

# Demonstrating Compliance with Professional Standards 2018-2019



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# Who, What and Why - Introduction

## Ruth

**33 years Teaching Experience.**

**Likes Assessment!**

- Taught - 3 Colleges
- Several PARs and Visits
- Curriculum Development and Monitoring
- NASAD and SACSCOC
- University Assessment

**Standards 1 - 3.** What to Have, Challenges

**Standards 4 – 16.**

- Using CIDA Terminology
- Student Learning Levels
- Types of Work
- Matrix, Course Chart
- What to Include and Amount
- Analysis and Expectation Responses
- Talk to Visitors
- Challenging Expectations

**Objectives**

- What to Have/Use
- Composing PAR Responses
- Understanding Expectations

Demonstrating Compliance

## **Have for *Standard 1. Program Identity and Curriculum***

Refer to the *Standard for Expectations* - What's Needed

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***Best Practices – Save Each Year for Consistency - Yet - Emphasis Can Be Last 3 Years – Only for Standards 1-3***

- Program Mission, Philosophy, Goals and How They are Met
- Course Sequence List – with Prerequisites
- Job Placement, Alumni Correspondence, Surveys, Job Announcements
- Examples of Program Meetings Agendas
- Documentation - Assessment, Strategic Planning, Changes to Curriculum
- Documentation - Advisory Board Activities, Feedback from Visiting Experts, Info on Program Effectiveness as External Feedback
- College Issued/Completed Evaluations and Self-Reports as Internal Feedback (Not Grades)
- Insure Mission and Info is on Your Website



## Challenging Expectations with Evidence Statements and *Evidence*

### Program Identity and Curriculum. Standard 1.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. <sup>1</sup> *Guidance: examples of stakeholder groups could include enrolled students, faculty members, employers, alumni, Advisor Boards, and/or local design organizations.*

- External stakeholder feedback and Internship Evaluation Summary.
  - *Evidence: Visiting Expert Surveys and Emailed Correspondence, Awards, Alumnae's Job and CIDQ Certifications Correspondence, Alumnae Placement Report, Newspaper and Website Articles, Report on Achievement Evaluations from Interns' Supervisors*
- Internal stakeholder feedback.
  - *Evidence: Student Evaluations, Faculty Self-Reports with Supervisors Evaluations, Senior Part-time Job Placement, Internship Data, Mission and Goals Achievement Reports*
- CIDA and SACSCOC self- study assessment documents.
  - *Evidence: CIDA Self-Study Process Records and Reports, SACSCOC Reports*

Demonstrating Compliance

## **Have for *Standard 2. Faculty and Administration***

Refer to the *Standard for Expectations* - What's Needed

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***Best Practices – Save Each Year for Consistency - Yet - Emphasis Can Be Last 3 Years – Only for Standards 1-3***

- CVs of All Teaching Required Courses – for the 2 years before Visit.
  - And use for Faculty Data Forms
- Documentation - Program Head's Participation in Recruitment, Evaluation and Retention of Those Teaching Required Courses
- Documentation - Program Head's Work on Planning and Assessment



# Challenging Expectations with Evidence Statements and *Evidence*

## Faculty and Administration. Standard 2.b and 2.c.

A majority of faculty members and other instructional personnel with **interior design studio supervision** have: earned a degree in interior design, passed the complete NCIDQ.

- *Evidence: Faculty Data Forms include:*

|   |                     |
|---|---------------------|
| Individual has been responsible for ID studio supervision in past 2 academic years: | Check one:<br>x Yes |
| Individual has completed a degree in interior design:                               | x Yes               |
| Individual has passed the complete NCIDQ exam:                                      | x Yes               |

### Issue: What is - interior design studio?

CIDA Staff Response – studios where projects are completed – could be titled: Interior Design 1, 2, 3, 4...

Converse College’s Names for ID Studios:

- DES 283 Space Planning, DES 284 Residential Design
- DES 384 Commercial Design, DES 387 Kitchen and Bath Design
- DES 481 Advanced Interior Design I, DES 482 Advanced Interior Design II

## **Have for *Standard 3. Learning Environment and Resources***

Refer to the *Standard for Expectations* - What's Needed

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### ***Best Practices – Save Each Year for Consistency - Yet - Emphasis Can Be Last 3 Years – Only for Standards 1-3***

- Documentation (Photographs) of Faculty Offices, Workrooms, Classrooms with Storage/Resources, Other Teaching and/or Exhibit Spaces, Resource/Samples Areas
- Evidence: Documentation/Images of Constructive & Respectful Environment, Engagement
  - Awards
  - Field Trips List, Speakers List
  - Study/Travel
  - Collaborations, Working in Teams, Professional Meetings, Service Activities
  - Internships, Jobs
  - Campus Engagement, Special Events, Having Fun Together



## Challenging Expectations with Evidence Statements and *Evidence*

### Learning Environment and Resources. Standard 3.c

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

- Speaker List and Field Trip List.
  - **Evidence:** *Lists per course and semester.*
- Documentation of Program meetings, special occasions, graduate studies information display.
  - **Evidence:** *Announcements, Agendas and Photos of all-Program Meetings; Notices and Photos of Students, on Study/Travel Trips, at Professional Meetings, on Field Trips, at Service Learning Activities; Students and Faculty Awards and Accomplishments Certificates, Articles, Emails and Photos; Photos of Students with Visiting Experts and working with Collaborators; Photos of Students at Campus Events and Having Fun in the Studios; Photos of Displays of Graduate Program Posters. Note – all photos labeled for event with date.*
- Seniors' memory posters and appreciation notes.
  - **Evidence:** *Posters of Graduating Class' History, Cards and Notes of Appreciation*



# Standards 4-16 *Standards and Expectations* Terminology in Course Documents

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## Course Description *Example*

- Research and **conceptual design (types of student work)** for residential interiors including **human factors, behavior and performance (Standard 7), materials, furnishings (Standard 13),** fixtures, with the visualization of inquiry and solutions through manual and digital drafting and rendering with **integrated oral presentations (Standard 9).**

## Syllabi

- Learning Objectives, Project Content

## Project/Assignments Handouts

- Review Standards for the appropriate terms that relate to learning expectations, processes, project components, outcomes



# Understanding Student Learning Levels

pp. 6-7 in *Guidance for Self-Study*, p. 9 in *Professional Standards 2018*

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**Aware/Awareness** – familiarity...demonstrated either in student work or in student interviews.

**Understand/Understanding** – a thorough comprehension of concepts and their interrelationships.

“Student work demonstrates understanding...” completed student work must evidence understanding.

“Students understand...” the visiting team may also consider as evidence students’ answers to questions during site visit interviews.

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

## Variety of Student Outcomes

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**First Half of The  
List from  
*Professional  
Standards 2018***

Demonstrates  
Variety and  
Characteristics of  
Your Program

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

# Variety of Student Outcomes

## Second Half of The List from *Professional Standards 2018*

Demonstrates  
Variety and  
Characteristics of  
Your Program

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

- Design proposals (*project solutions*)
- 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)

# Demonstrating Compliance

# Use Matrix

## Assess What You Have and What You Need – Each Semester

Identify Strengths, Weaknesses, Gaps

Keep Coordinated Lists/Charts per Course


| Curriculum Matrix - Institution Name   |  | Second Year |         | Third Year |         |         |         | Fourth Year |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |   |
|--|--|-------------|---------|------------|---------|---------|---------|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|---|
|  |  | Fall        |         | Spring     |         | Fall    |         | Spring      |         | Fall    |         | Spring  |         |         |         |         |         |         |         |         |         |         |         |       |   |
|  |  | DES 283     | DES 285 | DES 289    | DES 381 | DES 284 | DES 286 | DES 287     | ATM 200 | DES 382 | DES 383 | DES 387 | DES 288 | DES 384 | DES 386 | DES 485 | DES 480 | DES 481 | DES 483 | ART 201 | ART 415 | DES 482 | ART 202 | Other |   |
| <p><i>Adding Guidance Info to Expectations Helps!</i></p>  |  |             |         |            |         |         |         |             |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |   |
| <p><b>Standard 4. Global Context - Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all</b></p> |  |             |         |            |         |         |         |             |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |   |
| <p><b>Student Learning Expectations</b></p>  |  |             |         |            |         |         |         |             |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |   |
| <p>Students are <u>aware</u> that building technology, materials, and construction vary according to geographic location.</p>                            |  | 4a          | █       |            |         |         |         |             |         | █       | █       | █       | █       | █       | █       | █       | █       | █       | █       |         |         |         |         |       |   |
| <p>Student work demonstrates <u>understanding</u> of:</p>  |  |             |         |            |         |         |         |             |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |   |
| <p>how social, economic, cultural, and physical contexts inform interior design.</p>   |  | 4b          | █       |            |         | █       |         |             |         | █       | █       | █       | █       | █       | █       | █       | █       | █       | █       |         |         | █       | █       | █     | █ |
| <p>how environmental responsibility informs the practice of interior design.</p>   |  | 4c          | █       |            |         |         |         |             |         | █       | █       | █       | █       | █       | █       | █       | █       | █       | █       |         |         | █       | █       | █     | █ |
| <p><b>Program Expectations</b></p>   |  |             |         |            |         |         |         |             |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |   |
| <p>The interior design program provides:</p>   |  |             |         |            |         |         |         |             |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |   |
| <p>exposure to the current and relevant events that are shaping contemporary society and the world.</p>  |  | 4d          | █       |            | █       |         |         |             |         | █       | █       | █       | █       | █       | █       | █       | █       | █       | █       |         |         |         |         |       |   |
| <p>exposure to a variety of cultural norms.</p>  |  | 4e          | █       |            |         |         |         | █           |         | █       | █       | █       | █       | █       | █       | █       | █       | █       | █       |         |         |         |         |       |   |
| <p>opportunities for developing multi-cultural awareness.</p>  |  | 4f          | █       |            |         |         |         |             |         | █       | █       | █       | █       | █       | █       | █       | █       | █       | █       |         |         |         |         | █     | █ |
| <p>Notes: 4F Other- Study/ Travel to Cuba</p>  |  |             |         |            |         |         |         |             |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |       |   |

# Demonstrating Compliance With Matrix

- Keep coordinated lists/charts per course
- Understand Student Learning Levels, Where They Occur, What’s Missing

Converse College
School of the Arts
Department of Art and Design

Interior Design Program



Course: DES 284 Residential Design

| Semester | Assignment, Handout, Work   | Standards & Expectations   |
|----------|---|--|
| Fall 17  | Loft Project. Assignment. Presentation Assignment. Enviro Psych pdf. Furnishings Terminology pdf. Speaker and Field Trip. Have 4 examples of: Process work, 3-4 Posters on mat board with real samples. | <u>4c</u> , <u>4e</u> , <u>5b</u> , <u>7a</u> , <u>7c</u> , <u>8a</u> , <u>8c</u> , <u>8d</u> ,<br><u>9e</u> , <u>11a</u> , <u>11c</u> , <u>12h</u> , <u>12j</u> , <u>13b</u> , <u>13f</u> |
|          |   |  |

## **Standards 4 – 16. Display of Student Work/Evidence**

pp. 5 & 7 in *Guidance for Self-Study*. page 6 in *Site Visit*, p. 10 - 11 *Professional Standards 2018*

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### **Each Course Used for Evidence – Have Bound Documentation and Student Work**

- Course Documents: Syllabi, Assignments, Handouts, List of Work with Expectations, List of Speakers and Field Trips
- *Only RELEVANT content required!*
- Images of Course Activities: Studio Processes, Speakers, Field Trips
- Required Textbooks
- 3-6 Examples Best Student Work for each *RELEVANT* Assignment
  - Refer to PAR with Matrix for work referenced
  - Display Only That Work for Each Course
  - Weed Out Collected Work for 3-6 Final/Best Examples for Display

# What to Include vs. What Not to Include

pp. 6-7 in *Site Visit*

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**Include** Work that Address the Standards, including courses that are taken in other departments

*And*

**Represent** all Required Courses that Address the Standards, including courses that are taken in other departments

**Not Required to Include** Work that Doesn't Address Standards





## Types of Work/Student Outcomes

# Amount of Work to Display – How Much per Expectation

p.7 in *Site Visit*. pp. 5 & 9 in *PAR Template*, page 2 in *Matrix Instructions*.

## PAR Template and Matrix Instructions – Up to 5 Courses with 1 Key Source/Type of Evidence

| Example of Matrix within PAR with only RELEVANT Courses  | Second Year |         |         | Third Year |         |         | Fourth Year |         |         |         |         |
|--|-------------|---------|---------|------------|---------|---------|-------------|---------|---------|---------|---------|
|  | Fall        | Spring  |         | Fall       |         | Spring  | Fall        |         | Spring  |         |         |
|  | DES 283     | DES 284 | DES 287 | DES 383    | DES 387 | DES 386 | DES 481     | DES 480 | DES 483 | DES 482 | DES 486 |
| <b>Standard 4. Global Context - Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.</b> |             |         |         |            |         |         |             |         |         |         |         |
| <b>Student Learning Expectations</b>   |             |         |         |            |         |         |             |         |         |         |         |
| Students are <i>aware</i> that building technology, materials, and construction vary according to geographic location.   | 4a          | ■       |         |            | ■       |         | ■           |         | ■       | ■       |         |
| <b>Student work demonstrates <i>understanding</i> of:</b>  |             |         |         |            |         |         |             |         |         |         |         |
| how social, economic, cultural, and physical contexts inform interior design.  | 4b          | ■       | ■       |            | ■       |         |             |         | ■       | ■       |         |
| how environmental responsibility informs the practice of interior design.  | 4c          |         |         |            | ■       | ■       | ■           | ■       |         | ■       | ■       |

# Amount of Work to Display – How Much per Expectation

p.7 in *Site Visit*. pp. 5 & 9 in *PAR Template*, page 2 in *Matrix Instructions*.

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## **Up to 5 Courses Per Expectation with 1 Key Source/Type of Evidence (Paper, Exam, Quiz, Project, Example)**

For these - **1 Key Source/Type** of Evidence:

**Include multiple examples of all types of work produced by a variety of students.**

- **Multiple: 3-6**

## ***Discuss Policies with Visitors During Orientation to Display***

- Visitor interpreted “multiple” as 6 examples
- We interpreted as 3, sometimes had more but typically 3



# How Many Years of Work

pp. 6-7 in *Site Visit*

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- Student Work Must be Dated
- **Nothing Older than the Past 3 Years**
- **Guidelines from CIDA office – within 3 years – not required to be from 3 years**
  - **If Work from One Year or Two Years is Sufficient – OK!**
- *Clarify Questions – Ask CIDA Staff – They're Helpful*
- *Discuss This with Visitors during Display Orientation Time*
  - *They Might Think 3 Years is Required!*



# PAR Analysis: Overview Statement

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- Use Expectation's Terminology, Sequence Per Expectations
- Address Each Expectation, Broad and Specific Examples – include Course # & Names, Projects

## *Statement Examples*

Standard 4. Global Context

Part 1: Analysis

Sophomore students gain an awareness of geographically diverse building materials and how social, economic, cultural and physical contexts inform interior design in DES 283 Space Planning's Design for Diversity project, which exemplified the Program's commitment to helping students adopt a respectful approach to design for all people.

Seniors completed and entered a national competition, '16 Orientation Center, that included environmentally responsible solutions in DES 481 Advanced Interior Design I, and were exposed to a variety of cultural norms within interior design education, professional activities, and building materials in Asian countries in '17 Global Practices in DES 483 Business and Professional Practices.

## PAR – Evidence Statements

**Specific Responses, with Example and Expectation's Terminology**

**Align Evidence with Guidelines**

**Maximum 5 Courses with 1 Key Source of Evidence**

### **Standard 5. Collaboration**

#### **Part 2: Evidence Student Learning Expectations**

Students have awareness of:

a) the nature and value of integrated design practices. <sup>1</sup>

DES 283 Space Planning: '15 Design for Health Wellness Clinic involved the director of our campus clinic who acted as the client, see Speaker List and content in course binder.

DES 387 Kitchen and Bath Design: '16 Aquatic Therapy included an architect, a physical therapist acting as the client, and a vendor of custom pools, see Speaker List in course binder.

# Ask Questions, Discuss Compliance

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## Questions – Ask CIDA Staff – They're Helpful

This is worth repeating!

## Discuss Your Evidence with Visitors during Display Orientation

- *Visitor might expect work from every required course – clear up any differences in interpretations.*
- *One of our Visitors expected 6 examples of work from every course!*



# Visitors May Request – More Examples, Clarification

**Our Visitors requested more work and clarifications**

**This is Typical - Be Ready!**

**Example from Visitors' Report**

Requests for additional evidence:

| <b>Request</b>  | <b>Date Requested</b> | <b>Did the program provide/identify additional evidence? (Yes/No)</b> |
|---|-----------------------|---|
| Provide examples for Standard 8e  | 11.17.18              | yes   |
| In Advanced Interior Design II (DES 482), what is the source of chapter 22 "Energy and Water Conservation"? | 11.17.18              | no  |
| Provide speaker list for DES 283 – this is in relation to Standard 4f                                       | 11.17.18              | yes   |
| Standard 8c – DES 284, Adams In-Law Suite – Need complete assignment sheets for all course work             | 11.17.18              | no  |
| Provide evidence for 15d  | 11.17.18              | yes   |
| Provide evidence for 15f  | 11.17.18              | yes   |
| Provide evidence for 15h  | 11.17.18              | yes   |
| Provide student work examples of preparatory paper from DES 381   | 11.17.18              | yes   |
| Provide student work examples of writing assignment Romanesque architectural design from DES 381            | 11.17.18              | yes   |

# Challenging Expectations with Evidence Statements

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## **Global Context. Standard 4.b. And Business Practice and Professionalism. 6.b**

**4. b)** Students have awareness of: how **social, economic, cultural and physical contexts inform interior design.**<sup>1</sup> *Guidance: Examples could include human responses to hardship and distress, social impacts of mass migration, increased competition for resources, climate change and natural disasters, etc.*

DES 283 Space Planning: Design for Diversity research addressed a broad context of hardships, distress, and competition for resources in a variety of cultural contexts.

**6. b)** Students have awareness of: impact of a **global market** on design practices.<sup>2</sup> *Guidance: 2. Refers to the global market for design services and how that impacts services. Also refer to the **Global Market Essay**...*

DES 287 Color and Textile Design: '17 History of South Carolina Textile Conglomerate assignment ... social distress cause by textile factories closing due to international mergers.

***Note: Read and understand Global Market Essay!***



# Challenging Expectations with Evidence Statements

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**Collaboration. Standard 5.c.**      *New Expectation!*

**5. c) Students have awareness of: **technologically-based collaboration methods specific to the built environment disciplines.**<sup>3</sup> *Guidance: Examples could include shared building information modeling, groupware technology, and collaborative software.***

DES 286 Advanced Computer Aided Design: Students use Revit and collaborated by sharing drawings in Assignment 8 Sharing Information.

Other: Sophomores, Juniors and Seniors, in '16, attended a lecture on Revit where BIM was demonstrated, see Field Trip List in Binder 3, Standard 3.c.

*Note: Other = non-course activity indicated in Matrix*



# Challenging Expectations with Evidence Statements

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## Collaboration. Standard 5.d.

Students understand the **dynamics of team collaboration** and the distribution and structure of **team responsibilities**.<sup>4</sup> *Guidance: Examples could include aligning **individual personality traits and skills** with **leading or contributing roles on a team**.*

DES 283 Space Planning: Design for Diversity included students taking personality assessments prior to a team project and students completed peer-to-peer reviews with responsible evaluations of their classmates' work.

DES 483 Business and Prof. Practice: CIDA Reports required statements on the team leader's role.



# Challenging Expectations with Types of Work/Content

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**Human-Centered Design. Standard 7.a. and (next slide) 7.b.**

**7.a** Student work demonstrates the understanding of: **theories** related to the **impact of the built environment on human experience, behavior, and performance.**<sup>1</sup> *Guidance: Refers to systems thinking, biophilia, cognition and perception, social interactions, and contextualizing human experience and behavior in environments.*

**Types of Work/Content Examples:** Research Assignments on Theories. Programming Sections: Color Perception. Project Solutions – examples: Annotations indicating Biophilia, Proxemics, Ergonomics, Sociofugal and Sociopedal Spaces and etc.

**7.B** Student work demonstrates the understanding of: the **relationship between the natural and the built environment** as it relates to the **human experience, wellbeing, behavior, and performance.**

**Types of Work/Content Examples:** Biophilia, Views of Nature, Daylight, Ventilation, Passive Solar, Recycled Materials – in quizzes, research, programming, and annotated in exercises, solutions.

# Challenging Expectations with Evidence Statements and Notes

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## Design Process. Standard 8.e.

Student work demonstrates the ability to apply knowledge and skills learned to: **synthesize information to generate evidence-based design solutions.**

DES 482 Advanced Interior Design II: '16 Ultimate Play, '16 House Care and '18 Thrive program guidelines were used in evidence-based design (EBD) solutions.

DES 384 Commercial Design: '18 NEXT pre-design research explored many topics to produce EBD solutions addressing wellbeing.

Notes: Relationship of programming/research to final solution.

- Annotate research statement within solutions
- Could attach research assignments/programming to project solutions – add sticky notes with EBD topics.

# Challenging Expectations with Evidence Statements and Notes

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## Communication. Standard 9.j.

The interior design program includes: **opportunities for innovation and risk taking.**

DES 384 Commercial Design: Spiritual Interiors had students collaborate with neighboring college architectural department which challenged their knowledge and skills.

DES 287 Color and Textile Design: Students prepared and donated innovative Weavings for the health clinic with restricted materials.

DES 482 Advanced Interior Design I: ASID Regional Competition required risk taking and innovation to prepare and enter projects.

Notes: Asked for clarification during visit – Elaborated on PAR Responses

Student were Asked during Interview:

- Replied - Innovation: Collaborations, Use of Applied Theories in Non-traditional Settings, Producing Fine Art for Health Care Interiors
- Replied - Risk: Preparing/Entering Competitions, Speaking in Public Arenas

# Challenging Expectations with Evidence Statements and Notes

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## **Design Elements and Principles. Standard 11.a.**

Students **understand** the elements and principles of design and related theories, including spatial design and organization. <sup>1</sup> *Guidance: 1. Theories such as similarity, continuation....Principles such as proportion, scale....Examples of evidence could include...(list of outcomes)*

ART 111 2-D Design: Elements and principles were applied throughout the course.

DES 283 Space Planning: Planning Spaces exercises focused on spatial design and organization.

DES 482 Advanced Interior Design II: '16 Ultimate Play, '16 House Care and '17 W. Prentiss Ave. included principles and elements and spatial organization theories in concept statements and applied them in solutions.

Note: Examples should be multi-level, not just foundation exercises.

# Challenging Expectations with Evidence Statements and Notes

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## Construction. Standard 15.d.

Student work demonstrates understanding that design solutions affect and are impacted by **detailing and specification of interior construction materials, products and finishes.** <sup>3</sup> *Guidance: Examples could include **demountable/retractable walls, storefront systems, systems furniture, and specialty furniture that interface with environmental systems.***

- DES 384 '17 NEXT included product listings of systems furniture and drawings showing its electrical interface.
- DES 482 Advanced Interior Design II: '16 Ultimate Play, '16 Teatro de Artes, '17 W. Prentiss Ave., and '18 Eco-Lodge featured custom seating, retractable walls, stove hoods, and insulated glass doors.

Notes: Perception – gap or weakness due to change in curriculum, faculty and lack of current detail drawings.

- Surprise – Visitors Report noted none of the products in Guidance – but specs for finishes, custom built-ins, and window treatment design with installation drawings, specs, certifications and details.

# Challenging Expectations with Evidence Statements and Notes

## Regulations and Guidelines. Standard 16.d.

**16.d)** Student work demonstrates the ability to apply: federal, state/provincial, and local **codes** including **fire and life safety**. <sup>3</sup> **Guidance:** *Examples could include the ...IBC....Fire and life safety pertains to **compartmentalization...**, **movement ...**, **detection...**, and **suppression....***

DES 384 Commercial Design: '18 NEXT office project included a life safety plan with annotations for occupancy, egress, rated walls, sprinklers, alarm systems, stairs, ramps, interior finishes in wet areas, and requirements for plumbing fixtures.

DES 481 Advanced Interior Design: '17 Tenant Interiors exercises included occupancy, egress, compartmentalization including rated doors and finishes, suppression, emergency lighting and exit signage.

Notes: Broad – work should include all listed examples of fire and life safety

- Variety of projects and assignments in 5 courses (typically upper level).
- Must be applied in solutions – not just statements.
- Obvious – include labeling, annotations, keying.



# Final Comments

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- **Read Everything that CIDA Publishes on Accreditation and Visit**
- Understand the Standards and Expectations – with the Guidance
- Develop Your Guidelines/Documents and Work Indicating Compliance
- Develop Use Terminology in Course Documents
  - And in Student Work – Lots of Annotations, Labeling, Notes
- Monitor your Curriculum - Use the Matrix
- Contact CIDA with Questions
- Get Advice

**Questions?**



# Demonstrating Compliance with Professional Standards 2018-2019



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