

Professional Standards 2009

Process for Adopting Standards

Standards for accrediting interior design programs are formulated by the Standards Committee and, as appropriate, by specially appointed subcommittee(s). Standards Committee members may be interior design educators or practitioners, representatives of the public served by interior designers, other environmental designers or educators, and others deemed appropriate to the development of acceptable standards for reviewing interior design educational programs. A balance of interests is maintained in the composition of the Standards Committee.

The Standards Committee performs an annual review to monitor relevant issues and determine areas or items for immediate revision to current standards. This timetable recognizes the continuous development of the practice of interior design, the expanding body of knowledge in interior design, and changes in post-secondary education. The Council for Interior Design Accreditation (CIDA) continuously monitors the validity and reliability of standards. This research informs the standards development process. As changes in the profession or higher education warrant, comprehensive research into the field of interior design and education is conducted to determine appropriate revisions to all standards. A major review will normally occur every 8-10 years.

Proposed revisions to standards are circulated to Council for Interior Design Accreditation constituencies for review and comment. Those invited to comment may include: accredited programs, CIDA volunteers, the interior design organizations and individuals from those organizations, representatives of industry, other accrediting bodies and related regulatory groups, unaccredited interior design programs, and interested individuals. The Standards Committee carefully considers comments gathered in this process. Changes to the standards resulting from the review and comment may be circulated repeatedly for additional review. This dialogue with the field of interior design is an important component of the accreditation process.

In the process of developing the standards, the Accreditation Commission and Board of Directors are consulted. Once formulated, standards are submitted to the CIDA Board for adoption. The Board also determines an effective date for Standards.

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Preamble

It is important to acknowledge the ever-changing nature of the education required for a growing profession.

The responsibilities of the interior designer encompass all spaces within environments built for human habitation. Educational philosophies and goals should be applied in the development of a creative professional who can analyze problems from many different perspectives and synthesize information.

Institutions of higher learning are re-examining their goals and directions. New technologies affect the skills and knowledge required of interior designers. The best preparation for the future is an education that will enable graduates to adapt to a changing world. Adaptation to change requires that graduates draw on history and on the experience of many cultures and apply the theories and methods of quantitative and qualitative investigation. A sound curriculum for professional interior design education must provide a balance between the broad cultural aspects of education, on the one hand, and the specialized practical content integral to the profession, on the other.

Programs must work within their individual institutions to offer the widest possible benefits to students. The stimulation and advice from a variety of subject areas of an institution are major advantages of postsecondary education.

To ensure excellence, interior design programs must maintain high standards of student and institutional performance. The results must be measured against the Council for Interior Design Accreditation's established performance standards. Evaluation of these results is the responsibility of the Accreditation Commission.

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Professional Level Education

Accreditation at the professional level of education is directed toward those programs that provide academic preparation for the professional interior designer. This preparation is the first component of a recommended sequence including formal education, entry-level experience, and satisfactory completion of a qualifying examination. Compliance with Council for Interior Design Accreditation Standards can occur in a variety of academic settings.

Eligibility Requirements

The program is required to submit documentation with an application showing that eligible institution and eligible program requirements are met. The Accreditation Commission will review this information. If the eligible institution and eligible program requirements are met, the application will be formally accepted by the Accreditation Commission and the program notified to that effect prior to proceeding with the review of program compliance with standards.

Institutional and Program Eligibility

A program seeking accreditation must demonstrate that it is housed within an institution that is accredited by:

- An institutional accrediting body that is recognized by the U.S. Department of Education, or
- A provincial ministry of education in Canada.

A program seeking accreditation must demonstrate that:

- It culminates in a minimum of a bachelor's degree.
- A minimum of thirty semester credit hours of diverse college-level liberal arts and sciences is required for graduation from the program. These credit hours must be attained from an institution that has been recognized by the appropriate institutional accrediting body; they may be taken prior to or concurrently with discipline-specific course work. (Refer to Definition of Liberal Arts and Sciences on the next page and Documenting Liberal Arts and Sciences in the Accreditation Manual, Applying for Accreditation, Section IV-2).
- A minimum of two classes has graduated from the program prior to submission of the application. The majority of student work displayed as evidence of student achievement should be produced from the current curriculum. Program outcomes are best assessed based on an on-going curriculum that has produced a body of work for review.

A program located in a non-English-language institution must confirm that:

- All program documents (published materials as well as course outlines, handbooks, project statements, etc.) are to be provided in English for purposes of the accreditation process.

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Definition of Liberal Arts and Sciences

Education in the liberal arts and sciences provides a well-balanced foundation for professional studies and develops the capacity for lifelong learning. The intent of requiring liberal arts and sciences credit hours is to ensure students develop quantitative reasoning and critical thinking skills.

Liberal arts and sciences are defined as those college or university studies intended to provide general knowledge and to develop the general intellectual capacities (such as reason and judgment). Course work that is generally considered to be professional studies (e.g., business) is not included.

Some examples of liberal arts and sciences courses are: English composition, oral communication, logic, literature, foreign language, history, fine arts history, philosophy, biology, botany, zoology, mathematics, physics, chemistry, anthropology, archeology, sociology, psychology, economics. This includes humanities, which are defined as studies emphasizing the cultural aspects of civilization.

For the purposes of CIDA accreditation, courses designated to fulfill the liberal arts and sciences requirement should be of this nature and should not be courses that might generally be considered interior design course work.

Programs located in an institution accredited by a regional accrediting body recognized by the US Department of Education need not provide any additional proof of meeting the liberal arts requirement.

Eligibility of Programs Located Outside the US and Canada

In addition to demonstrating the institutional and program eligibility requirements above, programs housed in institutions located outside the United States and Canada must demonstrate that:

- The institution is part of the U.S. or Canadian based educational systems (for example, is a satellite or branch campus of an U.S. or Canadian based institution) and is accredited as such by the institutional accreditor or provincial ministry.
- The institution acknowledges that CIDA Standards are educational standards based on interior design practice in the U.S. and Canada. The Council for Interior Design Accreditation does not seek input from the interior design profession outside the U.S. and Canada in forming standards for interior design educational programs; therefore, measurements may or may not reflect professional preparation required in countries outside the U.S. and Canada.

Eligibility of Programs Delivered through Alternate Methods

Application for accreditation is open to programs that are delivered through alternate methods, such as distance education. If the program demonstrates that it meets all eligible institution and eligible program requirements, the program may be reviewed for accreditation. The program shall be required to undergo a review similar to that of a site-based program, including hosting a site visit and preparing a display of student work for evaluation as described in the Site Visit Section of the Accreditation Manual.

Programs delivered through alternate methods may be considered distinct from the same program taught through traditional methods, even in the instance when the programs are housed in the same institution and use the same curriculum. Refer to Multiple Program or Degree Outcomes on next page.

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Eligibility of Multiple Program or Degree Outcomes

A program is defined by The Council for Interior Design Accreditation as a sequenced curriculum of interior design and related professional coursework that includes a minimum of 30 semester credit hours of liberal arts and results in a degree.

An institution with more than one interior design program on different campuses must apply for each program separately. The programs will be reviewed for accreditation separately.

An institution with: a) more than one interior design program on the same campus, but located in different academic units and b) each program having a somewhat different curriculum from the other(s), must apply for each program separately. The programs will be reviewed for accreditation separately.

An institution with a program that is a) located in one academic unit and b) has variable curricula sequences, each culminating in a different degree (for example, B.S. & B.A., B.A. & M.A.) should submit documentation prior to applying for accreditation that details the curriculum for each degree. The Accreditation Commission will make a determination on how the program should proceed with application and review. (Also see Accreditation Manual, Applying for Accreditation, Section IV.)

Delivery method is also a distinguishing feature of programs. If 25% or more of the interior design courses required for graduation and/or 50% of the general education courses required for graduation are delivered through an alternate delivery method, such as on-line learning, the program will submit information describing the variations between alternate delivery courses and campus-based courses. The Accreditation Commission will consider the extent to which the courses share common learning experiences, student learning outcomes, and resources and determine whether two distinct programs result from the alternate delivery method of some courses.

Information must be submitted on both alternate delivery courses and campus-based courses including, but not limited to:

- The number of students in each alternate delivery and campus-based course.
- The faculty to student ratios in each alternate delivery and campus-based course.
- The program's assessment processes to ensure comparability of learning experiences if one or more courses are offered both on campus and through an alternate delivery method.
- Documentation of variations in course content and learning experiences, if any exist, between on-line and campus-based courses.
- The program's mechanisms for evaluating student learning outcomes for both alternate delivery and campus-based courses.
- Time frame and time limitations on program and course completion for students in both alternate delivery and campus-based courses and/or programs.
- Documentation of variations in institutional or program policy and procedure, if any exist, between alternate delivery and campus-based courses or programs.

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Professional Standards Overview

Professional standards are organized in four sections that broadly reflect the evolving components of graduate preparation for interior design practice. Each standard is defined by a set of more specific student learning expectations and/or program expectations.

Section I. Mission, Goals, and Curriculum. This standard describes the context and overarching purpose and intent of the program.

1. Mission, Goals, and Curriculum

Section II. Interior Design: Critical Thinking, Professional Values, and Processes. These standards describe the framework of interior design practice.

2. Global Context for Design
3. Human Behavior
4. Design Process
5. Collaboration
6. Communication
7. Professionalism and Business Practice

Section III. Interior Design: Core Design and Technical Knowledge. These standards describe historical, theoretical, and technical contents of interior design practice.

8. History
9. Space and Form
10. Color and Light
11. Furniture, Fixtures, Equipment, and Finish Materials
12. Environmental Systems and Controls
13. Interior Construction and Building Systems
14. Regulations

Section IV. Program Administration. These standards describe the institutional and program systems, structures, and resources that are fundamental to an effective higher education learning environment for interior design.

15. Assessment and Accountability
16. Support and Resources

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Compliance with Standards

There are sixteen standards divided into four sections. In order to be accredited, a program must comply or partially comply with all sixteen standards. Compliance with standards is measured by student learning and program expectations. Judgment of compliance is based on the expertise of experienced peer evaluators and precedent in accreditation.

Compliance

If the program achieves the Standard statement, then the program complies with the standard. Opportunities for improvement may be identified, but overall the program accomplishes the student learning and program expectations.

Partial Compliance

If program achievement of the student learning and program expectations is near the required level, but weaknesses were identified, then the program will be in partial compliance. The program will be required to report progress toward improving these areas. An interim on-site review may be required to evaluate progress.

Non-compliance

If the program does not achieve the standard, then critical areas of weakness will have been identified in the student learning and program expectations. In this case, weaknesses are of such a nature that the intent of the standard is not met, nor near enough to the required level to be considered in partial compliance. If a program does not meet the standard, then the program will not be accredited.

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Student Learning and Program Expectations

Each standard sets forth a general expectation. Student learning and program expectations provide the instrument, or performance criteria, for determining whether a program complies with the standard.

In some cases, “Guidance” is provided to assist with understanding the expectation. Examples in the guidance are for the purposes of illustration only and should not be construed as an inclusive list of items that must be evidenced.

Student learning levels are italicized in bold and defined below.

Student Learning Expectations

Student learning expectations are evaluated through examination of various forms of student work, as well as interviews and interaction with students during the site visit. The quality of student work is evaluated by a team of interior design educators and practitioners trained as peer evaluators (site visitors), who are appointed by CIDA and approved by the program. Site visitors will consider the preponderance of evidence presented by the program, not focus on the work of one or two students. Not all students will produce excellent work. All students should, however, show sufficient progression of learning.

Definitions of Student Learning Levels

Student learning expectations include an expected learning level: awareness, understanding, and application or ability. These describe the level of learning students should achieve by the time of graduation in order to be prepared for entry-level interior design practice.

Awareness – familiarity with specified data and information that is demonstrated either in student work or in student interviews.

Understand/Understanding – a thorough comprehension of concepts and their interrelationships. Student learning expectations explicitly state whether understanding must be demonstrated in completed student work, or may be found through student interviews.

1) When the expectation reads, “Student work demonstrates understanding...” completed student work must evidence understanding. Student work is broadly defined to include all tangible work produced by students, such as projects, research papers, completed exams, class exercises, recorded presentations, etc.

2) When the statement reads, “Students understand...” the visiting team may also consider as evidence students’ answers to questions during site visit interviews. In some instances, students’ answers to questions may be the sole source of evidence found that demonstrates the expectation is met.

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Apply/Ability/Able – competent entry-level skills that must be demonstrated in completed student work.

Common examples of completed student work include, but are not limited to:

- Matrices
- Bubble diagrams/schematics
- Sketches/drawings
- Concept development
- Exploration of a variety of design ideas
- Design refinement
- 2 and 3-D basic creative work
- Drafting
- CAD drawings
- Perspectives
- Design proposals
- Programming documents
- Detailing and working drawings
- Business documents
- Research papers
- Completed and graded exams (with student names removed)
- Student presentations (in-person or on video)

Program Expectations

Program expectations refer either to opportunities, experiences, or information presented to students in the program (Standards 2, 4, 5, and 7), or to program mission, administration, and resources (Standards 1, 15, and 16).

In Standards 2, 4, 5, and 7:

The curriculum, teaching methods, learning experiences, and opportunities made available to students are sources for evaluating program expectations and include, but are not limited to:

- Course syllabi, including lecture topics
- Handouts
- Course texts
- Reading assignments
- Examination questions (blank tests)
- Assignments including purpose, objectives, and requirements
- Field trips
- Guest lecturers and juries
- Work experience/internships
- Community service

In Standards 1, 15, and 16:

Information provided by the institution and program is the source for evaluating program expectations and includes, but is not limited to:

- Information provided in the Program Analysis Report
- Alumni and community surveys conducted by CIDA in advance of a site visit
- Facility tours and site visit observation
- Institutional publications (electronic and paper)

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I. Mission, Goals, and Curriculum

Standard 1. Mission, Goals, and Curriculum

The interior design program has a mission statement that describes the scope and purpose of the program. Program goals are derived from the mission statement and the curriculum is structured to achieve these goals.

Program Expectations

- a) The program mission statement clearly identifies intent and purpose of the interior design program.
- b) The program mission statement appropriately reflects institutional context and requirements for entry-level interior design practice.
- c) Program goals are appropriate to the mission and adequately address the content and student learning required for entry-level interior design practice.
- d) The curriculum follows a logical sequence and achieves the program mission and goals.

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II. Interior Design: Critical Thinking, Professional Values, and Processes

Standard 2. Global Context for Design

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations

Student work demonstrates *understanding* of:

- a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Students *understand*:

- b) globalization and the implications of conducting the practice of design within a world market.
- c) how design needs may vary for different socio-economic populations.

Program Expectations

The interior design program provides:

- d) exposure to contemporary issues¹ affecting interior design.
- e) exposure to a variety of business, organizational, and familial structures.²
- f) opportunities for developing knowledge of other cultures.³

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

¹ Examples include social, political, economic, ecological.

² The intent is to provide exposure to a range of design issues and implications. Examples of business and organizational structures might include for-profit, non-profit, publicly vs. privately held, hierarchical, flat, or others. Examples of familial structures might include co-housing, nuclear, extended family, or others.

³ The program could address this in a wide variety of ways. Some examples include study abroad, on-campus cultural exchanges, and interaction with visiting professors.

The italicized student learning levels in bold are defined to clearly communicate expectations. Refer to pages 8-9 for student learning level definitions.

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Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student Learning Expectations

- a) Students *understand* that social and cultural norms may vary from their own and are relevant to making appropriate design decisions.

Student work demonstrates:

- b) *understanding* and the *ability* to appropriately *apply* theories of human behavior.¹
c) the *ability* to select, interpret, and *apply* appropriate ergonomic and anthropometric data.
d) *understanding* and the *ability* to appropriately *apply* universal design concepts.²

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

¹ Refers broadly to how interior design impacts occupant well being and performance.

² Refers broadly to design for all people including those with special needs – physical, cognitive, or emotional – which may be present from birth, acquired through illness or injury, or unique to children or the elderly.

The italicized student learning levels in bold are defined to clearly communicate expectations. Refer to pages 8-9 for student learning level definitions.

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Standard 4. Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are *able* to:

- a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
- b) gather appropriate and necessary information and research findings to solve the problem (evidence-based design).
- c) evaluate, select, and apply information and research findings to design.
- d) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
- e) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

Program Expectations

The interior design program includes:

- f) opportunities to solve simple to complex design problems.
- g) exposure to a range of design research and problem solving methods.
- h) opportunities for innovation and creative thinking.
- i) opportunities to develop critical listening skills.¹

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

- ¹ Critical listening requires listeners to evaluate what they are hearing from several points of view, including but not limited to: speaker credibility, logic and meaning of the message, underlying assumptions of the message, and value of the message.

The italicized student learning levels in bold are defined to clearly communicate expectations. Refer to pages 8-9 for student learning level definitions.

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Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have *awareness* of:

- a) team work structures and dynamics.
- b) the nature and value of integrated design practices.

Program Expectations

The interior design program includes learning experiences that engage students in:

- c) collaboration, consensus building, leadership, and team work.
- d) interaction with multiple disciplines representing a variety of points of view and perspectives.¹

Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

- a) Students *apply* a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are *able* to:

- b) express ideas clearly in oral and written communication.
- c) use sketches as a design and communication tool (ideation drawings).
- d) produce competent presentation drawings across a range of appropriate media.
- e) produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.
- f) integrate oral and visual material to present ideas clearly.

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

¹ Examples include engaging in multi-disciplinary team projects, or involving experts in other disciplines to consult on projects or serve as guest critics.

The italicized student learning levels in bold are defined to clearly communicate expectations. Refer to pages 8-9 for student learning level definitions.

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Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students *understand*:

- a) the contributions of interior design to contemporary society.
- b) various types of design practices.¹
- c) the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines).
- d) the elements of project management, project communication, and project delivery methods.
- e) professional ethics.

Program Expectations

- f) The interior design program provides exposure to various market sectors and client types.²

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

- g) legal recognition for the profession.
- h) professional organizations.
- i) life-long learning.
- j) public and community service.

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

¹ Examples include sole proprietor, partnerships, etc.

² Examples of market sectors and client types include client organization structure and facility type.

The italicized student learning levels in bold are defined to clearly communicate expectations. Refer to pages 8-9 for student learning level definitions.

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III. Interior Design: Core Design and Technical Knowledge

Standard 8. History

Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context.

Student Learning Expectations

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

Students are *able* to identify:

- b) movements and periods in interior design and furniture.
 - c) movements and traditions in architecture.
 - d) stylistic movements and periods of art.
- e) Students are *able* to use historical precedent to inform design solutions.

Standard 9. Space and Form

Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively *apply* the elements, principles, and theories of design to:

- a) two-dimensional design solutions.
 - b) three-dimensional design solutions.
- c) Students are *able* to analyze and discuss spatial definition and organization.

Guidance

The italicized student learning levels in bold are defined to clearly communicate expectations. Refer to pages 8-9 for student learning level definitions.

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Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates *understanding* of:

- a) color principles, theories, and systems.
- b) the interaction of light and color and the impact they have on one another and interior environments.

Students:

- c) appropriately select and **apply** color with regard to its multiple purposes.¹
- d) **apply** color effectively in all aspects of visual communication (presentations, models, etc.)

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations

Students have *awareness* of:

- a) a broad range of materials and products.
- b) typical fabrication and installation methods, and maintenance requirements.
- c) Students select and **apply** appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.
- d) Students are **able** to layout and specify furniture, fixtures, and equipment.

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

¹ Examples of purposes include functional, behavioral, aesthetic, perceptual, cultural, and economic.

The italicized student learning levels in bold are defined to clearly communicate expectations. Refer to pages 8-9 for student learning level definitions.

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Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Student Learning Expectations

Students:

- a) ***understand*** the principles of natural and electrical lighting design. ¹
- b) competently select and ***apply*** luminaires and light sources.

Students ***understand***:

- c) the principles of acoustical design. ²
- d) appropriate strategies for acoustical control. ³

Students ***understand***:

- e) the principles of thermal design. ⁴
- f) how thermal systems impact interior design solutions.

Students ***understand***:

- g) the principles of indoor air quality. ⁵
- h) how the selection and application of products and systems impact indoor air quality.

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

- ¹ Examples include color, quality, sources, use, control.
- ² Examples include noise control, sound distribution, speech privacy.
- ³ Examples include material selection; white noise; space planning; floor, wall and ceiling systems.
- ⁴ Examples include mechanical system design, airflow, occupant reaction to thermal variables.
- ⁵ Examples include pollutant source control, filtration, ventilation variables, CO₂ monitoring, mold prevention.

The italicized student learning levels in bold are defined to clearly communicate expectations. Refer to pages 8-9 for student learning level definitions.

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Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

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

- a) structural systems and methods. ¹
- b) non-structural systems including ceilings, flooring, and interior walls.
- c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
- d) energy, security, and building controls systems. ²
- e) the interface of furniture with distribution and construction systems.
- f) vertical circulation systems. ³

- g) Students are *able* to read and interpret construction drawings and documents.

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

- ¹ Examples include wood-frame and steel-frame.
- ² Examples include energy management including HVAC, safety, and security.
- ³ Examples include stairways and elevators.

The italicized student learning levels in bold are defined to clearly communicate expectations. Refer to pages 8-9 for student learning level definitions.

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Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have *awareness* of:

- a) sustainability guidelines. ¹
- b) industry-specific regulations. ²

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

- 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 select and *apply* appropriate:

- g) federal, state/provincial, and local codes. ³
- h) standards. ⁴
- i) accessibility guidelines.

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

¹ Examples include LEED, CHPS, Energy Policy Act 2005, California 01350.

² Examples include health codes, regulations for government projects, regulations for education projects including daycare, and regulations governing work in historic districts or on historic properties

³ Examples include the International Building Code (IBC) and the National Building Code of Canada.

⁴ Examples include flammability and American National Standards Institute (ANSI).

The italicized student learning levels in bold are defined to clearly communicate expectations. Refer to pages 8-9 for student learning level definitions.

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IV. Program Administration

Standard 15. Assessment and Accountability

The interior design program engages in systematic program assessment contributing to ongoing program improvement. Additionally, the program must provide clear, consistent, and reliable information about its mission and requirements to the public.

Program Expectations

- a) The program regularly monitors the placement of graduates and uses the information for program assessment.
- b) Effective and regular methods are in place to gather internal and external feedback from a variety of groups in assessing program goals.¹
- c) Program assessment results are reflected in program improvement.
- d) The institution and program publish clear and consistent information about student achievement as a result of program assessment, admission policies, program philosophy, mission, goals, and course of study.

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

¹ Examples of feedback groups include enrolled students, faculty members, employers, alumni, Advisory Boards, and local design organizations.

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Standard 16. Support and Resources

The interior design program must have a sufficient number of qualified faculty members, as well as adequate administrative support and resources, to achieve program goals.

Program Expectations

- a) The number of faculty members and other instructional personnel is sufficient to implement program objectives.¹

A majority of faculty members and other instructional personnel with interior design studio supervision have:

- b) earned a degree in interior design.
c) passed the complete National Council for Interior Design Qualification exam.

The program coordinator:

- d) is a full-time faculty member qualified by education and experience to administer an interior design program.
e) participates in the recruitment, evaluation, and retention of program faculty and instructional personnel.
f) Faculty members and other instructional personnel have academic or professional experience appropriate to their areas of responsibility, take steps to remain current in their areas of expertise, and collectively represent more than one point of view.
g) The coordinator, faculty members, and other instructional personnel collaborate in developing, implementing, and modifying the program.²
h) Clear channels of communication exist between the program and departmental or administrative unit in which it is located.
i) The administrative unit(s) in which the program is located support(s) program goals.
j) The administrative unit(s) in which the program is located support(s) the on-going professional development of the coordinator, faculty members, and other instructional personnel.
k) Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, project evaluation, administrative activities, and meetings with individuals.
l) Instructional facilities and work spaces (classrooms, offices, exhibition and critique space, etc.) are adequate to support program objectives and course goals.
m) Equipment is available and appropriate to support program objectives and course goals.³
n) Students have convenient access to a comprehensive and current range of information (bound, electronic, or online) about interior design and relevant disciplines as well as product information and samples.

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Professional Standards 2009

Guidance

The following guidance is provided to promote consistent understanding of the referenced criteria. Examples offered are for the purposes of illustration only and should not be construed as required or as an inclusive list of items that must be evidenced.

- ¹ Faculty members are considered by CIDA to be permanent employees with teaching responsibilities, and instructional personnel are considered to be adjunct or temporary employees with teaching responsibilities; may include graduate assistants.
- ² Coordinators are considered by CIDA to be permanent employees with teaching responsibilities, assigned primary responsibility for program leadership and coordination.
- ³ Examples of equipment include computers, printers, plotters, projectors, monitors/VCRs/DVDs.