

## **Learning Objectives for the Interior Design program**

### **Department of Design, Textiles, Gerontology, & Family Studies**

The learning objectives for the Interior Design program are based on the Professional Standards published by the Council for Interior Design Accreditation (CIDA). CIDA provides the foundation for excellence in the interior design profession by setting standards for education and accrediting academic programs that meet those standards. The standards are used to evaluate interior design programs that prepare students for entry-level interior design practice and position them for future professional growth. We follow these guidelines in anticipation of our future goal of accreditation.

“The responsibilities of the interior designer encompass all spaces within environments built for human habitation. Toward that end, educational philosophies and goals should be applied in the development of a creative professional who can synthesize information and analyze problems from many different perspectives. However, new technologies also influence the skills and knowledge required of interior designers. Thus, the best preparation for the future is an education that will enable graduates to adapt to a changing world” CIDA (2006).

### **Educational Program Standards**

- Standard 1: Curriculum Structure  
The curriculum is structured to facilitate and advance student learning.
- Standard 2: Professional Values  
The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.
- Standard 3: Design Fundamentals  
Students have a foundation in the fundamentals of art and design; theories of design, green design, and human behavior; and discipline-related history.
- Standard 4: Interior Design  
Students understand and apply the knowledge, skills, processes, and theories of interior design.
- Standard 5: Communication  
Students communicate effectively.
- Standard 6: Buildings Systems and Interior Materials  
Students design within the context of building systems. Students use appropriate materials and products.
- Standard 7: Regulations  
Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.
- Standard 8: Business and Professional Practice  
Students have a foundation in business and professional practice.

The following chart on Page 2 relates the standards to the courses in our program. The format of the chart includes the standards listed above and the courses required for the interior design major. The courses are listed in the sequence that they are taken by the students in the program. The asterisks represent where in the sequence the standards are introduced, reinforced and demonstrated. The indicators for the standards are measured in the following ways:

1. Evaluative criteria within each class (tests, assessment of projects using verbal, graphic and written components, and critiques)
2. Sophomore level Portfolio Review for continuation in the program (Internal/external assessment of student performance)
3. Senior Portfolio Review (Internal/external assessment of senior student skills)
4. Evaluation by Academic & Professional Supervisors, and the student at the end of Pre-Professional Experience: Internships

The above indicators are useful checks in maintaining the standards expected in the profession. This is exemplified in the quality of internship experiences and the hiring and retention rates of our graduates. This is also demonstrated in the number of our graduates planning and taking the National Council of Interior Design Qualification examination, required for licensure in 27 states in the United States, including Iowa. The standards introduced and reinforced in the program serve as the framework for successfully passing this exam.

<b>Standard 1 Curriculum Structure</b>	<b>Courses</b>	<b>Standard 2 Professional Values</b>	<b>Standard 3 Design Fundamentals</b>	<b>Standard 4 Interior Design</b>	<b>Standard 5 Communication</b>	<b>Standard 6 Buildings Systems and Interior Materials</b>	<b>Standard 7 Regulations</b>	<b>Standard 8 Business and Professional Practice</b>
The curriculum is structured to facilitate and advance student learning.		The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.	Students have a foundation in the fundamentals of art and design; theories of design, green design and human behavior; and discipline-related history.	Students understand and apply the knowledge, skills, processes, and theories of interior design.	Students communicate effectively.	Students design within the context of building systems. Students use appropriate materials and products.	Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.	Students have a foundation in business and professional practice.
One	<b>311:065</b> Introduction to Interior Design	•	•		•			•
<i>Sophomore Portfolio Review</i>	<b>311:061</b> Design Foundations	•	•		•			
	<b>311:063</b> Drafting I	•			•	•		
	<b>311:067</b> History of Interiors I	•	•		•			
	<b>311:064</b> Drafting II	•		•	•	•		
Two	<b>311:066</b> Design I	•	•	•	•			•
	<b>311:068</b> History of Interiors II	•	•		•			
	<b>311:125</b> Design II	•	•	•	•	•	•	
Three	<b>311:075</b> Computer Apps in ID	•	•		•	•	•	
	<b>311:126</b> Design III	•	•	•	•	•	•	
	<b>311:129</b> ID Standards	•	•		•		•	
Four	<b>311:127</b> Design IV	•	•	•	•	•	•	
	<b>311:184g</b> Topics in ID	•	•		•	•		
Five	<b>311:128</b> Design V	•	•	•	•	•	•	•
<i>Senior Portfolio Review</i>	<b>311:164</b> Professional Practice of ID	•	•	•	•	•	•	•
Six	<b>311:195</b> Internship in ID	•						
<i>Internship</i>								

### **Standard 1. Curriculum Structure**

**The curriculum is structured to facilitate and advance student learning.**

#### **Indicators**

- a) The curriculum **MUST** follow a logical sequence.
- b) Course content **MUST** increase in degree of difficulty.
- c) Significant concepts **MUST** be interrelated and reinforced throughout the curriculum.
- d) Projects **MUST** demonstrate variety and complexity in type, size, and scope.
- e) The curriculum **MUST** provide exposure to a variety of business, organizational, and familial structures (for example, for-profit, non-profit, publicly vs. privately held, hierarchical, flat, co-housing, nuclear and extended family).

The teaching and learning methods **MUST** incorporate:

- f) the experience of team approaches to design solutions.
- g) experiences that provide interaction with multiple disciplines (for example, code specialists, engineers, architects, artists, behaviorists) representing a variety of points of view and perspectives on design problems.

The program **MUST** provide:

- h) interaction with practicing professionals (for example, as jurors, project critics, guest lecturers, mentors).
- i) opportunities for design work experience (for example, internship, co-op, shadowing, or other experiences that familiarize students with the culture and environment of the professional studio and professional practice).

### **Standard 2. Professional Values**

**The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.**

#### **Indicators**

The program **MUST** provide learning experiences that address:

- a) client and user needs and their responses to the interior environment.
- b) professional ethics and the role of ethics in the practice of interior design.
- c) environmental ethics and the role of sustainability in the practice of interior design.
- d) a global perspective and approach to thinking and problem solving (viewing design with awareness and respect for cultural and social differences of people; understanding issues that affect the sustainability of the planet; understanding the implications of conducting the practice of design within a world market).

The program **MUST** include learning experiences that incorporate:

- e) critical, analytical, and strategic thinking.
- f) creative thinking (exhibit a variety of ideas, approaches, concepts with originality and elaboration).
- g) the ability to think visually and volumetrically.
- h) professional discipline (for example, time management, organizational skills).
- i) active listening skills leading to effective interpretation of requirements (for example, programming interviews, participatory critiques, role playing).
- j) The program **MUST** present opportunities or experiences that address the value and importance of community or public service.

### **Standard 3. Design Fundamentals**

**Students have a foundation in the fundamentals of art and design; theories of design, green design, and human behavior; and discipline-related history.**

#### **Indicators**

Student work **MUST** demonstrate understanding of design fundamentals including:

- a) design elements (for example, space, line, mass, shape, texture) and principles (for example, scale, proportion, balance, rhythm, emphasis, harmony, variety).
- b) color principles, theories, and systems (for example, additive and subtractive color; color-mixing; hue, value, and intensity; the relationship of light and color).
- c) theories of design and design composition (for example, functionalism, Gestalt).
- d) principles of lighting design (for example, color, quality, sources, use).

Student work **MUST** demonstrate understanding of theories of human behavior in interior environments:

- e) human factors (for example, ergonomics, anthropometry/anthropometrics).
- f) the relationship between human behavior and the built environment.
- g) Student work **MUST** demonstrate understanding of principles and theories of sustainability.

Student work **MUST** demonstrate understanding of the history of:

- h) art.
- i) architecture.
- j) interiors.
- k) furnishings.

#### **Standard 4. Interior Design**

**Students understand and apply the knowledge, skills, processes, and theories of interior design.**

##### **Indicators**

Student work **MUST** follow a process and demonstrate the ability to:

- a) apply 2-dimensional design elements and principles in interior design projects.
- b) apply 3-dimensional design elements and principles to the development of the spatial envelope (for example, volumes of space, visual continuity and balance, visual passages, interconnecting elements).
- c) select and apply color in interior design projects.

Student work **MUST** demonstrate programming skills, including:

- d) problem identification.
- e) identification of client and user needs.
- f) information gathering research and analysis (functional requirements, code research, sustainability issues, etc.).

Student work **MUST** demonstrate competent schematic design, concept development, and problem solving skills, including:

- g) concept statements.
- h) the ability to rapidly visualize concepts through sketching.
- i) space planning (adjacencies, circulation, and articulation and shaping of space).

Student work **MUST** demonstrate competent design development skills in:

- j) selection of interior finishes and materials
- k) detailed and developed layout of furniture, fixtures, and equipment.
- l) detailed and developed furniture selection.
- m) space plans, elevations, sketches, and study models (computer-generated or manual).
- n) selection and application of luminaires and lighting sources.
- o) justifying design solutions relative to the goals and objectives of the project program.
- p) appropriate selection and application of decorative elements (for example, trim, hardware, paneling).
- q) Student work **MUST** demonstrate competent skills in preparing drawings, schedules, and specifications as an integrated system of contract documents, appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related. These could include construction/demolition plans, power plans, lighting/reflected ceiling plans, finish plans, furniture, fixtures, and equipment plans, data/voice telecommunication plans, elevations, sections, and details, interior building specifications, furniture specifications, finish schedules, door schedules, etc. (The intent of this indicator is to demonstrate how contract documents are used as an integrated system. Documents should not be scattered across the curriculum, but neither do all examples need to be evidenced in a single project.)

Student work **SHOULD** demonstrate design development skills, including:

- r) appropriate selection and application of art and accessories.
- s) the ability to design custom interior elements (for example, case goods, floor patterning, textiles).
- t) wayfinding methods.
- u) graphic identification, such as signage.

#### **Standard 5. Communication**

**Students communicate effectively.**

##### **Indicators**

Student work **MUST** demonstrate competence in:

- a) drafting and lettering, both manual and computer-aided techniques.
- b) illustrative sketching.
- c) presentation of color, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations).

Students **MUST**:

- d) express ideas clearly in oral presentations and critiques.
- e) communicate clearly in writing (using correct spelling, grammar, and syntax) in specifications, schedules, and contracts and other business-related documents such as project programs, concept statements, reports, research papers, resumes, and correspondence.

Student work **MUST** demonstrate the ability to:

- f) render by any medium, manual or computer-generated, that successfully communicates the design intent.
- g) communicate 3-dimensional space and form, such as in perspectives, paralines, and models (computer-generated or manual).

Student work **SHOULD** demonstrate the ability to:

- h) apply the metric system to design work.
- i) communicate through alternative presentation techniques (for example, audio, electronic, film, photography, slides, video).

## **Standard 6. Building Systems and Interior Materials**

**Students design within the context of building systems. Students use appropriate materials and products.**

### **Indicators**

Students **MUST** demonstrate understanding that design solutions affect and are impacted by:

- a) construction systems and methods (for example, wood-frame, steel-frame, masonry, concrete).
- b) power distribution systems.
- c) mechanical systems (HVAC, plumbing).
- d) energy management.
- e) data/voice telecommunications systems.
- f) lighting systems.
- g) ceiling systems.
- h) flooring systems (for example, raised, heated).
- i) security systems.
- j) acoustics.
- k) interface of work station furniture systems with building systems (for example, columns, fenestration, convector units, and power sources).
- l) Student work **MUST** demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.
- m) Students **MUST** demonstrate knowledge of sources for materials and products.
- n) Students **MUST** demonstrate understanding of the concept of sustainable building methods and materials.

Students **SHOULD** demonstrate knowledge of:

- o) installation methods (for example, carpet, resilient flooring, wallcovering).
- p) material maintenance requirements.

## **Standard 7. Regulations**

**Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.**

### **Indicators**

- a) Student work **MUST** demonstrate understanding of the impact of fire and life safety principles on space planning (for example, compartmentalization [fire separation], movement [stairwells, corridors, exitways], detection [smoke/heat detectors and alarm systems], suppression [sprinklers/fire hose cabinets]).

Student work **MUST** demonstrate the appropriate application of:

- b) codes and regulations (for example, International Building Code [IBC]) and standards (for example, American National Standards Institute [ANSI]).
- c) barrier-free design guidelines (for example, Americans with Disabilities Act).
- d) ergonomic and human factors data.

Students **MUST** demonstrate understanding of the impact on health and welfare of:

- e) indoor air quality.
- f) noise.
- g) lighting.
- h) Student work **MUST** demonstrate understanding of universal design concepts and principles.

## **Standard 8. Business and Professional Practice**

**Students have a foundation in business and professional practice.**

### **Indicators**

Students **MUST** demonstrate understanding of project management practices:

- a) estimating (for example, project costs, fees).
- b) budget management.
- c) coordination (managing input from various members of the project team), time management, scheduling, and contract administration.
- d) information management (collecting and disseminating relevant project information).
- e) conflict resolution (facilitating solutions to conflicting objectives).
- f) assessment processes (for example, post-occupancy evaluation, productivity, square-footage ratios, life cycle assessment).

Students **MUST** demonstrate knowledge of:

- g) certification, licensing, and registration requirements.
- h) professional design organizations.
- i) Students **SHOULD** demonstrate understanding of basic business computer applications (for example, word processing, spreadsheets).
- j) Students **SHOULD** demonstrate knowledge of business processes (for example, marketing, strategic planning, and accounting procedures).