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 breadth of interests is maintained in the composition of the Standards Committee.

The Standards Committee performs regular reviews 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 developing and refining accreditation Standards.

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.

The Council for Higher Education Accreditation (CHEA) is a highly respected entity that provides oversight for accrediting bodies through a recognition process. CIDA is a CHEA-recognized accrediting body. The CHEA-recognized scope of accreditation for CIDA is professional-level interior design programs that culminate in a bachelor's or master's degree located in the United States and internationally. CHEA criteria for recognition influence CIDA's processes for setting standards and accrediting academic programs.

Preamble

It is important to acknowledge the ever-changing nature of the education required for an evolving 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 identify and 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 established 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.

Professional Level Education

Accreditation at the professional level of education is directed toward those programs that provide academic preparation for the professional interior designer and advanced study. This preparation is the first component of a recommended sequence including formal education, professional 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 program requirements are met. The Accreditation Commission will review this information. If the eligible institution and 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 or recognized by:
- An institutional accrediting body that is recognized by the U.S. Department of Higher Education, or
- A provincial ministry of education in Canada, or
- The appropriate higher education agency or authority in the institution's country of origin.

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 general education courses are 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 General Education and Documenting General Education below)
- 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.
- It collects and publishes reliable information to the public regarding student achievement, including aggregate data addressing attrition and retention, graduation rates, job placement rates, and acceptance into graduate programs.

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 higher education agency or authority in the institution's country of origin acknowledges the institution is seeking CIDA accreditation for the interior design program.
- The institution acknowledges that CIDA Standards are educational standards based on interior design practice in the U.S. and Canada. CIDA 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.

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.) and communications with CIDA are to be provided in English for purposes of the accreditation process.

Definition of General Education

General education courses provide a diverse and well-balanced foundation for professional studies and develop the capacity for lifelong learning. The intent of requiring general education courses is to ensure students develop quantitative reasoning and critical thinking skills.

General education courses are defined as those college or university studies intended to provide general knowledge and to develop general intellectual capacities (such as reason and judgment). Professional studies courses (e.g., business) cannot be designated to fulfill the general education requirement because they are focused on skill development for specific purposes. Courses that might generally be considered interior design course work also do not fulfill the general education requirement.

Courses in the humanities, arts, technologies, mathematics, natural sciences, social sciences, and/or other disciplines could be considered as general education courses. Courses designated to fulfill the general education requirement for eligibility should be of this nature.

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 CIDA's Policy and Procedures.

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 Alternate Delivery Methods below.

Eligibility of Multiple Programs or Programs with Multiple Degrees

A program is defined by CIDA 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 the application and review process.

Alternate Delivery Methods

Delivery method is a distinguishing feature of programs. An institution that offers courses through alternate delivery methods should submit documentation prior to applying for accreditation addressing specific aspects of the program's curriculum and structure. The Accreditation Commission will determine how the program should proceed with the application and review.

The Accreditation Commission will consider the extent to which the courses offered through each delivery method share common learning experiences, student learning outcomes, and resources in order to determine whether two distinct programs result from the alternate delivery method of some courses.

The following Information must be submitted to the Commission:

- How many <u>courses required for graduation from the interior design program</u>, including courses taken in other departments, are offered in more than one format?
- Are students able to enroll in courses from any delivery method? If so, are there guidelines or parameters regarding the number of courses that students can take from each delivery method?
- What processes and/or assessments are used to ensure that learning experiences are comparable in courses offered through multiple delivery methods?
- Documentation of variations in course content and learning experiences, if any exist, between on-line and campus-based courses.
- Documentation of variations in institutional or program policy and procedure, if any exist, between alternate delivery and campus-based courses or programs.

Professional Standards Overview

Professional Standards 2020 are divided into two sections that broadly reflect the program identity and context as well as the knowledge acquisition, and application characterizing graduate preparation for interior design practice. Each standard sets forth specific student learning expectations and/or program expectations.

Section I. Program Identity and Context

1. Program Identity and Curriculum
2. Faculty and Administration
3. Learning Environments and Resources

Section II. Knowledge Acquisition and Application

4. Global Context
5. Collaboration
6. Business Practices and Professionalism
7. Human-Centered Design
8. Design Process
9. Communication
10. History
11. Design Elements and Principles
12. Light and Color
13. Products and Materials
14. Environmental Systems and Human Wellbeing
15. Construction
16. Regulations and Guidelines

Compliance with Standards

There are sixteen standards divided into two sections. To be accredited, a program must comply or partially comply with all sixteen standards. Compliance is measured by student learning and program expectations. Judgment of compliance is based on the expertise of experienced peer evaluators (site visitors) and precedent in CIDA accreditation.

Compliance

If the program achieves the standard, 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 the program partially achieves the standard, weaknesses will have been identified in the student learning and/or program expectations. In this case, weaknesses are of such a nature that improvements are needed to fully comply with the intent of the standard, but do not reach the level where the program is in non-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.

Student Learning and Program Expectations

Each standard sets forth an overall expectation. Student learning and program expectations provide the performance criteria for determining whether a program complies with the standard.

Italicized intent statements explain the rationale and underlying purpose of each standard relative to educational quality and graduates' preparation for interior design practice.

In some cases, "Guidance" is provided to assist with understanding the expectations. Examples in the guidance are for the purposes of illustration only and should not be construed as a prescriptive list of items that must be evidenced.

The expected student learning levels (i.e., awareness, understanding, and application) for each standard are underlined in bold and defined below.

Student Learning Expectations

Student learning expectations are evaluated through examination of student work, as well as interviews and interaction with students during the accreditation site visit to the program. The quality of student work is evaluated by a team of interior design educators and practitioners trained as CIDA site visitors, who are selected 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.

Definitions of Student Learning Levels

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

Aware/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.

1) When the student learning 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 expectation 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.

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:
- Drawing and design communication such as matrices; bubble diagrams/schematics; sketches/drawings
- Concept development
- Exploration of alternative design ideas
- Design refinement
- 2 and 3-D basic creative work
- Drafting
- Manual or digital drawings
- Perspectives
- Design proposals
- Detailing and working drawings
- Design research documents (programming documents, etc.)
- Business documents
- Research papers
- Completed and graded student assessments with compiled performance data
- Student presentations (viewed in person or via recording)

Program Expectations

Program expectations refer to program context, structure, and resources (Standards 1-3) or to learning experiences or information presented to students in the program (Standards 4-16).

In Standards 1-3:

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
- Facility tours and site visit observation
- Institutional communications (e.g., website)

In Standards 4-16:

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
- Course materials and resources (e.g. readings, texts, handouts)
- Examination questions
- Assignments including purpose, objectives, and requirements
- Field trips
- Guest lecturers and juries
- Work experiences and/or internships
- Community service
- Service Learning

Section I. Program Identity and Context

Standard 1. Program Identity and Curriculum

The interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.

Intent: This standard ensures that accredited interior design programs prepare graduates for success in entry-level interior design practice and advanced study. In support of this, programs should thoughtfully articulate a mission statement that is informed by institutional context, educational philosophy, and program distinctiveness. Programs also should engage in assessment and planning processes that ensure program goals, curriculum content, and delivery methods align with their own mission and that of the institution. Accredited programs demonstrate accountability by accurately communicating information to the public.

Program Expectations

a) The program mission statement clearly identifies the intent and purpose of the interior design program.

b) The program mission and educational philosophy appropriately reflect the program's context and the requirements for entry-level interior design practice and advanced study.

c) Program goals are appropriate to the mission and adequately address the content and student learning required for entry-level interior design practice and advanced study.

d) The curriculum follows a logical sequence, is structured to achieve the program mission and goals, and prepares graduates for entry-level practice and advanced study.

e) The program has documented procedures to monitor the placement of graduates, and uses the data for program assessment, strategic planning, and program improvement.

f) The program uses structured methods to gather internal and external feedback and information from a variety of stakeholders in assessing its mission, goals, content, and effectiveness.[1]

g) Clear and reliable information is available to the public about the program's mission, curriculum, and faculty, and other distinguishing attributes such as educational philosophy and goals.

Guidance on next page

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 stakeholder groups could include enrolled students, faculty members, employers, alumni, Advisory Boards, and/or local design organizations.

Standard 2. Faculty and Administration

The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

Intent: This standard ensures that accredited interior design programs have adequate support from their institution and administration. All personnel associated with the program are qualified by appropriate education and experience.

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.

d)   Faculty members and other instructional personnel have academic or professional experience appropriate to their areas of responsibility.

The individual with primary responsibility for program coordination:
e)   is full-time and qualified by education and experience to administer an interior design program.
f)   participates in the recruitment, evaluation, and retention of program faculty and instructional personnel.
g)   ensures that the program engages in on-going planning and assessment.

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 with primary instruction responsibilities.

Standard 3. Learning Environment and Resources

The interior design program has adequate facilities and resources to achieve program goals.

Intent: This standard ensures that accredited interior design programs provide students, faculty, and staff with adequate support. Additionally, the standard ensures that the program provides a constructive and respectful learning environment that is supported by appropriate resources.

Program Expectations

a) Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, project evaluation, administrative activities, and meetings.

b) Instructional facilities and workspaces support program objectives and course goals.[1]

c) The program provides a constructive and respectful learning environment that encourages professionalism and engagement across faculty, staff, and students.

d) Equipment and technological support is available and appropriate to support program objectives and course goals.[2]

e) Students have convenient access to a current range of information (bound, electronic, and/or online) about interior design and relevant disciplines as well as product information and samples.

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 could include classrooms, offices, exhibition and critique space, or virtual equivalents.
[2]   Examples of equipment could include computers, printers, plotters, projectors and/or monitors.

Section II. Knowledge Acquisition and Application

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. Graduates are exposed to ethical considerations in making decisions.

Student Learning Expectations

a) Students **understand** that human and environmental conditions vary according to geographic location and impact design and construction decisions.[1]

Student work demonstrates **understanding** of:
b) how social, economic, cultural, and physical contexts inform interior design.[2]
c) how systems thinking informs the practice of interior design.[3]

Program Expectations

The interior design program provides:
d) exposure to current and emerging issues that are shaping contemporary society and the world.
e) exposure to a variety of cultural norms.
f) opportunities for developing multi-cultural awareness.[4]

Guidance

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

[1] This involves understanding that project factors may vary according to place and context. Examples could include differences in climatic zones (tropical versus arid) and the impact on material specifications and detailing, and distinctions in human interactions and behavior patterns in urban versus rural settings.

[2] Examples could include human responses to hardship and distress, social impacts of mass migration, increased competition for resources, climate change and natural disasters, etc.

[3] Systems thinking is the process of understanding how things influence one another within a whole, as well as the linkages, relationships, interactions, interdependencies, and behaviors among elements that form the system. Also refer to Systems Thinking elaborative essay on the CIDA website (essay will be available by January 1, 2020).

[4] Examples could include opportunities to study abroad, cultural exchanges, or community-based projects that expose students to cultural and/or economic diversity.

Standard 5. Collaboration

Interior designers collaborate and participate in interdisciplinary teams.

Intent: This 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

a) Students have **awareness** of the integration of multi-disciplinary collaboration in design practice.[1]

Students **understand**:
b) the terminology and language necessary to communicate effectively with members of allied disciplines.[2]
c) technologically-based collaboration methods specific to the problem solving process for the built environment disciplines.[3]
d) the dynamics of team collaboration and the distribution and structure of team responsibilities.[4]

e) Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions.[5]

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] This involves an integrated team process in which a design team representing all disciplines (interior design, architecture, engineering, construction, etc.) and all affected stakeholders (clients, community participants, etc.) work together.

[2] This involves exposure to allied disciplines and the language and terminology used by those disciplines. This could be evidenced in multi-disciplinary projects, a professional practice or business course, internship experiences, guest lecturers or speakers, etc.

[3] Examples could include shared building information modeling; groupware technology, such as scheduling and budgeting software; collaborative software, such as video conferencing or white boarding; construction administration software; and workshare software.

[4] Examples could include aligning individual personality traits and skills with leading or contributing roles on a team.

[5] Examples could include engaging in multi-disciplinary team projects and/or involving experts from other disciplines throughout a project. Disciplines may be within or outside of the built environment.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

Standard 6. Business Practices and Professionalism

Interior designers understand the principles, processes, and responsibilities 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.[1]
b) impact of regional and global markets on design practices.[2]
c) breadth and depth of interior design's impact and value.[3]
d) components and responsibilities of business practice.[4]

Students **understand**:
e) types of professional business formations.[5]
f) elements of project management.[6]
g) Instruments of Service.[7]
h) professional ethics and conduct.[8]

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.

Guidance on next page

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 could include large or small practices, stand-alone or interior practices included in architectural firms, hybrid practices, collaborative practices, and practices focused on social responsibility.

[2] Examples could include regional and global contexts and applications such as practice collaboration, labor, and materials sourcing. Also refer to the Global Market Essay on the CIDA website (www.accredit-id.org) under Accreditation/Policies and Procedures, Standards/Professional Standards.

[3] Examples could include an interior designer's role in community engagement, development, and support; sustainability; and/or human and environmental health and wellbeing.

[4] Examples could include business development, brand management, financial management, risk management, client relations, and human resources.

[5] Examples could include sole proprietor, partnership, incorporation, hybrid, consultancy, LLC.

[6] Examples could include projections, budgeting, billing, and scheduling.

[7] An Instrument of Service could include any record (written or graphic) based on professional expertise intended to be used as part of a service to the client, such as professional reports, contract documents (drawings, specifications, and schedules), and/or project close-out records.

[8] Examples could include intellectual property, copyright issues, conflict of interest.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

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 understand theories of human-centered design, and 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 **<u>understanding</u>** of:
a) theories related to the impact of the built environment on human experience, behavior, and performance.[1]
b) the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.[2]

Student work demonstrates the **<u>ability</u>** to:
c) gather and apply human-centered evidence.[3]
d) analyze and synthesize human perception and behavior patterns to inform design solutions.
e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions.[4]
f) apply wayfinding techniques to design solutions.

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 to systems thinking, biophilia, social interactions, cognition and perception, inclusivity, diverse populations, and contextualizing human experience and behavior in environments.

[2] Technological environments could include smart homes and interior environments; awareness of and response to technology; and the way in which users interface with various platforms. Wellbeing could include physical and emotional wellbeing and physical and psychological security.

[3] Examples could include both qualitative and quantitative data, such as precedent studies, case studies, surveys, observations, peer-reviewed literature, and focus groups.

[4] Universal design refers broadly to "the design of products and environments to be useable by all people to the greatest extent possible, without the need for adaptation or specialized design." Quote attributed to Ron Mace, excerpted from North Carolina State University Center for Universal Design website. ADA and similar Canadian regulations are addressed in Standard 16. Inclusive design refers broadly to current social-political issues related to inclusion and considers the full range of human diversity with respect to ability, language, culture, gender, age, and other forms of human difference. Design for inclusion includes a range of solutions in the built environment versus one design solution that universally accommodates multiple users. Examples could include gender neutral restrooms, non-gendered iconography and signage, cultural appropriation, etc.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

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. 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.[1]

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.[2]
d)   synthesize information to generate evidenced-based design solutions.
e)   use precedents to inform design concepts or solutions.[3]
f)   explore and iterate multiple ideas.
g)   design creative and effective solutions.[4]
h)   execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

i)   Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.[5]

Program Expectations

The interior design program includes:
j)   exposure to a range of problem identification and problem solving methods.
k)   opportunities for innovation and risk taking.
l)   exposure to methods of idea generation and design thinking.

Guidance on next page

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] Techniques could include block planning, volumetric studies, space allocation, circulation studies, massing studies, stacking, human and/or process mapping, and wayfinding.

[2] Refers to the ability to explore and set parameters in terms of framing issues that impact the design, such as sociological factors, empathetic design, or precedent.

[3] Precedents could include typologies, spatial organization, and/or historical references.

[4] Work exhibits fluency, flexibility, originality, and/or elaboration. Also refer to Creativity Standards Essay on the CIDA website (www.accredit-id.org) under Accreditation/Policies and Procedures, Standards/Professional Standards.

[5] Refers to the understanding of the quality of sources for information and research, such as primary and secondary data sources, scholarly research, big data, the availability of multiple sources, and/or triangulating.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

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) interpret and communicate data and research.
b) express ideas and their rationale in oral communication.
c) express ideas and their rationale in written communication.
d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.[1]
e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.[2]

Program Expectations

The interior design program provides opportunities for:
f) exposure to evolving communication technologies.[3]
g) students to develop active listening skills in the context of professional collaboration.[4]

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 could include hand sketches, digital representations, and models.
[2] Examples could include infographics, diagrams, charts, narrative techniques.
[3] Examples could include software programs or technologies that may impact the future of interior design practice such as artificial intelligence, augmented reality, sensor technology, robotics, interactive products, etc.
[4] Active 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. Examples of professional collaborators could include team members of allied disciplines, clients, or end users.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

Standard 10. History

Interior designers are knowledgeable about the history of interiors, architecture, decorative arts, and art.

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

Student Learning Expectations

Students **understand** the basic context and framework of history as it relates to:
a) interior design.
b) furniture, decorative arts, and material culture.[1]
c) architecture.
d) art.

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

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   Material culture relates to the making, history, preservation, and interpretation of objects.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

Intent: This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.

Student Learning Expectations

a) Students **understand** the elements and principles of design and related theories, including spatial definition and organization.[1]

Student work demonstrates the **ability** to:
b) explore a range of two- and three-dimensional design solutions using a variety of media.[1]

Students effectively **apply** the elements and principles of design and related theories throughout the interior design curriculum to:
c) two-dimensional design solutions.[2]
d) three-dimensional design solutions.[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] This could include physical and/or technological media.

[2] Theories such as similarity, continuation, closure, proximity, figure/ground, symmetry, order, and/or hierarchy. Elements such as point, line, shape, form/mass, volume, color, light, and texture. Principles such as proportion, scale, balance, harmony, unity/variety, rhythm, emphasis, etc. Examples of evidence could include individual exercises, drawings, design solutions, models, and/or digital presentations throughout the curriculum.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

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.[1]
c)   strategies for using and modulating natural light.

d)   Students competently select and **apply** luminaires 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 impact health, safety, and wellbeing in the interior environment.[2]

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.[3]
l)   use color solutions across different modes of design communication.[4]

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 could include color, quality, sources, use, and/or control.

[2]   Examples could include impact on human physiology and psychology.

[3]   Functions could include composition, symbolism and associations, preferences and responses, practical and pragmatic considerations, historical precedence, and market trends.

[4]   Examples of evidence could include models, materials boards, and digital and hand renderings.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

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 Expectations

Student work demonstrates **<u>understanding</u>** of:
a) how furnishings, objects, materials, and finishes work together to support the design intent.
b) typical fabrication process, installation methods, and maintenance requirements for products and materials.
c) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.[1]

d) Students select and **<u>apply</u>** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.

e) Students are **<u>able</u>** to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.[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] Dimensions of human wellbeing could include safety, health, ergonomics, comfort, as well as psychological wellness. Dimensions of environmental wellbeing could include responsible use of resources, impact of materials selections, sourcing.

[2] Products, materials, objects and elements could include window treatments; textiles; hard and soft goods; wall, floor and ceiling treatments; appliances; office equipment; plumbing fixtures and hardware; and a/v.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

Standard 14. Environmental Systems and Human Wellbeing

Interior designers use the principles of acoustics, thermal comfort, indoor air quality, and water and waste systems 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 **<u>understand</u>** that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.

Students **<u>understand</u>**:

b) the principles of acoustical design.[1]
c) appropriate strategies for acoustical control.[2]
d) the principles of thermal design.[3]
e) how active and passive thermal systems and components impact interior design solutions.
f) the principles of water systems and waste systems.[4]
g) strategies for integrating water systems and waste systems.[4]
h) the principles of indoor air quality.[5]
i) 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 could include noise control, sound distribution, and/or voice transmission.

[2] Examples could include material selection, white noise, space planning, floor, and/or wall and ceiling systems.

[3] Examples could include passive and mechanical system design, airflow, and/or occupant reaction to thermal variables.

[4] Examples could include source locations for placement of fixtures (e.g. stacking) and efficient use of supply and waste systems.

[5] Examples could include pollutant source control, filtration, ventilation variables, CO_2 monitoring, and/or mold prevention.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.

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.[1]

Student work demonstrates **understanding** that design solutions affect and are impacted by:
b) base-building structural systems and construction methods.[2]
c) interior systems, construction, and installation methods.[3]
d) detailing and specification of interior construction materials, products, and finishes.[4]
e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).
f) monitoring systems pertaining to energy, security, and building controls systems.[5]
g) vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.

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 construction documents.[6]
j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

Guidance on next page

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 could include renewable resources, reusing existing materials, environmentally responsible waste management, the transportation of materials, and environmentally responsible specifications.

2   Examples could include masonry, concrete, wood-frame and/or steel-frame.

3   Examples could include wall systems, floor systems, ceiling systems.

4   Examples could include demountable/retractable walls, storefront systems, systems furniture, and specialty furniture that interface with environmental systems.

5   Examples could include energy management systems, both passive (building orientation, light shelves) and active (digital controls).

6   Examples could range across all building types, residential and non-residential.

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 or student learning level definitions.

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.[1]

Student work demonstrates **understanding** of:
b) standards and guidelines related to sustainability and wellness.[2]
c) sector-specific regulations and guidelines related to construction, products, and materials.[3]

Student work demonstrates the ability to **apply**:
d) federal, state/provincial, and local codes including fire and life safety.[4]
e) barrier-free and accessibility regulations and 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] Resources could include the International Code Council, the U.S. Equal Employment Opportunity Commission, and The Canadian Accessibility Standards Development Organization.

[2] Examples could include LEED, The WELL Building Standard, CHPS, Energy Policy Act 2005, and/or California 01350.

[3] Examples could include The WELL Building Standard, Fitwel Building Certification, BIFMA LEVEL, ASHRAE, health codes, ergonomic standards, regulations for government projects, regulations for education projects including child and adult daycare, health care, and multi-cultural allowances, and/or regulations governing work in historic districts or on historic properties.

[4] Examples could include the International Building Code (IBC) and/or the National Building Code of Canada, American National Standard Institute, Americans with Disabilities Act, and provincial regulations. Fire and life safety pertains to compartmentalization (fire separation and smoke containment), movement (means of egress including stairwells, corridors, and exit ways), detection (active devices that alert occupants including smoke/heat detectors and alarm systems), and suppression (devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.).

The underlined student learning levels in bold are defined to clearly communicate expectations. Refer to pages 9-10 for student learning level definitions.