



 Design Institute
of San Diego

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DEVOTED
TO DESIGN

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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 will watch your skills develop as your portfolio grows.

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

Design Institute of San Diego

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San Diego, California 92121
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www.DI.edu
www.DI.edu/consumer-info

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Z O N E S M I N I M I M



THE COLLEGE

Design Institute of San Diego (DI) was founded in 1977. As a specialized college devoted to interior design, DI has always been able to focus all of its attention on interior design education. Small classes, personalized support and one-on-one feedback from faculty and staff, opportunities to participate in creative hands-on projects and real-world experiences all ensure DI students receive rich opportunities for learning, experimentation and growth.

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

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).

Our faculty members are working professionals in the interior design industry whose focus is to prepare our students for rewarding careers that enrich lives with innovative, pleasing and sustainable interior design.

DI students enjoy very 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.





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, finally, 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 (ILO's)

- **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

DIVERSITY STATEMENT

Design Institute of San Diego is committed to creating a diverse and inclusive design community that supports and enhances the educational experience of its students and the workplace environment of its employees. Diversity is welcomed and embraced in all aspects of the school's operations including employment, recruitment and admission efforts, and exposure to diverse instructors. The curriculum at DI has been built to include opportunities for students to increase awareness of diversity, to provide learning opportunities and experiences that will encourage students to consider inclusivity and design in the widest possible context, as well as to foster a realistic understanding of their responsibility, role and potential, as professional interior designers, in making thoughtful contributions to improve their community, the nation and, finally, the current and future condition of the world.

DI welcomes all. The college does not discriminate against individuals on the basis of race, color, gender, sexual orientation, gender identity, socioeconomic status, geographic region, religion, abilities/disabilities, age, veteran status, ancestry, or national or ethnic origin, or other categories in the administration of educational services, policies, admissions policies, employment or employment policies, financial aid programs, or other college-administered programs and activities.



ACCREDITED



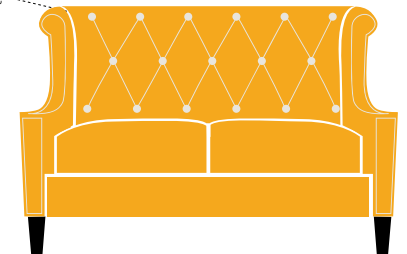
ACCREDITATION/APPROVAL

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 – WASC Senior College and University Commission (WSCUC)

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.



BFA in Interior Design Program Accreditation - Council for Interior Design Accreditation (CIDA)

The Interior Design program leading to a Bachelor of Fine Arts in Interior Design degree at Design Institute 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 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.

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 North Market, Suite 225, Sacramento, California, 95834, www.bppe.ca.gov, toll free telephone number (888) 370-7589 or by FAX (916) 263-1897.



DESIGN CENTER



THE FACULTY

The faculty at Design Institute 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.

THE LOCATION

The City of San Diego provides a wonderful “classroom without walls” for students of Design Institute.

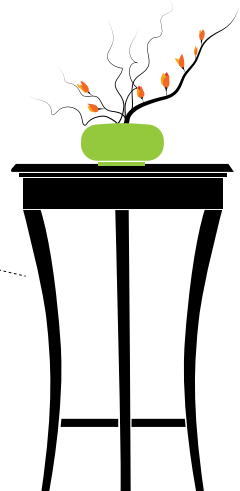
San Diego is alive with visual interest, from its gracious old missions to the bold excitement of downtown and the Gaslamp Quarter. The natural beauty of Balboa Park, the houses designed by Irving Gill, Louis Kahn’s monumental Salk Institute, the Hotel del Coronado, and the vibrant colors of the buildings 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, computer labs, a lighting lab, a sample room, student lounges, faculty lounges, administrative offices and free convenient parking.

All class sessions, with the exception of the BFA externship hours, field trips, and community-based design projects, are held at the campus of Design Institute of San Diego located at 8555 Commerce Avenue, San Diego, CA 92121.



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 and materials on teaching and learning to support the faculty. DI Library holdings include approximately 5,000 books, 50 magazine and journal subscriptions, and 100 films. Current students and faculty also have access to online resources including tutorials, research guides and article databases. 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 utilize personalized housing and roommate services provided as a courtesy to students. The current rent for housing near campus ranges from approximately \$1225.00 - \$1950.00 per month. Housing costs vary based on location, size of the housing, and the number of roommates. The admissions office will gladly assist prospective students with questions regarding housing and roommate services; however DI has no responsibility to assist a student in finding housing.



STUDENT LIFE

Southern California is a mecca for artists and designers who find the beauty of the Pacific Ocean, the colors and textures of the desert, and the intense clarity of the California sun conducive to the creative life. Many come as students and find it hard to leave.

Students entering Design Institute are united by a common goal – interior design. Because their desire is strong, they are prepared for the discipline required by the rigorous programs offered and are motivated by the outstanding professionals who encourage them to succeed.

Student Organizations

Student contact with professional interior designers provides insight into and understanding of professional standards and practices, and serves as 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 meetings and presentations. Notices of these events are posted on campus and are also shared through social media.

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 over 300 ASID student chapters across the country that form the largest network of interior design students worldwide. Student membership is the best way to meet professionals, connect with professionals 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 post 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. DI IIDA student members participate in IIDA events that include NeoCon Student Programs, Student Mentoring Week, design competitions, and various programs throughout the year.



INTERIOR DESIGN



DEFINITION OF INTERIOR DESIGN

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

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 by law. 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.

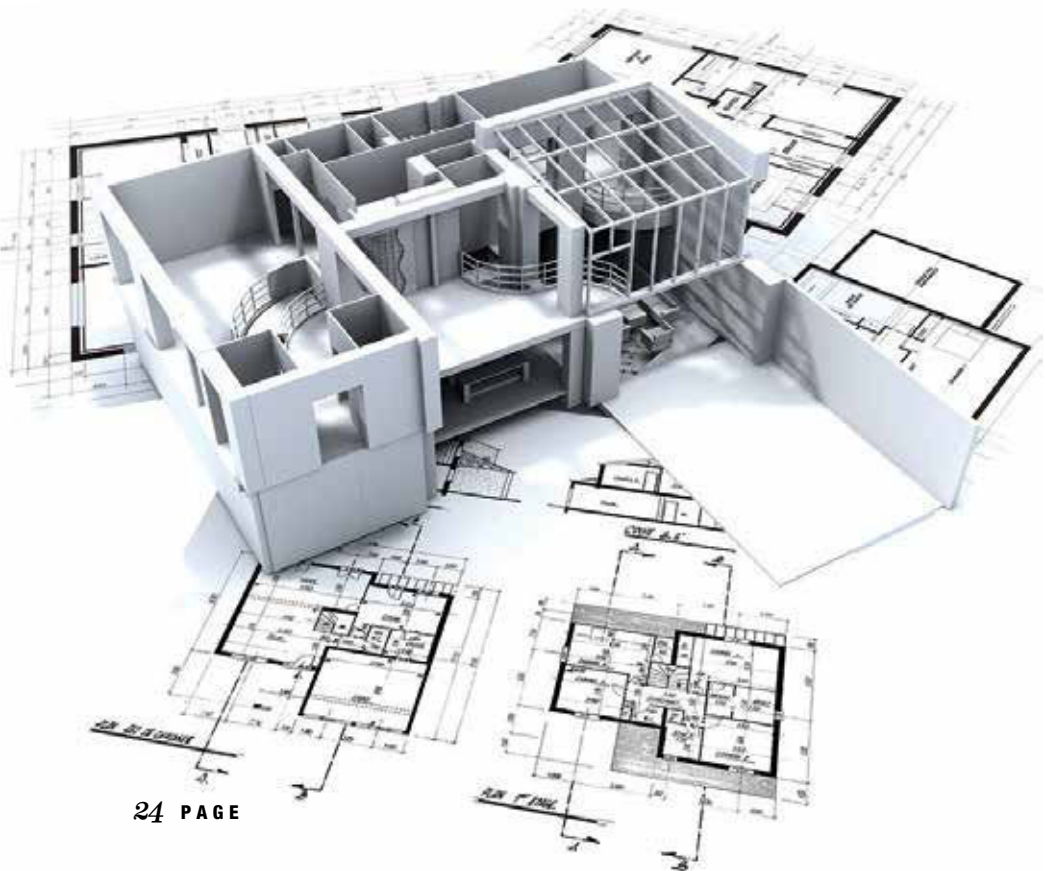


LEGISLATION, LICENSING, AND CERTIFICATION

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 on-going acknowledgment and support for perhaps the most consistent, supportive and venerable of long term “clients”: the planet earth.

In light of soaring energy costs, 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.



BLAIR PROGRAM



BFA IN INTERIOR DESIGN

Careers Opportunities in Interior Design

Many prospective students are unaware of the wide range of career options offered within the field. The following is a partial listing of opportunities available to someone trained by education in interior design. Career advisement is available to all students by appointment throughout the school year.

Residential Interior Designer

Designs and executes plans for the development of residential interiors

Contract Interior Designer

Plans and supervises the designs of public building spaces, including offices, banks, restaurants, hospitals, hotels, and museums

In-House Designer

Works to coordinate interiors for hotel chains, banks, governmental agencies, and companies with several locations

Manufacturer's Representative

Works with multi-product lines whose use requires specialized design skills, such as office systems furniture

CAD Specialist

Provides detailed working drawings for architects, interior designers, and builders





Consultant/Specialist

Advises clients in one area of interior design such as color, kitchen design, remodeling or restoration

Product Designer

Creates original designs for interior furnishings including furniture, case goods, and textiles

Lighting Designer

Develops design solutions that require technical knowledge, familiarity with building codes, and the aesthetic use of lighting in design

Showroom Sales Representative

Works in showrooms with designers and their clients

Facility Planner

Understands the complex pre-design issues associated with building use and focuses on the design, planning and management of facilities for corporations, public agencies and other large complex organizations
Preparation for a Career in Interior Design

Preparation for a career in Interior Design

Externship

Students in their third year, second semester, take an externship with a local design firm, which allows a natural transition into the professional world of interior design. By working part time as externs, students are better able to evaluate their design and business skills, prepare a portfolio, and meet the challenge of finding employment.

Graduate Placement Assistance

Our students have become familiar with career possibilities long before they graduate. Their instructors have been working professionals. Field trips and guest lecturers have taken them into the marketplace. They have been introduced to the client relations experiences through real-world learning experiences outside classroom walls. The ASID Student Chapter and IIDA Student

Membership have introduced them to their future colleagues, and an externship has given them valuable job experience. All have served to make the transition from school to work as natural as possible.

Design Institute's full-time Career Development, Externship and Practicum Advisor provides personal assistance to students and graduates in planning careers and finding professional positions in interior design. While we do not guarantee employment, a sincere effort will be made to assist the graduate 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 Occupational Employment Statistics please refer to <https://www.bls.gov>.

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 <https://www.bls.gov/oes/current/oes271025.htm>



CURRICULUM 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 a 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 and technologies, new 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.

Computer Competency

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

BFA Interior Design Program Goals

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.

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

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

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.



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

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

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

Class Hours

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.

DI reserves the right to schedule classes in the order which best suits the overall master schedule and does not violate course prerequisites. DI reserves the right to cancel class 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.

Full Time Program

The majority of the classes will be 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. Full-time traditional students taking 15-18 credit units per semester attend classes three to five times per week and may complete the 132 credit-unit program in four years (8 semesters). Please refer to the current semester schedule for course offerings which is available before registration each semester.

Evening Program

A full evening program 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. The evening curriculum is divided into three semesters per year: Fall, Spring and Summer. Each semester is fifteen weeks. Students are accepted into the evening program three times per year: Fall, Spring and Summer.

Students will attend classes year round, 2 or 3 nights per week, taking 6-9 credit units, as offered, per semester. According to this schedule, it will take a student who takes the full schedule offered in the evening program approximately five years (15 semesters) to complete the 132 credit-unit interior design curriculum.

Fast Track Transfer Program – Year-Round

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

Students attend classes full-time (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. A student successfully completing the full program offered (15-18 units per semester, for 8 consecutive semesters) may complete the program in two and one half to three years.

Length of Program

The Interior Design program leading to the Bachelor of Fine Arts in Interior Design degree is a four-year, 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 Interior Design 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 program and successfully completing the full program offered each semester, 6-9 units per semester for 15 semesters, may complete the program in five years. Evening program students attend classes three semesters per year, Fall, Spring and Summer.

The Fast Track program may be completed in two and one half to three years if a student successfully completes the full program offered: 15-18 units per semester for 8 consecutive semesters, Fall, Spring and Summer.

Credit Hour Policy

A credit hour at Design Institute of San Diego 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 classroom time (b) homework (reading, research, studying, writing) (c) preparing for final projects and presentations (d) instructor supervised studio time (e) externship. For the purpose of these calculations 50 minutes of classroom instruction counts as one hour and the 15 weeks includes the exam period. All Design Institute courses are 3 credit units. The time spent in the classroom depends on allocation of credit as lecture, studio, or field experience. 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 classroom 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

Studio

1 unit of lecture credit = 1 hour of classroom 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 classroom 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: Externship

1 unit of externship credit = 2.4 hours of work in the field per week x 15 weeks = 36 clock hours + 1 hour of classroom 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.

BFA IN INTERIOR DESIGN DEGREE CURRICULUM (132 Units)

1ST YEAR

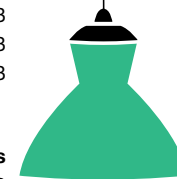
SEMESTER: ONE	15 units	SEMESTER: TWO	15 units
ID 101: Introduction to Interior Design	3	ID 134: Visual Communication	3
ID 103: Design Elements	3	ID 118: History of the Built Environment II	3
ID 108: History of the Built Environment I	3	ID 115: Quick Sketching	3
ID 110: Drawing & Composition	3	ID 114: 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
GElective - D	3		

Course Numbering System:

100 - 251, (+256), lower division undergraduate credit
 252 - 395, upper division undergraduate credit

Course Categories

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	132

required for the BFA degree

Interior Design Electives (IE)

Students are required to select at least one interior design elective course as a required component to 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.

General Education Electives (GE)*

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

General Education

General Education courses provide students with fundamental concepts which contribute to the life of an educated person and will be useful in all fields of endeavor. Design Institute 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 Design Institute of San Diego. 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

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

GE 330, plus one Physical Science elective

Area B1	Physical Science		
Area B2	Life Science	GE 330	Environmental Studies

Area C (4 courses, 12 units)

Arts, Literature, and Philosophy

GE Philosophy, GE Literature plus two electives from C1 and/or C2

Area C1	Arts		
Area C1 or C2	Arts or Humanities		
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

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		

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. Courses listed as Interior Design Major (ID), or General Education (GE), which appear on the

curriculum chart, are taught every semester. Courses listed as General Education Electives or Interior Design Electives are taught as listed on the current semester schedule provided before registration 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		<i>Prerequisites</i>
GE 306	Physical Geography (B1)	None
Area C		
GE 268	History of Modern Art (C1)	None
GE 280	American Literature (C20)	GE 180
GE 331	Mythology (C2)	GE 180
GE 373	World Civilizations to 1500 C.E. (C2)	GE241
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 List (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. Additional electives do not substitute for required interior design courses in the major. Please consult Course Descriptions and the current semester schedule.

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

Academic Level

Credit Units Completed	Academic Level
0-30	Freshman
31-63	Sophomore
64-99	Junior
100-132	Senior

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.

Degrees are conferred three times a year (January, June, and September) upon recommendation of the Program Director and Faculty to all students who have met the graduation requirements.

COURSE DESCRIPTIONS

Interior Design (ID)

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.

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

Prerequisites: none

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.

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

Prerequisites: none



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.

3 hours weekly | 3-unit lecture

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

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.

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

Prerequisites: none

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.

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

Prerequisites: ID 110

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.

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

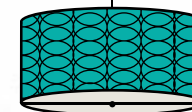
Prerequisites: none

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.

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.

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

Prerequisites: ID 101, ID 134

ID 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: computer competency, ID 134

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 way-finding, 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.

3 hours weekly | 3-unit lecture

Prerequisites: ID 101

ID 221: Perspective/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.

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

Prerequisites: ID 115, 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.

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

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

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.

3 hours weekly | 3-unit lecture

Prerequisites: ID 150

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 234, ID 251 or concurrent

ID 260: Materials and Applications

In this course students will examine non-textile based 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.

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

Prerequisites: ID 118, ID 150

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, 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.

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

Prerequisites: ID 251

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.

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

Prerequisites: ID 256

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.

3 hours weekly | 3-unit lecture

Prerequisites: ID 251, ID 217

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. The 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.

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

Prerequisites: ID 260, ID 252, ID 258, ID 390 must be concurrent

ID 361: Externship

This course is an introduction to the interior design profession through directed coursework and practical work experience at participating design and architectural 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.

135 Clock Hours | 3-unit field experience

Prerequisites: ID 300 or concurrent

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)

Prerequisites: ID 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 are 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.

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

Prerequisites: ID 300, ID 334, ID 390

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 252, ID 258

ID 385: Ideas in 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

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.

3 hours weekly | 3-unit lecture

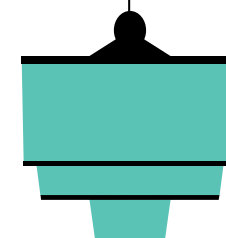
Prerequisites: ID 300

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.

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

Prerequisites: ID 334, ID 380



General Education (GE)

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.

3 hours weekly | 3-unit lecture

Prerequisites: none

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.

3 hours weekly | 3-unit lecture

Prerequisites: none

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/ thinking, reflective judgment, and problem-solving skills that will lead to the ability to critically evaluate, analyze, interpret, and synthesize ideas and information.

3 hours weekly | 3-unit lecture

Prerequisites: GE 180



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/ positions in the context of value theory and meaningful philosophical inquiry.

3 hours weekly | 3-unit lecture

Prerequisites: GE 241

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.

3 hours weekly | 3-unit lecture

Prerequisites: GE 180

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: none

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.

3 hours weekly | 3-unit lecture

Prerequisites: GE 180, GE 241

General Education Electives (GE)

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.

3 hours weekly | 3-unit lecture

Prerequisites: none

GE 268: History of Modern Art

This course is an historical survey of art from the mid-nineteenth 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.

3 hours weekly | 3-unit lecture

Prerequisites: none

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.

3 hours weekly | 3-unit lecture

Prerequisites: GE 180

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: GE 180, GE 241

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.

3 hours weekly | 3-unit lecture

Prerequisites: none

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.

3 hours weekly | 3-unit lecture

Prerequisites: GE 241

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 to the interactions between them that were sometimes destructive, but other times mutually beneficial and enriching.

3 hours weekly | 3-unit lecture

Prerequisites: none

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: none



MID PROGRAM



MASTER OF INTERIOR DESIGN (MID)

MID Program Overview

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.

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

- Two-year MID for students with design-related undergraduate degrees: 45-unit curriculum
- Three-year MID for students with undergraduate degrees in non-related fields: 45-unit curriculum + 36 units in qualifying preparatory studies

The educational philosophy of the MID program is closely aligned with the existing 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 will continue the institutional practice of face-to-face individualized student instruction with an increased focus on student-initiated studies. A studio-based approach will remain the principal component of interior design education yet the students will have more autonomy compared to undergraduates. Other pedagogical methods will include lecture-discussion, problem-solving exercises, project-based studio work, and research-based assignments.

MID Program Learning Outcomes

- 1. 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.
- 2. Global Outlook:** Graduates will critically assess and integrate social, cultural, economic, and ecological contexts and implications in all aspects of their work.
- 3. 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.
- 4. 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.
- 5. 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.

6. 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.

7. 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.

Length of Program

Typical completion time of the two-year MID 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 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 a six to eight (6 to 8) credit units per semester is 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.

Credit Hour Policy

A credit hour at Design Institute of San Diego 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 classroom time (b) homework (reading, research, studying, writing) (c) preparing for final projects and presentations (d) instructor supervised studio time, and (e) practicum field hours. For the purpose of these calculations 50-minutes of classroom instruction counts as one hour and the 15 weeks includes the exam period. All Design Institute courses are 3 credit units. The time spent in the classroom depends on allocation of credit as lecture,



studio, seminar, or field experience. 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 classroom 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 classroom 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 classroom 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 classroom 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 classroom 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: Practicum

1 unit of graduate 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.

PROGRAM TRACKS

TWO-YEAR MID TRACK

45 UNITS

Semester schedule based on full-time course load

Fall	9 units	Spring	9 units
ID 550: Research Methods for Interior Design	3	ID 560: Materials, Fabrication & Detailing	3
ID 555: Advanced Writing Techniques	3	ID 565: Design Theory & Creative Perspectives	3
Special Topics Elective	3	Special Topics Elective	3
Summer		9 units	
ID 570: Phenomenology of Space	3	ID 575: Evidence-Based Design & Strategic Planning	3
ID 580: Independent Study	3		
Fall	9 units	Spring	9 units
ID 600 A: Thesis Project Research	3	ID 600 B: Thesis Project Design & Presentation	3
ID 605: Professional Practice Special Topics Elective	3	ID 610: Professional Practicum Special Topics Elective	3



THREE-YEAR MID TRACK

81 UNITS

Semester schedule based on full-time course load

Fall		12 units	Spring		12 units
ID 500:	Visual Communication Studies I	3	ID 506:	Visual Communication Studies III	3
ID 501:	Design Process	3	ID 507:	Building Codes & Systems	3
ID 502:	History & Theory	3	ID 510:	Products & Materials	3
ID 504:	Visual Communication Studies II	3	ID 511:	Interior Design Studio A	3

Summer		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

Fall		9 units	Spring		9 units
ID 550:	Research Methods for Interior Design	3	ID 560:	Materials, Fabrication & Detailing	3
ID 555:	Advanced Writing Techniques	3	ID 565:	Design Theory & Creative Perspectives	3
Special Topics Elective		3	Special Topics Elective		3

Summer		9 units
ID 570:	Phenomenology of Space	3
ID 575:	Evidence-Based Design & Strategic Planning	3
ID 580:	Independent Study	3

Fall		9 units	Spring		9 units
ID 600 A:	Thesis Project Research	3	ID 600 B:	Thesis Project Design & Presentation	3
ID 605:	Professional Practice	3	ID 610:	Professional Practicum	3
Special Topics Elective		3	Special Topics Elective		3

COURSE DESCRIPTIONS

Core Courses

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, as well as methods of data reduction, representation, and analysis for design thinking.

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

Prerequisites: none

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.

3 hours weekly | 3-unit seminar (1 unit lecture, 2 units seminar)

Prerequisites: none

ID 560: MATERIALS, FABRICATION & 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: ID 550

ID 565: DESIGN THEORY & 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.

3 hours weekly | 3-unit seminar (1 unit lecture, 2 units seminar)

Prerequisites: ID 555

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 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 550, ID 555

ID 575: EVIDENCE-BASED DESIGN & 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.

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

Prerequisites: ID 550, ID 555, ID 570 concurrent

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.

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 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.

3 hours weekly | 3-unit seminar (1 unit lecture, 2 units seminar)

Prerequisites: ID 580

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 a guidance of the supervising faculty member. Requirements and monitoring procedures are outlined below:

- Proposed field experience application including company, organization or institution, tasks to be performed, and timeframe for completion must be approved by the supervising faculty member and the Director of Academics.
- Outlined course schedule will include a minimum of three (3) checkpoints with the supervising faculty member.
- Submission of completed work logs and reflection journals along with a satisfactory evaluation by the approved field supervising mentor is required for course completion.

3-unit field study

Prerequisites: ID 580, ID 605 or concurrent

ID 600 A: THESIS PROJECT RESEARCH

This research-based course serves as the foundation for the production of an interior design thesis project to be executed in the following semester. Students will identify problems within the context of the built environment, develop 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.

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

ID 600 B: THESIS PROJECT DESIGN & 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 600 A, completion of the review for candidacy

GRADUATE ELECTIVES

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. See catalog for courses offered and 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.

3 hours weekly | 3-unit seminar (1 unit lecture, 2 units seminar)

Prerequisites: none

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.

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

Prerequisites: none

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: ID 555

ID 561: LEARNING & 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.

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

Prerequisites: ID 550, ID 560 or concurrent

ID 562: DESIGN & 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.

3 hours weekly | 3-unit seminar (1 unit lecture, 2 units seminar)

Prerequisites: ID 555

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.

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

Prerequisites: ID 550, ID 560 or concurrent

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.

3 hours weekly | 3-unit seminar (1 unit lecture, 2 units seminar)

Prerequisites: ID 555, ID 605 or concurrent

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.

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

Prerequisites: ID 550, 555, ID 560 or concurrent

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, 555, ID 560 or concurrent



PREPARATORY GRADUATE COURSES - THREE-YEAR MID TRACK ONLY

NOTE: course contents reflect the core principles outlined in CIDA standards

ID 500: VISUAL COMMUNICATION STUDIES I

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

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

Prerequisites: none

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.

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

Prerequisites: none

ID 502: HISTORY & THEORY

This course is an advanced survey of the history & 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.

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.

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

Prerequisites: ID 500

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.

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

Prerequisites: ID 500, ID 504 or concurrent

ID 507: BUILDING CODES & 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.

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

Prerequisites: ID 500, ID 501

ID 510: PRODUCTS & 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.

3 hours weekly | 3-unit lecture

Prerequisites: ID 504, ID 501, 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.

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

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

ID 515: LIGHT & 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.

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

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

ID 520: SUSTAINABLE ENVIRONMENTS & 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 are 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 solution.

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

Prerequisites: ID 511, ID 510

ID 530: INTERIOR DESIGN STUDIO B

In this advanced design studio course 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.

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

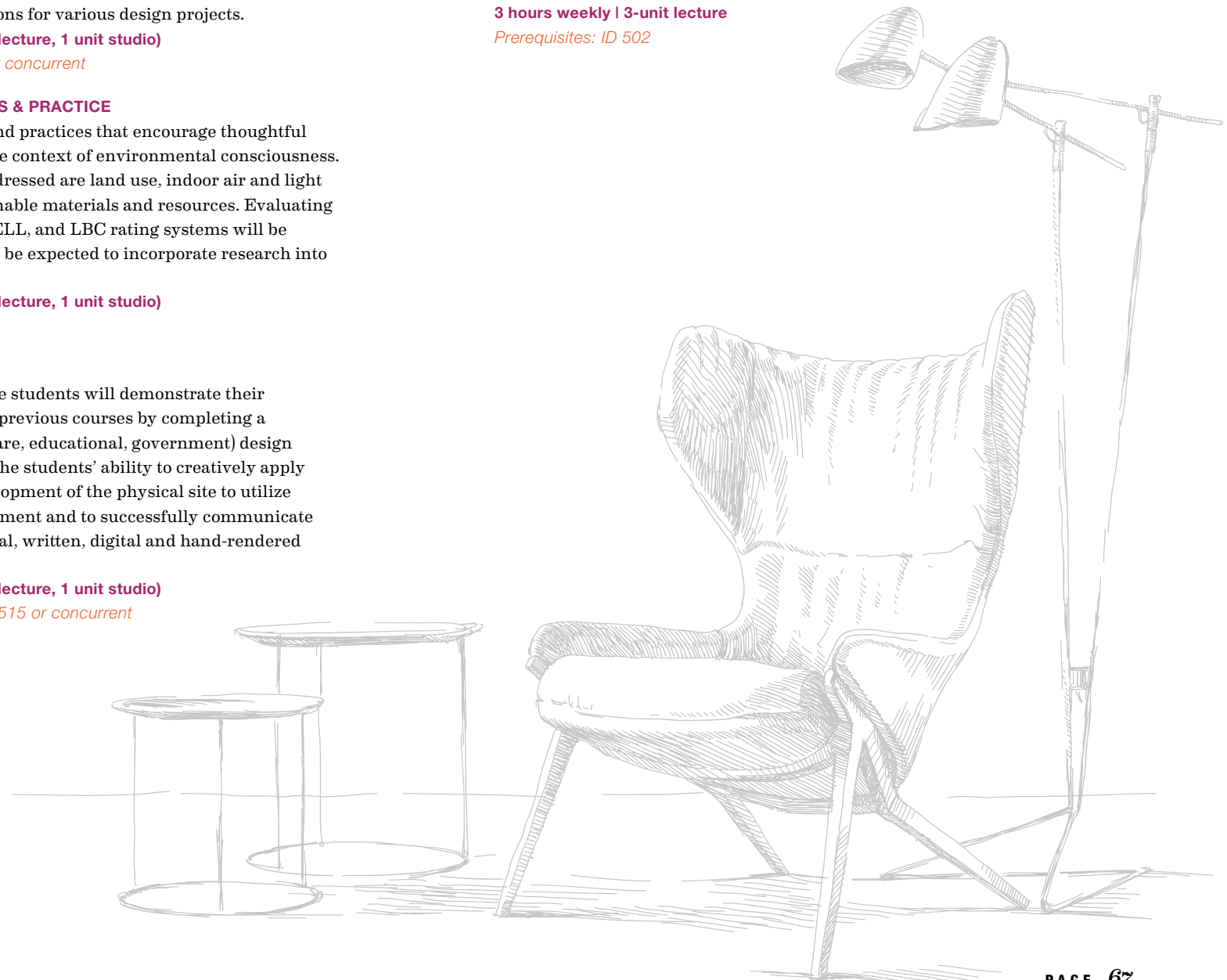
Prerequisites: ID 520 or concurrent, ID 515 or concurrent

ID 535: ADVANCED IDEAS IN 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 502



ADMISSIONS



your future STARTS HERE

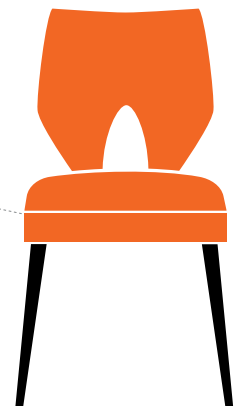
ADMISSION PROCEDURES

Design Institute welcomes applications 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. All candidates for admission to the BFA must possess a high school diploma or its equivalent (GED). Candidates for admissions to the MID program must possess a baccalaureate degree.

As a part of the admission procedure, applicants are strongly 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 evaluate together the student's potential for successful professional study. Students who are unable to visit our campus are invited to call the admissions office for more information.

How to Apply

Design Institute of San Diego accepts applications for admission online or by mail. All application materials can be accessed online at www.DI.edu/admissions-apply.



BFA ADMISSIONS

Application Requirements

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

- A completed application for admission to the BFA program;
- Two (2) essays described under the “Essays” section in the online or paper application (online submissions are accepted in PDF or Word format and must be attached in order to complete your application submission);
- Proof of high school graduation or its equivalent;
- Official transcripts for any undergraduate coursework (must be submitted for transfer evaluation when applicable). These transcripts must be addressed to admissions and sent directly to Design Institute of San Diego from the schools attended;
- Two (2) references from teachers, counselors and/or employers. References are acceptable in one of two formats: 1) a personal letter of recommendation and/or 2) a completed “Design Institute of San Diego Reference Form” which can be found in the foldout of this catalog with the application materials or downloaded in PDF format through the following link, www.DI.edu/pdf/references.pdf. Completed references can be submitted to Design Institute of San Diego by email, postal mail, or fax;
- Application Fee - \$25.00 non-refundable application fee, which is applicable towards tuition, is received; and
- Admissions Interview – an admissions interview is scheduled after the application has been submitted in order to discuss the application materials, the strength of the student’s previous academic achievement, and to reconfirm the student’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

Transfer students go through the formal admission procedure. Applicants are asked to submit official high school transcripts as well as official transcripts from each college attended. Official transcripts must be sent by colleges directly to 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 United States Department of Education that are similar in content and purpose to courses offered at Design Institute.

Design Institute 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 college’s 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.

Recency Requirement

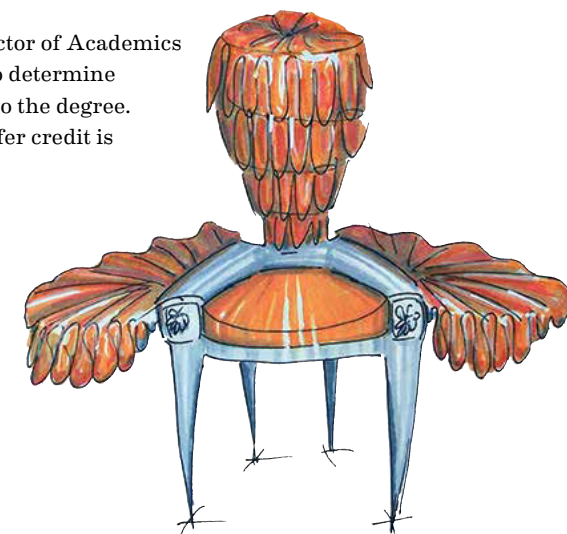
A five-year recency requirement will be applicable for all technical computer related courses, and 3rd and 4th year sequential ID Studio Courses unless approved by the Director of Academics. The Senior Sequential ID Studio Courses (ID V and Senior Project) must be taken at DI and cannot be transferred in.

It is required that students who seek transfer credit for courses taken at other colleges provide catalogs with course descriptions of classes from all colleges from which transfer credit is sought, if such information is not available on the internet. In most cases it will 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.

Transfer credit will only be given when the course is applicable toward the interior design major or general education categories required for the degree at Design Institute of San Diego. Additional specific general education courses may be required to support the academic major.

The Director of Student Services and the Director of Academics are 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 Admission process; therefore, it is essential that all previous college transcripts be presented for evaluation. Only courses taken prior to enrollment at Design Institute will be considered for transfer. Concurrent enrollment is not permitted, unless the concurrent enrollment is part of a formal articulation or other approved agreement.



10/09

Credit Value

Design Institute 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 table below shows the relative value of semester and quarter hours for transfer purposes.

Transfer Semester Hours	Equivalency Chart: Quarter Hours
1	1.5
2	3
3	4.5
4	6
5	7.5

Transfer Credit for Nontraditional Education

Transfer credit may be granted for nontraditional education that is equivalent in content and purpose to courses offered at Design Institute. 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 Design Institute 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 courses and approved 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 degree will be transferred.

Currently DI has entered into a formal articulation agreement with MiraCosta College. The agreement can be found at www.miracosta.edu/studentservices/articulation/agreements.html.

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;
- Applicants with a baccalaureate degree in interior design or related field must submit portfolio of creative work described under the "Portfolio Requirements" section;
- Three (3) letters of recommendation, including one from an academic source, which describe professional and academic abilities;
- Appropriate Visa and evidence of English Language; and
- Application Fee - \$25.00 non-refundable application fee, which is applicable towards tuition, is received; Once all application materials are received, the applicant may be required to complete a personal inter view with a member of the Graduate Program Faculty Committee. Telephone interviews may be arranged for applicants who reside outside the San Diego area.

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 for 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 has the option of two tracks and therefore a previous degree in art or design is not essential as the curriculum within the 3-year program track was designed for those applicants who do not possess a previous baccalaureate degree in interior design or a related field.

- The 2-year MID program track – a baccalaureate degree in interior design or a related field is required.
- The 3-year MID program track – a baccalaureate degree in any field is required. The program will consider applicants from a broad range of undergraduate and master's level disciplines.

Portfolio Requirements for MID Applicants with a Baccalaureate Degree in Interior Design or 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 may be submitted in either paper or electronic format and 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.

Electronic portfolios must be sent as .pdf files. Online portfolio links will NOT be accepted.

Transfer Admission

Transfer students go through the formal admission procedure. Applicants are asked to submit official baccalaureate degree transcripts and graduate degree transcripts from each institution attended. Official transcripts must be sent by colleges/universities directly to Design Institute, Office of Admissions, for credit evaluation and transfer.



DI will grant students applying 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 program educational requirements or if comparable courses are included in the DI MID program curriculum.

DI will grant students applying 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 student's transcript, cannot be more than five (5) years for all technical computer related courses or ten (10) years for all other courses, and only courses with a grade "B" or above will be considered. Students may not transfer in credit for capstone courses, internships, and theses. These requirements must be met through DI.

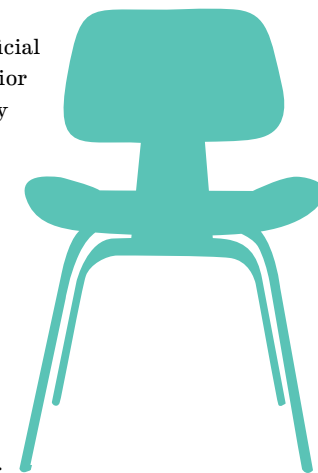
An evaluation of a previous master's degree will be prepared once official transcripts and an application are received and must be completed prior to the beginning of the program. Transfer students may have a variety of credits, however, the studio placement will be established by prior courses taken 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 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 Design Institute of San Diego may be eligible for educational benefits under the VA Educational Benefits Program. Veterans and dependents are required to comply with VA regulations in regard to 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; 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 students must provide verification of educational credentials from an approved international credentials' evaluation service. In addition, international students must provide a verification of financial status and two academic references, and submit an application fee of \$25. Those interested in an International Student Application should contact the Director of Admissions.

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 material and the tuition deposit has been accepted by the college.

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

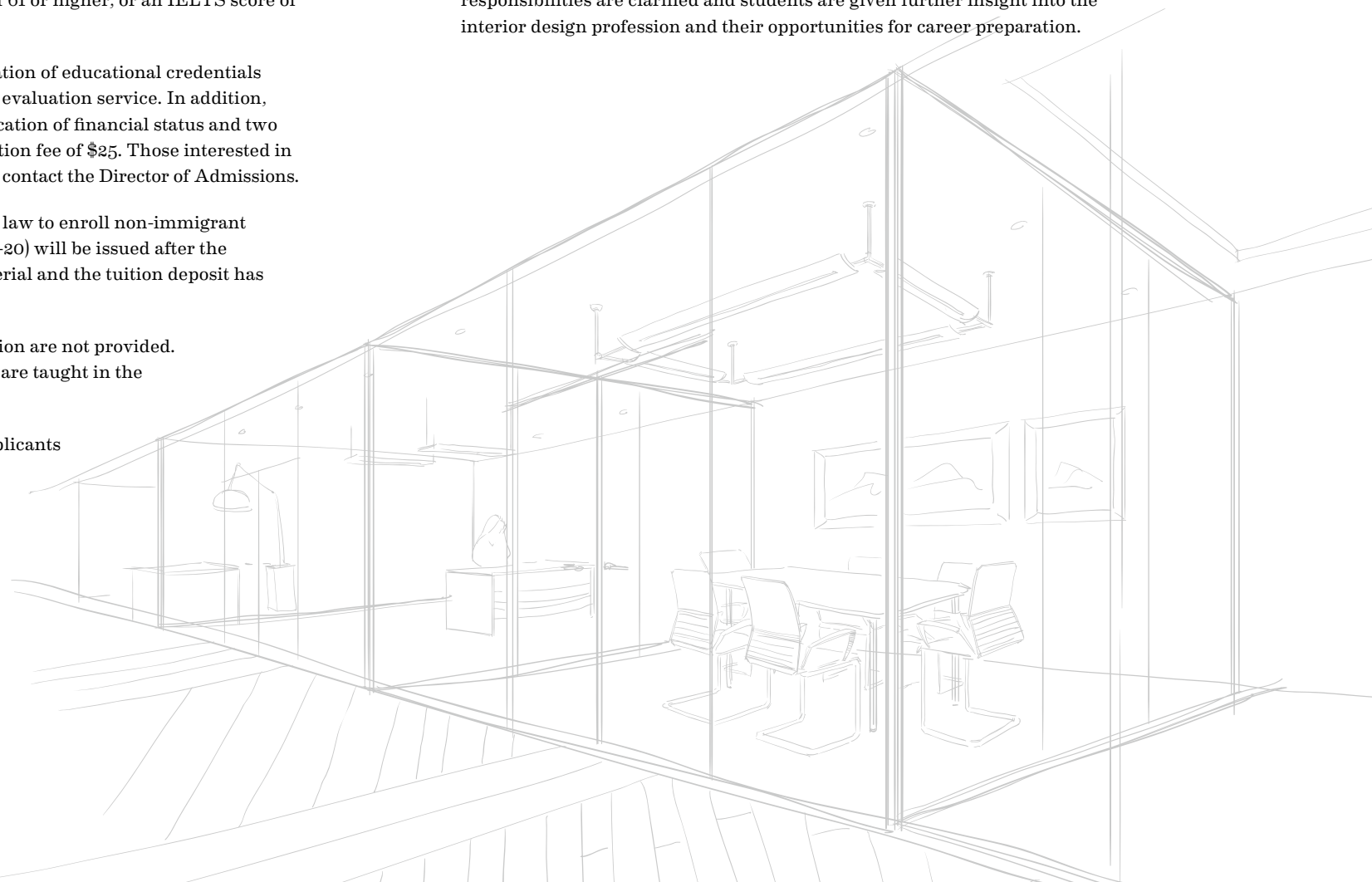
Design Institute will assist international applicants in the application process. All international applicants are encouraged to contact the Director of Admissions with questions regarding admissions, immigration advisement, and U.S. cultural or practical matters.

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.

Orientation

All new and transfer students are required to participate in Orientation, which takes place at Design Institute approximately one week prior to the beginning of classes. A letter will be sent, notifying the student of the date and time. Orientation welcomes the student into the college and introduces new students to the administrative members as well as to classmates. Student organizations may also be present to help facilitate the new student's entry into the college community. Design Institute's policies are carefully explained, including the many ways in which the school assists its students. Student rights and responsibilities are clarified and students are given further insight into the interior design profession and their opportunities for career preparation.



FINANCIAL AID

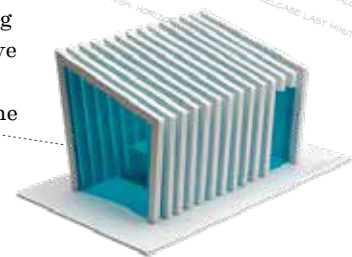


FINANCIAL AID

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 will provide 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 applied to the college. 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 the college, but must be accepted for admission before financial aid can be awarded. An application for financial aid in no way affects a prospective student's chances for admission. It is advisable to begin the 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):

The student must be enrolled or accepted with the intent to obtain a Bachelor of Fine Arts in Interior Design degree (BFA) or Masters of Interior Design (MID), attending full-time (12 or more units) or part-time (6-11 units);

The student 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 Design Institute;

The student 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;

The student must certify that they are not in default on any loans and does not owe a refund on a federal grant;

The student must not have a conviction for the possession or sale of illegal drugs for an offense 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. There are two types of aid: gift aid and self-help aid. Students may be awarded a combination of these or a "package". Gift aid (grants, scholarships) does not have to be earned or repaid. Self-help aid must be repaid (loans) or earned (work-study). The following is a summary of financial aid programs in which Design Institute of San Diego participates:

Grants

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

Federal 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. Awards range from \$623-\$6,195.00 per year.



Federal Supplemental Educational Opportunity Grants (FSEOG) These grants are based on exceptional need. They are awarded first to Pell Grant recipients with zero EFC, and have an average range of \$100-\$200. Students with a prior baccalaureate degrees are ineligible.

California State Grants

Cal Grants are for student who are pursuing an undergraduate degree and have California State residency.

Cal Grant A and B Entitlement Award Guaranteed for every high school graduate who has at least a 2.0 GPA, meets the Cal Grant requirement need and applies by March 2 of his or her senior year or the year following graduation. The guarantee extends to California high school graduates with California Community College and who meet the requirements when they're ready to transfer to a four-year college.

Cal Grant A and B Competitive Awards Available to students who are not graduating seniors or recent graduates. Awards are not guaranteed to students and only a limited number are available each year. Half are set aside for students who apply by the March 2nd deadline and for California Community College students who meet the September 2nd application deadline. Eligibility is geared toward nontraditional students.

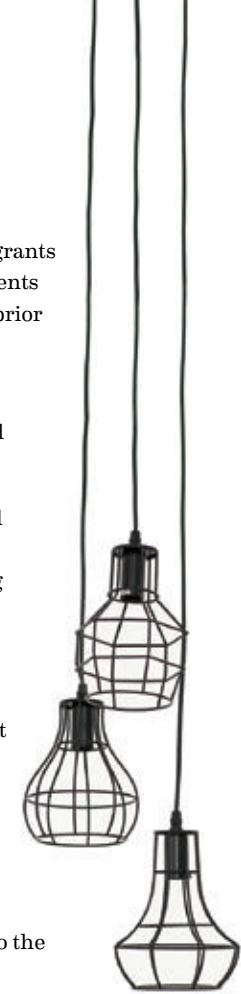
Please be advised that any Cal Grant award offer is tentative and subject to the final annual approval of the State Budget Act and school approval.

Federal Work-Study (FWS)

Provides part-time jobs for undergraduate and graduate students with financial need in approved positions. Examples of on-campus positions 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 students work between 4 and 15 hours per week while classes are in session. Paychecks are issued monthly to work-study students for hours worked. Employment is based on the individual financial aid award and may be continued based on the need for the position or school budget.

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



web sites in addition to an extensive exit interview workshop that is held in a small group setting 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 Loan – are loans made to eligible undergraduate students who demonstrate financial need. No interest is charged while the student is in school at least halftime, during the grace period or in 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 \$3500-\$5500 per year.

Direct Unsubsidized Loan – are loans made to eligible undergraduate and graduate students and is not based on financial need. Interest is charged during all periods even when 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 range for undergraduate students from \$2000-\$12,500 per year and for graduate students from \$20,500.00 per year.

Direct Plus Loans – are loans made to graduate students and parents of dependent undergraduate students. Eligibility is not based on financial need, however a credit check is required. Borrowers who have an adverse credit history must meet additional requirements to qualify. The Plus loan allows both 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. Repayment for a parent borrowed Plus loan begins 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 – this 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 student 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.

Scholarships

Scholarships, like grants, do not need to be paid back. They are awarded to students who meet a combination of eligibility requirements, such as financial need, academic achievement, or other criteria.

Design Institute of San Diego Scholarships/Grants

Design Institute offers several scholarships and grants for new entering students and for continuing students. For current scholarship/grant information, including application and eligibility requirements, please consult the SCHOLARSHIP/GRANT INSERT at the back of this catalog or visit www.DI.edu/scholarships.

Design Institute 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/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 disburse 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.

Students entitled to VA benefits will not be imposed fees or penalties while waiting on the arrival of their VA benefits. This would include no 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 directly to the student entitled to VA benefits a book and supply allowance. Students at DI receive a voucher to use at the on campus bookstore 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. The financial aid office will confirm current book and supply allowance amounts.



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 Design Institute of San Diego 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 back of this catalog.

Miscellaneous Fees:

Application fee.....	\$25.00
Enrollment fee, applicable to tuition	
New students.....	\$75.00
Returning students.....	\$100.00
Deferred payment fee.....	\$25.00
<i>(per semester and when applicable)</i>	
Library fee <i>(per semester)</i>	\$5.00
One-time, non-refundable ePortfolio fee.....	\$139.00
<i>(good for 7 years from the first date paid)</i>	
STRF fee <i>(non refundable & when applicable)*</i>	As announced by the BPPE
Application to graduate fee <i>(includes diploma)</i>	\$40.00
Cap, tassel and gown charge.....	\$35.00
Tassel only charge.....	\$12.00
Master's Regalia Charge.....	\$ 50.00
Returned payment charge.....	\$30.00
Late payment charge <i>(per occurrence)</i>	\$30.00
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.....	\$358 average yearly cost
<i>(non refundable)</i>	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:

1. 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.
2. 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.

3. 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.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. 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.

6. 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.

7. 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.

8. 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. Book lists are provided to students at registration. Some books may be purchased at Design Institute or through other book dealers. All books listed as required on the course syllabus have been selected by the instructor and are required for satisfactory course completion.

Some courses at Design Institute require additional expenditures for equipment, supplies and materials. Supply kits are assembled and sold at Design Institute during book sales at the beginning of each semester or may be purchased at local art supply stores by the student.

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, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your 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 should be sent to the following address: Design Institute of San Diego, 8555 Commerce Avenue, San Diego, CA 92121. This can be done by mail or by hand delivery. A student subsequently requesting cancellation will be refunded all monies paid to the school minus the enrollment fee of \$100 (returning students) \$75 (new students), within 45 days after notice of cancellation is received.

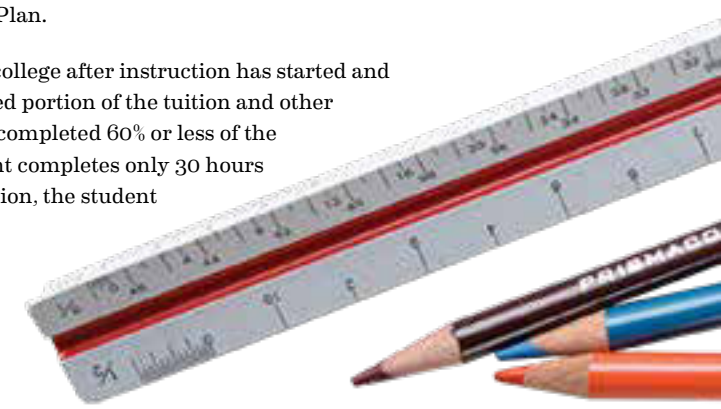
Pro Rata Refund for Complete Withdrawal

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

Students who withdraw before their first scheduled class will receive a full tuition refund minus the \$100 enrollment fee (returning students), \$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 60% 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.



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

After 60% of the semester 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 60%, 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.

BFA Partial Drop Tuition Credit schedule is as follows:

First week of the semester	80%
Second week of the semester	80%
Third week of the semester	80%

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.

No Tuition Credits will be issued for students enrolled in the MID Program.



ACADEMIC



ACADEMIC POLICIES AND STUDENT SUCCESS

Student Responsibility

As a private college, Design Institute provides its students with personal 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, consistent attendance, and a positive attitude 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 Design Institute 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 the catalog.

Every effort has been made to ensure the accuracy of catalog information. However, rules, laws, curriculum, and policy 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 SERVICES

Advising on academic, career, or personal matters is available to all students throughout the year in the Student Services office. Students receive support, evaluation and direction in all of their educational activities as well as guidance in establishing career goals and assistance in finding placement in the interior design field upon graduation. However, the decisions made in the advising process are those of the student.

Academic Advisement

All student questions of a purely academic nature should be directed to the Interior Design Director of Academics.

Student Success Center and Graduate Student Hub (GSH)

The Student Success Center (SSC) and Graduate Student Hub are Library initiatives to provide a unified access point to academic and support services at DI. In a welcoming environment, the SSC and GSH offer workshops, tutoring, social events, a community space, and other resources to support the whole student. The SSC and GSH have a physical location at the entrance to the Library, where students can access handouts on research, writing, wellness, community resources, and more. On the SSC website, students can access those same resources as well as syllabi, booklists, course schedules, upcoming events, tutoring hours, IT support, and links to Office 365, the Via ePortfolio platform, and the Employee Assistance Program (EAP).

Personal Counseling

The Director of Student Services is able to provide to students a list of appropriate counseling professionals and agencies. In addition, all DI students have free access to the IBH Employee Assistance Program (EAP). Log-in information is provided to all new students at orientation.

Tutoring

Design Institute provides free tutoring services in drafting and computer courses. Additional courses may be 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. All tutors are recommended by appropriate faculty. Students are encouraged to inquire about tutoring services at the first sign of difficulty.

Copyright Policy

Copyright Guidelines

In an effort to assist Design Institute faculty, students, and staff, we have placed the 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 making photocopies of copyrighted materials for research and teaching purposes.

These guidelines are intended to provide information to Design Institute 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 you will use and share information in compliance with the law.

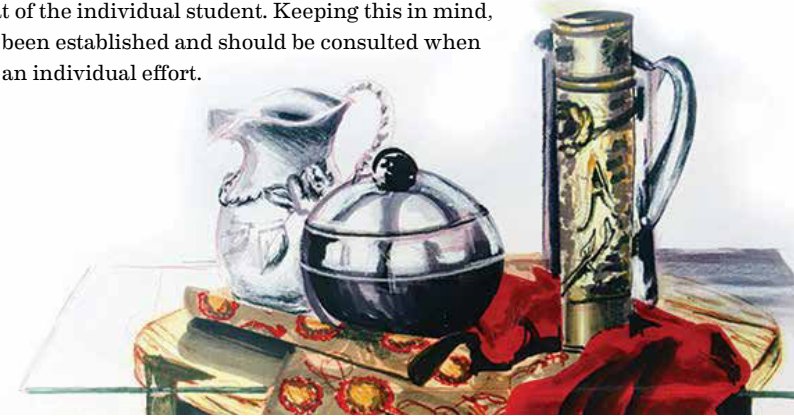
Copyright and Fair Use Guidelines

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.

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 Calendar/Schedule of Classes

The academic calendar is to be found at the back of this catalog.

Academic Year

Design Institute operates on a semester basis. Each semester is 15 weeks. An extra (sixteenth) week is provided for a make-up class in case of a holiday which occurs on a scheduled class day or because of teacher absence. Final exams and projects are scheduled as part of the fifteen-week semester. Instructors may schedule the return of final projects during the sixteenth week if they choose. Students should schedule travel plans only after the 16th week.

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

The academic year for Traditional Full-Time students includes two semesters: Fall and Spring. It is 30 weeks in length.

The academic year for Evening, Fast Track, and MID students includes three semesters: Fall, Spring and Summer. It is 45 weeks in length.

Design Institute does not provide English language tutoring; information about it can be obtained through Student Services.

Prerequisites

All prerequisites for courses are listed under Curriculum 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 reasons for the waiver.

Registration of Continuing Students

Registration at Design Institute takes place approximately six to eight weeks before classes begin. Students are sent a class schedule, tuition sheet, calendar and registration instructions by email.

Students who require assistance in planning their schedule or in course selection should make an appointment with the Student Services advisor prior to registration. Transfer students and part-time students need to pay particular attention to prerequisites.

Registration in courses is the responsibility of the student. As full-time students have priority, some courses are open to part-time students only on a space-available basis.

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.

Registration

Traditional Full-Time students take classes three to five days per week. Some evening classes may be offered.

Evening students take classes two or three nights per week. They register for classes in much the same way as day students.

Fast Track students take classes full-time (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.



MID students take 9-12 units a semester (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.

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 Student Services 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. All unclaimed work will not be stored. Design Institute reserves the right to keep work for accreditation purposes, college publications or exhibitions. An effort is made to safeguard all student work. Design Institute is not responsible for loss or damage of student work. It is strongly suggested that students photograph all work before turning it in. Instructors may require students to submit a portable flash drive of digital images in jpeg format of work completed during the semester as part of course requirements.

Career Planning and Placement Assistance

Preparation for a meaningful career requires the student to see beyond the classroom. It means evaluating personal strengths and weaknesses, exploring new possibilities, and, most of all, starting early.

Design Institute provides many opportunities for students to prepare for a career in the professional world of interior design. Lectures by outstanding designers,

field trips, student organizational involvement in professional activities, business courses, the externship and residency all help to make the transition from school to work as natural as possible.

Students may work with Placement Services at any time after enrollment to explore the job market. The office provides current job listings to all students and works individually with students on time-management, resume writing, and interviewing techniques.

The Career Development and Externship Advisor and Faculty Advisors within the MID Program provide personal and individualized career planning and assistance to students and Design Institute graduates.

While a sincere effort is made to assist all students in locating employment, Design Institute does not guarantee job placement after graduation.

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 point
- 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, may take two semesters to complete the externship. 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 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 “0” 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 for the BFA in Interior Design and a minimum cumulative GPA of 3.0 is required for graduation in the Master of Interior Design (MID).

Student Progress Reports

The Student Progress Report may be used by an instructor at any time to inform students of academic standing. The form is usually 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 given to the Director of Student Services for distribution to students.

Grade Reports/Grade Changes

Grade reports 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. Design Institute 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 which 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 20% of the class time or 3 class periods.

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 sole 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 give the completed form to the Registrar. A copy will be given to the instructor and to the student.

An Incomplete must be made up within 30 days of the last class. Evening students also have 30 days to make up an Incomplete. An INC is not used in calculating the GPA, but 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. An appropriate grade will be assigned. If the Incomplete is not made up within 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.

IP – In Progress

Students registered for ID 361, Externship, may take two semesters to complete the externship. At the end of the first of two semesters, IP appears on the transcript and it is not computed in the GPA. At the end of the second semester, the appropriate grade is posted and computed in the GPA.

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 Student Services and Financial Aid to fill out the appropriate forms. A Withdrawal Form may be obtained from Student Services.

Active and reserve military students who must discontinue their studies due to deployment will not be penalized for their withdrawal. Student Services and Financial Aid will work with all active and reserve military 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. The student's status will be determined and the student will be informed by letter.

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.

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 Design Institute 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. It does not bear an official seal and may not be used for transfer.

GRADUATION

BFA Program

Graduation is not automatic upon completion of the requirements. It is the responsibility of students who are 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 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 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. They also help the institution to address its mission and educational goals, and guide the development of the curriculum and its assessment.

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 Design Institute 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.

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.

Graduation Requirements

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

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

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:



- Full-time traditional students whose successfully completed coursework brings them within 6 credit units
- evening students who are within 9 credit units
- Fast Track students who are 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 graduated until all academic and financial obligations have been met and the Bachelor of Fine Arts in Interior Design degree has been awarded. Being allowed to participate in the ceremony does not indicate graduation.

Degrees 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.

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

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

The only documents signifying graduation is the Bachelor of Fine Arts in Interior Design degree or the Master of Interior Design degree. No other documents are awarded.

MID PROGRAM Graduation Requirements

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

- 1 **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 (fall and spring semesters) in a thesis project course until all requirements for the degree are completed.
- 2 **Program Requirements:** A student must meet the course and total 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).
- 3 **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, and no more than six semester hours of "C" shall be applied toward the degree.
- 4 **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.
- 5 **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.



PROGRESS



your progress **ADDS UP**

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:

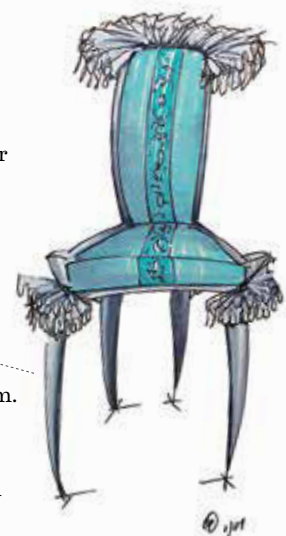
- a cumulative grade-point average (CGPA) of 2.0 relating to a 4.0 scale;
- a maximum time frame (MTF) for completion of the interior design program; and
- a minimum rate of progress toward graduation, indicated by a successful course completion percentage.

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 frame (MTF) for completion of the interior design curriculum (132 credit hours) is measured in credit hours attempted: a period of time during which a student may attempt up to 150% (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 degree. All credit hours accepted for transfer by Design Institute 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).

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

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% of the credit hours attempted.

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

Credit hours attempted are defined as any credits for which a student has enrolled in a semester 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 percentage (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, evening or Fast Track.

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 full-time 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.

SAP Chart Explanation

The above 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”.



BFA SAP Evaluation Chart		
REQUIRED EVALUATION POINTS	CGPA REQUIRED	COURSE COMPLETION PERCENTAGE REQUIREMENT
DAY/FAST TRACK STUDENTS: First academic year first semester, second semester	2.0	60%
DAY/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 (Day students: fourth semester Evening students sixth semester)	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%

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 the 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 percentage 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 is eligible to remain 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 successful course completion percentage.

Removal of Academic Probation

In order to re-establish SAP, the student must increase the CGPA and/or course completion percentage 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 (end of fourth semester, day; sixth semester, evening), 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 or may 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 a student could not complete the program within the MTF, the student will be dismissed.

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:

1. the student's health or injury
2. family difficulties such as death or illness
3. interpersonal problems such as divorce
4. 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 with the Director of Financial Aid 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, Design Institute 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.

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 Design Institute will be reviewed to determine recency, particularly pertaining to interior design studio courses, CAD, and industry standard software applications. Such courses hold a five-year recency requirement unless approved by the Director of Academics.

A student who left Design Institute 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

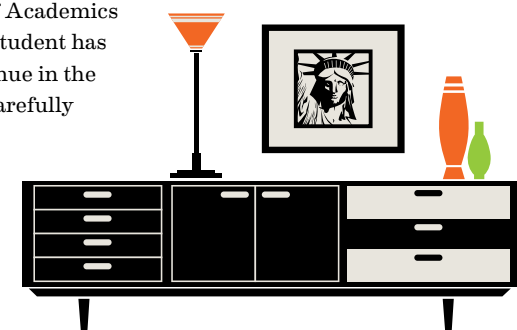
Students who previously withdrew while on probation or who were academically dismissed must apply for readmission. Please refer to Readmission of Students Who Withdrew on Probation or Readmission Under Extended Enrollment Status, in this section.

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 Design Institute 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 if 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 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 achieve a CGPA of 2.0 and/or raise the course completion rate to the level required, 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.

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 or “B” on a 4.0 scale;
- A maximum time frame (MTF) for completion of the program within 150% of the normal program length;
- A minimum rate of progress toward graduation, indicated by a successful course completion percentage.

Evaluation Points

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 degree. 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 AND TIME LIMIT REQUIREMENTS

Level	Minimum GPA
Graduate	3.0

Maximum Time to Complete Degree: 1.5 x normal program length

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 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.

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%

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. 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 the 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 percentage rate up to meet the standard (60% for the first 2 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 is eligible to remain

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 successful course completion percentage.

Removal of Academic Probation

In order to re-establish SAP, the student must increase the CGPA and/or course completion percentage 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 (end of fourth semester, Three-Year Mid Track; third semester, Two-Year Mid-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 or may 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 a 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

“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.

“WP”(Withdrew Passing) Student receives no grade point penalty but credit hours will be considered hours attempted for the purpose of determining successful course completion percentages.

“WF” (Withdrew Failing) Student receives grade point penalty and credit hours will be considered hours attempted for the purpose of determining successful course completion percentages.

“INC”(Incomplete) This grade is not included in the calculation of the CGPA but will count as hours attempted for the purpose of calculating the successful course completion percentage. 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 will not count as hours attempted for the purpose of calculating the successful course completion percentage. At the end of the second semester, the appropriate grade is posted to the transcript and computed in the CGPA.

“TC” (Transfer Credit) Transfer credits count as hours toward graduation but are not included when calculating grade point average or rate of progress. 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 computing the cumulative grade point average (CGPA). Each attempt counts in the computation of successful completion percentages. 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:

- *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.

Satisfactory Academic Progress 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.



STUDENT RIGHTS



Learn about your RIGHTS

STUDENT'S RIGHTS, GRIEVANCES, ACADEMIC APPEALS

Student's 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)

A student may file a complaint with Design Institute's accreditation body by contacting WSCUC (<http://www.wasc senior.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 Complaint Procedure (BPPE)

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.



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.

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.

Academic Appeal

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 Student Services. 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.

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 and WSCUC 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 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.

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 Student Services.

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, Design Institute of San Diego 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 Design Institute of San Diego to include this type of information from your education records in certain publications. Examples include:

- DI publications, including the website, blog, written, email or other;
- Work displayed on campus;
- Interior design organizations and potential employers;
- Photographs of student and/or 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 Design Institute of San Diego 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 found at 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 Student Services.



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@DI.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>.

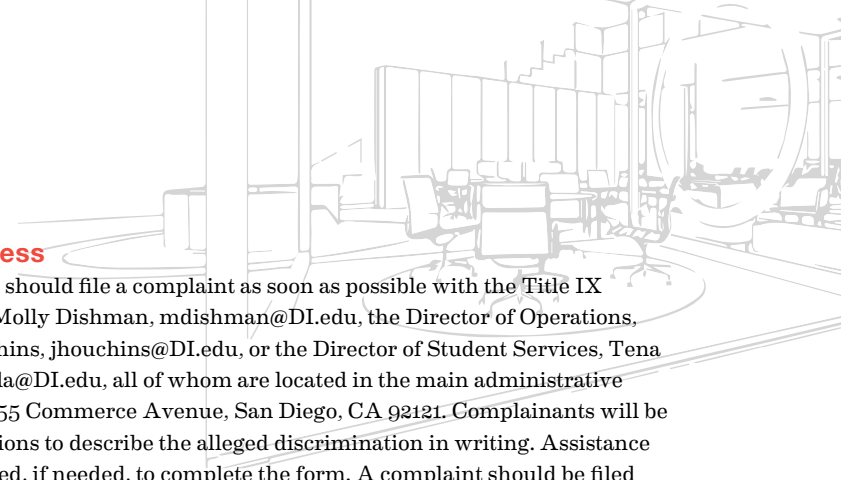
Accommodation for Students with Disabilities

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 Student Services, 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 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.

Molly Dishman, Title IX Coordinator, mdishman@DI.edu 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, Molly Dishman, mdishman@DI.edu, the Director of Operations, Jessyca Houchins, jhouchins@DI.edu, or the Director of Student Services, Tena Moiola, tmoiola@DI.edu, all of whom 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 where 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.

Proceeding Options

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 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 Coordinators 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 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 Admissions office. Immediate notification would be made in the event a criminal act should occur at Design Institute.

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.DI.edu/about-consumer-information.php.



FACULTY



meet the **TEAM**

FACULTY LIST

2 Britta Bielak, NCIDQ

Part-time faculty BFA | Interior Design
Interior Designer
MFA, Interior Environments, Virginia Commonwealth University
BA Studio Art, University of Virginia
BA, Psychology, University of Virginia

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

Jack Beduhn

Part-time faculty BFA | Interior Design
Industrial Designer
MA, Art & Art History, Wayne State University.
BA, Arts, Michigan State University.

Jeni Champion, NCIDQ, CID

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

Cesar Delgado

Part-time faculty BFA | Interior Design
Interior Designer
B Arch, Tecnológico y de Estudios Superiores de Monterrey



Michaelle Goodman, RA

Part-time faculty BFA | Interior Design
Architect
B Arch, California State Polytechnic, San Luis Obispo

Crandon Gustafson, NCIDQ, NCARB, LEED AP

Full-time faculty BFA /MID Interior Design | Career Development, Extern
ship & Practicum Advisor
Architect
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 | Interior Design
Artist
MFA, Painting, Maryland Institute College of Art
BFA, Painting, Herron School of Art, Indiana University

Grazyna Kubis, RA

Part-time faculty BFA | Interior Design
Architect
BA, Interior Architecture, Hawk University of Applied Sciences and Arts

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 Applied Science, Art (Interior Design), San Diego State University

Christopher McCampbell

Part-time faculty BFA | Interior Design
Graphic Designer
MFA, Graphic Design, Maryland Institute College of Art.
BA, Applied Science, Art (Graphic Design), San Diego State University.

David McGrevy, Ph.D.

Part-time faculty BFA/MID | General Education
Psychologist
Ph.D., MA, Psychology, Kent State University
MA, Guidance and Counseling, St. Mary's University
BA, Psychology, American International College

Bernie Nofel

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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 Pantaloni, 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

Shannon Rice, NCIDQ

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

Lily Robinson, Ed.D., RA, NCIDQ

Full-time faculty BFA / MID | Interior Design
Architect
Doctor of Education, Teaching and Learning,
University of California, San Diego
M Arch, Parsons School of Design
BS, Design & Environmental Analysis, Cornell 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., Master of Arts, 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 | Interior Design
Interior Designer
MIA, California State Polytechnic University, Pomona

Angela West

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

Kimberly Wolfe

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

Natalia Worden, NCIDQ

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

Rebecca Zoni McMakin, NCIDQ, CID

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



LEADERSHIP

ADMINISTRATION

Executive Leadership

Margot Doucette, JD, BA – CEO

Dennis Doucette, JD, MA, BS – CFO + General Counsel

Natalia Worden, MFA, M Arch, BA – Director of Academics

Jessyca Houchins, MA, BS – Director of Operations

Administrative Leadership

Michelle Dewane, Director of Support Services/Placement Assistant

Molly Dishman, MA, BA Director of Compliance + Title IX Coordinator

Jackie Gloria, Director of Financial Aid

Cindy Gregory, AA - Business Officer

Tracy Gulino, Registrar

Crandon Gustafson, M Arch, BS, Career Development, Externship & Practicum Advisor

Maneesha Jones, MS, BA - Marketing and Communications Manager

Savanna McDede, BS - Admissions Manager

Tena G. Moiola, AA - Director of Student Services

Lisa Schatman, MLIS, BA – Librarian, Assessment Coordinator

Rebecca Bucher Wollner, MLIS, BA - Assistant Librarian

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.

Board of Directors

Julia Baikova

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Gloria Rosenstein – Emeritus



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Margot Doucette, CEO

Dennis Doucette, CFO/Secretary

Graphic Design: Visual Asylum

Text: Gloria B. Rosenstein, Margot Doucette, Natalia Worden

Photography: Jenny Littrell, Jim Coit, Anna Clevenger, Todd LeVeck

Catalog Addendum contains Tuition/Day & Evening/Academic Calendar, Scholarships, application and current additions to the 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. All information contained in the catalog is subject to change without notice.

This catalog covers the period from September 9, 2020 through February 28, 2022

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.



Design Institute of San Diego
8555 Commerce Avenue
San Diego, CA 92121
ADDENDUM TO September 9, 2020 – December 31, 2022 CATALOG
Effective November 16, 2022

p. 11 **Diversity Statement**

Please replace the 1st paragraph with the following

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 by:

- 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.

p. 17 **Location of Instruction**

Please insert the following after The Location:

Location of Instruction

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

pgs. 32, 33 **Please replace the following headings:**

Replace **Full Time Program** with **Traditional Track**

Replace **Evening Program** with **Evening Track**

Replace **Fast Track Transfer Program** with **Fast Track – Year-round**

pgs. 34, 55 **Credit Hour Policy**

Please replace the 1st paragraph with the following:

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 onsite 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:

p. 34

Please add the following:

BFA Distance Education

Design Institute is approved for, and currently offers, distance education through online coursework in selected required courses and electives to augment (less than 50%) face-to-face course delivery for the BFA On-Site program. 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.

BFA courses offered in the distance education modality are consistent with the program 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 the program’s undergraduate curriculum and does not involve different admissions requirements. There are no special costs and/or fees associated with the online coursework. The delivery method for online coursework is synchronous and in real time and is conducted through the use of Canvas, a learning management system (LMS), and/or Zoom, a video communication system.

It is the institution’s policy that a response to student lessons, assignments, projects, or thesis work will be sent no later than one week after receipt. DI expects reasonable response times from all instructors. 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 of assignments. All assignments 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.

Design Institute reserves the right to schedule classes in the modality that best suits the overall master schedule and does not violate course prerequisites.

Students should consult the current course schedule available prior to registration to determine the modality that the specific course will be delivered (face-to-face, hybrid, or online synchronous).

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

(HY) Hybrid

20-50% of class meetings online

50-80% of class meetings in person

LMS used

Synchronous, however courses may include some asynchronous content

Students required to be on campus/local

(OS) Online Synchronous

100% of class meetings online

LMS used

Synchronous – course may include some asynchronous content
No requirement for students to be on campus/or local

Regardless of course modality or type of learning activities, the total amount of student time “on task” for any DI course (whether it is offered on campus, online, hybrid, independent study, etc.) should total **45** clock hours per one (1) unit of credit. For a 3-credit course, this works out to 135 total hours.

The following guidelines shall apply to new hybrid and distance education courses:

- I. All new hybrid and distance education program offerings in which fifty 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/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;
- 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;
- 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.

p. 47

Please add the following:

Interior Design Electives (IE)

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.

3 hours weekly | 3-unit lecture

PREREQUISITES: none

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.

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

PREREQUISITES: ID 251

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.

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

PREREQUISITES: ID 252, ID 260

IE 392: Building Information Modeling (BIM)

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

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

PREREQUISITES: ID 390

p. 56

Field Experience Practicum

Please replace with the following:

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

Distance Education

The MID Online Program curriculum is delivered entirely online. Any In-person experiences and/or meetings are elective and will be determined by each cohort.

MID On-Site Program

Design Institute is approved for, and currently offers, distance education through online coursework in selected required courses and electives to augment (less than 50%) face-to-face course delivery for the MID On-Site program. 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.

MID courses offered in the distance education modality are consistent with the program 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 the program’s graduate curriculum and does not involve different admissions requirements. There are no special costs and/or fees associated with the online coursework. The delivery method for online coursework is synchronous and in real time and is conducted through the use of Canvas, a learning management system (LMS), and/or Zoom, a video communication system.

It is the institution’s policy that a response to student lessons, assignments, projects, or thesis work will be sent no later than one week after receipt. DI expects reasonable response times from all instructors. 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 of assignments. All assignments 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.

Design Institute reserves the right to schedule classes in the modality that best suits the overall master schedule and does not violate course prerequisites.

Students should consult the current course schedule available prior to registration to determine the modality that the specific course will be delivered (face-to-face, hybrid, or online synchronous).

DI Course Modality Definitions:

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

(HY) Hybrid

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

(OS) Online Synchronous

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

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- 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;
- 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.

Graduate Electives

Please add the following:

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.

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

PREREQUISITES: none

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: ID 554

BFA Admissions

Please replace the third bulleted item with the following:

- Proof of high school graduation or its equivalent; including but not limited to a High School Equivalency (HSE) credential, or proof of a previous baccalaureate or master's 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)

Baccalaureate Degree Requirement

Please replace bulleted items with the following:

- The 2-year MID program track – a baccalaureate degree in interior design or a related field is required. *
- The 3-year MID program track – a baccalaureate degree in any field is required. The program will consider applicants from a broad range of undergraduate and master's level disciplines.

* Applicants with extensive undergraduate backgrounds that are related to interior design (e.g., pre-professional programs) may be considered for admission to the 2-year MID program track upon review of transcripts and portfolio. The applicant's academic experience must demonstrate the requirements necessary to waive any courses from the preparatory study.

BFA/MID Tuition, Fees, and Charges

Please update the current STRF fee as listed in the chart of Miscellaneous Fees on page 84, to the following:

STRF fee two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000.00) of Institutional charges

Please replace the existing fee chart with the following:

Miscellaneous fees:

Application fee	\$25.00
Registration fee, applicable to the tuition	
New Students	\$75.00
Returning Students	\$100.00
Deferred payment fee (<i>per semester and when applicable</i>)	\$25.00
Library and technology fee (<i>per semester</i>)	\$50.00
STRF fee (<i>non-refundable</i>)*	\$02.50 per \$1,000.00 of tuition
Application to graduate fee (<i>includes diploma</i>)	\$40.00
Commencement fee – includes cap, tassel, gown or regalia	\$50.00
Returned payment charge	\$30.00
Late payment charge (<i>per occurrence</i>)	\$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 (<i>non-refundable</i>)	\$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.

p. 105 **MID Program Graduation Requirements**

Please replace number 3 with the following:

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.

p. 114 **Please replace “Maximum Time to Complete Degree: 1.5 x normal program length” with the following:**

Maximum Time to Complete Degree: 1.5 x normal program length (the number of credit hours required to complete the program)

p. 135 **Administration**

Please replace the Executive Leadership with the following:

Executive Leadership

Margot Doucette, JD, BA – CEO
Dennis Doucette, JD, MA, BS – CFO & General Counsel
Jessyca Houchins, MA, BS – Director of Operations
Melissa Markovsky, MS, BA – CMO
Natalia Worden, MFA, M Arch, BA – Director of Academics

Please replace the Administrative Leadership with the following:

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
Rebecca Bucher Wollner, MLIS, BA – Assistant Librarian

p. 136

Catalog Addendum

Contains Tuition/Traditional, Fast Track & Evening/Academic Calendar, Scholarships, application and current additions to the catalog.

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This addendum extends the catalog period from September 9, 2020 through December 31, 2022.

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

DESIGN INSTITUTE OF SAN DIEGO / CATALOG INSERT / TUITION

BACHELOR OF FINE ARTS IN INTERIOR DESIGN

Tuition for period of attendance Fall 2022

TRADITIONAL / FAST TRACK STUDENTS

FULL TIME TUITION - (15 - 18 units per Fall 2022 semester, as per schedule offered)

Advance Payment Plan per semester **\$925.00** per credit unit

15 units = \$13,875.00, 18 units = \$16,650.00

PART TIME TUITION

Part Time Tuition (12 units or less) - \$1134.00 per credit unit

EVENING STUDENTS

FULL TIME TUITION - (9 units per Fall 2022 semester, as per schedule offered)

Advance Payment Plan per semester **\$925** per credit unit

9 units = \$8,325.00

PART TIME TUITION

Part Time Tuition (3 or 6 units as per schedule offered) - \$1134.00 per credit unit

ESTIMATED CHARGES FOR THE ENTIRE PROGRAM (132 Units)

\$122,100.00 based on current full-time tuition rate of \$925.00 per credit unit

Financial Aid is available for those who qualify. Payment Plans are available.

EARLY DECISION APPLICATION DEADLINES

Spring 2023: Early Decision Application Deadline: 11:59 p.m. PT, Monday, September 26, 2022

Fall 2023: Early Decision Application Deadline: 11:59 p.m. PT, Monday, April 3, 2023

CALENDAR 2022-2023

FALL 2022

August 24	New BFA Student Orientation
August 29	Classes Begin
September 5	Labor Day
September 26	Spring 2023 Early Decision Application Deadline (New BFA Students)
November 21- 25	Thanksgiving Recess
November 28 - December 8	Registration for Spring Semester (Continuing BFA & MID Students)
December 5 - 15	Registration for Spring Semester (New BFA Students & MID Students)
December 16	Last Day of Classes (16 th Week)
December 19 - January 8	Winter Vacation

SPRING 2023

January 4	New BFA Student Orientation
January 9	Classes Begin
January 16	Martin Luther King Jr. Day
February 20	Presidents' Day
March 27 - 31	Spring Break
April 3	Fall 2023 Early Decision Application Deadline (New BFA Students)
April 24 - May 4	Registration for Summer Classes (Continuing BFA & MID Students)
May 1- 11	Registration for Summer Classes (New BFA Students)
May 5	Last Day of Classes (16 th Week)

SUMMER 2023

May 15	Classes Begin
May 29	Memorial Day
June 19	Juneteenth (Monday)
July 4	Independence Day (Tuesday)
July 24 - August 4	Registration for Fall Semester (Continuing BFA & MID Students)
July 31- August 18	Registration for Fall Semester (New BFA & MID Students)
August 25	Last Day of Classes

Disclosure Statement: Please note that while Design Institute of San Diego implements a rolling admissions policy and can accept any application through the first week of classes each semester, early decision application ensures preferential consideration in the application process as well as preferential registration benefits upon acceptance for the first semester. The above information, while accurate on 5/09/22, is subject to change in accordance with future tuition and calendar changes. Tuition effective fall 2022

**DESIGN INSTITUTE OF SAN DIEGO / CATALOG INSERT / TUITION
MASTER OF INTERIOR DESIGN**

Tuition for period of attendance Fall 2022

MID STUDENTS

TWO YEAR TRACK TUITION –

(9 units per Fall 2022 semester, as per schedule offered)

Advance Payment Plan per semester **\$1,400.00** per credit unit, 9 units = \$12,600

ESTIMATED CHARGES FOR THE ENTIRE PROGRAM

\$63,000.00 based on current full-time tuition rate of \$1,400.00 per credit unit

THREE YEAR TRACK TUITION –

(12 units per Fall 2022 semester, as per schedule offered)

Advance Payment Plan per semester **\$1,400.00** per credit unit, 12 units - \$16,800, 9 units = \$12,600

ESTIMATED CHARGES FOR THE ENTIRE PROGRAM

\$113,400.00 based on current full-time tuition rate of \$1,400.00 per credit unit

Financial Aid is available for those who qualify. Payment Plans are available.

CALENDAR 2022-2023

FALL 2022

August 25	New MID Student Orientation
August 29	Classes Begin
September 5	Labor Day
November 21 - 25	Thanksgiving Recess
November 28 - December 8	Registration for Spring Semester (Continuing BFA & MID Students)
December 5 - 15	Registration for Spring Semester (New BFA Students & MID Students)
December 16	Last Day of Classes (16 th Week)
December 19 - January 8	Winter Vacation

SPRING 2023

January 5	New MID Student Orientation
January 9	Classes Begin
January 16	Martin Luther King Jr. Day
February 20	Presidents' Day
March 27 - 31	Spring Break
April 24 - May 4	Registration for Summer Classes (Continuing BFA & MID Students)
May 1 - 11	Registration for Summer Classes (New BFA Students)
May 5	Last Day of Classes (16 th Week)

SUMMER 2023

May 15	Classes Begin
May 29	Memorial Day
June 19	Juneteenth (Monday)
July 4	Independence Day (Tuesday)
July 24 - August 4	Registration for Fall Semester (Continuing BFA & MID Students)
July 31- August 18	Registration for Fall Semester (New BFA & MID Students)
August 25	Last Day of Classes

Disclosure Statement: The above information, while accurate on 6/13/22, is subject to change in accordance with future tuition and calendar changes. Tuition effective July 1, 2022



Design Institute of San Diego Academic Achievement Scholarship - BFA Program

Each semester Design Institute will grant up to two scholarships of \$1,500 for a full-time student or \$1,000 for a part-time or evening student credited to their student account. Once awarded, scholarships will be automatically renewed so long as recipients remain enrolled in 12 units or more per semester if a full-time student, or 9 units or more per semester if a part-time or evening student. A cumulative GPA of 3.5 or higher must also be maintained in order for the scholarship to be renewed. An exception can be made for students who, due to transferred credits and curriculum restrictions, require a reduced course load. The course load reduction exception does not apply to students who take a reduced curriculum due to the failure and/or repetition of a course or courses.

To be eligible for the scholarship applicants must:

- Be an entering student for the first time at Design Institute with a cumulative GPA of 3.50 or higher.
- Have financial need and be eligible for financial aid.
- Prepare a 500- to 1000-word essay in which they describe a character in fiction, a historical figure, or a creative work in design, art or music, and explain how this has had an influence on them as a person. Applicants should not include their names in the essay.
- Provide a list of all academic achievement awards and/or extracurricular activities. Applicants should not include their names on this list.

Evaluation criteria:

All eligible and complete applications will be reviewed according to the following criteria by a committee using a numeric scoring evaluation form:

- The content of the essay, including how well it responds to the prompt.
- How well the essay is written.
- Content and writing quality of admissions essays.
- Demonstrated academic achievement, leadership, and community involvement.

Scholarship guidelines:

- Scholarship materials and the complete admission application to Design Institute must be received no later than August 10th (for fall semester start), December 10th (for spring semester start), or April 10th (for summer semester start). The essay and list of all academic achievement awards and/or extracurricular activities must be submitted electronically to scholarships@disd.edu by the due date.
- Scholarship recipients must maintain a minimum course load of: 12 units or more per semester if a full-time student, or 9 units or more per semester if a part-time or evening student.
- Once awarded, scholarship recipients must maintain a cumulative GPA of 3.5 or higher during their studies at Design Institute.

- If an awarded student withdraws during the semester, the scholarship will be included in “other sources of aid” in the refund calculation.
- Should an awarded student drop below the eligibility guidelines regarding cumulative GPA or course load requirements, scholarship eligibility will discontinue for future semesters. An exception can be made for students who, due to transferred credits and curriculum restrictions, require a reduced load. The course load reduction exception does not apply to students who take a reduced curriculum due to the failure and/or repetition of a course or courses.



Design Institute of San Diego Building the Legacy Scholarship - BFA Program

Each semester, Design Institute will grant up to three one-time scholarships of \$1,000 for an entering student who is a first-time college student credited to their student account. These scholarships are designed to help make attendance at Design Institute more obtainable.

To be eligible for the scholarship, applicants must meet all the requirements below:

- Be an entering student without previous postsecondary education.
- Have a cumulative GPA of 2.5 or higher in high school.
- Compose a 500- to 1000-word essay about an “Aha!” moment or other life experiences that led them to pursue an education in interior design. Applicants should not include their names in the essay.
- If available, provide a portfolio of relevant art or design work for review. All personally identifying information (e.g., name, logo, headshot) must be removed from the portfolio and its contents.
- Submit a complete admission application to Design Institute. The candidate’s required application documents will also be evaluated and considered in awarding scholarships.
- Be accepted into the program and attend Design Institute for the semester the scholarship is awarded.

Evaluation criteria:

All eligible and complete applications will be reviewed according to the following criteria by a committee using a numeric scoring evaluation form:

- The content of the essay, including how well it responds to the prompt.
- How well the essay is written.
- Content and writing quality of admissions essays.

Scholarship Guidelines:

- Scholarship materials and the complete admission application to Design Institute must be received no later than August 10th (for fall semester start), December 10th (for spring semester start), or April 10th (for summer semester start). The essay and, if included, portfolio, must be submitted electronically to scholarships@disd.edu by the due date.
- Up to three Design Institute sponsored scholarships per semester may be awarded.
- Each scholarship recipient will receive the same scholarship amount credited to their student account.
- Acceptance into the program and attendance at Design Institute for the semester the scholarship was awarded is required.
- If a student withdraws during the semester, the scholarship will be included in “other sources of aid” in the refund calculation.



Design Institute of San Diego Director's Grant - BFA Program

Each semester Design Institute will award up to two Director's Grants of \$1,500 for a full-time student or \$1,000 for a part-time or evening student credited to their student account. Once awarded, grants will be automatically renewed so long as recipients remain enrolled in 12 units or more per semester if a full-time student, or 9 units or more per semester if a part-time or evening student. An exception can be made for students who, due to transferred credits and curriculum restrictions, require a reduced load. The course load reduction exception does not apply to students who take a reduced curriculum due to the failure and/or repetition of a course or courses.

A cumulative GPA of 3.5 or higher must also be maintained in order for the grant to be renewed.

To be eligible for the grant, applicants must:

- Be a current student with at least one full semester completed and with a minimum cumulative GPA of 3.50 for courses taken at Design Institute.
- Have financial need and be eligible for financial aid.
- Prepare a 500- to 1000-word essay addressing how they will apply their knowledge, skills and abilities to enrich the profession, the environment, and the global community. Applicants should not include their names in the essay.
- Submit a 6-page portfolio of creative work that best represents the development of their design skills at Design Institute (must be submitted as a PDF file). All personally identifying information (e.g. name, logo, headshot) must be removed from the portfolio and its contents.

Evaluation criteria:

All eligible and complete applications will be reviewed according to the following criteria by a committee using a numeric scoring evaluation form:

- The content of the essay, including how well it responds to the prompt.
- How well the essay is written.
- Design skills demonstrated in the portfolio.

Grant guidelines:

- Grant application materials must be submitted electronically to scholarships@disd.edu and received no later than July 10th (for fall semester start), November 10th (for spring semester start), or April 10th (for summer semester start). Up to two Design Institute sponsored grants per semester may be awarded.
- Grant recipients must maintain a course load of: 12 units or more per semester if a full-time student, or 9 units or more per semester if a part-time or evening student.
- Once awarded, grant recipients must maintain a cumulative GPA of 3.5 or higher during their studies at Design Institute.

- If an awarded student withdraws during the semester, the grant will be included in “other sources of aid” in the refund calculation.
- Should an awarded student drop below the eligibility guidelines regarding cumulative GPA or course load requirements, grant eligibility will discontinue for future semesters. An exception can be made for students who, due to transferred credits and curriculum restrictions, require a reduced load. The course load reduction exception does not apply to students who take a reduced curriculum due to the failure and/or repetition of a course or courses.



Design Institute of San Diego Equity and Inclusion Scholarship

Each semester Design Institute will award one scholarship to an eligible student entering or currently enrolled in the BFA and MID programs at Design Institute. The scholarship will have a maximum award of up to \$25,000 or the equivalent of \$3,100 per semester for a full-time BFA or Three-Year Track MID student and \$2,067 per semester for a part-time or evening BFA or Two-Year Track MID student. The scholarship will be applied equally to the student's account for each semester enrolled and attended, and the exact amount of the scholarship award will be determined upon enrollment with a maximum award of \$25,000 per recipient.

This scholarship is designed to help make attendance at Design Institute obtainable and to promote equity and inclusion for BIPOC (Black, Indigenous, and People of Color) students who are underrepresented in the interior design profession.

To be eligible for the scholarship, applicants must meet all the requirements below:

- Be entering DI for the first time and be accepted into the BFA or MID program for the semester the scholarship is awarded – new entering students must submit a complete admission application prior to having their submission considered (or)
- Be a currently enrolled student in the BFA or MID program;
- Have a cumulative GPA of 2.5 or higher for the BFA program and have a cumulative GPA of 3.0 or higher for the MID program;
- Have a financial need and be financial aid eligible; and
- Prepare a 500-1000 word essay on how the candidate plans to utilize a degree in interior design to be an agent of social change.

Scholarship Guidelines:

- Scholarship materials and the complete admission application to Design Institute must be received no later than August 10th (for fall semester start), December 10th (for spring semester start), or April 10th (for summer semester start). The essay must be submitted electronically to scholarships@disd.edu by the due date.
- Scholarship recipients must be studying on a full-time basis: BFA recipients must be enrolled in 12 units or more per semester if a full-time BFA student, or 9 units or more per semester if a part-time or evening BFA student. MID recipients must be enrolled in 9 units per semester for the Two Year Track, or 12 units per semester for the Three-Year Track.

- Scholarship recipients must maintain a cumulative GPA of 2.5 or higher for the BFA program and a cumulative GPA of 3.0 or higher for the MID program during their studies at Design Institute.
- If an awarded student withdraws during the semester, the scholarship will be included in "other sources of aid" in the refund calculation.
- Should an awarded student drop below the eligibility guidelines regarding cumulative GPA or course load requirements, scholarship eligibility will discontinue for future semesters. An exception can be made for students who, due to transferred credits and curriculum restrictions, require a reduced load. The course load reduction exception does not apply to students who take a reduced curriculum due to the failure and/or repetition of a course or courses.
- All scholarship applications will be reviewed by a committee using a numeric scoring evaluation form. Out of 100 points, 60 points will be awarded based on the content of the essay including how well it responds to the prompt, identifies social challenges, identifies actions for interior designers based on personal and social responsibility, and incorporates diverse perspectives. The remaining 40 points will be awarded based on how well the essay is written.