

2017 CIDA Standards Infused into Undergraduate Courses

Department of Interior Architecture . University of North Carolina at Greensboro

February 2016

101, 102 Environmental Design I, II (4:0:8), (4:0:8)

Studio investigations of space design at small scale while exploring properties of basic materials.
Development of conceptual thinking.

Standard 10. History and Theory

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving problems.

Intent: This standard ensures graduates have the knowledge base of design history and theory to inform design solutions.

Student Learning Expectations (IAR102)

*Students **understand** significant movements, traditions, and theories in:*

*f) Students **apply** precedents to inform design solutions.*

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

Intent: This standard ensures graduate are able to use design elements and principles in shaping space and form in support of design concepts and solutions.

Student Learning Expectations

*a) Students **understand** the elements and principles of design, including spatial definition and organization.*

*Student work demonstrates the **ability** to:*

b) Explore two- and three-dimensional approaches across a range of media types.

*Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:*

c) two-dimensional design solutions.

d) three-dimensional design solutions.

110 Design Visualization I (3:0:6)

Study and application of basic drawing processes for the purpose of enhancing perceptual awareness and developing visual communication and analysis skills. (Fall)

Standard 9. Communication

Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing, Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Student Learning Expectations

*Students are **able** to effectively:*

d) express ideas developed in the design process through visual media: ideation drawings and sketches.

e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

112 Design Visualization II (3:0:6)

Continued directed drawing experiences intended to extend basic visual communication skills into compositional principles, color theory and application, technical drawing systems and techniques, and industry standards. (Spring)

Standard 9. Communication

Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Student Learning Expectations

Students are **able** to effectively:

- d) *express ideas developed in the design process through visual media: ideation drawings and sketches.*
- e) *apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.*

201, 202 Basic Environmental Design III, IV (6:3:6), (6:3:6)

Studio investigations of spaces as articulated by the interaction of individual and place. Emphasis placed on cognitive understanding of design process, light and color, construction systems, and ongoing study of materials. IAR 201 taught as Speaking Intensive (SI) and IAR 202 is Writing Intensive (WI).

Standard 5. Collaboration

Interior designers collaborate and also participate in interdisciplinary teams.

Intent: The standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Student Learning Expectations

Students **understand**

- d) *team work structures*
- e) *leadership models and dynamics of collaboration.*

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Student Learning Expectations

- a) *Student work **demonstrates** the ability to **apply** space planning techniques throughout the design process.*

*Student work demonstrates the ability to **apply** knowledge and skills learned to:*

- g) *design original and creative solutions.*

Standard 9. Communication

Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Student Learning Expectations

Students are **able** to effectively:

- b) express ideas in oral communication. (IAR201)
- c) express ideas in written communication. (IAR202)

Standard 10. History and Theory

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving problems.

Intent: This standard ensures graduates have the knowledge base of design history and theory to inform design solutions.

Student Learning Expectations (IAR201)

Students **understand** significant movements, traditions, and theories in:

- f) Students **apply** precedents to inform design solutions.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

Intent: This standard ensures graduate are able to use design elements and principles in shaping space and form in support of design concepts and solutions.

Student Learning Expectations

Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:

- c) two-dimensional design solutions.
- d) three-dimensional design solutions.

Standard 13. Products and Materials (IAR202)

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution.

Graduates should consider the multiple properties or products and materials as well as their aesthetic contribution.

Student Learning Experiences

Student work demonstrates **understanding** of:

- b) how furnishings, objects, materials, and finishes work together to support the design intent.
- d) appropriate design or specification of products and materials in relation to project criteria and human wellbeing.
- e) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- f) Students are **able** to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

211, 212 Visual Communication I, II (2:0:4), (2:0:4)

Two- and three-dimensional visual studies related to conceptual and definitive aspects of design process. Exercises aimed at developing a mastery of both technical and non-technical methods of visual communication.

Standard 9. Communication

Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Student Learning Expectations

Students are **able** to effectively:

- a) *distill and visually communicate data and research.*
- d) *express ideas developed in the design process through visual media: ideation drawings and sketches.*
- e) *apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.*

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Student Learning Expectations

Student work demonstrates the **ability** to appropriately:

- l) *use color solutions across different modes of design communication.*

221, 222 History and Theory of Design I, II (3:3), (3:3)

Survey of design forms evolved in response to humankind's needs for community, architecture, furnishings, and artifacts, with development from prehistoric to modern eras in cultural, political, and technological contexts.

Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions.

Student Learning Expectations

- a) *Students are **aware** that building technology, materials, and construction vary according to geographic location.*

Student work demonstrates **understanding of**

- b) *how social, economic, and cultural contexts inform interior design.*
- c) *how environmental responsibility informs the practice of interior design.*

Program Expectations

The interior design program provides:

- d) exposure to the current and relevant events that are shaping contemporary society and the world.
- e) exposure to a variety of cultural norms.
- f) opportunities for developing multi-cultural awareness.

Standard 10. History and Theory

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving problems.

Intent: This standard ensures graduates have the knowledge base of design history and theory to inform design solutions.

Student Learning Expectations

- a) Students **understand** the social, political, and physical influences affecting historical changes in design of the built environment.

Students **understand** significant movements, traditions, and theories in:

- b) interior design.
- c) furniture, decorative art, and material culture.
- d) architecture.
- e) art.

301 Interior Architecture I (6:3:6)

Studio investigations of increasingly complex spaces as articulated by the interaction of individual and place. Special emphasis on light, color, materials and structure as aspects of spatial design.

Standard 7. Human-Centered Design

Interior designers apply knowledge of human experience and behavior to designing the built environment.

Intent: This standard ensures that graduates identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.

Student Learning Expectations

Students work demonstrates the **ability** to:

- e) apply human factors, ergonomics, and universal design principles to design solutions.
- f) apply wayfinding techniques to design solutions.

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Student Learning Expectations

Student work demonstrates the ability to **apply** knowledge and skills learned to:
solve progressively complex design problems.

- c) Identify and define issues relevant to the design problem.
- d) execute the design process: pre-design, schematic design, and design development.

- e) synthesize information to generate evidence-based design solutions.
- h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Program Expectations

The interior design program includes:

- i) exposure to a range of problem identification and problem solving methods.
- j) opportunities for innovation and risk taking.
- k) exposure to methods of idea generation and design thinking.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

Intent: This standard ensures graduate are able to use design elements and principles in shaping space and form in support of design concepts and solutions.

Student Learning Expectations

Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:

- c) two-dimensional design solutions.
- d) three-dimensional design solutions.

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Student Learning Expectations

- a) Students are **aware** of the environmental impact of illumination strategies and decisions.

Students **understand**:

- c) strategies for using and modulating natural light.
- d) Students competently select and **apply** luminaries and light sources.

Student work demonstrates **understanding** of:

- i) color in relation to materials, textures, light, and form.

Student work demonstrates the **ability** to appropriately:

- j) select and apply color to support design concepts.
- k) select and apply color to multiple design functions.

Standard 13. Products and Materials

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties or products and materials as well as their aesthetic contribution.

Student Learning Experiences

Student work demonstrates **understanding** of:

- b) how furnishings, objects, materials, and finishes work together to support the design intent.

- d) *appropriate design or specification of products and materials in relation to project criteria and human wellbeing.*
- e) *Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.*
- f) *Students are **able** to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.*

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations

- a) *Students have **awareness** of the origins and intent of laws, codes, and standards.*

*Student work demonstrates **understanding** of laws, codes, standards, and guidelines that impact human health, wellness, security, and fire and life safety, including:*

- b) *sustainable environment guidelines,*
- c) *compartmentalization: fire separation and smoke containment.*
- d) *movement: access to the means of egress including stairwells, corridors, exitways.*
- e) *detection: active devices that alert occupants including smoke/heat detectors and alarm systems.*
- f) *suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.*

*Students **apply**:*

- g) *industry-specific regulations and guidelines related to construction.*
- h) *industry-specific regulations and guidelines related to products and materials.*
- i) *federal, state/provincial, and local codes and guidelines.*
- j) *barrier-free and accessibility regulations and guidelines.*

302 Interior Architecture II (6:3:6)

Design investigations of spaces of increasing scale and complexity articulated by the interaction of individual and place. Special emphasis on social/behavioral aspects of interior architecture and responsibilities of designer to society.

Standard 5. Collaboration

Interior designers collaborate and also participate in interdisciplinary teams.

Intent: The standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Student Learning Expectations

*Students have **awareness** of:*

- a) *the nature and value of integrated design practices.*
- b) *the terminology and language necessary to communicate effectively with members of allied disciplines.*
- c) *technologically-based collaboration methods.*

Students **understand**:

- d) team work structures
- e) leadership models and dynamics of collaboration.
- f) Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions.

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Student Learning Expectations

*Student work demonstrates the ability to **apply** knowledge and skills learned to:*

- b) solve progressively complex design problems.
- c) identify and define issues relevant to the design problem.
- d) execute the design process: pre-design, schematic design, and design development.
- e) synthesize information to generate evidence-based design solutions.
- h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Program Expectations

The interior design program includes:

- i) exposure to a range of problem identification and problem solving methods.
- j) opportunities for innovation and risk taking.
- k) exposure to methods of idea generation and design thinking.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

Intent: This standard ensures graduate are able to use design elements and principles in shaping space and form in support of design concepts and solutions.

Student Learning Expectations

*Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:*

- c) two-dimensional design solutions.
- d) three-dimensional design solutions.

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color.

Graduates should be able to integrate light and color in the design process to enhance the human experience.

Student Learning Expectations

- a) Students are **aware** of the environmental impact of illumination strategies and decisions.

Students **understand**:

- c) strategies for using and modulating natural light.
- d) Students competently select and **apply** luminaries and light sources.

Student work demonstrates **understanding** of:

- i) color in relation to materials, textures, light, and form.

Student work demonstrates the **ability** to appropriately:

- j) select and apply color to support design concepts.
- k) select and apply color to multiple design functions.

Standard 13. Products and Materials

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution.

Graduates should consider the multiple properties or products and materials as well as their aesthetic contribution.

Student Learning Expectations

Student work demonstrates **understanding** of:

- b) how furnishings, objects, materials, and finishes work together to support the design intent.
- d) appropriate design or specification of products and materials in relation to project criteria and human wellbeing.
- e) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- f) Students are **able** to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations

Student work demonstrates **understanding** of laws, codes, standards, and guidelines that impact human health, wellness, security, and fire and life safety, including:

- b) sustainable environment guidelines,
- c) compartmentalization: fire separation and smoke containment.
- d) movement: access to the means of egress including stairwells, corridors, exitways.
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
- f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Students **apply**:

- g) industry-specific regulations and guidelines related to construction.
- h) industry-specific regulations and guidelines related to products and materials.
- i) federal, state/provincial, and local codes and guidelines.
- j) barrier-free and accessibility regulations and guidelines.

311 Computer-Aided Design for Interior Architecture (3:3:0)

Introduction to computer-aided design technology, historical context, and professional use in interior architecture and design. Use of CAD equipment and production of design drawings.

Standard 5. Collaboration

Interior designers collaborate and also participate in interdisciplinary teams.

Intent: The standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Student Learning Expectations

Students have **awareness** of

- c) *technologically-based collaboration methods.*

Standard 9. Communication

Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Student Learning Expectations

Students are **able** to effectively:

- a) *distill and visually communicate data and research.*
- d) *express ideas developed in the design process through visual media: ideation drawings and sketches.*
- e) *apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.*

Standard 15. Construction

Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Student Learning Expectations

Student work demonstrates **understanding** that design solutions affect and are impacted by:

- d) *detailing and specification of interior construction materials, products, and finishes.*
- h) *Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.*

Students are **able** to:

- i) *read and interpret base-building construction documents.,*
- j) *contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.*

331 Social and Behavioral Aspects of Interior Architecture (3:3)

Introduction to literature and methods of environmental design research as it applies to interior environments.

Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions.

Student Learning Expectations

Student work demonstrates **understanding** of

- b) how social, economic, and cultural contexts inform interior design.
- c) how environmental responsibility informs the practice of interior design.

Program Expectations

The interior design program provides:

- f) opportunities for developing multi-cultural awareness.

Standard 7. Human-Centered Design

Interior designers apply knowledge of human experience and behavior to designing the built environment.

Intent: This standard ensures that graduates identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.

Student Learning Expectations

Student work demonstrates **understanding** of:

- g) the impact of the built environment on human experience, behavior, and performance.
- h) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.
- i) methods for gathering human-centered evidence.

Students work demonstrates the **ability** to:

- j) analyze and synthesize human perception and behavior patterns to inform design solutions.
- k) apply human factors, ergonomics, and universal design principles to design solutions.
- l) apply wayfinding techniques to design solutions.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

Intent: This standard ensures graduate are able to use design elements and principles in shaping space and form in support of design concepts and solutions.

Student Learning Expectations

- a) Students **understand** the elements and principles of design, including spatial definition and organization.

332 Materials, Methods, and Technologies of Interior Architecture I (3:3)

Study of building materials, structural elements, environmental controls, mechanical systems and other components of interior architecture. Emphasis on historical precedents and contemporary applications.

Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions.

Student Learning Expectations

- a) Students are **aware** that building technology, materials, and construction vary according to geographic location.

*Student work demonstrates **understanding** of*

- b) *how social, economic, and cultural contexts inform interior design.*
- c) *how environmental responsibility informs the practice of interior design.*

Standard 13. Products and Materials

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution.

Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

Student Learning Experiences

- a) Students are **aware** of the influence of furnishings, objects, materials, and finishes on human wellbeing.

*Student work demonstrates **understanding** of:*

- b) *how furnishings, objects, materials, and finishes work together to support the design intent.*
- c) *typical fabrication, installation methods, and maintenance requirements.*
- d) *appropriate design or specification of products and materials in relation to project criteria and human wellbeing.*
- e) *Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.*
- f) *Students are **able** to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.*

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations

*Student work demonstrates **understanding** of laws, codes, standards, and guidelines that impact human health, wellness, security, and fire and life safety, including:*

- b) *sustainable environment guidelines,*
- c) *compartmentalization: fire separation and smoke containment.*
- e) *detection: active devices that alert occupants including smoke/heat detectors and alarm systems.*
- f) *suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.*

333 Materials, Methods, and Technologies of Interior Architecture II (3:1:4)

Study of variables in climate, mechanical, electrical, lighting, plumbing, detection, and conveyance systems and their effects upon interior spaces. Lecture and laboratory investigation of design with environmental control components and systems.

Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions.

Student Learning Expectations

- a) Students are **aware** that building technology, materials, and construction vary according to geographic location.

*Student work demonstrates **understanding** of*

- b) how social, economic, and cultural contexts inform interior design.
- c) how environmental responsibility informs the practice of interior design.

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color.

Graduates should be able to integrate light and color in the design process to enhance the human experience.

Student Learning Expectations

- a) Students are **aware** of the environmental impact of illumination strategies and decisions.

*Students **understand**:*

- b) the principles of natural and artificial lighting design.
- c) strategies for using and modulating natural light.

*Student work demonstrates **understanding** of:*

- g) color terminology.
- h) color principles, theories, and systems.
- i) color in relation to materials, textures, light, and form.

Standard 13. Products and Materials

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution.

Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

Student Learning Experiences

- a) Students are **aware** of the influence of furnishings, objects, materials, and finishes on human wellbeing.

*Student work demonstrates **understanding** of:*

- b) how furnishings, objects, materials, and finishes work together to support the design intent.
- c) typical fabrication, installation methods, and maintenance requirements.
- d) appropriate design or specification of products and materials in relation to project criteria and human wellbeing.
- e) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- f) Students are **able** to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

Standard 14. Environmental Systems and Comfort

Interior designers use the principle of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments.

Additionally, graduates are aware of the environmental impact of their design decisions.

Student Learning Expectations

- a) Students are **aware** that design decisions relating to acoustics, thermal comfort, and indoor air quality have an environmental impact.

Students **understand**:

- b) the principles of acoustical design.
- c) appropriate strategies for acoustical control.

Students **understand**:

- d) the principles of thermal design.
- e) how active and passive thermal systems and components impact interior design solutions.

Students **understand**:

- f) the principles of indoor air quality.
- g) how the selection and application of products and systems impact air quality.

Standard 15. Construction

Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Student Learning Expectations

- a) Students have **awareness** of the environmental impact of construction.

Student work demonstrates **understanding** that design solutions affect and are impacted by:

- b) base-building structural systems and construction methods.
- c) interior systems, construction, and installation methods.
- d) detailing and specification of interior construction materials, products, and finishes.
- e) the integration of building systems including power, mechanical, HVAC, and finishes.
- f) monitoring systems including energy, security, and building controls systems.
- g) vertical and horizontal systems of transport and circulation including stairs, elevators, and escalators.

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations

Student work demonstrates **understanding** of laws, codes, standards, and guidelines that impact human health, wellness, security, and fire and life safety, including:

- b) sustainable environment guidelines,

- c) *compartmentalization: fire separation and smoke containment.*
- d) *movement: access to the means of egress including stairwells, corridors, exitways.*
- e) *detection: active devices that alert occupants including smoke/heat detectors and alarm systems.*
- f) *suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.*

334 Light and Sound (3:3)

Study of light and sound as potential creative mediums to meet functional, sensory, and behavioral needs. Emphasis placed on experimentation with light and sound in relation to other design elements.

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color.

Graduates should be able to integrate light and color in the design process to enhance the human experience.

Student Learning Expectations

- a) *Students are **aware** of the environmental impact of illumination strategies and decisions.*

*Students **understand**:*

- b) *the principles of natural and artificial lighting design.*
- c) *strategies for using and modulating natural light.*
- d) *Students competently select and **apply** luminaries and light sources.*
- e) *Students have **awareness** of a range of sources for information and research about color.*
- f) *Students **understand** how light and color in the interior environment impact health, safety, and wellbeing.*

*Student work demonstrates **understanding** of:*

- g) *color terminology.*
- h) *color principles, theories, and systems.*
- i) *color in relation to materials, textures, light, and form.*

*Student work demonstrates the **ability** to appropriately:*

- j) *select and apply color to support design concepts.*
- k) *select and apply color to multiple design functions.*
- l) *use color solutions across different modes of design communication.*

Standard 14. Environmental Systems and Comfort

Interior designers use the principle of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments.

Additionally, graduates are aware of the environmental impact of their design decisions.

Student Learning Expectations

*Students **understand**:*

- b) *the principles of acoustical design.*
- c) *appropriate strategies for acoustical control.*

411 Interior Architecture III (6:3:6)

Studio investigations of multi-function environments incorporating understanding of light, color, materials, structure, and technology. Emphasis on individual competence with respect to design process.

Standard 5. Collaboration

Interior designers collaborate and also participate in interdisciplinary teams.

Intent: The standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Student Learning Expectations

Students have **awareness** of:

- a) *the nature and value of integrated design practices.*
- b) *the terminology and language necessary to communicate effectively with members of allied disciplines.*
- c) *technologically-based methods.*

Students **understand**:

- d) *team work structures*
- e) *leadership models and dynamics of collaboration.*
- f) *Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions.*

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Student Learning Expectations

Student work demonstrates the ability to **apply** knowledge and skills learned to:

- b) *solve progressively complex design problems.*
- d) *execute the design process: pre-design, schematic design, and design development.*
- e) *synthesize information to generate evidence-based design solutions.*
- f) *explore and iterate multiple ideas.*
- h) *Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.*

Program Expectations

The interior design program includes:

- i) *exposure to a range of problem identification and problem solving methods.*
- j) *opportunities for innovation and risk taking.*
- k) *exposure to methods of idea generation and design thinking.*

Standard 9. Communication

Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Program Expectations

- f) *The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.*

Standard 11. Design Elements and Principles.

Interior designers apply elements and principles of design.

Intent: This standard ensures graduates are able to use design elements and principles in shaping space and form in support of design concepts and solutions.

Student Learning Expectations

*Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:*

- c) *two-dimensional design solutions.*
- d) *three-dimensional design solutions.*

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color.

Graduates should be able to integrate light and color in the design process to enhance the human experience.

Student Learning Expectations

*Students **understand**:*

- c) *strategies for using and modulating natural light.*
- d) *Students competently select and **apply** luminaries and light sources.*

Student work demonstrates understanding of:

- i) *color in relation to materials, textures, light, and form.*

Student work demonstrates the ability to appropriately:

- j) *select and apply color to support design concepts.*
- l) *select and apply color to multiple design functions.*

Standard 15. Construction

Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Student Learning Expectations

*Student work demonstrates **understanding** that design solutions affect and are impacted by:*

- h) *Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.*

*Students are **able** to:*

- i) *read and interpret base-building construction documents.,*
- j) *contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.*

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations

*Student work demonstrates **understanding** of laws, codes, standards, and guidelines that impact human health, wellness, security, and fire and life safety, including:*

- b) sustainable environment guidelines,*
- c) compartmentalization: fire separation and smoke containment.*
- d) movement: access to the means of egress including stairwells, corridors, exitways.*
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.*
- f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.*

*Students **apply**:*

- g) industry-specific regulations and guidelines related to construction.*
- h) industry-specific regulations and guidelines related to products and materials.*
- i) federal, state/provincial, and local codes and guidelines.*
- j) barrier-free and accessibility regulations and guidelines.*

412 Interior Architecture IV (6:3:6)

Studio explorations encompassing the full range of interior architecture scale and complexity. Emphasis on individual competence with respect to design process.

Standard 5. Collaboration

Interior designers collaborate and also participate in interdisciplinary teams.

Intent: The standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Student Learning Expectations

*Students have **awareness** of*

- a) The nature and value of integrated design practices.*
- b) The terminology and language necessary to communicate effectively with members of allied disciplines.*

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Student Learning Expectations

Student work demonstrates the ability to **apply** knowledge and skills learned to:

- b) solve progressively complex design problems.
- d) execute the design process: pre-design, schematic design, and design development.
- e) synthesize information to generate evidence-based design solutions.
- f) explore and iterate multiple ideas.
- h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Program Expectations

The interior design program includes:

- i) exposure to a range of problem identification and problem solving methods.
- j) opportunities for innovation and risk taking.
- k) exposure to methods of idea generation and design thinking.

Standard 9. Communication

Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing, Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Program Expectations

- f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.

Standard 11. Design Elements and Principles.

Interior designers apply elements and principles of design.

Intent: This standard ensures graduate are able to use design elements and principles in shaping space and form in support of design concepts and solutions.

Student Learning Expectations

Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:

- c) two-dimensional design solutions.
- d) three-dimensional design solutions.

Standard 15. Construction

Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Student Learning Expectations

Student work demonstrates **understanding** that design solutions affect and are impacted by:

- h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Students are **able** to:

- i) read and interpret base-building construction documents.,
- j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations

Student work demonstrates **understanding** of laws, codes, standards, and guidelines that impact human health, wellness, security, and fire and life safety, including:

- b) sustainable environment guidelines,
- c) compartmentalization: fire separation and smoke containment.
- d) movement: access to the means of egress including stairwells, corridors, exitways.
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
- f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Students **apply**:

- g) industry-specific regulations and guidelines related to construction.
- h) industry-specific regulations and guidelines related to products and materials.
- i) federal, state/provincial, and local codes and guidelines.
- j) barrier-free and accessibility regulations and guidelines.

451 Professional Practice in Interior Architecture (3:3)

Investigation of business, legal, ethical aspects of professional practice in interior architecture by students, staff, and guest speakers.

Standard 6. Business Practices and Professionalism

Interior designers understand the principles and processes that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

Student Learning Expectations

Students have **awareness** of the

- a) contexts for interior design practice.
- b) impact of a global market on design practices.
- c) breadth and depth of interior design's impact and value.
- d) components of business practice.

Students **understand**

- e) types of professional business formations.
- f) elements of project management,
- g) instruments of service: contract documents, transmittals, schedules, budgets, and specifications.
- h) professional ethics and conduct.

Program Expectations

The interior design program provides exposure to:

- i) *career opportunities an interior design education can afford and the options for advanced study.*
- j) *role models who are qualified by education and experience in interior design.*

The interior design program provides exposure to the role and value of:

- k) *legal recognition for the profession.*
- l) *professional organizations.*
- m) *life-long learning.*
- n) *public service.*

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student Learning Expectations

- a) *Students have **awareness** of the origins and intent of laws, codes, and standards.*

452 Internship in Interior Architecture (4:4)

Design-relevant internship experiences in off-campus organizations and professional settings. Approved learning plan required prior to beginning experience. (Fall & Spring & Summer)

Standard 6. Business Practices and Professionalism

Interior designers understand the principles and processes that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

Student Learning Expectations

Program Expectations

The interior design program provides exposure to:

- i) *career opportunities an interior design education can afford and the options for advanced study.*
- j) *role models who are qualified by education and experience in interior design.*

The interior design program provides exposure to the role and value of:

- k) *legal recognition for the profession.*
- l) *professional organizations.*
- m) *life-long learning.*
- n) *public service.*