. (C2)	GE 241

AREA D

GE 248	American History: 1865 to the Present (D6)	None
GE 370	World Politics (D8)	GE 241
GE 373	World Civilizations to 1500 C.E. (D6)	GE 241
GE 375	Developmental Psychology (D9)	None

*GE 373 World Civilizations to 1500 C.E. can satisfy either a C2 or a D6; however, it can only be taken to satisfy one of the areas and not both.

INTERIOR DESIGN ELECTIVES (IE)

Students are required to select at least one interior design elective course as a required component of the interior design major. Additional electives may be taken for credit and will add units to the minimum credit units required for the degree (132 credits). Additional electives do not substitute for required interior design courses in the major. Please consult Course Descriptions and the current semester schedule.

INTERIOR DESIGN ELECTIVES LIST (ID)

Course offerings are chosen each semester from the following list. Please consult Course Descriptions and the current semester schedule.

COURSES PREREQUISITES

IE 140	The Creative Process	None
IE 265	Kitchen and Bath Design	ID 251
IE 318	Furniture Design	ID 252, ID 260
IE 392	Building Information Modeling (BIM)	ID 390

DEGREE REQUIREMENTS

The Bachelor of Fine Arts in Interior Design degree is awarded to students who successfully complete the Interior Design program (132 credit units) with a minimum grade-point average of 2.0. In order to graduate the student must complete the degree requirements within the maximum completion time frame outlined under Satisfactory Progress in this catalog. The student must also file a formal Application to Graduate, complete an Exit Interview, and meet all financial obligations to the school.

Upon successful completion of the requirements for graduation, the school will award the appropriate degree.

Degrees are conferred three times a year (January, June, and September).

FIRST YEAR | 1ST SEMESTER**ID 101: Introduction to Interior Design**

This course is an introduction to the profession of interior design. Students will be introduced to the design process, basic design vocabulary, and various presentation skills and techniques. Professional practices and responsibilities, trade resources, and the value of design organizations will be discussed. Through a series of projects and activities and an exploration of the work of notable interior designers and architects, students will begin to identify the various aspects of interior design to which they personally respond and consider design in a wide, global context.

ID 103: Design Elements

This course introduces students to the basic principles and elements used in two- and three-dimensional design solutions. Coursework will offer students the opportunity to develop an aesthetic vocabulary, to build abstract and creative problem-solving skills, and to expand their ability to evaluate the design process independently and critically. Emphasis will be on the use of line, shape, pattern, rhythm, and the ordering principles used for organizing and defining the relationship of space and form.

ID 108: History of the Built Environment I

This course is part one of a two-part study of interiors, architecture, and decorative and visual arts. Students will develop an understanding of significant movements and traditions in interior design, architecture, and the arts. Emphasis will be placed on the social, political, cultural, and physical influences that have affected the design of the built environment from Paleolithic time through the 18th century, allowing students to make connections within and across disciplines.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

none

ID 110: Drawing and Composition

This course introduces students to various methods, techniques and media related to drawing and composition. Students will draw both figuratively and abstractly and will explore drawing as both a tool to communicate visual information and as a means of self-expression. Course content provides the opportunity for the development of aesthetic and analytical skills, and a design vocabulary that allows for critical evaluation and discussion.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

none

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

none

3 hours weekly**3-unit lecture****Prerequisites**

none

FIRST YEAR | 2ND SEMESTER**ID 134: Visual Communication I**

This course introduces the tools, techniques and skills necessary for architectural drafting. Emphasis will be placed on lettering, line weight, dimensioning systems, graphic standards, and the methods used to produce architectural drawings of floor plans, sections, elevations, and details.

ID 114: Color Theory and Application

This course introduces students to the aesthetic, historical, perceptual, scientific, and psychological aspects of color and light and the implication of color principles and theories to interior design. Students will explore color through experimentation, observation and evaluation. Contemporary design projects will be analyzed for their use of color theory.

ID 115: Quick Sketching

This course is designed to teach students skills for developing and communicating ideas and concepts involving objects and interiors through quick freehand sketches in various media. Rapid visualization and perspective drawing techniques will be introduced and investigated in timed drawing exercises and sketchbook studies. The development of a personal style is encouraged.

ID 118: History of the Built Environment II

This course is part two of a two-part study of interiors, architecture, and decorative and visual arts. Students will continue the study of significant movements, traditions and theories in interior design, architecture, and the arts. Emphasis will be placed on the social, political and cultural influences that have affected the design of the built environment from the 18th century through the present, allowing students to make connections within and across disciplines.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

none

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

none

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 110

3 hours weekly**3-unit lecture****Prerequisites**

ID 108

SECOND YEAR | 1ST SEMESTER**ID 150: Interior Design I**

This is the first studio in a sequential series of design courses in which students apply their skills, knowledge, and understanding of the design process to small-scale residential and commercial projects. Emphasis will be placed on the interrelationship of design elements and principles, spatial organization and sequencing, human anthropometrics, and conceptual problem-solving in three-dimensional space. Students will be expected to present their design solutions through oral, written and visual means.

ID 216: Human Factors

This course introduces students to the complex relationships between people and the spaces they inhabit. Foundational environment-behavior theories concerning place-making, proxemics and wayfinding, along with cultural, generational and health-related issues will be examined as students study how people perceive and use space at home and in public. Students are introduced to evidence-based design theory. Emphasis will be placed on students' ability to use research to generate human-centered, universal design solutions.

ID 221: Perspective and Rendering

This course is designed to teach students to generate perspective drawings by mechanical construction. Color rendering techniques will be introduced as students continue to build on skills acquired in Drawing, Quick Sketching, and Visual Communication I. Various media will be demonstrated and applied to perspective drawings and floor plans.

D 234: Visual Communication II

This course is a continuation of Visual Communication I. Students will study architectural drafting and illustration techniques for two- and three-dimensional interior drawings, using both manual and digital skills and media, as a means of communicating ideas, information and quantitative data. Industry standard software, such as SketchUp, Lumion and Photoshop, are introduced.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 101, ID 134

3 hours weekly
3-unit lecture**Prerequisites**

ID 101

4 hours weekly
3-unit studio

2 units lecture, 1 unit studio

Prerequisites

ID 115, ID 134

4 hours weekly
3-unit studio

2 units lecture, 1 unit studio

Prerequisites

computer competency, ID 134

SECOND YEAR | 2ND SEMESTER**ID 251: Interior Design II**

This is the second studio in a sequential series of design courses. Students will be introduced to programming, specifications, code requirements, and the use of systems furniture as they relate to planning small commercial facilities. Emphasis is on the design process using space planning concepts and methods, problem solving, and application of design theory specific to commercial office environments. Students will be expected to effectively present their design solutions through oral, written and visual means.

ID 217: Building Codes and Standards

This course examines current building code requirements, life safety and environmental issues, occupancies and building classifications, exiting, and universal and barrier-free standards and requirements in both residential and non-residential structures. Students study code-mandated materials and methods of construction, sustainability guidelines, project liabilities, and state regulations.

ID 256: Computer Aided Design I

This course is an introduction to computer-aided drafting using software such as AutoCAD. Students will be taught to use CAD software effectively to create computer-generated floor plans, elevations, and details that meet current industry standards.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 150, ID 234,
ID 217 or concurrent,
ID 221 or concurrent

3 hours weekly**3-unit lecture****Prerequisites**

ID 150

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 234, ID 251 or concurrent

ID 260: Materials and Applications

In this course students will examine non-textile materials, available resources, and methods of production, construction and installation. Through a study of current product applications, they will learn how to select, specify and apply appropriate materials and finishes on the basis of aesthetics, material cost, environmental impact, and performance.

ID 112: Textiles

This course introduces students to the technical and aesthetic aspects of textiles and their use in interior design. Emphasis is placed on product knowledge, specifications, technology, safety, testing, and terminology. New textiles and fibers and their application and performance will be studied.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 118, ID 150

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 118, ID 150, ID 234

THIRD YEAR | 1ST SEMESTER**ID 252: Interior Design III**

This is the third studio in a sequential series of design courses. Building on previously studied design concepts, students work collaboratively to apply their knowledge and skills in the production of a comprehensive hospitality design project. Emphasis will be placed on sound research, creative problem-solving, effective communication, appropriately incorporating multicultural and global perspectives, sustainability, and the application of standards such as LEED and WELL. Students will be expected to effectively present their design solutions through oral, written and visual means.

ID 356: Computer Aided Design II

This course is a continuation of CAD I. Students will learn advanced software commands and the use of software such as AutoCAD in preparing construction documents. They will create a block library of industry standard symbols and details and will learn methods of organizing and communicating information regarding the built environment in an electronic format.

ID 258: Building Systems

This course explores the components of interior construction and building systems as they relate to the interior design professional. The course will emphasize the understanding of the structural and non-structural envelope and distribution systems, including power, mechanical, plumbing, HVAC, and data and voice communications, as they work individually and collectively with various control and security systems to define interior space.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 251

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 256

3 hours weekly**3-unit lecture****Prerequisites**

ID 217, ID 251

ID 334: Visual Communication III

This course is a continuation of Visual Communication II. Students will advance their skills required to produce spatial visualizations using digital media. Techniques required to enhance virtual environments using geometry, light and shadow, and material application will be explored further. Emphasis will be placed on the advanced use of industry standard software, such as SketchUp, Photoshop, and Adobe InDesign, to effectively and creatively communicate ideas, information and data.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 234, ID 256

THIRD YEAR | 2ND SEMESTER**ID 300: Interior Design IV**

This advanced studio course is the fourth in a sequential series of design courses. This course is focused on the design of a large-scale residential living/working environment that appropriately incorporates multicultural and global perspectives based on sound research. Students will be expected to analyze site and building conditions and the client's needs and project budget to determine a rationale for appropriating space, furniture and equipment. Students will be expected to effectively communicate their proposed design concepts through oral, written and visual means, including a variety of presentation formats ranging from preliminary schematics to a full set of construction documents.

ID 361: Externship

This course is an introduction to the interior design profession through directed coursework and practical work experience at participating design and multidisciplinary firms. Students will complete three scheduled classes in professional development (Lecture) and 108 hours of practical work experience (Externship) under the supervision of the Externship Advisor and the host organization. Students are allowed two semesters to complete the Externship.

ID 390: Computer Aided Design III

In this course, students will use and build on the computer skills learned in CAD II to create a complete set of construction documents including a site plan, a demolition plan, a partition plan, various finish and equipment plans and schedules, a furniture plan, a reflected ceiling plan, and elevations, sections and details of partitions and millwork. 3D visualization using CAD is introduced.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

PrerequisitesID 252, ID 258, ID 260,
ID 390 must be concurrent**135 clock hours****3-unit field experience****Prerequisites**

ID 300 or concurrent

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

PrerequisitesID 356, ID 300 must
be concurrent**ID 266: Sustainable Environments**

This course examines the theories and practices that encourage thoughtful planning of interior spaces within the context of environmental consciousness. Major considerations that will be addressed include land use, indoor air and light quality, energy efficiency, and sustainable materials and resources. Evaluating built environments using LEED, WELL and LBC rating systems will be addressed and applied. Students will be expected to incorporate research into human-centered design solutions.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 252, ID 258 or concurrent

FOURTH YEAR | 1ST SEMESTER**ID 380: Interior Design V**

This is the fifth studio in a sequential series of design courses. In this advanced design studio course for seniors, students will demonstrate their knowledge and skills acquired from previous courses by completing a large-scale institutional (e.g., healthcare, educational, government) design project. Emphasis will be placed on the students' ability to creatively apply evidence-based research in the development of the physical site to utilize ideation throughout concept development and to successfully communicate design solutions using a variety of oral, written, digital, and hand-rendered presentation techniques.

ID 351: Lighting Design

This course is an introduction to basic lighting design theory and the technical requirements related to residential and commercial lighting systems. Students will be given the opportunity to develop skills and knowledge in lighting design and the ability to create functional, code compliant, and aesthetically pleasing lighting solutions for various design projects.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 300, ID 334, ID 390

ID 385: Ideas in the Design of the Built Environment

This course is an advanced exploration of major global theories and movements in art, design and architecture that set the foundation for the contemporary practice of interior design and continue to inform current developments in the built environment of the 21st century. Students will be expected to conduct and communicate in-depth research.

3 hours weekly**3-unit lecture****Prerequisites**

ID 380 or concurrent

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 252, ID 258

FOURTH YEAR | 2ND SEMESTER**ID 395: Senior Project**

This final studio in the sequential series of design courses honors and reflects design as a contextual “living in the world” tradition. Students will speak with a personal voice in the design of a complex thesis-based project that demonstrates the understanding that all design decisions are an essential part of a diverse framework encompassing a wide range of cultural, socio-economic, political, and environmental issues. Emphasis is placed on the student’s ability to create a project that successfully demonstrates all aspects of the design process, as well as the skills and knowledge they have learned to this point in their studies, in the presentation of an evidence-based creative solution to a self-defined issue or implication. Students are expected to utilize research methodology to organize and define their project thesis. An aspect of the project solution is the use of appropriate methods to effectively communicate research findings as well as effective presentation techniques used to express the proposed design concept. Senior project presentations are evaluated by a multi-disciplinary panel of jurors.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 266, ID 380, ID 385

ID 365: Business Practices

This course explores standard business procedures commonly associated with the practice of interior design. Students will study various types of design practices, financial management and compensation, ethical practices, professional development, legal liability, and issues related to licensing and certification. The management of a typical interior design project will be studied, including writing proposals and contracts, specifications, bidding procedures, budgets, construction schedules, contractor negotiations and collaboration, and project administration.

ID 345: Portfolio and Presentation Techniques

This course focuses on the organization and preparation of a portfolio showcasing a student’s creative work in preparation for employment in the field of interior design. Students will explore visual composition and organization, document assembly methods, and various reproduction and image management techniques. Computer photo editing and printing, paper and digital portfolio preparation, and the implications of using a portfolio in the interview process for employment will be emphasized.

3 hours weekly**3-unit lecture****Prerequisites**

ID 300

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 334, ID 380

IE 140: The Creative Process

Creative expression is a natural human function that will be explored in this course. Students will use Julia Cameron's book, *The Artist's Way*, as a text to unlock ideas and creativity.

IE 265: Kitchen and Bath Design

This course provides an in-depth look at the complex issues impacting the design of kitchens and bathrooms. Students will examine effective work center planning strategies, equipment and fixture specifications, storage and cabinetry needs, and the selection of surfaces and finishes for performance and visual impact.

IE 318: Furniture Design

This course is an introduction to and overview of furniture and casegood design. Students will study construction techniques, design, and materials associated with casework, tables, and seating for commercial and residential interiors. Preparation of detailed working drawings, models, and presentation drawings are emphasized in this course.

IE 392: Building Information Modeling (BIM)

This course offers students an opportunity to learn the basics of Building Information Modeling (BIM) using Revit, a leading computer program capable of creating and managing information about a building using 3D, "real-time", modeling software. Using Revit, students will produce Building Information Models (abbreviated as BIMs), which define the geometry, spatial relationships, geographic information, and quantities and properties of the systems and components that go into constructing the building.

3 hours weekly**3-unit lecture****Prerequisites**

none

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 251

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 252, ID 260

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 390

GE 170: Oral Communication

This course will focus on the development of communication and presentation skills through a study of both contemporary communication theory and traditional approaches to public address. Students will frequently prepare and present speeches of informative or persuasive intent. Emphasis will be placed on the skills needed to effectively research, prepare and deliver presentations. The interpersonal skills of listening to, and critiquing, presentations will also be taught.

GE 180: English Composition

This course will focus on the various forms of academic writing. Emphasis will be on the organization and development of ideas in relation to the writer’s subject, purpose, and audience; principles of basic research; and the elements of style. Students will learn to use sources in their writing and make appropriate decisions about structure, cohesion, and rhetorical conventions. Students will be required to write a variety of critical papers, including a research paper.

GE 241: Critical Thinking

This course is an introduction to the elements and methods of critical thinking and its application through discussion, research and writing. Drawing on enduring principles, the course will focus on critical reading, logical reasoning and thinking, reflective judgment, and problem-solving skills that will lead to the ability to critically evaluate, analyze, interpret, and synthesize ideas and information.

GE 250: Philosophy and Values

This course is an introductory study of philosophy and philosophical inquiry focusing on values and their place in life. Philosophical orientations and the views of philosophers are drawn from classical and contemporary thinkers. Students are encouraged to formulate, analyze and evaluate their own beliefs and positions in the context of value theory and meaningful philosophical inquiry.

**3 hours weekly
3-unit lecture**

Prerequisites
none

**3 hours weekly
3-unit lecture**

Prerequisites
none

**3 hours weekly
3-unit lecture**

Prerequisites
GE 180

**3 hours weekly
3-unit lecture**

Prerequisites
GE 241

GE 310: Cultural Anthropology

This course is a comparative survey of world cultures and societies. Students will examine universal human behaviors developed and used throughout the world to meet various social, psychological, artistic, religious, and economic needs. Students will reflect on and critically analyze their own world views, assumptions, belief systems, and cultural biases.

GE 320: World Literature

This course explores world literature from 1500 B.C.E - 1600 C.E., including classic literature from Africa, the Americas, Asia, and Europe and modern reflections of those traditions. Students will read and discuss a variety of works from these regions, and address relevant social, cultural and religious issues. Students will critically analyze specific authors, works, themes, and other topics.

GE 330: Environmental Studies

This course examines global environmental issues and the impact of human intervention on the earth’s ecosystems. Topics include air and water pollution, finite and renewable energy sources, the impact of urbanization, climate change, and environmental theories, philosophies, movements, and politics. Emphasis will be placed on human population in the context of resource use, including food, water supplies, and energy resources, as well as environmental issues in California. Students will be encouraged to make connections between human impacts and potential solutions.

**3 hours weekly
3-unit lecture**

Prerequisites
GE 180, GE 241

**3 hours weekly
3-unit lecture**

Prerequisites
GE 180

**3 hours weekly
3-unit lecture**

Prerequisites
none

GE 248: American History: 1865 to the Present

This course traces the social, cultural, political, and economic development of the United States from the Reconstruction to the present. Students are required to think critically and analyze a variety of primary and secondary sources.

GE 268: History of Modern Art

This course is an historical survey of art from the mid-19th century to the present. The art movements from Impressionism to Minimalism will be studied with reference to individual artists contextualized within the social, cultural and political events of the time.

GE 280: American Literature

This course will explore works of American fiction from 1850 to the present. Students will critically analyze and discuss individual writers, thematic issues, and the influence of the cultural contexts in which the literature of the United States is written and interpreted.

GE 306: Physical Geography

This course examines the physical environment of the planet earth, its structure, landforms, atmosphere, weather and climate, vegetation, soils, oceans, coastlines, and ecosystems, along with the appropriate use of maps and charts.

GE 331: Mythology

This course introduces students to mythic, symbolic and archetypal images and themes found in the various cultures of the world. By analyzing archetypal patterns, students will explore the unique motifs of these cultures and the commonality of mythic ideas, learning mythic modes of thinking and creativity.

**3 hours weekly
3-unit lecture**

Prerequisites
none

**3 hours weekly
3-unit lecture**

Prerequisites
none

**3 hours weekly
3-unit lecture**

Prerequisites
GE 180

**3 hours weekly
3-unit lecture**

Prerequisites
none

**3 hours weekly
3-unit lecture**

Prerequisites
GE 180, GE 241

GE 370: World Politics

This course explores selected problems and issues in current international relations and events through a comparative study of the cultural, historical, political, economic, and ideological world views of specific countries or social groups. Students will be required to critically evaluate, analyze, interpret, and synthesize ideas and information from a variety of sources.

GE 373: World Civilization to 1500 C.E.

This course examines the origins and development of Homo Sapiens and the formation of the major civilizations of the world from circa 3000 B.C.E. to the dawn of the modern era and the creation of a global community circa 1500 C.E. Emphasis will be placed on a comparative analysis of the institutions developed by various civilizations and on the interactions between them that were sometimes destructive, but other times mutually beneficial and enriching.

GE 375: Developmental Psychology

This course is a study of the psychological development of humans in all their sociocultural diversity from conception to death. Emphasis will be placed on various areas of interest in the field of psychology including information processing, learning and memory, motivation, developmental processes, and personality.

**3 hours weekly
3-unit lecture**

Prerequisites
GE 241

**3 hours weekly
3-unit lecture**

Prerequisites
none

**3 hours weekly
3-unit lecture**

Prerequisites
none

MASTER OF INTERIOR DESIGN (MID)

ON-SITE AND ONLINE MODALITY

The Master of Interior Design (MID) program offers advanced scholarship in interior design by engaging students in human-centered design research and innovative processes preparing environmentally- and socially-responsible scholars, educators, and design practitioners.

The educational philosophy of the MID program is closely aligned with that of the DI undergraduate philosophy, grounded in fundamental Bauhausian principles associated with the reflexive relationship of design thinking and making, which is a hands-on approach to teaching and learning. A key component of this relationship is the idea that thinking about and doing design (including interior design) fosters an on-going, dynamic synthesis between abstract ideas and materiality. In addition to this core philosophy, our educational methodology incorporates, and seamlessly blends, evidence-based design (EBD) practices with artistic expression, a process in which research and theoretical discourse inform design solutions for the built environment. Students engage in individualized project-based studies aimed at solving real problems which provide a bridge between critical inquiry and professional practice.

Our approach to curriculum development and design is rooted in a transformative learning paradigm. It borrows from learner-centered ideology that initiates with students' own interests, builds on prior knowledge, fosters individual growth, and motivates students to become stewards of their own instruction.

MID pedagogical methods include individualized student instruction with an increased focus on student-initiated studies along with lectures, discussions, problem-solving exercises, project-based studio work, and research-based assignments. A studio-based approach remains the principal component of interior design education and students have the autonomy appropriate to graduate-level studies.

PRACTICUM – REQUIRED FIELD EXPERIENCE

The Professional Practicum, a field experience supervised by a mentor and related to the student's professional goals, is an important component of the MID program. Working under the direction of the supervising faculty member and a qualified and approved field mentor gives students experience in their field of study and the opportunity to apply their academic knowledge to practice. Through the Professional Practicum, students make valuable connections within the field, learn to work with allied disciplines, and develop substantive material for a portfolio or résumé.

GRADUATE CULTURE

A holistic and engaged graduate culture is vital to student success. DI recognizes that graduate education goes far beyond the curriculum and is committed to fostering a collegial culture that supports innovative research and creative thinking among its students and faculty. Faculty mentors offer guidance and inspiration essential to students' creative, scholarly and professional development. The institution encourages students to become part of the intellectual interior design community by providing grants, space and other resources to support scholarly, creative and research activities, and opportunities to share student research with the extended academic and professional design community.

MID TRACKS

This program is intended for baccalaureate degree holders in interior design or a non-related field and offers the following tracks:



I HAVE A DESIGN
RELATED DEGREE

YEAR 1 TOPICS

Creative Perspectives
Research • Electives
Independent Study

YEAR 2 TOPICS

Thesis • Electives
Professional Practice
Practicum

GRADUATE!

MID 2-YEAR TRACK | 45-UNIT CURRICULUM

Two-year track for students with baccalaureate degrees in design-related fields, such as interior architecture, interior design, or architecture



I HAVE A DEGREE IN
ANOTHER FIELD

YEAR 1 TOPICS

Qualifying Preparatory
Studies in
Interior Design

YEAR 2 TOPICS

Creative Perspectives
Research • Electives
Independent Study

YEAR 3 TOPICS

Thesis • Electives
Professional Practice
Practicum

GRADUATE!

MID 3-YEAR TRACK | 45-UNIT CURRICULUM PLUS UP TO 36 UNITS IN QUALIFYING PREPARATORY STUDIES

Three-year track for students with baccalaureate degrees in any other discipline

LENGTH OF PROGRAM

Typical completion time of the two-year MID track for students with design-related undergraduate degrees (45-unit curriculum) enrolled full-time in at least 9 units each semester, including summer semester, is 5 semesters or 17 months.

Typical completion time of the three-year MID track for students with undergraduate degrees in non-related fields (45-unit curriculum + 36 units in qualifying graduate studies) enrolled full-time in 9-12 units each semester, including summer semester, is 8 semesters or 28 months.

TIMEFRAME OF COURSES AND COURSE LOAD

The MID program courses will be offered on a 15-week, semester-based schedule that runs year-round. Courses will be offered in traditional formats for graduate education and will be held in the afternoon and evening with occasional weekend classes.

- Full-time status: a full-time graduate student is a student who is enrolled in at least nine (9) units each semester. Any variation from nine (9) or more credit units per semester must be on the student's plan of study or approved by the Director of Academics each term.
- Part-time status: a graduate student who is enrolled in six to eight (6 to 8) credit units per semester are considered part-time. Enrolling in less than six (6) credits per semester will not be permitted without a special approval form signed by the Director of Academics.

MID PROGRAM LEARNING OUTCOMES (PLOS)

- I. **Human-Centered Design:** Graduates will incorporate deep knowledge of human experience and behavior into ethical and collaborative design strategies, employing current research and best practices within a variety of different contexts.
- II. **Global Outlook:** Graduates will critically assess and integrate social, cultural, economic, and ecological contexts and implications in all aspects of their work.
- III. **Theory, Research & Methodology:** Graduates will be able to contribute to the body of knowledge of the built environment through critical inquiry, synthesis, and development of original ideas and methods in design theory and research.
- IV. **Innovation & Creativity:** Graduates will demonstrate an advanced level of problem-posing and problem-solving in the design of interior environments by proposing and developing alternatives to conventions in the practice of design through flexibility and fluency in original design solutions.
- V. **Communication:** Graduates will be able to communicate clearly and effectively in a variety of media, tailoring communication to audience and context. Graduates will be able to analyze, evaluate, contextualize, and create visual materials in both physical and digital formats with the conceptual, material and technological skills expected for professional practice.
- VI. **Professional Practice:** Graduates will be able to leverage the principles and processes that define the profession, cognizant of current issues affecting interior design practice, to further advance the value of interior design to society.
- VII. **Materials & Process:** Graduates will demonstrate an advanced and detailed knowledge of materials based on properties, maintenance, and performance criteria, and will be able to integrate sustainable practice, material research, aesthetics, and changing technologies with building processes and innovative design solutions.

MID CURRICULUM BY TRACK (45 TO 81 UNITS)

TWO-YEAR MID TRACK – 45 UNITS

Semester schedule based on full-time course load

SEMESTER ONE | 9 UNITS

ID 550: Research Methods for Interior Design	3
ID 555: Advanced Writing Techniques	3
Special Topics Elective	3

SEMESTER TWO | 9 UNITS

ID 560: Materials, Fabrication & Detailing	3
ID 565: Design Theory & Creative Perspectives	3
Special Topics Elective	3

SEMESTER THREE | 9 UNITS

ID 570: Phenomenology of Space	3
ID 575: Evidence-Based Design & Strategic Planning	3
ID 580: Independent Study	3

SEMESTER FOUR | 9 UNITS

ID 600 A: Thesis Project Research	3
ID 605: Professional Practice	3
Special Topics Elective	3

SEMESTER FIVE | 9 UNITS

ID 600 B: Thesis Project Design & Presentation	3
ID 610 Professional Practicum	3
Special Topics Elective	3

THREE-YEAR MID TRACK – 81 UNITS

Semester schedule based on full-time course load

PREPARATORY STUDIES

SEMESTER ONE | 12 UNITS

ID 500: Visual Communication Studies I	3
ID 501: Design Process	3
ID 502: History & Theory	3
ID 504: Visual Communication Studies II	3

SEMESTER TWO | 12 UNITS

ID 506: Visual Communication Studies III	3
ID 507: Building Codes & Systems	3
ID 510: Products & Materials	3
ID 511: Interior Design Studio A	3

SEMESTER THREE | 12 UNITS

ID 515: Light & Color	3
ID 520: Sustainable Environments & Practice	3
ID 530: Interior Design Studio B	3
ID 535: Contemporary Ideas in Design of the Built Environment	3

CORE CURRICULUM

SEMESTER FOUR | 9 UNITS

ID 550: Research Methods for Interior Design	3
ID 555: Advanced Writing Techniques	3
Special Topics Elective	3

SEMESTER FIVE | 9 UNITS

ID 560: Materials, Fabrication & Detailing	3
ID 565: Design Theory & Creative Perspectives	3
Special Topics Elective	3

SEMESTER SIX | 9 UNITS

ID 570: Phenomenology of Space	3
ID 575: Evidence-Based Design & Strategic Planning	3
ID 580: Independent Study	3

SEMESTER SEVEN | 9 UNITS

ID 600 A: Thesis Project Research	3
ID 610: Professional Practicum	3
Special Topics Elective	3

SEMESTER EIGHT | 9 UNITS

ID 600 B: Thesis Project Design & Presentation	3
ID 605: Professional Practice	3
Special Topics Elective	3

ID 550: Research Methods for Interior Design

Working within a framework of established research paradigms (including post-positivist, interpretivist, critical, creative, and abductive thinking), this course allows students to formulate balanced research plans to collect data, predict outcomes, and analyze results for human-centered design solutions. Topics include a variety of theories and methods, qualitative and quantitative data types, sampling, pilot studies, and methods of data reduction, representation, and analysis for design thinking.

ID 555: Advanced Writing Techniques

This course advances students' written communication abilities in creative, formal and technical writing for both scholarly and business applications. Students will review and dissect various academic and industry-specific writing formats such as white papers, research proposals, theses, and publications such as blogs, news articles, trade journals, etc.

ID 560: Materials, Fabrication and Detailing

Taking a global perspective on product sourcing, craft, and manufacturing processes, this course is an intensive research studio that explores traditional and contemporary application of materials, fabrication methods, and the processes used to create interior finishes, furnishings, and built-in components. Students will critically examine functionality, aesthetics, and constructability using a hands-on approach. Emphasis is on the creative process from concept to completion, incorporating cost estimating, efficiency, and sustainable practices.

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

none

3 hours weekly**3-unit seminar**

1 unit lecture, 2 units seminar

Prerequisites

none

4 hours weekly**3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 550

ID 565: Design Theory and Creative Perspectives

In this course students will evaluate current perspectives in interior design theory, considering social, cultural and historical context. Students will reflect on and discuss key works by influential theorists who critically examined interior design and proposed alternate strategies for designing interiors. Topics include ideas related to the body and sensory perception; identity and self; furniture and objects; light, color and texture; private versus public spaces; and theories that bridge the gap between art and science in related fields such as architecture, fashion, graphic design, landscape, and urban planning.

ID 570: Phenomenology of Space

Exploring the value of phenomenology in environment-behavior research, this course traverses the physiology and psychology behind the human experience of space. Students will examine physical stimuli and mechanics in a neuroscience approach to how the human brain and nervous system process information related to sensation, perception, and cognition (learning). Psychology of the built environment and people-environment relationships in their larger social, cultural, economic, political, and historical contexts that affect emotional response and behavior will also be addressed.

3 hours weekly**3-unit seminar**

1 unit lecture, 2 units seminar

Prerequisites

ID 555

3 hours weekly**3-unit seminar**

1 unit lecture, 2 units seminar

Prerequisites

ID 550, ID 555

ID 575: Evidence-Based Design and Strategic Planning

This course takes an in-depth look at information from a broad range of scientific, academic, trade, and design-related disciplines to help inform design decisions in commercial and institutional settings including hospitality, retail, workplace, healthcare, and education. Students will explore how companies, organizations, and government agencies use data to shape policy related to health and wellness in the built environment. Students will learn how to connect research with client needs with particular emphasis on the business aspect of design, how to conduct feasibility studies, and how to communicate the importance of design to stakeholders, decision-makers, policymakers, and those outside the design community.

ID 580: Independent Study

This course supports students with their selected topic of study as it applies to their thesis research. Under faculty guidance, the student will engage in activities and projects as outlined in the plan developed by the student and the supervising faculty member. Upon successful completion of this course, students will have the ability to:

- Formulate an area of study and articulate a plan for knowledge building;
- Critically analyze key issues and implications related to the selected topic of study;
- Contextualize key issues and pose research questions related to the area of study; and
- Develop research (and in some cases, applied) skills, and gain expertise in the selected topic.

4 hours weekly
3-unit studio
 2 units lecture, 1 unit studio

Prerequisites:
 ID 550, ID 555,
 ID 570 concurrent

3 hours weekly
3-unit seminar
 1 unit lecture, 2 units seminar

Prerequisites:
 ID 550, ID 555,
 ID 570 or concurrent,
 ID 575 or concurrent

ID 600 A: Thesis Project Research

This research-based course serves as the foundation for an interior design thesis project to be executed in the following semester. Students will identify problems within the context of the built environment, develop a research plan based on individual thesis project proposals approved by the thesis advisory committee, and conduct significant research to inform their design. This course culminates in a substantiated written abstract that articulates the theoretical and practical contexts for a thesis project.

ID 600 B: Thesis Project Design and Presentation

This course is a continuation of ID 600 A. Students will continue their investigations into design solutions to self-identified problems within the context of the built environment through the remaining phases of design development, documentation, and presentation. Projects must represent design solutions of significant scope and complexity, must evidence originality of thought and creative problem-solving, and must show mature correlation between all phases of design and construction based on supportive research. This course culminates in the thesis project exhibition and formal oral defense and critique by a jury of faculty and professionals.

4 hours weekly
3-unit studio
 2 units lecture, 1 unit studio

Prerequisites:
 ID 580, ID 605
 or concurrent,
 completion of the
 review for candidacy

4 hours weekly
3-unit studio
 2 units lecture, 1 unit studio

Prerequisites:
 ID 600 A, completion of the
 review for candidacy

ID 605: Professional Practice

This course examines and analyzes current trends in interior design, interdisciplinary collaboration, and the ever-evolving role of a designer. Students will study various business models, contracts, procedures, and project management strategies as related to interior design. Topics include interviewing, branding, and marketing strategies for career preparation in professional practice or academia. Business ethics, professional values, social responsibility, and community engagement are also addressed.

ID 610: Professional Practicum

This course includes a supervised, mentored field experience related to the student’s professional goals. Students will engage in one hundred and fifty-three (153) hours of rigorous activities related to professional practice or teaching, allowing students to apply what they have learned while guided by a qualified and approved field supervising mentor. An additional twenty-seven (27) hours will be spent on preparatory work, logs, and reflection journals documenting the experience under the guidance of the supervising faculty member.

**3 hours weekly
3-unit seminar**

1 unit lecture, 2 units seminar

Prerequisites

ID 580

**180 clock hours
3-unit field study**

Prerequisites

ID 580, ID 605
or concurrent

SPECIAL TOPICS IN INTERIOR DESIGN

Special Topics are courses offered on a rotating basis, allowing for deeper exploration of a specific concentration area. Topics taught change each semester. Contact the Director of Academics to check availability of future semester offerings.

Sample Special Topics Courses:

ID 551: Contemporary Designers in Context

This course inspires students by presenting them with an opportunity to interact with a variety of practitioners in the field of interior design and related creative ventures. In a lecture series format, working professionals will showcase their work, discuss their design processes, and respond to student questions in an open dialogue. These interactive presentations encourage students to explore the latest innovations in design and think critically and creatively about their own future professional endeavors.

ID 552: Creative Process

This course explores techniques and methodologies to assist students in gaining self-confidence in harnessing their creative talents and skills along with examining personal roadblocks to attaining creative solutions. The students will be given design problems that they must solve through the five-step process of preparation, incubation, illumination, evaluation, and implementation.

ID 553: Design in Global Context

This course broadens the concerns of design to include culture-specific solutions on a global scale. It includes research into historical, contemporary, and cutting-edge design around the world with an emphasis on psychological and physical needs related to place and culture.

3 hours weekly
3-unit seminar

1 unit lecture, 2 units seminar

Prerequisites

none

4 hours weekly
3-unit studio

2 units lecture, 1 unit studio

Prerequisites

none

3 hours weekly
3-unit seminar

1 unit lecture, 2 units seminar

Prerequisites

ID 555

ID 554: Design Representation

This course reinforces visual communication of concepts, data, and design intent. Students will follow design workflow, explore alternative digital presentation methodologies, and use software for data visualization, design iteration and production.

ID 561: Learning and Workplace Environments

This course traverses the design of educational facilities, such as classrooms and libraries, from the perspective of adapting the best aspects of high-end workplace design to the budgetary constraints of public schools and universities. Students will complete a relevant design project.

ID 562: Design and Law

From liability to professional negligence, this course covers a variety of topics including intellectual property, unfair competition, and employment, and lays the groundwork for students' understanding of construction litigation. Students will become familiar with the legal points of view related to design, project management, and construction, as well as historic and current controversies surrounding how laws have been written and interpreted with regard to cases related to real estate, construction, architecture, and interior design.

ID 564: Design Representation II

This course is an advanced study of Design Representation with a focus on tailored visual communication of concepts, data, and design intent specific to students' portfolios.

4 hours weekly
3-unit studio

2 units lecture, 1 unit studio

Prerequisites

none

4 hours weekly
3-unit studio

2 units lecture, 1 unit studio

Prerequisites

ID 550, ID 560
or concurrent

3 hours weekly
3-unit seminar

1 units lecture, 2 unit seminar

Prerequisites

ID 555

4 hours weekly
3-unit studio

2 units lecture, 1 unit studio

Prerequisites

ID 554

THREE-YEAR MID TRACK ONLY

ID 566: Sustainable Practices

This course focuses on the nexus between commercial design and sustainable practice, mixing academic coursework with practical applications in the field, and includes a semester-length project relevant to the student's thesis.

ID 601: The Teaching of Interior Design

This course offers students the opportunity to study the teaching of design from an academic point of view, ranging from curriculum design to course content, with particular focus on peer-reviewed literature on the pedagogy of design teaching.

ID 602: Exhibition Design

This course introduces students to the design and execution of temporary and permanent exhibition environments. Topics include creating a narrative, storytelling through planning and sequence, lighting design strategies, material selection, wayfinding, infographics, universal design, and other practices in contemporary exhibition spaces.

ID 604: Beyond The Bauhaus: 100+ Years Of Furniture Design

With hands-on deconstruction, reconstruction and construction of furniture, this course goes beyond the visual to unify creative critical design thinking with materials. Collaboration, fabrication, and field trips allow students to explore the Bauhaus through its workshop ideals. Rethinking Bauhaus philosophy, inclusion, and lack of sustainable methods creates a path for future global design. The student exercises will include a written research component, drawings, a prototype, and other materials.

**4 hours weekly
3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 550, ID 560
or concurrent

**3 hours weekly
3-unit seminar**

1 unit lecture, 2 units seminar

Prerequisites

ID 555, ID 605
or concurrent

**4 hours weekly
3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 550, 555,
ID 560 or concurrent

**4 hours weekly
3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

ID 550, 555,
ID 560 or concurrent

NOTE: COURSE CONTENTS REFLECT THE CORE PRINCIPLES OUTLINED IN CIDA STANDARDS

ID 500: Visual Communication Studies I

This course focuses on advancing hand-drawing and drafting skills and techniques for exploration and expression of design ideas. Topics include composition, quick sketching, traditional architectural drafting with an emphasis on orthographic projection, and analog perspective drawing.

ID 501: Design Process

This course addresses understanding and application of the design process through creative problem-solving. Emphasis is on the interrelationship of design elements and principles, spatial organization and sequencing, human factors, and conceptual problem-solving in three-dimensional space. Students will be expected to present their design solutions through oral, written and visual means.

ID 502: History and Theory

This course is an advanced survey of the history and theory of interiors, architecture, and decorative and visual arts. Students will develop an understanding of significant movements and traditions. Emphasis will be placed on the social, political, cultural, and physical influences that have affected the design of the built environment, allowing students to make connections within and across disciplines.

**4 hours weekly
3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

none

**4 hours weekly
3-unit studio**

2 units lecture, 1 unit studio

Prerequisites

none

**3 hours weekly
3-unit lecture****Prerequisites**

none

ID 504: Visual Communication Studies II

Students will study architectural drafting and illustration techniques for two- and three-dimensional interior drawings, using digital skills and media, as a means of communicating ideas, information, and quantitative data. Industry standard software such as SketchUp and Photoshop are introduced.

ID 506: Visual Communication Studies III

This course is an introduction to computer-aided drafting using software such as AutoCAD and Revit. Students learn to use software effectively to create computer-generated drawings that meet current industry standards.

ID 507: Building Codes and Systems

This course examines current building code requirements, life safety and environmental issues, occupancies and building classifications, exiting, and universal and barrier-free standards and requirements in both residential and non-residential structures. Students will study code-mandated materials and methods of construction including the structural and non-structural envelope and distribution systems, sustainability guidelines, project liabilities, and state regulations.

ID 510: Products and Materials

In this course, students will examine interior materials (both textile and non-textile based), available resources, and methods of production, construction and installation. Through a study of current product applications, they will learn how to select, specify and apply appropriate products, materials and finishes on the basis of aesthetics, material cost, environmental impact, and performance.

4 hours weekly
3-unit studio
 2 units lecture, 1 unit studio

Prerequisites
 ID 500

4 hours weekly
3-unit studio
 2 units lecture, 1 unit studio

Prerequisites
 ID 500, ID 504 or concurrent

4 hours weekly
3-unit studio
 2 units lecture, 1 unit studio

Prerequisites
 ID 500, ID 501

3 hours weekly
3-unit lecture

Prerequisites
 ID 501, ID 504,
 ID 506 or concurrent,
 ID 507 or concurrent

ID 511: Interior Design Studio A

Students will be introduced to programming, specifications, code requirements, and the use of systems furniture as they relate to planning small commercial facilities. Emphasis is on the design process using space planning concepts and methods, problem-solving, and application of design theory specific to commercial environments. Students will be expected to effectively present their design solutions through oral, written and visual means.

ID 515: Light and Color

This course is a study of lighting design and color theory and their applications to enhance the human experience of the built environment. Students will explore the aesthetic, historical, perceptual, scientific, and psychological aspects of light and color and their implications. Students will be given the opportunity to develop skills and knowledge to create functional, code compliant, and aesthetically pleasing lighting solutions for various design projects.

ID 520: Sustainable Environments and Practice

This course examines the theories and practices that encourage thoughtful planning of interior spaces within the context of environmental consciousness. Major considerations that will be addressed include land use, indoor air and light quality, energy efficiency, and sustainable materials and resources. Evaluating built environments using LEED, WELL and LBC rating systems will be addressed and applied. Students will be expected to incorporate research into human-centered design solutions.

4 hours weekly
3-unit studio
 2 units lecture, 1 unit studio

Prerequisites
 ID 501, ID 504,
 ID 506 or concurrent,
 ID 507 or concurrent

4 hours weekly
3-unit studio
 2 units lecture, 1 unit studio

Prerequisites
 ID 501, ID 506,
 ID 507 or concurrent

4 hours weekly
3-unit studio
 2 units lecture, 1 unit studio

Prerequisites
 ID 510, ID 511

ID 530: Interior Design Studio B

In this advanced design studio course students will demonstrate the knowledge and skills acquired from previous courses by completing a large-scale institutional (e.g., healthcare, educational, government) design project. Emphasis will be placed on the students' ability to creatively apply evidence-based research in the development of the physical site, to utilize ideation throughout concept development, and to successfully communicate design solutions using a variety of oral, written, digital, and hand-rendered presentation techniques.

ID 535: Advanced Ideas in the Design of the Built Environment

This course is an advanced exploration of major global theories and movements in art, design and architecture that set the foundation for the contemporary practice of interior design and continue to inform current developments in the built environment of the 21st century. Students will be expected to conduct and communicate in-depth research.

4 hours weekly
3-unit studio
 2 units lecture, 1 unit studio

Prerequisites
 ID 515 or concurrent,
 ID 520 or concurrent

3 hours weekly
3-unit lecture

Prerequisites
 ID 502

ADMISSION TO DESIGN INSTITUTE

Design Institute welcomes applications from candidates whose personal interest is directed toward a professional career in interior design and whose background indicates the potential to be successful. All admissions decisions are made based on a holistic review of each applicant and all materials submitted.

As a part of the admission procedure, applicants are encouraged to visit the school for a tour of the college facilities. During this tour, the prospective student's educational background, interests, and career goals are discussed. The student receives valuable information about the interior design programs offered and the student and Admissions Representative together evaluate the student's potential for successful study. Students who are unable to visit our campus are invited to call the Office of Admissions for more information or to set up a virtual visit.

HOW TO APPLY

DI accepts applications for admission online or by mail. All application materials can be accessed online at www.disd.edu/admissions/apply.



BFA ADMISSIONS

APPLICATION REQUIREMENTS

To be considered for admission into the BFA program an applicant must submit the following:

- Two (2) essays responding to the following prompts:
 - In 500-750 words, describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?
 - In 250-500 words, explain how DI can help you achieve your professional goals, and why you are a good candidate for the program.
- Proof of high school graduation or its equivalent, including but not limited to a High School Equivalency (HSE) credential, or proof of a previous degree from a university or college accredited by an agency recognized by the U.S. Department of Education or Council of Higher Education Accreditation (CHEA);
- Official transcripts from each institution attended by the applicant, which must be sent by the institution directly to the Design Institute Office of Admissions;
- Two (2) references from teachers, counselors and/or employers; and
- A \$25.00 non-refundable application fee, which is applicable towards tuition.

In addition, an applicant must complete an Admissions Interview, which is scheduled after the application has been submitted, to discuss the application materials, the strength of the applicant's previous academic record, and the applicant's commitment to the program.

ACCEPTANCE

Applicants who have successfully completed all admission requirements and who have been accepted will be formally notified of the school's decision in writing. A \$75 non-refundable enrollment fee, applicable to tuition, is required upon acceptance.

TRANSFER ADMISSION

DI welcomes transfer students and is committed to providing an individualized transfer evaluation to enable a smooth transition. Applicants must submit official high school transcripts as well as official transcripts from each institution they attended. Official transcripts must be sent by colleges directly to the Design Institute Office of Admissions for credit evaluation and transfer. Transfer students may be awarded transfer credit for those courses completed at an institution accredited by agencies recognized by the U.S. Department of Education that are similar in content and purpose to courses offered at DI.

DI will accept up to 45 semester credit units in the major and up to 36 semester credit units in general education taken at other accredited institutions, if they were completed with a grade of "C" or better, and if they relate to the DI BFA degree requirements. Courses in the interior design major are reviewed and evaluated by the Director of Academics with relevant departmental faculty. At the discretion of the Director of Academics, additional units in the major may be accepted for transfer.

Students who seek transfer credit for courses taken at other colleges may be asked to provide catalogs with course descriptions of classes from colleges from which transfer credit is sought, if such information is not available on the internet. In some cases it may be necessary for the transferring student to submit actual work for evaluation of courses in the interior design major. For some courses, competency exams are available to demonstrate proficiency and ability to succeed in subsequent courses within the curriculum.

The Registrar is responsible for evaluating all transcripts to determine general education transfer credit appropriate to the degree. The final decision on the awarding of all transfer credit is made by the Director of Academics.

Transfer units will be considered during the Admissions process; therefore, it is essential that all previous college transcripts be presented for evaluation. Only courses taken prior to enrollment at DI will be considered for transfer. Concurrent enrollment is not permitted, unless the concurrent enrollment is part of a formal articulation or other approved agreement.



REGENCY REQUIREMENT

A five-year recency requirement will be applicable for all technical computer-related courses, and upper-division sequential ID Studio Courses unless approved by the Director of Academics. The Senior Sequential ID Studio Courses (ID V and Senior Project) must be taken at DI and cannot be transferred in.

TRANSFER CREDIT FOR NON-TRADITIONAL EDUCATION

Transfer credit may be granted for non-traditional education that is equivalent in content and purpose to courses offered at DI. Acceptance of DANTEs credit is guided by the recommendations of the American Council on Education (ACE). Credit may be awarded for the following:

- Advanced Placement Examination (AP)
Minimum qualifying score – 3
- College-Level Examination Program (CLEP)
Minimum qualifying score – 50
- Defense Activity for Non-Traditional Education Support (DANTES)
Minimum qualifying score – 50
- International Baccalaureate (IB)
Minimum qualifying score - 4 (except Psychology – 5)

Official transcripts must be sent directly to the Design Institute Office of Admissions, for credit evaluation and transfer. For assistance ordering your AP, CLEP, DANTEs, or IB transcript, please contact the Registrar.

TRANSFER EQUIVALENCY LISTS AND ARTICULATION AGREEMENTS

Transfer equivalency lists and articulation agreements are developed with other schools to facilitate the transfer of appropriate general education and interior design courses required for the BFA degree at DI. Transfer equivalency lists provide an informal guideline for students, and articulation agreements are formalized agreements between the two schools. Both methods are designed to enable students to receive credit for relevant courses they have already taken. Students are subject to the requirements outlined by the transfer equivalency or articulation agreement and DI's catalog at the time the student is enrolled. Only credits that are applicable to the BFA in Interior Design will be transferred.

Currently DI has entered into a formal articulation agreement with MiraCosta College. The articulation agreement for the Interior Design Program can be found at:

https://www.miracosta.edu/student-services/articulation/_docs/DesignInstitute_InteriorDesignProgram.pdf

and the articulation agreement for General Education courses can be found at:

www.miracosta.edu/student-services/articulation/_docs/DesignInstituteofSanDiego-GEagreement.pdf

AWARD OF CREDIT FOR PRIOR EXPERIENTIAL LEARNING

Design Institute of San Diego does not award credit for Prior Experiential Learning.

ABILITY TO BENEFIT STUDENTS

Design Institute of San Diego does not admit ability to benefit students.

MID ADMISSIONS

APPLICATION REQUIREMENTS

To be considered for admission into the Master of Interior Design program an applicant must submit the following:

- A completed application for admission to the MID program;
- Official transcripts for all undergraduate and graduate coursework showing a baccalaureate degree or its equivalent;
- A written statement of intent from the applicant, including details of the applicant's personal, professional and educational history as well as aspirations and reasons for pursuing the MID program;
- If the applicant's baccalaureate degree is in interior design or related field, a portfolio of creative work as described under the "Portfolio Requirements" section;
- Three (3) letters of recommendation, including one from an academic source, which describe professional and academic abilities; and
- A \$25.00 non-refundable application fee, which is applicable towards tuition.

Once all application materials are received, the applicant may be required to complete a personal interview with a member of the Graduate Program Faculty.

ACCEPTANCE

Applicants who have successfully completed all admission requirements and who have been accepted will be formally notified of the school's decision in writing. A \$75 non-refundable enrollment fee, applicable to tuition, is required upon acceptance.

BACCALAUREATE DEGREE REQUIREMENT

Applicants to the MID program must possess and show evidence of a baccalaureate degree from a university or college accredited by an agency recognized by the U.S. Department of Education or Council of Higher Education Accreditation (CHEA).

The MID program offers two tracks to completion with different requirements depending on the applicant's baccalaureate degree:

- Applicants to the two-year MID track must hold a baccalaureate degree in interior design or a related field.
- Applicants to the three-year MID track must hold a baccalaureate degree, which may be in any field. Applicants from a broad range of undergraduate and graduate-level disciplines will be considered.*

* Applicants with extensive undergraduate backgrounds that are related to interior design (e.g., pre-professional programs) may be considered for admission to the three-year MID track with advanced standing upon review of transcripts and portfolio. The applicant's academic experience must demonstrate the requirements necessary to waive any courses from the preparatory study.

PORTFOLIO REQUIREMENTS

FOR MID APPLICANTS WITH A BACCALAUREATE DEGREE IN INTERIOR DESIGN OR A RELATED FIELD

The portfolio of creative work must exhibit progression of maturity in design projects, demonstrating an advanced integration of prior knowledge, skills, and aptitudes. Portfolios should include the following:

- Applicant's name and contact information
- Table of contents
- Academic, personal and/or professional projects. Each project should include:
 - the project title and date
 - if academic in purpose, the course title and number
 - a description of the applicant's individual contribution to any group or professional design projects.

Portfolios may be submitted in either paper or electronic format. Electronic portfolios must be sent as .pdf files. Online portfolio links will **NOT** be accepted.



TRANSFER ADMISSION

DI welcomes transfer students and is committed to providing an individualized transfer evaluation to enable a smooth transition. Applicants seeking transfer of credit must submit official graduate degree transcripts from each postsecondary institution attended. Official transcripts must be sent by colleges/universities directly to the Design Institute Office of Admissions for credit evaluation and transfer.

DI will grant applicants to the two-year MID track up to 12 graduate semester credit units for previous work completed at another accredited college or university, if such course work meets DI MID educational requirements or if comparable courses are included in the DI MID program curriculum.

DI will grant applicants to the three-year MID track up to 27 graduate semester credit units for previous work completed at another accredited college or university, if such course work meets DI MID program educational requirements or if comparable courses are included in the DI MID program curriculum.

Credit must be indicated on the applicant's transcript, cannot be more than five (5) years old for all technical computer-related courses or ten (10) years old for all other courses, and only courses with a grade "B" or above will be considered. Students may not transfer in credit for capstone, practicum or thesis courses. These requirements must be met through DI.

An evaluation of a previous master's degree will be prepared once official transcripts and an application are received and must be completed prior to the beginning of the program. Transfer students may have a variety of credits, however, the studio placement will be established by prior courses taken and a portfolio review.

The final decision on the awarding of all transfer credit is made by the Director of Academics.

TRANSFERABILITY OF CREDITS AND CREDENTIALS

EARNED AT DESIGN INSTITUTE OF SAN DIEGO

“NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION”

“The transferability of credits you earn at Design Institute of San Diego is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Bachelor of Fine Arts in Interior Design degree and the Master of Interior Design degree you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Design Institute of San Diego to determine if your credits or degree will transfer.”

VETERANS AFFAIRS (VA)

Veterans enrolled at DI may be eligible for educational benefits under the VA Educational Benefits Program. Veterans and dependents are required to comply with VA regulations regarding attendance and acceptable academic progress. Please also see the financial aid section of this catalog.

INTERNATIONAL STUDENTS

Design Institute welcomes applications from students from foreign countries. Proficiency in the English language must be demonstrated by at least one of the following:

- Transcript evidence of successful completion of coursework taken in the English language either at the elementary school level sufficient to indicate a command of the English language, or at the high school or university level;
- Residence in a country with English as the primary language; and/or
- Evidence of a written TOEFL score of 500 or higher, a computerized TOEFL score of 173 or higher, an internet-based TOEFL score of 61 or higher, or an IELTS score of 6 or higher.

International applicants must provide verification of educational credentials from an approved international credentials' evaluation service. In addition, international applicants must provide a verification of financial status and all other materials required for admission.

Design Institute is authorized under federal law to enroll non-immigrant students. A Certificate of Eligibility Form (I-20) will be issued after the applicant has submitted all admissions materials and the tuition deposit has been accepted by DI.

Visa services and English language instruction are not provided. All courses at Design Institute of San Diego are taught in the English language.

DI will assist international applicants in the application process. All international applicants are encouraged to contact the Office of Admissions with questions regarding admissions, immigration advisement, and U.S. cultural or practical matters.

REGISTRATION OF NEW STUDENTS

Students accepted who have paid the enrollment fee and signed the Enrollment Agreement will be notified by email when to register for classes. Students are sent a class schedule, tuition sheet, calendar, and registration instructions.

NEW STUDENT ORIENTATION

All incoming students are required to participate in Orientation, which takes place at DI for face-to-face programs and on Zoom for the MID online program approximately one week prior to the beginning of classes. Orientation welcomes new students to DI, introduces them to administrative staff members and classmates, and provides an overview of DI policies, student rights and responsibilities, opportunities for career preparation, and other available student services and academic support. A technology orientation ensures that they are set up for success before their classes begin. Faculty members, student ambassadors, and student organization leaders may also be present to help welcome new students to the DI community.



FINANCIAL AID

Many students and their families seek financial help in paying for a college education. Design Institute of San Diego participates in all applicable federal and state financial aid programs and provides assistance to prospective students in determining eligibility for loans and grants. Financial aid is available for those who qualify. Complete details regarding financial aid are available through the Financial Aid Office and prospective students are encouraged to meet with the Financial Aid Director at any time. A free Estimated Financial Aid Award Letter will be done for anyone who has completed an application. This profile is an estimate of financial aid eligibility for grants and loans.

The role of the Financial Aid Office is to assist financial aid applicants in any way possible. Prospective students may apply for financial aid before being admitted to DI but must be accepted before financial aid can be awarded. An application for financial aid in no way affects a prospective student's chances for admission. Applicants are advised to begin the financial aid application process early in order to meet filing requirements and deadlines.

WHO IS ELIGIBLE?

In order to receive financial assistance, a student must meet the following criteria and complete the Free Application for Federal Student Aid (FAFSA):

- Must be enrolled or accepted with the intent to obtain a Bachelor of Fine Arts in Interior Design (BFA) or Master of Interior Design (MID);
- Must be enrolled in at least 6 units to receive loans, although students enrolled in less than 6 units may be eligible for Pell Grants;
- Must be a U.S. citizen or an eligible non-citizen and have a valid Social Security number. International students (I-20 Visa holders) are not eligible for financial aid at DI;
- Must maintain satisfactory progress standards (Please refer to BFA and MID Satisfactory Academic Progress policies in this catalog);
- The student, if a male and between the ages of 18 and 25, must be registered with Selective Service;
- Must certify that they are not in default on any loans and do not owe a refund on a federal grant;
- Must not have a conviction for the possession or sale of illegal drugs that occurred while receiving federal student aid; and
- If the student has such a conviction, the student must complete the Student Aid Eligibility Worksheet to determine eligibility or partial eligibility for aid.

WHAT KIND OF FINANCIAL AID IS AVAILABLE?

Financial aid comes from the federal government, the State of California, and private scholarships and lenders. There are two types of aid: gift aid and self-help aid. Gift aid (grants, scholarships) does not have to be earned or repaid. Self-help aid must be repaid (loans) or earned (work-study). Students may be awarded a combination of these or a "package." The following is a summary of financial aid programs in which DI participates:

FEDERAL GRANTS

Grants are based upon need and do not require repayment. The following grants are available at DI:

FEDERAL PELL GRANTS

Pell grants are awarded to students with financial need who have not received their first bachelor's degree. The amount of Federal Pell Grant funds received over a lifetime is limited by federal law to be the equivalent of six years. At the time of writing, awards ranged from \$692.00-6,895.00 per year. Current amounts are posted online at www.studentaid.gov.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

These grants are based on exceptional need. They are awarded first to Pell Grant recipients with zero Expected Family Contribution (EFC) and have an average range of \$100-\$200. Students with a prior baccalaureate degree are ineligible.

CALIFORNIA STATE GRANTS (CAL GRANTS)

Cal Grants are awarded to students who are pursuing an undergraduate degree and have California State residency.

CAL GRANT A AND B ENTITLEMENT AWARD

Entitlement Awards are guaranteed for every high school graduate who has a GPA of at least 2.0, meets Cal Grant requirements, and applies by March 2nd of his or her senior year or the year following graduation. The guarantee extends to California high school graduates who enroll in a California Community College and who meet Cal Grant requirements when they're ready to transfer to a four-year college.

CAL GRANT A AND B COMPETITIVE AWARDS

Competitive Awards are available to non-traditional students who are not graduating seniors or recent graduates. Awards are not guaranteed and only a limited number are available each year. Half are set aside for students who apply by the March 2nd deadline, and the other half for California Community College students who are transferring to a four-year college and apply by the September 2nd application deadline.

Please be advised that any Cal Grant award offer is tentative and subject to the final annual approval of the State Budget Act and school approval.

FEDERAL WORK-STUDY (FWS)

FWS provides part-time jobs for undergraduate and graduate students with financial need in approved positions. Examples of positions at DI include Tutor, CAD Lab Monitor, Materials Lab Monitor, Receptionist, Library Aide, and Student Ambassador. Off-campus opportunities include Community Service and Literacy Volunteer. The salary range varies but is always minimum wage or higher. Most FWS students work between 4 and 15 hours per week while classes are in session. Employment is based on the individual financial aid award and employment may be continued beyond the financial award depending on the need for the position or school budget. FWS students must be enrolled in classes and maintain good academic standing to be eligible for a position.

LOANS

Loans provide students with the opportunity to defer a portion of their education costs. A loan is money you borrow and that you must pay back with interest. Student loans can come from the federal government and private sources such as a bank or financial institution. Student borrowers of federal student loans will be required to undergo entrance and exit counseling before receiving a loan and before graduation. This loan counseling is often provided through interactive websites in addition to an extensive exit interview workshop for graduating students that covers repayment options and strategies.

If a student obtains a loan to pay for their educational program, the student will be responsible for repaying the full amount of the loan plus interest, less the amount of any refund. Interest rates change annually. Obtain current rates at www.federalstudentaid.ed.gov.

DIRECT SUBSIDIZED LOANS

Direct Subsidized Loans are loans made to eligible undergraduate students who demonstrate financial need. No interest is charged while the student is in school at least half-time, during the grace period, or during a deferment period. Repayment begins six months after graduation or if the student ceases to be enrolled in at least a half-time status. Loan limits range from \$3,500-\$5,500 per year.

DIRECT UNSUBSIDIZED LOANS

Direct Unsubsidized Loans are loans made to eligible undergraduate and graduate students and are not based on financial need. Interest is charged during all periods even while the student is in school. Regular repayment of principal and interest begins six months after graduation or if the student ceases to be enrolled in at least half-time status. Loan limits for undergraduate students range from \$2,000 to \$12,500 per year and for graduate students from \$20,500.00 per year.

DIRECT PLUS LOANS

Direct Plus Loans are loans made to graduate students and parents of dependent undergraduate students. Eligibility is not based on financial need. A credit check is required, and borrowers who have an adverse credit history must meet additional requirements to qualify. Plus Loans allow parents and graduate students to borrow up to the total cost of education minus any other aid that is received. Interest is charged during all periods. Parents begin repayment 60 days after the loan is disbursed with the option of deferment until the student graduates or ceases to be enrolled in at least a half-time status. Graduate students begin repayment six months after graduation.

FEDERAL DIRECT CONSOLIDATION

Federal Direct Consolidation is designed to assist in repayment when multiple loans have been borrowed. The Direct Consolidation program consolidates multiple loans into a single loan to simplify repayment into a single monthly payment with extended repayment terms. The interest rate is a weighted average of the consolidated loans.

PRIVATE LOANS

Private Loans help bridge the gap between the actual cost of your education and the limited amount the government allows you to borrow. These loans are made privately through banks and other financial institutions. Eligibility for private student loans is subject to a credit check and often requires a co-signer. The repayment of private loans is based on individual lender terms.

INSTITUTIONAL SCHOLARSHIPS AND GRANTS

Design Institute offers several institutional scholarships and grants for new and continuing students. These awards do not need to be paid back. They are awarded to students who apply and who meet a combination of eligibility requirements, such as financial need, academic achievement, or other criteria.

For current scholarship and grant information, including application and eligibility requirements, please consult the SCHOLARSHIP/ GRANT INSERT at the end of this catalog or visit www.disd.edu/admissions/financial-aid-and-scholarships/grants-and-scholarships.

DI communicates information about other relevant scholarships offered by third parties as it becomes available and encourages students to research scholarship information on the internet.

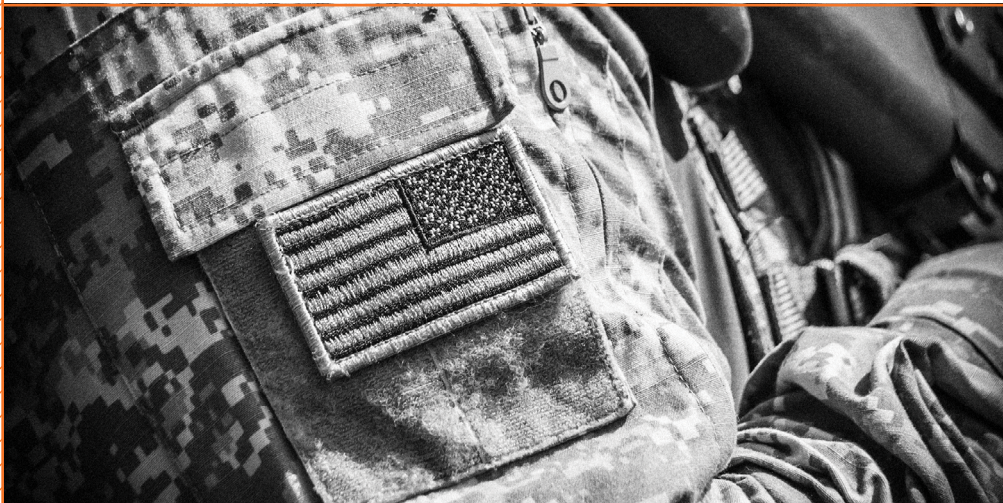


VETERANS BENEFITS AND THE GI BILL®

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Veterans Benefits are available to undergraduate and graduate students who currently serve or previously served in the armed forces based on individual eligibility. Veterans may also transfer their benefits to their child or spouse to utilize while attending DI so long as the transfer of benefits is complete prior to registration of classes.

Tuition and fees are disbursed directly to the college from the VA. The award year is from July 1 to June 30. Once the annual award limit is paid, eligible veterans will receive funding through the Yellow Ribbon program. Students not eligible for the Yellow Ribbon program will meet with the Financial Aid Office to discuss how the remaining tuition balance will be funded using private resources or financial aid for those who qualify.



While waiting for the arrival of their VA benefits, students entitled to VA benefits will not have fees or penalties imposed, including assessment of late fees, access to classes or to any of the college facilities, or having to borrow or pay for expenses.

The VA pays a book and supply allowance directly to the student entitled to VA benefits. Student supplies and course pack charges are billed to the student account until they receive the allowance from the VA. They will receive a statement of account after 30 days, giving them ample time to receive funding from the VA. Students who desire to utilize veteran benefits are encouraged to complete a Free Application for Federal Student Aid (FAFSA) to check if they are eligible for Federal Pell Grant. If eligible, the Pell Grant will assist the student and their family with additional living expenses. All students meet with the Financial Aid Office to discuss all of their financial aid and scholarship options.

YELLOW RIBBON PROGRAM

The Yellow Ribbon Program is a voluntary program where Design Institute contracts with the Department of Veterans Affairs to provide matching funds for undergraduate and graduate students who have veteran benefit eligibility under the Yellow Ribbon Program. Funds matched enable the qualified student to attend DI with no out-of-pocket tuition charges.

BFA/MID TUITION, FEES AND CHARGES

Tuition information is to be found in the CATALOG INSERT/TUITION at the end of this catalog.

Application fee	\$25.00
Registration fee, applicable to the tuition	
New Students	\$75.00
Returning Students	\$100.00
Deferred payment fee (per semester and when applicable)	\$25.00
Library and technology fee (per semester)	\$50.00
STRF fee (non-refundable)*	\$2.50 per \$1,000.00 of tuition
Application to graduate fee (includes diploma)	\$40.00
Commencement fee – includes cap, tassel, gown or regalia	\$50.00
Returned payment charge	\$30.00
Late payment charge (per occurrence)	\$30.00
Official transcript charge	\$5.00
ID card replacement charge	\$5.00
Loss or damage of library or school materials	Replacement cost + \$10.00 service charge
Diploma replacement charge	\$25.00
Supplies, field trips, course packs (non-refundable)	\$358.00 average yearly cost Not required for all courses. See note below.

Note: Some courses may carry a course reader, lab, or field trip fee, which will be listed on the book list each semester. Purchase of supplies through DI is not mandatory however these items are available for purchase in the bookstore at the beginning of each semester. The actual cost of any field trips or course packs will be reflected on the student account each semester.

*STRF

“The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

(a) You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

(b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog:

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- I. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach out plan approved by the Bureau.
- II. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
- III. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- IV. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- V. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- VI. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- VII. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.
- VIII. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.”

BOOKS AND SUPPLIES

The cost of books and supplies is dependent upon the courses taken by the student. Information about required books and supplies is provided to students at registration. All books, supplies, software, or other items listed as required on the course syllabus have been selected by the instructor and are required for satisfactory course completion.

Books are estimated at \$400-\$900 per year. Equipment and supplies for first-year students are estimated at \$750.00. After the first year, supplies are estimated at \$400-\$600 per year. Books and supplies are not refundable.

CANCELLATION AND REFUND POLICY

STUDENT'S RIGHT TO CANCEL

A student may cancel their enrollment agreement at any time without any penalty or obligations, through attendance at the first class session, or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, a student also has the right to stop school at any time; and the student has the right to receive a pro-rata refund if they have completed sixty (60) percent or less of the scheduled days in the current payment period in the program through the last date of attendance.

Cancellation will occur when the student provides written notice of cancellation or by the student's conduct, including, but not necessarily limited to, lack of attendance. Written notice can be done by mail, email or hand delivery. The written notice if sent by mail, is effective on the date of postmark and should be sent to the Registrar at Design Institute of San Diego, 8555 Commerce Avenue, San Diego, CA 92121. A student subsequently requesting cancellation will be refunded all monies paid to the school minus the enrollment fee of \$100 (returning students) or \$75 (new students), within 45 days after notice of cancellation is received.

PRO-RATA REFUND FOR COMPLETE WITHDRAWAL

After the end of the cancellation period, a student has the right to withdraw from school at any time; and the student has a right to receive a pro-rata refund if they have completed sixty (60) percent or less of the program, minus the enrollment fee of \$100 (returning students) or \$75 (new students).

Students who withdraw before their first scheduled class will receive a full tuition refund minus the enrollment fee of \$100 (returning students) or \$75 (new students).

Refunds will be calculated from the date of the last class attended. Adjustments are based on the total semester tuition whether payment has been made in advance or on the Deferred Payment Plan.

The student may withdraw from the college after instruction has started and receive a pro-rata refund for the unused portion of the tuition and other refundable charges if the student has completed sixty (60) percent or less of the instruction. For example, if the student completes only 30 hours of a 90-hour course and paid \$300 tuition, the student would receive a refund of \$200.

$$\begin{array}{r} \$300 \text{ paid for} \\ 90 \text{ clock hours} \\ \text{of instruction} \end{array} \times \frac{\begin{array}{r} 60 \text{ clock hours} \\ \text{of instruction paid for} \\ \text{but not received} \end{array}}{\begin{array}{r} 90 \text{ clock hours} \\ \text{of instruction amount or} \\ \text{which the student has paid} \end{array}} = \$200 \text{ Refund}$$

After sixty (60) percent of the semester has passed, there is no refund. If the school cancels a course, the school will make a full refund of all charges. Refunds due to the student will be made within 45 days from the date of the student's withdrawal.

Federal Title IV financial aid or other tuition assistance is earned pro-rata up to sixty (60) percent, based on attendance. Any funds Design Institute of San Diego returns to the Title IV programs will result in the student owing Design Institute charges that were originally paid for by federal funds. Tuition refunds will be made in the following order:

- A) Federal Direct Unsubsidized Loans,
- B) Federal Direct Subsidized Loans,
- C) Federal Direct Plus Loans,
- D) Federal Pell Grants,
- E) Federal Supplemental Educational Opportunity Grant (FSEOG),
- F) Other Sources of Aid,
- G) Student.

The student will be responsible for the repayment of any overpayment of monies disbursed to the student for non-tuition educational expenses. The repayment of such monies, if any, will be made by the student to the appropriate agency account or individual. The student is entitled to a refund of any monies not paid from federal student financial aid program funds.

BFA PARTIAL DROP TUITION CREDIT

NOT APPLICABLE TO THE MID PROGRAM

Design Institute does not issue refunds for partial drops. BFA students who drop one or more courses without fully withdrawing from the college will receive a Partial Drop Tuition Credit to be used the following semester only. Partial Drop Tuition Credits are determined from the date of written notification to the Registrar and students will receive an 80% tuition credit for partial drops the first week of the semester through the third week of the semester.

No Tuition Credit is available for dropped courses after the third week of the semester.

No Tuition Credit will be issued for a drop from 15-12 units.

STUDENT SUCCESS

STUDENT RESPONSIBILITY

As a private college, Design Institute provides its students with personalized attention and a wide variety of support services. However, the college experience is interactive in nature, thereby creating responsibilities on the part of the student as well as the college. Students are encouraged to communicate through appropriate channels and seek advisement or help when it is needed, but they are also encouraged to develop self-understanding as they pursue their educational objectives.

A professional attitude is necessary for anyone who desires to be an interior designer and students should recognize the importance of a professional attitude while in school both in applying themselves to their studies and in working with others. Meeting course requirements, attending classes consistently, and maintaining a positive outlook will be helpful in proceeding toward the student's academic goals.

A professional attitude also includes appropriate behavior in the classroom and on campus. Students, faculty and administrators all have the right to learn, teach and work in an environment where consideration of others is of great importance.

Each student at DI assumes responsibility for becoming familiar with and adhering to the information and requirements contained in this catalog. Any questions concerning catalog material may be directed to the Director of Operations of the college.

Design Institute does not assume responsibility for misinterpretation by students of the policies and procedures presented in this catalog.

Every effort has been made to ensure the accuracy of catalog information. However, rules, laws, curricula, and policies may change over time and may alter the information as published here. When changes occur, they will be published in a **CATALOG ADDENDUM**.

All questions regarding issues not contained in this catalog should be directed to Student Services.

STUDENT SUPPORT

DI takes a keen interest in the individual needs and concerns of its students. Education takes place in the midst of an ongoing active life, not apart from it, and the administration provides a caring environment in which issues can be addressed and resolved in a fair and compassionate way.

The Student Success Team works to support students at DI. Advisement is based on academic policies and operational procedures that uphold consistency and service to all students.

The Student Services department engages with each student upon initial enrollment. This approach provides students with a personalized point of contact for academic and administrative support and direction. The Student Services office assists students in scheduling and registration, reviews degree completion plans, clarifies institutional policies and procedures, and provides awareness of resources available to help students succeed in their academic journey.

Advising on academic, career, financial, or personal matters is available to all students throughout the year in person and virtually. Students receive support, evaluation and direction in their educational activities as well as guidance in establishing career goals and assistance in finding placement in the interior design field upon graduation through Student Success Center resources and one-on-one support from Student Services, Career Services, and other departments.

ACADEMIC ADVISEMENT

Student questions of a purely academic nature should be directed to the Director of Academics.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) is a Library initiative to provide a unified access point to academic and support services at DI. In a welcoming environment, the SSC offers workshops, tutoring, social events, a community space, support for student groups and clubs, and other resources to support the whole student. The SSC in Canvas is a virtual space where students can access information on research, writing, wellness, community resources, upcoming events, tutoring hours, tech support, and more.

HEALTH AND WELLBEING

DI supports the health and wellness of all students and has engaged with META Teletherapy to provide students with a limited amount of free counseling sessions. META is available to all students via a secure app that can be downloaded on iOS or Android devices from meta.app/students. Additional resources for health and wellbeing can be found in the virtual Student Success Center in Canvas. Students are encouraged to contact the Director of Student Services for assistance with any of these resources if needed.

TUTORING

DI provides free tutoring services in a variety of subjects including general education, technical skills, and graduate research. Tutors for additional subjects are added when there is a demonstrated need. The primary purpose of tutoring is to help students improve their skills in order to achieve academic success. The tutorial program is a combination of one-on-one tutoring, small-group tutoring, and study groups facilitated by a tutor. Tutoring is available on-site and online via Zoom. All tutors are recommended by appropriate faculty. Students are encouraged to inquire about tutoring services at the first sign of difficulty.

DI does not provide English language tutoring; information about that type of tutoring can be obtained through Student Services.

TECHNOLOGY RESOURCES

A variety of software applications are utilized to deliver a consistent approach to technology-enhanced learning, student engagement and records management.

All incoming students are required to attend a technology orientation that provides instruction on how to navigate Canvas, MyDI and Microsoft 365. This orientation also provides students with an overview of resources available.

Technology support is available to students in person and virtually, by phone, email, Zoom, and remote sessions. Additionally, the virtual Student Success Center includes video tutorials, instructions, and support documentation for all required technology.

CAREER SERVICES AND PLACEMENT ASSISTANCE

Our students become familiar with career possibilities long before they graduate. Their faculty have been working professionals sharing knowledge and expertise in the classroom. Field trips and guest lecturers have taken them into the marketplace. They have been introduced to client relations experiences through initiatives such as “Classroom Without Walls” and service-based learning. ASID, IIDA and other professional organizations have introduced them to their future colleagues and the required BFA externship and MID practicum have given them valuable job experience. All have served to make the transition from school to work as natural as possible. DI students work with Career Development, Externship and Practicum Advisor during required BFA externship and MID practicum courses. Career Development, Externship and Practicum Advisor is also available to all DI students by appointment throughout their studies at DI.

PLACEMENT ASSISTANCE

DI's full-time Career Development, Externship and Practicum Advisor provides personalized assistance to students and graduates in planning careers and finding professional positions in interior design. While DI does not guarantee employment, a sincere effort will be made to assist graduates in locating employment.

INTERIOR DESIGN GRADUATE EMPLOYMENT REPORTING AND RESOURCES

DI reports information about graduate employment to the United States Department of Labor under the job classification Standard Occupational Classification (SOC) code of 27-1025, Interior Designers.

For current Interior Design Occupational and Employment wages please refer to the Bureau of Labor Statistics website and refer to the SOC code 27-1025 at www.bls.gov/oes/current/oes271025.htm



ACADEMIC CALENDAR AND SCHEDULE OF CLASSES

The academic calendar can be found at www.disd.edu/admissions/academic-calendar.

Design Institute operates on a semester basis (fall, spring, summer). Each semester is fifteen (15) weeks. An extra (sixteenth) week is provided for a make-up class in case of a holiday that occurs on a scheduled class day or a teacher's absence. Final exams and projects are scheduled as part of the fifteen-week semester. Instructors may schedule the submission of final projects during the sixteenth week if they choose. Students should schedule travel plans only after the sixteenth week.

The academic year is measured on the school calendar regardless of the student's enrollment status.

The academic year for full-time, traditional BFA students includes two semesters: Fall and Spring. It includes 30 weeks of instruction.

The academic year for BFA students in the evening, and fast tracks, and for all MID students, includes three semesters: Fall, Spring and Summer. It includes 45 weeks of instruction.

PREREQUISITES

All prerequisites for courses are listed under the program's curriculum sections in the catalog and under course descriptions. Students must follow all prerequisites.

An established prerequisite can only be waived by the Director of Academics. A signed waiver will be placed in the student's file stating the reason(s) for the waiver.

REGISTRATION

Registration at DI takes place approximately six to eight weeks before classes begin. Students are sent a class schedule, tuition sheet, calendar and registration instructions by email. Each registration meeting will include a review of degree progress, upcoming schedule and requirements, policy updates and catalog addendum if applicable.

Students who are in good standing and do not have holds on their accounts can acknowledge their schedule and policy updates/ catalog addendum if applicable via email.

Courses may not be added to a student's schedule after the first week of class. The permission of the Registrar is required for late registration or to add a course.

Course or section changes may only be made by the Registrar. Class sizes are limited to numbers appropriate to the academic purpose of the course and students may not be added to a class once the class limit is reached. If required, rescheduling may occur after the semester begins, at the discretion of the Registrar.

ACADEMIC POLICIES AND PROCEDURES

COPYRIGHT GUIDELINES

In an effort to assist faculty, students, and staff, DI has posted Copyright and Fair Use Guidelines at every copy machine. These guidelines do not offer protection. Each individual is responsible for learning the fundamentals of fair use in order to apply them in a way that respects the rights of copyright holders when printing or making photocopies of copyrighted materials for research and teaching purposes.

These guidelines are intended to provide information to DI faculty, students and staff on copyright issues pertaining to the use of print materials, particularly photocopies, handouts, and customized course packs used for purposes of research and instruction. The primary purpose of these guidelines is to increase awareness of compliance issues so that DI faculty, students and staff will use and share information in compliance with the law.

COPYRIGHT AND FAIR USE POLICIES

No employee or student of Design Institute shall duplicate, in any manner, any printed copyrighted material in violation of copyright laws.

DI has expanded written policies regarding Copyright and Fair Use Guidelines, Acceptable Use, and Peer-to-Peer File Sharing. Full policies are available upon request and are distributed to all students at orientation.

ACADEMIC HONESTY POLICY

Students actively immersed in the educational process draw knowledge and experiences from many sources. The study of interior design is creative and often includes collaboration under faculty supervision, while still requiring that all work submitted be that of the individual student. Keeping this in mind, the following guidelines have been established and should be consulted when determining what constitutes an individual effort.

All assignments that are turned in for academic credit should be completed in a manner that does not raise questions of academic honesty. Examples of academic dishonesty or plagiarism include, but are not limited to, the following:

- Turning in work, including papers, computer (CAD) projects, tests, design projects, etc., that are not a product of the student's own effort.
- Turning in work that has previously been submitted for academic credit in any course, by any person, including yourself.
- Giving your work to another student to use for any purpose, including to convey a design idea or concept.
- Failure to cite the words or ideas of another taken from any source, including: books, research materials, the internet, members of the faculty, or another student. Quoted material requires quotation marks and the citation of its source. Material referenced, summarized, paraphrased, or otherwise used also requires the citation of its source.

Violations of academic honesty are cause for the lowering of a grade, failure of a course, academic warning, and/or administrative withdrawal. If a faculty member has reason to suspect academic dishonesty, they will notify the Director of Academics, the Director of Operations, and the Director of Student Services for further investigation and action. All questions regarding academic honesty should be directed to the Director of Student Services.

ACADEMIC FREEDOM POLICY

Design Institute of San Diego is committed to academic freedom for all members of its academic community: faculty, students and staff. Academic freedom is one of the underlying principles (core values) of the institution's mission, scholastic activities, and service to the larger academic community and the public. Design Institute of San Diego welcomes intellectual pluralism and encourages the free exchange of ideas for all members of its academic community.

Design Institute of San Diego recognizes that faculty, working within a system of shared governance, are academically and experientially prepared and competent to both teach the courses for which they have been contracted and professionally evaluate their colleagues' teaching and scholarship.

The professional integrity of faculty is respected by the college and, therefore, the college grants reasonable latitude in the choice of course material and teaching methods so long as the specific learning outcomes specified for each course, vis a vis CIDA (regarding BFA programmatic accreditation) and WSCUC (regarding DI institutional accreditation) standards, are met.

Faculty, students and staff are allowed latitude with respect to their scholastic activities, discussions, and the positions they take; however, Design Institute of San Diego also endorses the following portion of the American Council on Education's Statement on Academic Rights and Responsibilities:

“The validity of academic ideas, theories, arguments and views should be measured against the intellectual standards of relevant academic and professional disciplines. Application of these intellectual standards does not mean that all ideas have equal merit. The responsibility to judge the merit of competing academic ideas rests with colleges and universities and is determined by reference to the standards of the academic profession.”

Under this policy, any member of the community can articulate or even advocate concepts or positions which may be controversial in nature without fear of reprisal so long as such articulation or advocacy does not result in a violation of the rights to a learning environment free of interference in the learning process and free from intimidation, harassment, mockery, or insult.

Academic freedom protects the faculty's authority to make decisions regarding grades, so long as these decisions are based on considerations that are academically relevant to the subject matter and reflect true merit. No member of Design Institute's academic community should be disadvantaged or evaluated on the basis of their political, religious or philosophical beliefs or opinions.

Design Institute shall not take adverse action based on a member's exercise of academic freedom consistent with this policy. Any infringement of academic freedom will be immediately addressed and corrected.

Academic freedom guarantees that serious charges against a faculty member will be heard before a committee of his or her peers. It provides faculty members the right to due process, including the assumption that the burden of proof lies with those who brought the charges, and that faculty have the right to present counter-evidence, confront their accusers, and be assisted by an attorney in serious cases if they choose.

Published policies designed to address rights, grievances and appeals may be accessed by any member of the academic community who feels that they have suffered a violation of academic freedom.



ATTENDANCE POLICY

Attendance is the student's responsibility, and the student will be held accountable for all coursework. It is expected that the student will attend all class meetings. Attendance records are maintained and monitored weekly. At the discretion of the instructor, a student who is absent for three classes (or 20%) in any course may be dropped from the course.

Attendance means arriving on time and staying for the entire class period. Late arrivals and early departures may, at the discretion of the instructor, result in the lowering of the final grade. In addition, a student who arrives more than 30 minutes late, or leaves more than 30 minutes early without the prior permission of the instructor may be considered as absent. An instructor may also count three tardies or early departures of less than thirty minutes as an absence. Absences due to health, injury, or death in the immediate family will be considered on an individual basis. Please inform the instructor and the Student Services office in such cases as soon as possible.

AUDITING

Students at Design Institute are not permitted to audit courses.

STUDENT WORK

Completed student projects are available for pick up during posted hours at the beginning of the subsequent semester. Unclaimed work will not be stored. DI reserves the right to keep work for accreditation purposes, college publications or exhibitions. An effort is made to safeguard all student work. DI is not responsible for loss or damage of student work. It is strongly suggested that students photograph all work before turning it in.

GRADING POLICY

Design Institute uses a letter grade evaluation system based on a 4.0 grade point formula as follows:

- A** Excellent, 90-100, 4 grade points
- B** Good, 80-89, 3 grade points
- C** Average, 70-79, 2 grade points
- D** Below average, 60-69, 1 grade point
- NCR** No credit received, 0-59, 0 grade points
- INC** Incompletion of one course requirement: must be completed within 30 days of the last day of the course. If not completed by deadline, INC becomes zero points earned and the instructor will assign the appropriate grade for the course.
- IP** In Progress – students registered for ID 361, Externship, or ID 610, Practicum, may take two semesters to complete these courses. At the end of the first of two semesters, IP appears on transcript and is not computed in the GPA. At the end of the second semester, the appropriate grade is posted and computed in the GPA.
- W** Course drop before end of seventh week (or 50%) – appears on transcript and is not computed in GPA.
- WP** Course drop “withdrew passing” – between end of seventh week (or 50%) and end of twelfth week (or 80%) – appears on the transcript and is not computed in GPA.
- WF** Course drop, “withdrew failing” – between end of seventh week (or 50%) and end of twelfth week (or 80%) – appears on transcript and is computed in GPA as zero grade points.

No course drops are granted after the end of the twelfth week. A student will receive a grade deemed appropriate by the instructor, based upon the entire semester's coursework.

STUDENT PERFORMANCE EVALUATION

Evaluation of student performance is based upon examination, projects, critiques, and other approved methods. Students will receive grades throughout the semester so that a student's academic standing can always be determined.

GRADE POINT AVERAGE

The grade point average (GPA) is determined by dividing the total grade points earned by the number of credits attempted. A minimum cumulative GPA of 2.0 is required for graduation with the BFA in Interior Design and a minimum cumulative GPA of 3.0 is required for graduation with the Master of Interior Design (MID).

STUDENT PROGRESS REPORTS

Student Progress Reports may be used by an instructor at any time to inform students of their academic standing. The form is frequently used during mid-semester to inform students that their work needs to improve in order to pass the course. The form is filled out by the instructor and submitted to the Director of Student Services for distribution to students.

GRADE REPORTS AND GRADE CHANGES

Grades are issued by the Registrar as soon as all grades have been received and processed, approximately three weeks after a semester ends. A grade is based upon the instructor's evaluation of all coursework completed. After the last day of class, students may not submit additional work unless a prior arrangement with the instructor has been made. DI assumes that all grades assigned by an instructor have been carefully considered and are correct. Grades submitted to the Registrar become part of the student's permanent record.

Students who believe they have received an inappropriate grade should attempt to resolve the matter informally with their instructor immediately after receiving the grade. It is the student's responsibility to demonstrate specifically why the assigned grade is incorrect. If, after further evaluation by the instructor, an error has been made, the instructor will report the adjusted grade to the Registrar on a Grade Change Form.

If the matter cannot be resolved, the student should present the issues in writing to the Director of Academics. If still unresolved, the student may fill out a Grade Appeal Form and make a formal appeal to the Grievance and Appeals Committee (2 administrators, 2 faculty members). This appeal must be filed within the semester following the issuance of the grade.

ADD/DROP POLICY

Add Procedure: Course additions may only be made during the first week of the semester with the Registrar's permission.

The signature of the Director of Student Services on the Schedule Change Form is required, certifying that space is available in the class and that all prerequisites have been met. Students may not attend class until they are officially enrolled.

Financial aid recipients must notify the Financial Aid Office of any schedule change that affects the total number of units for which the student enrolled during that semester.

Drop Procedure: Students wishing to drop a class must notify the Director of Student Services and fill out a Drop Form.

INSTRUCTOR COURSE DROP

An instructor has the option of dropping any student who has been absent for twenty (20) percent of the class time or three (3) class meetings.

INCOMPLETES

An Incomplete may be requested by a student for incomplete coursework at the end of the semester. The student's reason for not completing all work must, in the opinion of the instructor, be justifiable. It is suggested that the Incomplete only be given for one major project or exam, not for a series of projects missed during the semester. It is the responsibility of the student to obtain an Incomplete Request Form from the Student Services office before the end of the fourteenth week of class, fill it out, and submit it to the instructor for approval before the end of the fifteenth week. The instructor will list the project missing as well as the conditions for removal of the Incomplete. The instructor will submit the completed form to the Registrar. A copy will be provided to the instructor and to the student.

An Incomplete must be made up within 30 days of the last class. Evening track students also have 30 days to make up an Incomplete. An INC is not used in calculating the GPA, but it is counted as credits attempted.

In unusual circumstances beyond the student's control, such as poor health or family crisis, an extension may be granted by the Director of Academics. To qualify for an extension, the student must submit a letter of explanation and attach third-party documentation, as appropriate.

The student must make arrangements with the instructor to turn in the missing project. The instructor will assign the appropriate grade. If the Incomplete is not made up within thirty (30) days after the end of the semester, the INC becomes zero points earned and the instructor will assign the appropriate grade for the course. A student must receive the written permission of the Director of Academics to proceed in a subsequent design class when an Incomplete has been given in a course which is a prerequisite.

An Incomplete grade may place a student's semester grades on hold until a grade is received.

COURSE REPETITION

Students may repeat courses for which they have received a D or NCR. The second attempt will replace the original grade and grade points earned. Both attempts will appear on the transcript, in order to show a true and complete academic history. Only the second attempt will be used to calculate the GPA.

Courses may be repeated once. A student who wants to repeat a course for the second time must have the permission of the Director of Academics and must present convincing evidence before being allowed to proceed. Students who have failed a required course and repeated it twice must pass the course on the third attempt or be academically dismissed from the college.

TRANSCRIPTS

Official transcripts of student academic achievement will be sent upon request to other colleges and universities or official organizations which require them. They are mailed directly from Design Institute to the other institution and bear the official seal of the college.

Official transcripts from other schools or colleges received by DI become part of the student's record and are not released. Students may obtain an unofficial copy of their Design Institute transcript from the Registrar or through the MyDI student portal. It does not bear an official seal and may not be used for transfer.

WITHDRAWAL FROM THE COLLEGE

Design Institute of San Diego does not utilize a leave of absence policy. Withdrawal is a formal process. Failure to attend class or giving notice to an instructor is not regarded as official notice. Students who withdraw from the college (all classes) must meet with the Student Services and Financial Aid offices to fill out the appropriate forms. A Withdrawal Form may be obtained from the Student Services office.

Active and reserve military students who must discontinue their studies due to deployment will not be penalized for their withdrawal. The Student Services and Financial Aid offices will work with all active and reserve military members during their withdrawal to ensure a smooth transition.

ADMINISTRATIVE WITHDRAWAL

Students who are not registered by the end of the first week of any semester will be withdrawn from the college. Continuing students who miss two consecutive weeks of all enrolled classes with no verbal or written notification will be withdrawn from the college.

ADMINISTRATIVE DISMISSAL

Design Institute reserves the right to withdraw the privilege of enrollment from any student when that action is justified.

The following circumstances may lead to administrative dismissal:

Unacceptable behavior

Financial circumstances

Academic dishonesty

When Design Institute takes such action, the student will be notified in writing. Students who are administratively dismissed are not eligible to continue to attend classes or to receive grades for courses in which they were enrolled prior to being administratively dismissed.

SATISFACTORY ACADEMIC PROGRESS

All students enrolled in the BFA and MID programs must maintain satisfactory academic progress (SAP) in order to continue their enrollment at Design Institute. Additionally, satisfactory academic progress must be maintained in order to remain eligible to receive federal financial aid. Please consult the SAP policies applicable to each program.

BFA SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

The primary components of satisfactory academic progress for the BFA include:

- A cumulative grade-point average (CGPA) of 2.0 on a 4.0 scale;
- A maximum time frame (MTF) for completion of the interior design program; and
- A minimum rate of progress toward graduation, indicated by a successful course completion percentage.

CUMULATIVE GRADE POINT AVERAGE (CGPA)

Students are required to maintain a minimum CGPA of 2.0 throughout their enrollment at Design Institute. CGPA is measured at the end of each semester for compliance. All students must have a minimum CGPA of 2.0 in order to graduate.

MAXIMUM TIME FRAME (MTF)

The Maximum Time to Complete Degree is 150 percent of the normal time to program completion, which is based on the number of credit hours required to complete the program.

The MTF for completion of the BFA curriculum (132 credit hours) is measured in credit hours attempted: a period of time during which a student may attempt up to 150 percent (198 credit hours) of the number of credit hours required (132 credit hours) to complete the program. Progress toward completion is measured by dividing the MTF into equal evaluation periods known as increments. An increment is one semester. Satisfactory academic progress is measured at the end of each semester for all students, full-time and part-time. The MTF Course Completion Chart shows a fixed percentage of attempted credits a student must successfully complete each semester.

If it is determined at any time by the Registrar that a student could not complete the program within the MTF, the student will be academically dismissed. In no case could a student exceed the maximum time for completion and receive a BFA. All credit hours accepted for transfer by DI are considered credits attempted and will be deducted from the standard MTF of 198 credit hours. The MTF for transfer students will be recalculated and used to determine SAP. For example: Laura has transferred in 15 credit hours. Her recalculated MTF is 183 (198-15).

BFA MTF COURSE COMPLETION CHART

CREDIT HOURS ATTEMPTED	REQUIRED MINIMUM COURSE COMPLETION PERCENTAGE	CUMULATIVE GPA REQUIRED
0 - 30	60%	2.0
31 - 198	66.66%	2.0

BFA RATE OF PROGRESS REQUIREMENTS

In addition to CGPA requirements, a student must maintain a minimum rate of progress toward graduation (refer to MTF Course Completion Chart), demonstrated by successful completion of a required minimum percentage of credit hours attempted.

While attempting the first 30 credit hours, a student must successfully complete at least 60 percent of the credit hours attempted.

After the first 30 credit hours attempted, a student must successfully complete at least 66.66 percent of the credit hours attempted.

Credit hours attempted are defined as any credits for which a student has enrolled and has incurred a financial obligation.

It is important to understand the significance of the term “credit hours attempted.” The following items are all credits attempted:

- Courses for which a grade is received
- Failed courses
- Repeated courses
- Withdrawals
- Incomplete grades
- Transfer credit (deducted, upon transfer credit acceptance, from the standard MTF of 198 credit hours)

A fixed course completion rate (60% or 66.66% of credits attempted) is required to meet a quantitative SAP standard just as a required CGPA measures a qualitative standard. The use of these two standards applies the same measurement to all students, full-time and part-time, in all tracks.



ACADEMIC YEAR

The academic year referred to in the SAP policy means “school year,” as measured by time on the school calendar regardless of the student’s enrollment status, full-time or part-time. The academic year for traditional students is two semesters, Fall and Spring. The academic year for evening and fast track students is three semesters, Fall, Spring and Summer.

The academic level (Freshman, Sophomore, Junior, Senior) is not used in the SAP measurement.

EVALUATION POINTS

Design Institute uses both qualitative (CGPA) and quantitative (course completion rate, MTF) standards to evaluate a student’s academic standing at specific increments. An increment is one semester. The evaluation point occurs at the end of each semester after grades are posted by the Registrar. Satisfactory academic progress is calculated after each semester during the student’s enrollment.

A student will not be making satisfactory academic progress if, at any evaluation point shown in the following chart, the student’s CGPA is less than what is required at that evaluation point, or if the student has not successfully completed the required percentage of cumulative credit hours attempted at the evaluation point. Measurements include all semesters of the student’s enrollment.

BFA SAP EVALUATION CHART

REQUIRED EVALUATION POINTS	CGPA REQUIRED	COURSE COMPLETION PERCENTAGE REQUIREMENT
Traditional/Fast Track Students: First Academic Year First semester, Second Semester	2.0	60%
Traditional/Fast Track Students: Second academic year Third semester, fourth semester	2.0	0-30 credits attempted, 60% 31 or more credits attempted, 66.66%
Evening Students First academic year First, second, third semester	2.0	60%
Evening Students Second academic year Fourth, fifth, sixth semester	2.0	0-30 credits attempted, 60% 31 or more credits attempted, 66.66%
End of Second Academic Year	2.0	0-30 credits attempted, 60% 31 or more credits attempted, 66.66%
End of all subsequent semesters	2.0	0-30 credits attempted, 60% 31 or more credits attempted, 66.66%

BFA SAP EVALUATION CHART EXPLANATION

The BFA SAP Evaluation Chart applies equally to all students whether enrolled full-time or part-time. Naturally a student enrolled part-time will not attempt as many credit hours as a student enrolled full-time. However, the CGPA requirements and the percentage of credit hours completed are comparable, regardless of enrollment status.

For example: X a full-time traditional student, has attempted 60 credit hours at the end of their second academic year. Y a part-time traditional student, has attempted 24 credit hours at the end of their second academic year. Both students must meet the same CGPA and minimum course completion percentage standards indicated on the chart under “End of the Second Academic Year.”

ACADEMIC PROBATION

A student who does not achieve satisfactory academic progress at the time of a required evaluation point will be placed on academic probation. The Registrar will inform the student of probation status by letter. Students may be on probation for two consecutive semesters, according to the following guidelines, before being academically dismissed.

A student will be placed on academic probation if their CGPA falls below 2.0. A student on probation whose semester GPA after the first semester on probation is at least 1.75 will be allowed to continue on probationary status for one more semester. At the end of the second semester on probation, a student must have achieved a CGPA of at least 2.0. Failure to achieve a CGPA of 2.0 after two semesters on probation will result in dismissal.

A student on probation who does not achieve at least a semester GPA of 1.75 in the first semester on probation will not be allowed to continue on probation and will be dismissed.

In addition to CGPA requirements, a student whose required minimum course completion percentage rate does not meet requirements will be placed on academic probation. A student who does not bring the successful course completion rate up to meet the standard (60% for up to 30 credit hours attempted; 66.66% thereafter) in two semesters on probation, as above, will be dismissed.

Students on academic probation are eligible to continue to receive financial aid during their first semester on probation only. A student who remains on probation for a second semester is responsible for all costs incurred during this semester. Once a student has again achieved SAP, financial aid can be re-established.

Notice of probation will appear on the academic transcript. Note: It is strongly recommended that all students placed on probation retake courses previously failed so that the CGPA will not continue to bear the burden of an unremediated course. The student who successfully completes previously-failed courses benefits from the recalculation of the CGPA and the course completion rate.

REMOVAL OF ACADEMIC PROBATION

In order to re-establish SAP, the student must increase the CGPA and/or course completion rate to the minimum standard as shown on the SAP chart. When this occurs by the end of the probationary period, the student will be removed from academic probation.

EVALUATION AT THE END OF THE SECOND YEAR AND EVERY SEMESTER THEREAFTER

At the end of the second academic year (the end of the fourth semester for traditional and fast track students; the end of the sixth semester for evening track students), and every semester thereafter, the student must have a CGPA of 2.0 on a scale of 4.0.

A student receiving federal financial aid who does not meet this standard will be disqualified from receiving financial aid with no probationary period. Disqualified students will be notified in writing of their loss of eligibility.

A student who has been denied financial aid at the end of the second academic year must be academically dismissed unless they choose to continue as a cash student in order to resolve the deficiencies that led to financial aid ineligibility. The student will be allowed up to two semesters to regain SAP under the same guidelines as above, under Academic Probation. If the student's CGPA meets the standards, financial aid will be reinstated. If the student fails to meet the standards after two semesters, the student will be dismissed. If it is determined at any time by the Registrar that the student could not complete the program within the MTF, the student will be dismissed.

MID SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

The primary components of satisfactory academic progress for MID students include:

- A cumulative grade-point average (CGPA) of 3.00 on a 4.0 scale;
- A maximum time frame (MTF) for completion of the program within 150% of the normal time to program completion, which is based on the number of credit hours required to complete the program; and
- A minimum rate of progress toward graduation, indicated by a successful course completion rate.

MAXIMUM TIME FRAME (MTF)

Maximum Time to Complete Degree: 150% of the normal time to program completion, which is based on the number of credit hours required to complete the program.

Satisfactory academic progress is measured at the end of each semester for all MID students. If it is determined at any time by the Registrar that a student could not complete the program within the MTF, the student will be academically dismissed. In no case could a student exceed the maximum time for completion and receive an MID. All credit hours accepted for transfer by Design Institute are considered credits attempted and will be deducted from the standard MTF. The MTF for transfer students will be recalculated and used to determine SAP.

MINIMUM GPA	
Level	Minimum GPA
Graduate	3.0

EVALUATION POINTS

Design Institute uses both qualitative (CGPA) and quantitative (course completion rate, MTF) standards to evaluate a student's academic standing at specific increments. An increment is one semester. The evaluation point occurs at the end of each semester after grades are posted by the Registrar. Satisfactory academic progress is calculated after each semester during the student's enrollment.

A student will not be making satisfactory academic progress if, at any evaluation point, the student's CGPA is less than what is required at that evaluation point or the student has not successfully completed the required percentage of cumulative credit hours attempted at that evaluation point. Measurements include all semesters of the student's enrollment.

MID SAP EVALUATION CHART

REQUIRED EVALUATION POINTS	CGPA REQUIRED	COURSE COMPLETION PERCENTAGE REQUIREMENT
TWO-YEAR MID TRACK - 45 UNITS First semester, second semester	3.0	60%
TWO-YEAR MID TRACK - 45 UNITS End of all subsequent semesters	3.0	66.66%
THREE-YEAR MID TRACK - 81 UNITS First semester, second semester	3.0	60%
THREE-YEAR MID TRACK - 81 UNITS End of all subsequent semesters	3.0	66.66%

MID SAP CHART EXPLANATION

The above chart applies equally to all students whether enrolled full-time or part-time, and therefore, a student enrolled part-time will not attempt as many credit hours as a student enrolled full-time. The CGPA requirements and the percentage of credit hours completed are comparable, regardless of enrollment status.

ACADEMIC PROBATION

A student who does not achieve satisfactory academic progress at the time of a required evaluation point will be placed on academic probation. The Registrar will inform the student of probation status by letter. Students may be on probation for two consecutive semesters, according to the following guidelines, before being academically dismissed.

A student will be placed on academic probation if their CGPA falls below 3.0. A student on probation whose semester GPA after the first semester on probation is at least 2.75 will be allowed to continue on probationary status for one more semester. At the end of the second semester on probation, a student must have achieved a CGPA of at least 3.0. Failure to achieve a CGPA of 3.0 after two semesters on probation will result in dismissal.

A student who does not bring the successful course completion rate up to meet the standard (60% for the first two semesters, 66.66% thereafter) in two semesters on probation, will be dismissed.

Students on academic probation are eligible to continue to receive financial aid during their first semester on probation. A student who remains on probation for a second semester is responsible for all costs incurred during this semester. Once a student has again achieved SAP, financial aid can be re-established.

Notice of probation will appear on the academic transcript.

NOTE: It is strongly recommended that all students placed on probation retake courses previously failed so that the CGPA will not continue to bear the burden of an unremediated course. The student who successfully completes previously failed courses benefits from the recalculation of the CGPA and the course completion rate.

REMOVAL OF ACADEMIC PROBATION

In order to re-establish SAP, the student must increase the CGPA and/or course completion rate to the minimum standard as shown on the SAP chart. When this occurs by the end of the probationary period, the student will be removed from academic probation.

EVALUATION AT THE MID-POINT AND EVERY SEMESTER THEREAFTER

At the mid-point of the program (the end of the fourth semester for the three-year track or the third semester for the two-year track), and every semester thereafter, the student must have a CGPA of 3.0 on a scale of 4.0. A student receiving federal financial aid who does not meet this standard will be disqualified from receiving financial aid with no probationary period.

Disqualified students will be notified in writing of their loss of eligibility. A student who has been denied financial aid at the half-way point must be academically dismissed unless they choose to continue as a cash student in order to resolve the deficiencies that led to financial aid ineligibility. The student will be allowed up to two semesters to regain SAP under the same guidelines as above, under Academic Probation. If the student's CGPA meets the standards, financial aid will be reinstated.

If the student fails to meet the standards after two semesters, the student will be dismissed. If it is determined at any time by the Registrar that the student could not complete the program within the MTF, the student will be dismissed.

BFA/MID EFFECT ON SAP

OF COURSE WITHDRAWALS, INCOMPLETES, IN-PROGRESS, TRANSFER CREDITS, AND REPEATED COURSES IN THE BFA AND MID PROGRAMS

- W** Students who withdraw from a course before the end of the seventh week (or 50%) receive no grade point penalty, but credit hours will be considered hours attempted for the purpose of determining the successful course completion rate.
- WP** (Withdrawn Passing) Student receives no grade point penalty but credit hours will be considered hours attempted for the purpose of determining the successful course completion rate.
- WF** (Withdrawn Failing) Student receives grade point penalty and credit hours will be considered hours attempted for the purpose of determining the successful course completion rate.
- INC** (Incomplete) The Incomplete is not included in the calculation of the CGPA but credit hours will be considered hours attempted for the purpose of determining the successful course completion rate. Within 30 days after the end of the semester, a final grade will be determined and will replace the Incomplete.
- IP** (In Progress) In Progress is not included in the calculation of the CGPA and credit hours will not be considered hours attempted for the purpose of determining the successful course completion rate. At the end of the second semester, the appropriate grade is posted to the transcript and included in the calculation of the CGPA.
- TC** (Transfer Credit) Transfer credits count as credit hours toward graduation but are not included when calculating the CGPA or successful course completion rate. For transfer students the MTF for completion of the degree is reduced by the number of transferable units accepted at matriculation.
- R** (Repeated Course) If a course is repeated, the second grade awarded replaces the first in calculating the CGPA. Each attempt is included when calculating the successful course completion rate. Design Institute does not offer non-credit courses, remedial courses or pass/fail grades.

GRADING POLICY – APPLIED TO SAP

Design Institute uses a letter grade evaluation system based on a 4.0 grade point formula as follows:

GRADE	DESCRIPTION	CREDITS ATTEMPTED	COURSE COMPLETION CREDITS	APPLIED TO CGPA	GRADE POINTS
A	90-100	Yes	Yes	Yes	4
B	80-89	Yes	Yes	Yes	3
C	70-79	Yes	Yes	Yes	2
D	60-69	Yes	Yes	Yes	1
NCR No credit received	0-59	Yes	No	Yes	0
INC*	Incomplete	Yes	No	No	N/A
IP**	In Progress	Yes	No	No	N/A
TC***	Transfer Credits	Yes	Yes	No	N/A
W	Withdrew	Yes	No	No	N/A
WP	Withdrew Passing	Yes	No	Yes	N/A
WF	Withdrew Failing	Yes	No	No	0
R****	Repeated Course		No	No	N/A

***INC** “Incomplete” appears on the transcript but is not calculated until receipt of a grade.

****IP** “In Progress” appears on the transcript but is not calculated until receipt of a grade.

*****TC** “Transfer Credit” is deducted from the MTF upon enrollment; reduced MTF used for SAP.

******R** “Repeated Course” appears on the transcript. The credit hours attempted are calculated toward the MTF.

MITIGATING CIRCUMSTANCES APPEAL

A student who has not met the CGPA standards or course completion standards may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances including:

- The student’s health or injury;
- Family difficulties such as death or illness;
- Interpersonal problems such as divorce; or
- Other circumstances resulting in undue hardship to the student.

Appeal forms may be picked up from and submitted to the Financial Aid Office. The student may file a mitigating circumstances appeal as soon as the situation occurs. All appeals will be reviewed by the Director of Financial Aid. If the student’s appeal for mitigating circumstances is granted, the student will be placed on probation and the student’s eligibility for financial aid will be reinstated. A student on probation may receive federal financial aid funds for one semester. While a student is on probation, DI may require the student to fulfill specific terms and conditions such as taking a reduced course load or enrolling in specific courses. At the end of one semester on probation, the student must meet the institution’s satisfactory academic progress standards or meet the requirements of the academic plan developed by the institution and the student to qualify for further federal financial aid funds.

All credits attempted while on probation count toward the MTF. All grades are included in the CGPA.

If, after the period of probation, the student is not making satisfactory academic progress, the student will be academically dismissed.

SAP DISMISSAL APPEAL

A BFA or MID student who wishes to appeal academic dismissal based on the application of these satisfactory academic progress standards must present a written SAP appeal to the Director of Student Services and the Registrar. An SAP Dismissal Appeal Form is available in the Student Services office. The appeal must be presented within two weeks of the notification of dismissal. Documentation of all issues must be submitted with the SAP Dismissal Appeal Form. The student’s request may be discussed with appropriate members of the administration and faculty. The final decision is made by the Director of Academics and may not be appealed.

READMISSION

READMISSION OF STUDENTS WHO LEFT IN GOOD ACADEMIC STANDING

Students who have previously attended Design Institute and who withdrew in good academic standing may request readmission to the college through the Student Services office.

Former students who are readmitted after falling out of status may be readmitted under the academic degree requirements in effect at the time of readmission. Official transcripts of any college work completed in the intervening time must be submitted at the time of readmission. Course work previously completed at DI will be reviewed to determine recency, particularly pertaining to interior design studio courses, CAD, and industry-standard software applications. Such courses are subject to a five-year recency requirement unless approved by the Director of Academics.

A student who left DI in good academic standing but was administratively dismissed must satisfy all requirements that led to the dismissal to be reconsidered for readmission. After at least one semester of non-attendance a letter may be submitted to the Director of Student Services. It should address how the student will attempt to improve the areas that led to dismissal. The letter will be discussed by all appropriate members of the administration. If approved, the student will be readmitted conditionally for one semester before being eligible for reinstatement under regular student status.

The Director of Student Services, the Registrar, and the Director of Academics will review all applications for readmission to determine the student's academic status related to SAP. The Director of Student Services will inform the student of readmission by letter.

READMISSION OF STUDENTS WHO WITHDREW ON PROBATION OR WERE ACADEMICALLY DISMISSED

Students who previously withdrew while on probation or who were academically dismissed must apply for readmission. Please refer to Readmission of Students Who Withdrew on Probation or Readmission Under Extended Enrollment Status, in this section.

Students who withdrew on probation and want to be readmitted should notify the Director of Student Services that they want to be readmitted. The Director of Student Services will review the student's file to determine the student's academic status and course completion rate. If it is determined that the student could meet SAP standards, the student will be readmitted on probation.

READMISSION UNDER EXTENDED ENROLLMENT STATUS

Students who have been academically dismissed due to the failure to maintain the qualitative or quantitative minimums of SAP may apply to continue their studies at DI under Extended Enrollment Status. An Application for Readmission under Extended Enrollment may be picked up from and submitted to the Director of Student Services. The application should address how the student will attempt to improve the deficient areas that led to dismissal.

The Director of Student Services and the Director of Academics will review the student's appeal to determine whether the student has the academic ability and desire to successfully continue in the program. An Extended Enrollment Application is carefully considered and approval is not automatic. The student will be informed of the decision by mail.

If approved, the student will be conditionally readmitted for up to two semesters in order to meet CGPA and course completion rate requirements. During this time, the student is not eligible to receive federal financial aid and must attempt to improve the deficient areas that led to dismissal. The student will be responsible for all tuition and costs incurred during this period.

If a student under extended enrollment does not meet both the CGPA standards and the course completion standards, the student will be dismissed.

In no case can the student exceed the MTF for completion and receive a degree.

REINSTATEMENT AS A REGULAR STUDENT

At the completion of up to two semesters under Extended Enrollment Status, the student who has re-established satisfactory progress according to the satisfactory academic progress policy may return to regular student status and reinstate eligibility for financial aid.



GRADUATION

BFA PROGRAM GRADUATION REQUIREMENTS

Graduation is not automatic upon completion of the requirements. It is the responsibility of a student who is nearing graduation to file an Application to Graduate form when they have successfully completed the following credit units: traditional full-time students 126 credit units, evening track students 123 credit units, and fast track students 117 credit units. Applications are available from the Director of Student Services. An Application to Graduate form must be on file three months prior to a commencement ceremony in order to participate in the ceremony.

The following four groups of degree requirements must be met to earn the Bachelor of Fine Arts in Interior Design degree from Design Institute of San Diego.

ACHIEVEMENT OF INSTITUTIONAL LEARNING OUTCOMES (ILOS)

The ILOs ensure that students develop core competencies needed to achieve professional success, assume future leadership roles, and realize the impact their design work will have within the contexts of local, regional, national, and global communities.

GENERAL EDUCATION (GE) REQUIREMENT

DI is committed to the development of core competencies and the values of a liberal arts education. All undergraduates must complete 36 credit units of study in general education (GE). GE courses ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons.

MAJOR REQUIREMENT

All undergraduates must complete 96 credit units of study in the interior design major. Major-specific courses focus on addressing and realizing the artistic, intellectual, technical, and practical needs of the student seeking to begin the practice of interior design.

GPA REQUIREMENT

In order to earn a BFA degree, a student must successfully complete all coursework in the curriculum with a cumulative grade-point average of at least 2.0.

Courses or coursework requirements may be changed by DI during the period of the student's enrollment because of curriculum revision. However, appropriate substitutions will be made and the number of credit units required for graduation will be the same as stated in the catalog at the time of the student's enrollment.

All requirements are designed to ensure that DI graduates acquire the breadth and depth of knowledge and critical skill sets needed to succeed in the field of interior design and as global citizens.

BFA GRADUATION CRITERIA

The Bachelor of Fine Arts in Interior Design degree is awarded to students who have earned 132 credit units and meet the following criteria:

- I. Complete all course credit requirements with a cumulative grade-point average of 2.0 or better
- II. Complete the degree requirements within the time frame outlined under Satisfactory Academic Progress in the catalog
- III. File a formal Application to Graduate
- IV. Complete a Financial Aid Exit Interview if the student received Financial Aid
- V. Verify that all financial obligations to Design Institute have been met

MID PROGRAM GRADUATION REQUIREMENTS

The following requirements must be met to be eligible for graduation from the Master of Interior Design program:

- **Advancement to Candidacy:** Graduate students must apply for Advancement to Candidacy after successfully completing the first 27 units of the program and will need to be in continuous enrollment in a thesis project course until all requirements for the degree are completed.
- **Program Requirements:** A student must meet the course and total credit-hour requirements specified in the catalog at the time that the student first enrolled in the program. Note: a minimum of 27 units must be completed in residence (at DI).
- **Grade Point Average:** DI requires a cumulative grade-point average of 3.00, or "B", or better in all graduate work. No grade below "C" is acceptable for graduate credit or shall be applied toward the degree.
- **Time to Degree Completion:** DI awards full credit for graduate hours earned within a maximum time frame (MTF) for completion of the interior design program. An extension of time beyond the limit may be granted if warranted by individual circumstances.
- **Thesis Project Exhibition and Defense:** There will be an oral examination of each candidate by the graduate faculty. This examination will occur at the time of the candidate's master's exhibition, and will involve an in-depth discussion of the candidate's thesis project.

MID candidates must complete all graduation requirements and file an Application to Graduate prior to participating in commencement ceremonies.

DEGREE DATES

Degrees for all programs are conferred three times a year (January, June and September) upon recommendation of the Director of Academics and faculty to all students who have met the graduation requirements. Degrees may be released to graduates or may be sent by mail, if requested.

DI does not backdate degrees. The semester in which all requirements are completed is the semester in which the degree will be posted to the transcript.

The only documents signifying graduation are the Bachelor of Fine Arts in Interior Design diploma or the Master of Interior Design diploma.

No other documents are awarded.

COMMENCEMENT CEREMONIES

Commencement Ceremonies are held once a year in May for BFA and MID candidates.

The following BFA candidates may file an Application to Graduate and be eligible to participate in commencement ceremonies:

- Traditional students whose successfully completed coursework brings them within 6 credit units;
- Evening track students whose successfully completed coursework brings them within 9 credit units; and
- Fast track students whose successfully completed coursework brings them within 15 credit units of completing the 132-credit-unit interior design curriculum.

Students must complete all requirements in the time frame stated in the Application to Graduate. If not completed, the student must apply again.

BFA students are not considered graduates until all academic and financial obligations have been met and the Bachelor of Fine Arts in Interior Design has been awarded. Being allowed to participate in the ceremony does not indicate graduation.

STUDENT RIGHTS, GRIEVANCES AND APPEALS

STUDENT RIGHTS

Design Institute adheres to the principle that all students should be able to progress through their enrollment at the college free of unjust or improper actions by any member of the college community. Any student who feels that they have been subject to unfair actions may file a grievance or appeal within the framework of school policy. All students who come into conflict with school policy have the right to due process.

STUDENT COMPLAINT PROCEDURES

WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC) COMPLAINT PROCEDURE

A student may file a complaint with Design Institute's accreditation body by contacting WSCUC (www.wscuc.org) and adhering to the Policy on Complaints and Third-Party Comments for the appropriate means of communicating comments and complaints.

CALIFORNIA BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE) COMPLAINT PROCEDURE

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll free or by completing a complaint form, which can be obtained on the Bureau's website, www.bppe.ca.gov/enforcement/complaint.shtml.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5, or by visiting osar.bppe.ca.gov.

GRIEVANCES

Every effort should be made by the student to solve problems informally with an instructor or administrator. If no satisfactory solution can be found, the student should complete and file a Grievance and Appeal Form with the Student Services office. All issues are carefully reviewed and if necessary are brought before the Administrative Committee. If required, members of the faculty may be consulted. When deemed appropriate, further action will be taken and a response will be made in writing within two weeks of submission of the Grievance and Appeal Form.

For complaints of a serious nature such as those related to discipline, honesty, discrimination, or other improper conduct, the decision of the Administrative Committee may be appealed by completing and filing a written petition with full details of the student's position to the Student Services office. The petition will be presented to the Appeals Committee, composed of administrators and faculty. Decisions of the committee are binding.

APPEALS

Students may appeal the ruling of an instructor or administrator in the following areas: academic standing, reinstatement, tuition or fees, degree standing, extension of deadlines, and refunds. The student must present a written petition with full details of the student's position to the Student Services office. The petition will be presented to the Appeals Committee for a ruling.

Prior to making an appeal to the committee, the student must have made an attempt to solve the problem with the appropriate faculty member or administrator.

Decisions of the Appeals Committee (2 faculty members, 2 administrators) are binding. The committee may rule to change a grade only if the instructor concurs with the committee's decision.

CHANGES IN RULES AND POLICIES

Changes in rules and policies are presented to all students before Fall registration and as required, throughout the school year.

RECORD RETENTION AND CONFIDENTIALITY

All student records are maintained for a period of six (6) years from the last date of attendance. Student transcripts and ledger cards are maintained indefinitely. Design Institute respects the confidentiality of all student records and complies with the Federal Family Educational Rights and Privacy Act of 1974 as amended. The law provides students access to, and the right to inspect and review their educational records and prohibits the disclosure of private information maintained in student files. Students who have questions about the scope of the Privacy Act should contact the Student Services office.

NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Design Institute of San Diego, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. However, DI may disclose appropriately designated “directory information” without written consent, unless you have advised the college to the contrary in accordance with college procedures. The primary purpose of directory information is to allow DI to include this type of information from your education records in certain publications.

Examples include:

- DI publications, including the website, blog, brochures, emails or other;
- Work displayed on campus;
- Publications and media from interior design organizations and potential employers;
- Photographs of students and student work;
- Honor roll or other recognition lists; and
- Graduation programs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a student’s prior written consent. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless students have advised the LEA that they do not want their information disclosed without their prior written consent.

If you do not want DI to disclose directory information from your education records without your prior written consent, you must notify the college in writing. Please complete the appropriate form available from the Registrar’s office. Design Institute of San Diego has designated the following information as directory information:

- Student’s name
- Participation in officially recognized activities
- Address
- Telephone listing
- Electronic mail address
- Photographs of student and/or student work
- Degrees, honors and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

DRUG FREE AWARENESS POLICY

In compliance with the Federal Drug-Free Schools and Communities Act of 1989, Design Institute prohibits the use, possession, sale or distribution of alcohol, narcotics, dangerous or illegal drugs or other controlled substances on Design Institute property or at any school event sponsored by the Design Institute of San Diego.

The Design Institute Drug Free Awareness Statement is given to all students at orientation. Disciplinary measures up to and including dismissal will be taken against students, faculty or staff found to be in violation of the drug-free campus policy. Students may obtain information about health risks and effects related to alcohol and drugs as well as treatment and/or recovery programs by contacting the Student Services office.

NON-DISCRIMINATION POLICY / TITLE IX

Design Institute of San Diego (DI) does not discriminate in its employment practices or in its educational programs or activities on the basis of sex/gender. Sex includes (sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting issues). DI also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about noncompliance should be directed to the Title IX Coordinator at TitleIX@disd.edu. For a complete copy of the policy or for more information, please contact the Title IX Coordinator or the Assistant Secretary of Education within the Office for Civil Rights (OCR) at <https://www.hhs.gov/ocr/index.html>.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Design Institute of San Diego provides reasonable accommodation to students with disabilities in compliance with state and federal legislation including Sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Students who feel they qualify for accommodation should contact the Student Services office for a full copy of the policy and for assistance in submitting the required written and professional documentation of a disability along with written and official professional documentation of required accommodations. All efforts are made to assist students in receiving reasonable accommodations and maintaining student confidentiality.

STUDENT GRIEVANCE PROCEDURE FOR COMPLAINTS OF DISCRIMINATION

This procedure shall be applicable to and utilized for all allegations of discrimination. Grievances of all other types shall be filed utilizing the general Grievance policy located in the catalog. This procedure applies to all Design Institute of San Diego students, faculty and staff. This procedure assists DI in carrying out its responsibilities in administering and enforcing applicable federal and state laws and DI policies related to nondiscrimination and investigation of complaints. Any individual who feels that they are the victim of discrimination from a DI employee, student or third parties, should follow the complaint procedures outlined.

The Title IX Coordinator has been designated to investigate complaints and to coordinate compliance efforts regarding the non-discrimination policy.

FILING PROCESS

Complainants should file a complaint as soon as possible with the Title IX Coordinator, TitleIX@disd.edu, or the Director of Operations, [Jessyca Houchins, jhouchins@disd.edu](mailto:jhouchins@disd.edu), who are located in the main administrative building at 8555 Commerce Avenue, San Diego, CA 92121. Complainants will be given instructions to describe the alleged discrimination in writing. Assistance will be arranged, if needed, to complete the form. A complaint should be filed within 90 calendar days of the most recent incident of discrimination. DI will consider requests to extend this period when the complainant can show they need additional time.

The complainant will meet with the Title IX Coordinator to discuss options (informal, formal) for proceeding with resolution of the complaint. The complainant is not required to follow the informal procedure before filing a formal complaint. The respondent (the individual accused of discrimination) will be notified of the complaint within 10 working days after it is filed.

OPTIONS FOR PROCEEDING

Informal: The Title IX Coordinator may offer the complainant the opportunity to voluntarily discuss allegations and concerns and attempt to resolve the situation. The complainant is not required to do this to move forward with a formal complaint. The respondent will be reminded that DI expects all to adhere to our nondiscrimination policies. The respondent will be put on notice that their behavior has been questioned, and informal resolution is sought, if possible. If informal attempts to resolve the situation are not successful, the complainant may at any time pursue a formal complaint.

Formal: If the complainant elects to file a formal complaint, a full, reliable, and impartial investigation is conducted by the Title IX Coordinator. Both the complainant and the accused will have the opportunity to meet and discuss the allegations separately with the Title IX Coordinator and may offer any witnesses or other information in support of their position. The investigation shall normally be completed within 45 working days from the filing of a formal complaint, including written notification to the parties of the outcome of the investigation. In extraordinary circumstances, the Title IX Coordinator may extend this time for a reasonable period. All parties will be notified if such an extension is necessary. Many factors can interfere with an investigative fact-finder's commitment to complete a determination promptly, including unavailability of witnesses or the complexity of the issues involved. The Title IX Coordinator will maintain contact with the complainant and respondent throughout the course of the investigation to keep them up to date on the process. If a violation is found, the Title IX Coordinator will recommend corrective actions. These may include a directive to stop any ongoing discrimination or retaliation; disciplinary or other corrective action against the respondent or others; relief for the complainant to remedy the effects of the discrimination or retaliation; and any other action considered necessary to ensure that the discrimination will not be repeated.

Hearings: In matters that involve the potential for Serious Discipline against a student, the Title IX Coordinator shall simultaneously inform both parties of their rights to a live hearing and will outline the hearing process once the investigative report is completed.

APPEAL

The findings of a formal complaint investigation may be appealed in writing to the Title IX Coordinator by the complainant or respondent within five (5) working days of receipt of the Title IX Coordinator's determination. A party may appeal a decision based on discovery of new evidence previously unavailable or a significant irregularity in the procedural process which could affect the outcome of the finding. The appellant should be as specific as possible in setting out the basis for appeal; general dissatisfaction with the decision will not be sufficient. Notice will be given to the other party if an appeal is filed and a response should be filed within three (3) days of notice of the appeal. The appeal package along with the documentation, notes and written determination will then be sent to a designated third party for review and continued investigation if deemed necessary. The designated third party will be appropriately trained and qualified to fulfill this role. The written findings of the appeal normally will be concluded within ten (10) days from the date of submission of the appeal and response to the appeal, unless an extension is necessary. If an extension is necessary, all parties will be notified promptly. The determination of the designated third party will be final. At any time, prior to filing a complaint or while a proceeding is in progress, a complainant may file their complaint with an appropriate external agency. A complete list of agencies, with contact information, is available from the Title IX Coordinator, located at 8555 Commerce Avenue, San Diego, CA 92121, 858-566-1200.

RETALIATION AND CONFIDENTIALITY

Design Institute takes any allegation of discrimination, harassment, and/or retaliation seriously and is committed to protecting the integrity of the investigation process including confidentiality and the due process rights of all individuals. Note that all those involved (the respondent, the complainant, and the witnesses) have privacy interests. Therefore, outside the scope of the investigation, all parties are cautioned not to publicize or divulge the nature of the proceedings, or the identity of those involved. In addition, retaliation against an individual who files a complaint or who participates in an investigation under this procedure is prohibited.

NOTICE OF POLICY

This policy will be included in campus publications, posted on the Design Institute website and available in the office of the Title IX Coordinator.

CRIME AWARENESS AND CAMPUS SECURITY ACT OF 1990

Design Institute is in compliance with all aspects of the Crime Awareness and Campus Security Act of 1990. The Annual Security report is given out to all students in the Spring and to all new students at Fall and Summer orientation. The report is also available for prospective students in the Office of Admissions. Immediate notification would be made in the event a criminal act should occur at DI.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT POLICY

In compliance with The Higher Education Amendments of 1992, Federal Jeanne Clery Disclosure of Campus Security Policy, Campus Crime Statistics Act, Violence Against Women Act, and California's SB-967 Yes-Means-Yes Student Safety Act, Design Institute has developed a Policy on Sexual Violence and Sexual Harassment and a program to promote awareness of sex offenses. This policy is distributed to all students at orientation and is available on the campus website at www.disd.edu/admissions/consumer-information.

FACULTY LIST

Joe Bertucci

Part-time faculty BFA | Interior Design | BIM Specialist
B Arch, Illinois Institute of Technology

Diane Borys, LC, CID, WELL AP

Part-time faculty BFA | Interior Design | Lighting Designer
BS, Architectural Engineering, University of Kansas

Michele Brewster, Ph.D.

Part-time faculty BFA | General Education
Ph.D., History, University of California, Irvine
MTS, Harvard Divinity School
BA, History, University of California, Berkeley

Arsalan Gharaveis, Ph.D., NCARB, EDAC

Part-time faculty MID | Interior Design | Designer
Ph.D., Architecture, Texas A&M University
M Arch, Iran University of Science and Technology
B Arch, Art University of Isfahan

Crandon Gustafson, NCIDQ, NCARB, LEED AP

Full-time faculty BFA /MID | Interior Design | Career Development,
Externship & Practicum Advisor
M Arch, University of Colorado Denver
BS, Community Sciences, University of Wisconsin Green Bay

Richard Hess

Part-time faculty BFA | Interior Design | Designer
M Arch, NewSchool of Architecture and Design
B Arch, BIA, Auburn University

Jeff Hines, NCIDQ

Part-time faculty BFA | Interior Design | Interior Designer
BBA, University of San Diego
Certificate, Foundation Program in Interior Design, UCLA Extension

Debby Kline

Part-time faculty BFA | Interior Design | Artist
BFA, Painting, Indiana University

Larry Kline

Part-time faculty BFA/MID | Interior Design | Artist
MFA, Painting, Maryland Institute College of Art
BFA, Painting, Herron School of Art, Indiana University

Amber Lacy

Part-time faculty BFA | Interior Design | Interior Designer
BFA, Interior Design, Design Institute of San Diego

Kate Lindberg, NCIDQ

Part-time faculty BFA | Interior Design | Interior Designer
BA, Art (Interior Design), San Diego State University

Andrew Maliksi

Part-time faculty BFA | Interior Design | Interior Designer
BS, Interior Design, Art Institute

Bernie Nofel

Part-time faculty BFA | General Education
MA, Organizational Management, University of Phoenix
BS, Journalism, Kent State University.

Kate Palese

Part-time faculty BFA/MID | Interior Design | Artist
MA, BA, Art, San Diego State University

Sherrie Pantalon, CID, CMKBD, CAPS

Part-time faculty BFA | Interior Design | Interior Designer
BS, Interior Design, San Jose State University

Todd Partridge

Part-time faculty BFA/MID | Interior Design | Furniture Designer
MFA, Art, San Diego State University
BA, Art (Graphic Design), San Diego State University

Ann Parker

Part-time faculty BFA | Interior Design | Interior Designer
BA, Art (Environmental and Interior Design), San Diego State University

Ginger Rabe

Part-time faculty BFA | Interior Design | Interior Designer
BS, Interior Design, Art Institute

Shannon Rice, NCIDQ

Part-time faculty BFA | Interior Design | Interior Designer
BA, Applied Arts Interior Design, San Diego State University

Luisa Schultz

Part-time faculty BFA/MID | Interior Design | Designer
M Arch, B Arch, University of Arizona

Victoria Simmons, Ph.D.

Part-time faculty BFA | General Education
Ph.D., MA, Folklore and Mythology, University of California, Los Angeles
BA, Foreign Languages, Anthropology, University of Memphis

Tatiana Sizonenko, Ph.D.

Part-time faculty BFA/MID | Interior Design | Art Historian
Ph.D., Art History, Theory & Criticism, University of California, San Diego
MA, Museum Studies, John F. Kennedy University
BS, Physics, Saint Petersburg State University

Jane Thorngren, Ph.D.

Part-time faculty BFA | General Education
Ph.D., Geography, University of California, Los Angeles
MA, Geography, University of Hawaii
BA, Geography-Ecosystems, University of California, Los Angeles

Praluck Watson, NCIDQ

Part-time faculty BFA/MID | Interior Design | Designer
MIA, California State Polytechnic University, Pomona
BA, Chulalongkorn University, Thailand

Steven Weinert

Part-time faculty BFA | General Education
MA, BA, Psychology, San Diego State University

Angela West

Part-time faculty BFA | General Education
MA, BA, History, San Diego State University
CLAD Certificate, Chapman University

Kimberly Wolfe

Part-time faculty BFA | General Education
MA, BA, English, San Diego State University

Natalia Worden, NCIDQ

Full-time faculty BFA /MID | Interior Design | Director of Academics
MFA, Interior Design, San Diego State University
M Arch, B Arch, Ural State Academy of Visual Arts and Architecture

Shawndee Yenché, WELL AP

Part-time faculty BFA/MID | Interior Design | Interior Designer
MID, BFA, Interior Design, Design Institute of San Diego

Rebecca Zoni McMakin, NCIDQ, CID

Part-time faculty BFA | Interior Design | Interior Designer
BA, Art (Interior Design), San Diego State University

ADMINISTRATION

EXECUTIVE LEADERSHIP

Margot Doucette, JD, BA – Chief Executive Officer
Dennis Doucette, JD, MA, BS – Chief Financial Officer & General Counsel
Jessyca Houchins, MA, BS – Director of Operations
Melissa Markovsky, MS, BA – Chief Marketing Officer
Natalia Worden, MFA, M Arch, BA – Director of Academics

ADMINISTRATIVE LEADERSHIP

Natalie Davies, BS – Registrar
Michelle Dewane – Director of Support Services & Placement Assistant
Nikole Ellis, MA, BA – Director of Student Services, Title IX Coordinator
Jackie Gloria – Director of Financial Aid
Crandon Gustafson, M Arch, BS – Career Development, Externship & Practicum Advisor
Grace Heinz, BS – Marketing Coordinator
Lauri McGannon – Business Officer
Lisa Schattman, MLIS, BA – Library Director & Assessment Coordinator
Andrea Watson, BA – Admissions Representative
Rebecca Wollner, MLIS, BA – Assistant Librarian

BOARD OF DIRECTORS

Julia Baikova
Joseph J. Baruffaldi, Jr.
Lisa Brockman
Robin Wilson Carrier
Daniel Devine
Dennis Doucette
Margot Doucette
Jane McAuliffe
Nuthan Seegehalli
Nicholas Willis
Natalia Worden

OFFICERS OF THE CORPORATION

Joseph J. Baruffaldi, Jr., Board Chair
Margot Doucette, Chief Executive Officer
Dennis Doucette, Chief Financial Officer/Secretary

Design Institute of San Diego is an independent coeducational college owned by Design Institute of San Diego, Inc., a privately-held California corporation.

Design Institute of San Diego has never filed for bankruptcy petition, operated as a debtor in possession or had a petition of bankruptcy filed against it under federal law.

Graphic Design: HAPI

Text: Margot Doucette, Jessyca Houchins, Melissa Markovsky, Lisa Schattman, Natalia Worden.

Catalog Addendum contains Tuition/BFA & MID/Academic Calendar, Scholarships, and current additions to the catalog.

All information contained in the catalog is subject to change without notice.

This catalog covers the period from November 1, 2022, through November 1, 2024.

The catalog and Addendum will be updated, at least annually, electronically. All rights reserved. No part of this catalog may be reproduced without the written permission of Design Institute of San Diego.

The Digital Catalog is available here: www.disd.edu/catalog

With grateful appreciation Design Institute of San Diego wishes to thank the many students, faculty and staff whose efforts contribute to the creation of the catalog.