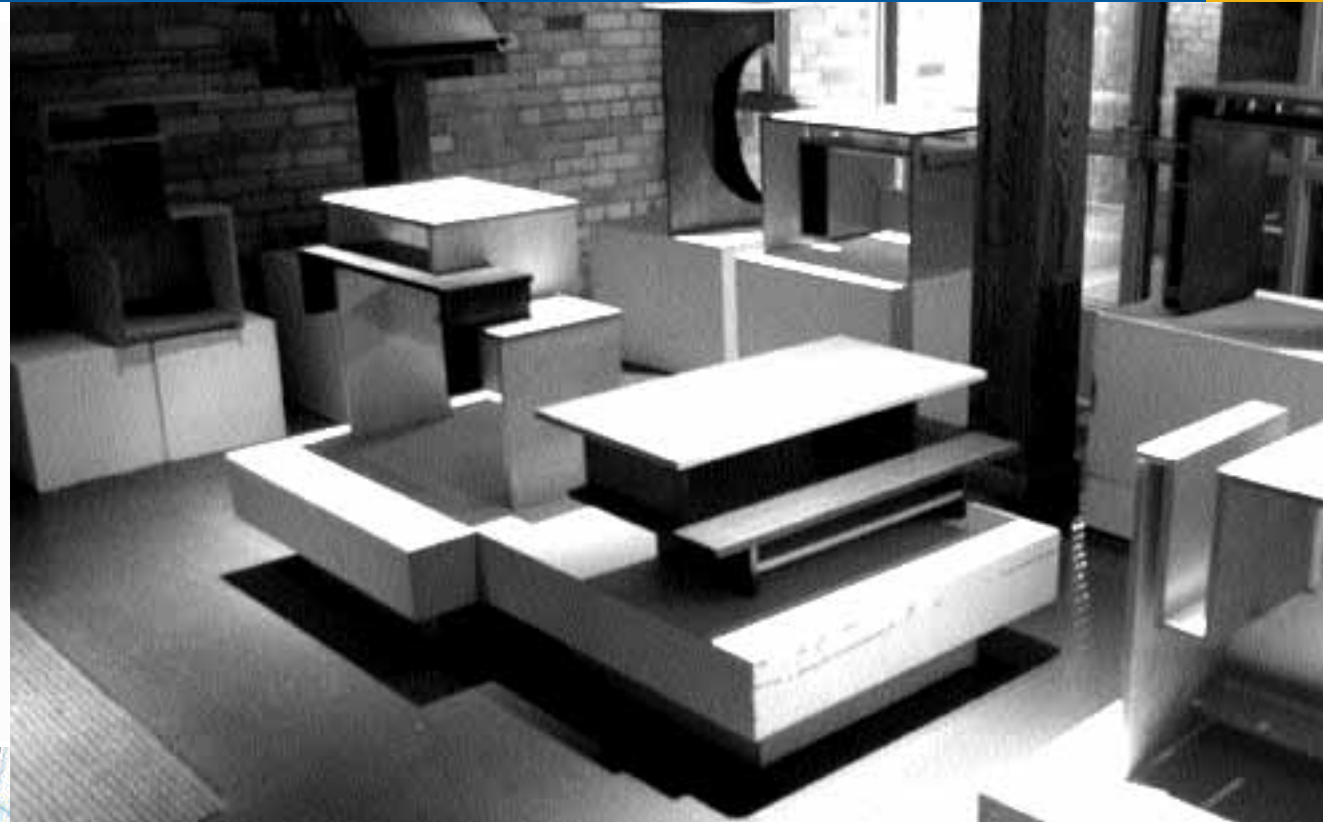


RYERSON UNIVERSITY

THE SCHOOL OF INTERIOR DESIGN



HEATHER HARDCASTLE, FLOOR PLAN AND KEY PLAN.





THE SCHOOL OF INTERIOR DESIGN

OFFERS A CLOSE-KNIT, HIGHLY SUPPORTIVE LEARNING CULTURE — IDEAL FOR THOSE WHO HAVE A PASSION FOR DESIGN AND ALTERNATIVE THINKING, ARE CREATIVE, CAN THINK AND EXPRESS IDEAS THREE DIMENSIONALLY, WANT TO EXPLORE THE CREATIVE PROCESS, AND ENJOY AN INSPIRED, ARTISTIC, AND EXCITING ENVIRONMENT.

Through the program, you learn to plan holistic solutions that enhance the aesthetics of interior spaces and enliven the spirit of place. Equally important, you master the ability to create environments that support the functional requirements of users, incorporate building and safety codes, increase productivity, and protect the public's health, safety, and welfare.

AS A WELL-ESTABLISHED, HIGHLY RESPECTED AND SOUGHT-AFTER PROGRAM LOCATED IN THE HEART OF CANADA'S LARGEST CITY, THE SCHOOL OF INTERIOR DESIGN OFFERS A NUMBER OF KEY ADVANTAGES:

- Comprehensive, university-level education, including a rich and extensive knowledge of interior design history, art, and architecture.
- Extensive studio, workshop, and internship experience along with international study opportunities that inform an understanding of interior design as both a business and art form.

"Design is our passion. As individuals and as a school, design is not just what we do, it's who we are."

– Dr. Lennie Scott-Webber, Chair

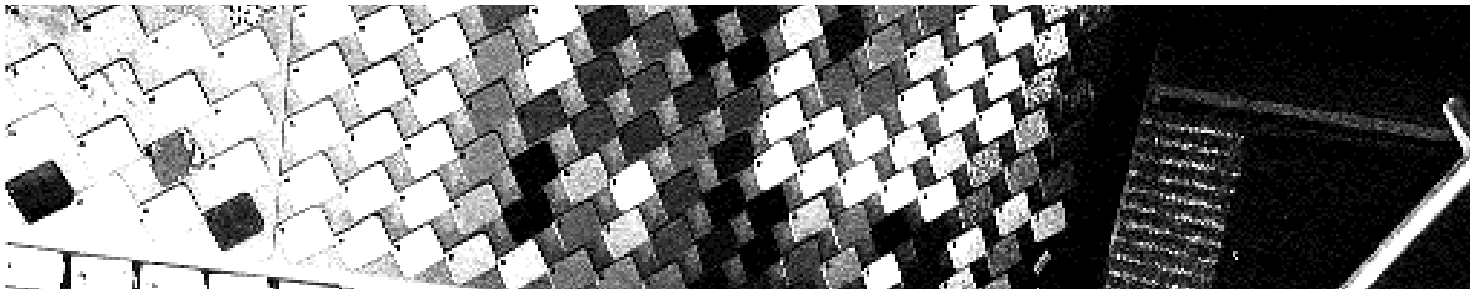
- A First-professional degree curriculum with accreditation by the Foundation for Interior Design Education Research (FIDER).
- Education from top faculty, staff, and professionals, along with guest lecturers.
- Integration of research inquiry into learning scenarios.
- An enviable level of interaction with, and support from, industry members through an advisory council and student membership in ARIDO (Association of Registered Interior Designers of Ontario).
- Connections to a broad base of alumni, who participate and support the program.

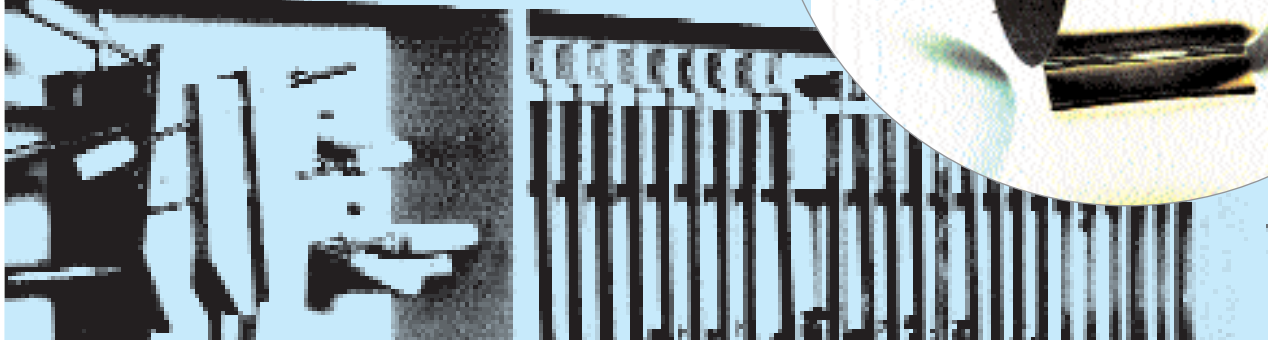
These advantages provide you with an education that will make you highly sought after and give you tremendous career flexibility.

"There are opportunities to explore ideas independently but also as a group, which is important. It's a team-oriented industry so you have to become strong at working in groups. They educate you to take advantage of each other's unique qualities."

– student

Housed in a renovated post-and-beam warehouse in downtown Toronto, the School of Interior Design at Ryerson University is one of Ontario's oldest university degree-granting interior design programs. Started in 1948, the School has earned widespread industry respect due to the accomplishments of its faculty and more than 1,600 alumni.





MISSION

To empower individuals by expanding personal horizons through a rigorous, scholarly, and provocative education in interior design.



VISION

The knowledge that we show leadership in: Designing our future

THEORY — DESIGN PLUS BUSINESS KNOW-HOW.

Theoretical and scientific tenets are introduced that enable you to develop holistic, spatial solutions that meet the needs of end users as well as the broader public. Tenets include: environment/behaviour; place-making; colour psychology; the language of drafting and visual communication; the historical and social influence of art, architecture and design; diversity and social responsibility issues; and the elements and principles of design. An appreciation for diversity, which informs the creative process, is also fostered.

Given that interior design is also a business, you learn how to support a client's needs, develop a business plan, contribute to an enterprise's profitability, increase sales, boost productivity, and attract customers. You also develop understanding in terms of global business practices. Achieving these proficiencies will help improve your marketability as well as help you manage your career and become — like many of our alumni — a leader in your field.

"The thing I really like about the program is that the core structure is laid out and really well rounded. You get the design but you also get the communications, technology, and the business sides of the profession."

— student

ACCREDITATION — A GUARANTEE OF EXCELLENCE.

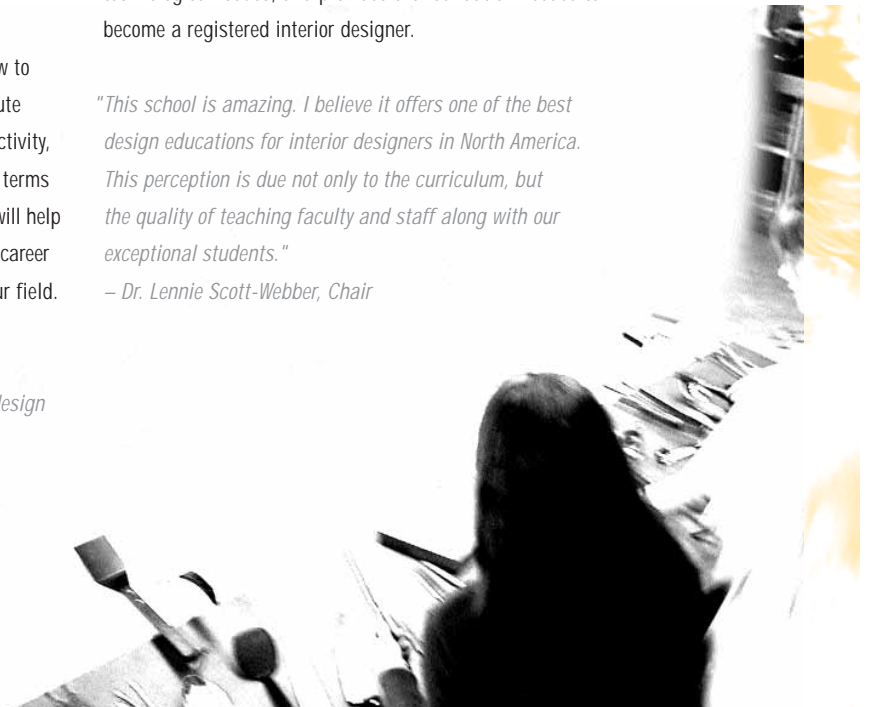
As a recognized and exacting profession, the North American interior design industry has an accrediting body, the Foundation of Interior Design Education Research (FIDER). Currently, the School holds a six-year First-professional degree status accredited by FIDER — your guarantee of educational excellence.

Accreditation assures a comprehensive curriculum that meets a base line industry standard, addresses current social and technological issues, and provides the foundation needed to become a registered interior designer.

"This school is amazing. I believe it offers one of the best design educations for interior designers in North America. This perception is due not only to the curriculum, but the quality of teaching faculty and staff along with our exceptional students."

— Dr. Lennie Scott-Webber, Chair

Beyond the classroom or studio, there are many value-added learning opportunities included that educate the whole person. These include a lecture series, field trips — to manufacturing plants, design studios, building sites, art galleries, retail spaces, and museums — intensive design charrettes, and social events.



Just a few examples of our many illustrious alumni...

... George Yabu and Glen Pushelberg of YabuPushelberg, Diego Burdi and Paul Filek of BurdiFilek, Brian Gluckstein of Gluckstein Design Planning Inc., Keith Rushbrook of II BY IV Design Associates Inc., Marion Marshall of Marshall Cummings ...

CAREERS — OPTIONS AND FLEXIBILITY.

A degree in Interior Design opens doors to work in industries as varied as health care, hospitality, and retail as well as with every kind of institutional, educational, and corporate client. You may undertake exhibition and set design, furniture/textile design, corporate office design, residential design, or design for end users with specific design needs such as seniors and children.

Some of our alumni continue with graduate studies or start their own business ventures. Others obtain employment from, for example, interior and architectural design firms, service providers, and design/build companies.

There is also a growing number of alternative career opportunities, for example on the technical side (which involves understanding a building's system and specification and CAD support) in rendering and communication services such as model building, or work in allied fields. Opportunities also exist in support areas, including marketing, promotion, facility management, sales, display, theatre, television, education, set design, and project development.

"When you graduate, you can go directly into a job — there is no jump. It's seamless. You know what to expect because the program is so integrated with the industry. You hit the ground running."
— alumnus

EXPERIENCE — IN STUDIOS, LABS, AND THE WORK PLACE.

Activity-based learning is at the heart of the School's teaching philosophy. Facilities are designed in an open plan equipped to support hands-on, experiential learning and enable you to practise application methods. Much of your class time is spent in studios and labs where you design projects in both two- and three-dimensions. You work both individually and in teams, developing the collaborative skills it takes to make the intangible tangible.

The program emulates practice in adherence to deadlines, ethics, project management, and a commitment to professionalism. You complete 400 hours of an internship or work-placement program with an interior design firm, architectural firm, or in another design-related environment. To further assist the development of a professional attitude, you participate in weekend projects and seminars representative of true working experiences.

"[the School is]... the model undergraduate interior design degree program in Canada; a program that creates industry leaders."
— employer

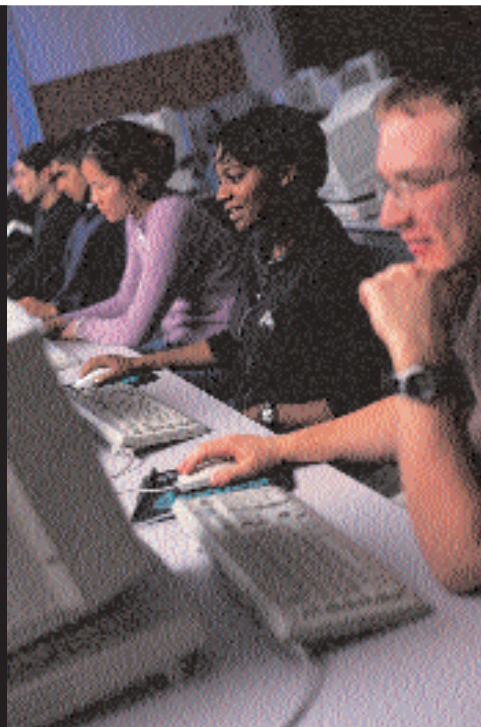
After graduation, you work for three years as an "intern" designer for a professional designer after which you may sit for the major national exam, National Council of Interior Design Qualification (NCIDQ). Passing this exam is a must in order to pursue professional status.



"YOU COME OUT OF HERE
KNOWING HOW TO WORK —
HOW TO WORK WITH OTHER
PEOPLE, HOW TO ORGANIZE
YOUR TIME, AND HOW TO
BALANCE WORK AND LIFE."

-STUDENT

Students regularly participate in, and consistently win, industry-developed and sponsored competitions — a clear indication of the program's excellence.



THE CURRICULUM IN DETAIL.

During the four years of full-time studies required to earn a Bachelor of Interior Design (BID) degree, the School provides a structured, rigorous curriculum— including theory, history, and studio-based projects — professional-practice electives, and liberal studies. This approach reflects the fact that to become a professional interior designer you must meet specific educational standards and practices — including seven years of education and practice experience (in Ontario). We help you develop the full complement of skills in research, analysis, synthesis, creative thinking, problem solving, and communication that interior design demands.

FIRST YEAR Focusing on the elements and principles of design, hands-on projects explore surface and spatial manipulation, structural concepts, and theories of behaviour, light, and colour. Communication skills are introduced, including freehand drawing, manual drafting, rendering, AutoCAD, model making, PhotoShop, and Illustrator. You prepare contract documentation such as floor plans, elevations, sections, and schedules. Historical, social, and political influences of art, architecture, and interior design are introduced and continue through all four years.

SECOND YEAR You explore human factors engineering by designing and constructing full-scale projects and developing small- to medium-scale design solutions. Second-year projects include residential design and small-scale commercial planning projects. Contract documentation is prepared and may include fitment detailing, schedules, and specifications.

"There are a lot of guest lectures. We also get guest critics to whom we present our projects. You learn from them how to be more professional. For example, they give you presentation tips. You get an industry point of view."

-student

2ND YEAR PROJECT:

THE CURVE: PROTOTYPE DEVELOPMENT AND MATERIAL EXPLORATION IN CURVED PLYWOOD

You will explore the potential of bent wood in design solutions for everyday objects from a structural, functional, and aesthetic standpoint.

THIS ASSIGNMENT WILL ADDRESS THE FOLLOWING LEARNING OBJECTIVES:

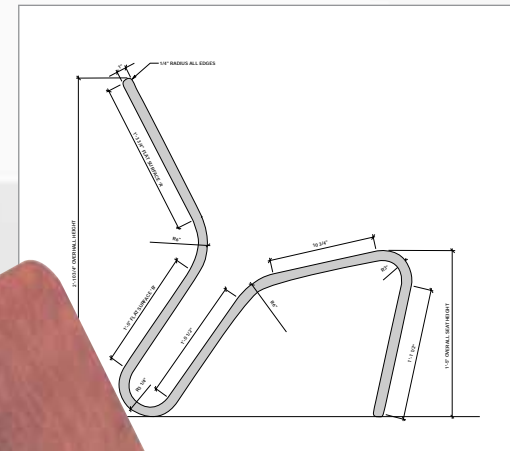
- Develop conceptual and applied 3D design capabilities.
- Refine drawing and model building skills.
- Design objects and furniture that function effectively for end users.
- Demonstrate ability to communicate the design process from an initial problem formulation through to a final design.

The initial development and design of the curve will be a team effort. Once the team has determined the form of their final curve, a number of jigs will be constructed so you can mass produce multiples of your chosen form. You will then individually explore the design potential of your form.

Research readings and periodicals must be documented along with both 2D and 3D design development. Exploring a variety of design options, you must articulate your design rationale — visually, verbally, and in written form. Your design intent and an understanding of the materials, technologies, and processes available must be demonstrated.

SIZE, MATERIAL, AND CONSTRUCTION CONSTRAINTS THAT MUST BE ADHERED TO:

- Your form cannot be more than 14" wide x the developed length of 46".
- The material you will be using is 5/32" plywood and your form can be 2, 3, or 4 laminations thick.
- Your principle means of joining will be mechanical fasteners.
- Plastic laminates or other materials are not an option unless approved.
- Materials used for construction must be supplied, or approved, by the workshop staff.



AGATA JAWORSKI, RYERSON CHAIR.
IN 2001, AGATA JAWORSKI WON A COMPETITION TO CREATE THE OFFICIAL RYERSON CHAIR.
THE CHAIR IS PROUDLY AWARDED TO THE UNIVERSITY'S MAJOR GIFT BENEFACTORS.

THIRD YEAR Communication skills are advanced through rendering — integrating scale, rhythm, texture, pattern, and 3D form — and the creation of full-scale drawings. You design mid- to large-scale multi-functional spaces for corporate applications. Contract documentation preparation includes floor plans, elevations, reflected ceiling plans, partition sections, and lighting systems.

To prepare you for your internship — normally undertaken in the summer between third and fourth year — you take studies dedicated to the development of professional communication skills, design office functions, interview skills, and portfolio preparation.

FOURTH YEAR You undertake a major project for which you research and develop a highly detailed interior design solution for a specific client need. Although guided by faculty, the work is primarily self-directed. Examples of spaces explored are museums, galleries, day care centres, retail environments, office environments, hotels, entertainment venues, restaurants, and recreation facilities. Design seminars explore historical periods, contributing to a rich understanding of historical influences on design.



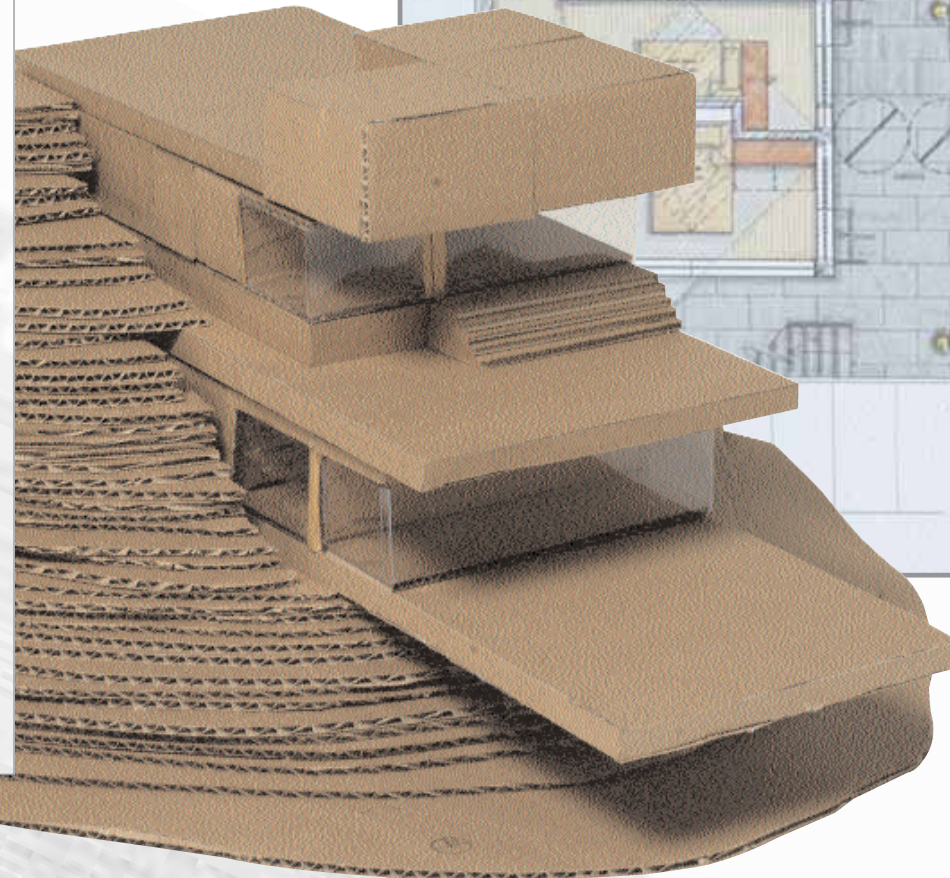
4TH YEAR MAJOR PROJECT

Investigate a theoretical premise that results in a buildable interior design that communicates the potential for translating theory into built form.

SPECIFICALLY, YOU WILL BE EXPECTED TO:

- Demonstrate an ethical sense of responsibility, recognizing the impact of your work on people and the environment.
- Demonstrate your abilities in developing a creative, elegant solution to your problem that shows competency in form, spatial organization, scale, space planning, detailing, colour, and finish application.
- Undertake a programming document and literature review.
- Communicate by developing appropriate drawings through the pre-design and schematic design phases of the project.
- Develop and communicate a final design solution by applying an appropriate design intervention that integrates the design concept and functional requirements through a variety of media, such as drawings, plans, and models.
- Make a formal presentation to a group of professionals acting as a jury.

CAROLYNE KLOEPPER, DRAWINGS AND PRESENTATION BOARDS.
ADA LEUNG CHUNG TSZ, WORKING MODEL.





"A LOT OF THE PROFESSORS ARE KNOWN IN THE INDUSTRY.
THEY ALL WORK DOING DESIGN. SOME ARE DOING HUGE STUFF. THEY ARE EXCITED ABOUT
WHAT THEY TEACH — THEY ARE ENTHUSIASTIC."

— STUDENT

THE FACULTY — EXPERIENCED AND ENGAGED.

The School's faculty, staff, and professional guest lecturers don't just teach. They are thoroughly engaged with their students — creating a close-knit, highly supportive learning culture. The School is known for its educators' commitment to their students — they go the extra mile. They make time outside of class to provide guidance. Through ongoing dialogue, they encourage inquiry, which is critical to students' growth.

In addition to the diverse academic and research credentials faculty bring to the table, the faculty's professional experience means an informed, realistic education. Collectively, full- and part-time faculty members have owned and operated design firms, published books on design, mounted exhibitions, and worked on projects that include retail, rapid transit, hospitality, housing, television, and corporate applications. Some have been involved in high-profile projects such as restoration work for the Statue of Liberty, set design for the Olympics, and project design for the official offices and residences of the Prime Minister.

"We know our teachers by their first names. We are all a family and they help us. They stay late and will extend their hours if we need their help."

– student

INDUSTRY — CONNECTED TO AND SUPPORTIVE OF THE SCHOOL.

Interior design professionals representing a cross-section of industry provide their input, participation, and support for the School and its students. Advisory council and alumni association members actively participate in ensuring that the education students receive prepares them for the professional demands they will face, that the curriculum stays current with the practices' growth, and remains relevant to society's needs.

Students regularly present their work to invited design practitioners who provide invaluable critiques and guidance. All students are paired with external mentors they can contact for direction and advice. The School has developed close ties with many industry leaders, including Teknion, Steelcase Inc., and Para Paints to name a few.

"I asked around before applying and people were saying that Ryerson's School of Interior Design is on top."

– student



At the School's Year End Show and Awards Ceremony — an annual exhibition gala event and networking opportunity — industry leaders select outstanding design solutions and formally recognize student talents and achievements.



"THE SCHOOL ALLOWS US TO DISCUSS, QUESTION,
CONTEMPLATE, MANIPULATE, AND INFLUENCE. IT PRESENTS PHILOSOPHIES COVERING
ALL ASPECTS OF INTERIOR DESIGN. WE GET A SENSE OF WHOLENESS, A COMPLETE
LEARNING EXPERIENCE."

— STUDENT

