



interior  
architecture design

Indiana State  
University

Department of the  
Built Environment

CIDA Progress Report  
Spring 2013

## Institutional and Program Data

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### Recommended page limit: 8 (including the Institutional and Program Data Form)

- 1) List the names, titles, addresses, phone numbers, and e-mail addresses of administrators who will receive copies of the final Probation Report. CIDA distributes a **limit of 6 complimentary copies** of the Probation Report to the institution. Additional copies may be requested for a fee of \$25 per report. Be sure to include the following individuals:

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Report submitted by (signature and date)

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## Institutional and Program Data

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Type of institution  
(Check one)

- Public  
 Private, non-profit  
 Private, for-profit

Size of population where the institution is  
located  
(Check one)

- Population of 250,000 or more persons  
 Population of 50-250,000 persons  
 Population under 50,000

Total enrollment for the institution on the  
campus where the program is located

12,114

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Academic year of this report

2012

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Current Council for Interior Design  
Accreditation status  
(Check one)

- Accredited  
 Not accredited  
 On probation

Check all institutional accreditation(s)

- Accrediting Commission of Career Schools and Colleges of  
Technology  
 Accrediting Council for Independent Colleges and Schools  
 Distance Education and Training Council  
 Middle States Association of Colleges and Schools  
 North Central Association of Colleges and Schools  
 New England Association of Schools and Colleges  
 Southern Association of Colleges and Schools  
 Western Association of Schools and Colleges  
 National Association of Schools of Art and Design  
 Provincial Ministry of Education  
 Other (specify)
- 

Check other specialized accreditations or  
endorsements for the interior design  
program and/or unit

- National Association of Schools of Art and Design  
 National Kitchen and Bath Association  
 American Association of Family and Consumer Sciences,  
Council for Accreditation  
 National Architectural Accrediting Board  
 Other (specify)
- 

Which classification best describes your  
institution:

- Doctoral/Research Universities  
 Master's Colleges and Universities  
 Baccalaureate Colleges and Universities  
 Baccalaureate/Associates Colleges  
 Associates Colleges  
 Not applicable

Primary institutional mission  
(Check one)

- Teaching  
 Service  
 Research
-

## Institutional and Program Data

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Academic unit housing program  
(Check one)

- Architecture
  - Art
  - Design
  - Fine Arts
  - Interior Design
  - Human Ecology
  - Engineering/Technology
  - Other (specify)
- 

Name of College or School (within the institution that houses the program)

COLLEGE OF TECHNOLOGY

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Division, if applicable, or unit name where the program is housed

Department, if applicable, or unit name where the program is housed

DEPARTMENT OF THE BUILT ENVIRONMENT

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Identify the three most influential factors impacting change to the program curriculum where 1 indicates the most influential

- \_\_\_\_\_ Administration
  - \_\_\_\_\_ Facilities
  - 2 \_\_\_\_\_ Faculty
  - \_\_\_\_\_ Finances
  - 1 \_\_\_\_\_ Council for Interior Design Accreditation Standards
  - 3 \_\_\_\_\_ Industry trends
  - \_\_\_\_\_ Societal trends
  - \_\_\_\_\_ Student demographics
  - \_\_\_\_\_ Practitioner feedback
  - \_\_\_\_\_ Research
  - \_\_\_\_\_ Advisory Board
  - \_\_\_\_\_ Student assessment
  - \_\_\_\_\_ Other (specify)
- 

Degree(s) offered by the accredited program or program seeking accreditation (list only those degrees eligible for accreditation review)

BACHELOR OF SCIENCE, INTERIOR DESIGN

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Degree(s) or certificate(s) offered by the program but not eligible for accreditation review

Program length; total credit hours required for graduation, including liberal arts and electives. (Indicate in the units used by institution)

124 \_\_\_\_\_ Semester hours  
\_\_\_\_\_ Quarter hours  
\_\_\_\_\_ Trimester hours

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**Institutional and Program Data**

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Total liberal arts and sciences/general studies hours required to complete the program. (Indicate in the units used by institution)

49 Semester hours  
\_\_\_\_\_ Quarter hours  
\_\_\_\_\_ Trimester hours

Of the total number of credit hours required for graduation, how many are elective credits in the program. (Indicate in the units used by institution)

0 Semester hours  
\_\_\_\_\_ Quarter hours  
\_\_\_\_\_ Trimester hours

How often do practicing professionals (including jurors, project critics, guest lecturers, and mentors) participate in the program?

1-3 times per semester/quarter  
 4-6 times per semester/quarter  
 7-9 times per semester/quarter  
 more than 10 times per semester/quarter

Whether the number of practicing professionals who participate in the program is adequate (Indicate on a scale of 1-5)

Inadequate Adequate

1  2  3  4  5

Is work experience (internship, co-op) required? If yes, indicate the minimum number of clock hours needed to fulfill this requirement.

Yes  No

320 CLOCK HOURS  
\_\_\_\_\_

If work experience (internship, co-op) is elective, what percentage of students complete this? \_\_\_\_\_ %

Are students required to take business courses from units outside the program? If yes, indicate the number of credit hours needed to fulfill this requirement.

Yes  No

\_\_\_\_\_

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**Institutional and Program Data**

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Does the curriculum include a service learning or community service requirement?

Yes     No

If yes, indicate the required clock hours or measure of participation.

FIFTEEN (15)  
CLOCK HOURS FOR  
HABITAT FOR  
HUMANITY.  
INTERIOR DESIGN  
STUDIO PROJECTS  
ARE OFTEN  
COMMUNITY  
SERVICE PROJECTS.

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Is any of the curriculum provided through distance learning?

Yes     No

If yes, list the courses and indicate whether required (R) or elective (E).

Indicate with an \* the courses that are also offered on site.

SOME GENERAL EDUCATION COURSES

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If there is a maximum number of credit hours that may be taken by distance education, indicate the amount.

       N/A    Semester hours  
                  Quarter hours  
                  Trimester hours

## Institutional and Program Data

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What percentage of students transfer from other institutions into your program? 3%

Do you have any formal articulation agreements in place with those institutions?  Yes  No

Number of students who are enrolled in the interior design program in the Fall 2012 academic year:

	Full Time	Part Time
First year/freshmen	<u>9</u>	<u>0</u>
Second year/sophomores	<u>9</u>	<u>0</u>
Third year/juniors	<u>7</u>	<u>0</u>
Fourth year/seniors	<u>5</u>	<u>0</u>
Fifth year if applicable	<u></u>	<u></u>
Total enrollment for the <b>current</b> academic year	<u>30</u>	<u>0</u>

Estimate the percentage of students enrolled (include all students for all years) in the interior design curriculum who fall into the following categories (each section should equal 100%):

Residents of the state/province	<u>75</u>	<u>%</u>
Nonresidents of the state/province	<u>22</u>	<u>%</u>
Nonresident aliens (international students)	<u>3</u>	<u>%</u>
Total		<u>100%</u>
<hr/>		
Male	<u>.5</u>	<u>%</u>
Female	<u>99.5</u>	<u>%</u>
Total		<u>100%</u>

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## Institutional and Program Data

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Black, non-Hispanic	<u>9.3 %</u>
American Indian or Alaskan Native	<u>0 %</u>
Asian or Pacific Islander	<u>0 %</u>
Hispanic	<u>4.65 %</u>
White, non-Hispanic	<u>81.86 %</u>
Other/Undisclosed	<u>3.72 %</u>
Total	<u>100%</u>

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Traditional age students	<u>77 %</u>
Returning adult students	<u>23 %</u>
Total	<u>100%</u>

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Students with previous baccalaureate degrees	<u>0%</u>
Students with previous associate degrees	<u>.47 %</u>

How many students completed the program and graduated in each of the last three academic years?	<u>5</u>	2011-12
	<u>8</u>	2010-11
	<u>9</u>	2009-10

How many graduates from the past year are employed as interior designers? If known, indicate in the specializations listed.	<u>          </u>	Health care
	<u>          </u>	Hospitality
	<u>          </u>	Retail
	<u>          </u>	Corporate
	<u>          </u>	Residential
	<u>4</u>	Unknown, but interior design

How many students who completed the program during the past academic year are continuing their education in a graduate program?	<u>          </u>	Interior design
	<u>1</u>	Architecture
	<u>          </u>	Business
	<u>          </u>	Other (specify)

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**Institutional and Program Data**

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What is the average student to faculty ratio in interior design studios? 10 : 1  
 Students Faculty

Total full-time faculty members for the interior design program 2 FULL TIME FACULTY MEMBERS

Total adjunct, part-time, and support faculty members or instructional personnel for core courses of the program (If there is change from year to year, provide an average of the past three years and indicate that the total is an average.) 1 SPECIAL PURPOSE FACULTY MEMBER

Salary range for full-time faculty in the program (annual salary) \$45,000 to \$67,294

Full-time faculty members

Name	Highest Degree MA, MS, Ph.D.	Discipline of degree	Passed NCIDQ	Full-time practitioner and/or faculty experience (specify number of years for each)		Professional Society Memberships (list all)
				FT Practice	FT Faculty	
MARY STERLING	MA	ID	YES	25	13	IDEC, IIDA, USGBC, RID
AZIZI ARRINGTON-BEY	MArch	ARCHITECTURE	2/3 SECTIONS	6	2	ACSA (Association of Collegiate Schools of Architecture), NAWC
JESSICA SIMMONS	MFA	GRAPHIC DESIGN	NO	1	1	0

Does the state or province in which the program is located regulate the interior design profession and/or require licensing of interior designers?

Yes  No

## Significant Program Changes

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### Recommended page limit: 2 pages

*In this section, the program should address any significant program changes that have occurred since the previous accreditation review, what impact those changes have had, and any significant program changes occurring in the future. Significant program changes may include, but are not limited to:*

- No change in the established mission or objectives of the program.
- No change in the program head.
- Changes in the program faculty are Azizi Arrington-Bey is employed as a tenure-track faculty and Jessica Simmons is a one year Special Purposes Faculty and Juan Jurado is no longer tenure-track faculty.
- No substantive change in status with the institutional accrediting body.
- Curriculum changes will be in place by Fall 2014; and the enrollment has decreased from 40 to currently 30.
- No substantive change in the length of the program.
- No change in the program affiliation within the institution, such as reassignment to another department but the program has physically relocated to its new design studio in the Technology Annex Building. The new offices will be ready sometime in mid 2013.
- No change in institutional affiliation, such as a change in ownership,
- No change to the award of a higher degree or credential.
- No change in delivery method of interior design coursework, for instance from site-based delivery to on-line delivery of courses.

*The program is asked to respond to the following:*

1) *Have any significant program changes occurred since the previous accreditation review?*

All FCS preface have been changed to IAD but same course numbers.

2) *Are any significant program changes occurring in the future?*

See the attached chart indicating course changes taking effect fall 2013.

# interior architecture design

## Bachelor of Science 4 year plan

	IAD	IAD	Course Name	Semester	Credits	
First Year	150	110	Intro to IAD	F	3	
	152	120	IAD Graphics 1: Drafting	F	3	
	ARTS	102	Art Fundamentals: 2D Design + Color	F	3	
	151	130	Design Fundamentals: 3D Design	S	3	
	252	140	IAD Graphics 2: Presentation	S	3	
	250	160	Materials and Finishes of IAD	S	3	
	ARTS	101	Drawing	S	3	
	Sophomore	251	210	Studio 1: Residential + Bath	F	3
		NEW	220	Const + Detailing: Residential	F	3
		MET 299/ IAD 497	230	CAD Fundamentals of IAD	F	3
NEW		240	Digital Visualization	S	3	
NEW		270	Studio 2: Residential + Kit	S	3	
ARTH		271/272	Art History	S	3	
<b>Sophomore Portfolio Review</b>						
Junior		260	310	Const + Detailing: Commercial	F	3
		351	320	Studio 3: Universal + Corp	F	3
		355	330	Lighting + Color	F	3
	354	340	History of Traditional IAD	S	3	
	352	350	Studio 4: Historic Restoration	S	3	
	NEW	360	Sustainable Practices	S	3	
	353	370	Internship	Summer I+II	3	
	Senior	451	420	Studio 5: Healthcare	F	3
		454	430	History of Contemporary IAD	F	3
		458	440	Prof Practice + Proc in IAD	F	3
452		460	Studio 6: Thesis	S	3	
NEW		470	IAD Portfolio	S	3	
<b>Interior Architecture Design Credits</b>						
<b>Foundational Studies Credits</b>						
<b>TOTAL CREDITS</b>						
					75	
					45	
					<b>120</b>	

Interior Architecture Design Credits  
Foundational Studies Credits

**TOTAL CREDITS**

75

45

**120**

Design Major

### 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.

#### Recommended page limit: 18 pages

*For each Standard, discuss the steps that have been taken to improve compliance since the previous site visit. Describe key projects, assignments, learning experiences, etc. Discuss any strengths or gaps in relation to the specific student learning and program expectations within the Standard that have emerged since the previous site visit. (Refer to Professional Standards 2009 for specific student learning and program expectations.)*

#### 1a) PROGRAM MISSION STATEMENT

- to empower program graduates to become innovative, environmentally and socially conscious designers
- to be involved in the community and public engagement
- to focus on the world of design and all its complexity in relation to its effect on people as well as their social interactions and behavior

#### 1b)and 1c) EDUCATIONAL GOALS

- to instill in the students a global perspective, and an awareness of diverse cultures, traditions, and worldviews
- to academically prepare the students for the National Council for Interior Design Qualification (NCIDQ) exam
- to promote a sense of teamwork, tolerance, and humanitarian values among the students through appropriate design projects
- to achieve 100% LEED GA for students upon graduation by 2017
- to encourage Study Abroad
- to retain the 95% job placement upon graduation

#### 1d) CURRICULUM

- The program follows a logical sequence and content increases in degree of difficulty
- Four sequential history courses provide a source of inspiration for design projects and global perspective (ARTH271/272, IAD354, 455, and 454)
- Five design studios (studio I, II, III, IV, and V) focus on residential design, bath and kitchen design, restaurant design (hospitality and diverse cultures), restoration/preservation design, healthcare design, and thesis project provide a range and depth of sequential design problem experiences.
- Studio projects are 50% teamwork contributing to teamwork and tolerance experiences with 50% individual work
- Sophomores in spring semester work on site for Habitat for Humanity developing humanitarian values
- Internship provides professional design work experience for all students and in many instances becoming senior's first full time position
- Professional etiquette is practiced in all studio classes in preparation for employment in the profession
- Manual drafting, drawing and model building are balanced with the use of software such as AutoCAD, Illustrator, Photoshop, In Design, Sketch Up, and Revit in first through four years in the program.
- Students are advised of Study Abroad opportunities in the summer between their junior and senior years
- Student membership in Interior Designers Embrace Amplification (IDEA), ASID, IIDA, NKBA and USGBC is a program requirement.

#### PROBATION RESPONSE

1d) studio projects IAD351, 352, 451, and 452 are sequenced as follows:

IAD351 NKBA Kitchen competition 230 square footage, restaurant project 8,300 sf including patio,  
IAD352 historic preservation project 13, 200 square footage, IAD 451 Healthcare project 15,000 square footage,  
and IAD452 Thesis Project 20,000 square footage.

### **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.

#### **IAD351 Design sophistication and complexity for NKBA kitchen competition and Boutique Hotel Restaurant:**

- focuses on the NKBA kitchen planning guidelines for a medium kitchen space (151 to 350 sf) with in depth study of residential kitchen cabinetry and related appliances
- focuses on the design of a boutique hotel restaurant space with the in-depth study of universal and lighting design upon the design solution as well as the influence of a particular country on the menu and related environment

#### **IAD352 Design sophistication and complexity for Historic Preservation Project:**

- focuses on the restoration of historic premises which includes its event planning space and an in depth study of building codes

#### **IAD451 Design sophistication and complexity for Healthcare Project:**

- Focuses on the renovation of an existing four story building into a natural birthing facility in fall 2012 and into a wellness centre in fall 2011. The emphasis was upon applying the principles of healthcare design and the human interaction with the built environment.

#### **IAD452 Design sophistication and complexity for Thesis Projects:**

- Focuses on the individual student selection such as a children's museum for Kelly Shulman, healthcare facility specializing in Alzheimer's for Billeigh Hankins, and hospitality in New York City for 'Victoria Pelly in spring 2013. The thesis project is the culmination of their four years of study in which each individual project addresses its specific interest in depth and breadth.

The IAD260 Interior Construction and Detailing course introduces technical design drawings and specifications at a sophomore level which culminates in IAD452 for the technical drawing phase of their thesis project. It is a continuum process in which technical details are partially addressed in IAD351, 355, 352, and 451 which is embedded in the studio discussions and design presentations.

### 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.

#### NOTE:

- **Primary Evidence is in Bold Typeface**
- Secondary Evidence is in Standard Typeface

**2a) IAD250 Materials and Finishes of Interior Design. The Practicum Assignment in 2012 for the Indiana Landmarks identified and employed concepts from *Cradle to Cradle*. In weeks one or two the students are introduced to the Hanover Principles as conceived by William McDonough. See exams #1, 2, and 3. IAD251 Interior Design Studio I. The Birdhouse Project must work within its environment. The NKBA Bath Competition and Affordable Housing involved research and application of LEED principles into the final design solutions. IAD351 Interior Design Studio II and IAD355 Interior Lighting and Color Theory. Sustainability is addressed through the recycling of an existing building and specifying LEED supportive materials and products. **IAD352 Interior Design Studio III. Students are required to work on a historic preservation project using green materials and work on LEED points certification chart. IAD451 Interior Design Studio IV. As a requirement for the healthcare project the students have to work with sustainable materials to show how many LEED points they accumulate for their projects. IAD452 Interior Design Studio V. The concepts, principles and theories of sustainability are evidenced in Phase I Programming and Phase III Design Development through LEED documentation and material and product selections.****

**2b) IAD250 Materials and Finishes of Interior Design addresses the issues of global sourcing such as the energy consumed to ship materials from a greater than 500 mile radius and specifying local materials and labor whenever possible. IAD351 Interior Design Studio II. Globalization is addressed on the Restaurant Project with material research and specification. In 2011 teams worked on restaurants influenced by France and South Africa cultures. In 2012 teams worked on restaurants influence by cultures of Amish, Mennonite, and French Canadian. IAD352 ASID Competition, 21,600 GSF for a bank in Abu Dubai. Students are responsible for comprehensive research into the global context for their restaurant and bank projects. IAD452 Interior Design Studio V. Students understand the impact of globalization when considering their design model in its application to other countries.**

**2c) IAD150 a paper addressed socio-economic client type report and IAD251 AFFORDABLE HOUSING for low to mid income housing. IAD352 Interior Design Studio III. The preservation project includes mixed use occupancies, based on the building history and socio-economic concerns documented by the students in their project booklets. The ASID student competition includes projects located in different areas of the world, California and Abu Dubai. IAD451 Interior Design Studio IV. The healthcare project deals with the overall conception of the interior space for healing to be adequate and inviting for all age groups as well as different socio-economical populations. IAD452 Interior Design Studio V. In phase I Programming, students identify the socio-economic population to which their thesis project applies.**

**2d) IAD250 Materials and Finishes of Interior Design. Students question and seek evidence supporting sustainable and green characteristics of specified materials. Students are required to attend the annual Indianapolis CSI Trade Show to meet and interact with manufacturers. Students are assigned to collect and present to the class their material selection of a "current" product and provide evidence as to why it is a worthy product to consider specifying for future projects. IAD251 Interior Design Studio I. Students are encouraged to seek out current and relevant sustainable materials for their projects. Students are introduced to contemporary issues such as water efficiency in the NKBA bathroom project. In the Affordable Housing Project students addressed the issue of building green. IAD351 Interior Design Studio II. Contemporary issues such as sustainability (recycled content) are applied in the design solutions for the Restaurant Project. IAD355 Interior Lighting and Color Theory. Students study such contemporary lighting issues as the energy efficiency of compact fluorescent and LED lamps and use of natural light. IAD452 Interior Design Studio V. The programming report records the results of researching contemporary issues affecting interior architecture and design in their individual projects. IAD458 Professional Practice and Procedure. Classroom discussion on Design Intelligence's *America's Best Architecture & Design Schools 2012*.**

### 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.

**2e)** IAD150 Introduction to Interior Design. Students participated in field trips to MMS/AE an Architectural and Interior Design Practice, and to Chicago Merchandise Mart with guided visits of the showrooms. IAD251 for the NKBA bath competition, the client varies from grandma 2012 and young couple 2013. The Affordable Housing project focuses on a typical family unit of four. **IAD351 Interior Design Studio II. NKBA kitchen competition designs a space for an extended family member. Students are exposed to the private sector of hospitality through the eyes of restaurateurs.** IAD355 Interior Lighting and Color Theory. Students participated in a field trip to Chicago in 2012 to experience a variety of lighting installations such as Lightology, retail stores, and a boutique hotel. The Restaurant Project encompasses the restaurateur business and many of its day to day operations issues. IAD452 Interior Design Studio V. Students are required to provide organizational charts of the business on which their thesis is based.

**2f)** IAD150 Introduction to Interior Design. PowerPoint presentations and discussions focused on different cultural references with respect to color, construction methods, and architectural monuments. Cultural Norms Report documents an interview with a person from a differing cultural background. **IAD351 Interior Design Studio II. Research on the selected culture is a required component of the Restaurant Project. IAD354 Traditional Interiors. Students are exposed to architecture, interior design and decorative arts from cave dwellings through ancient Greece to the beginning of the Rocco Period. All of the major historical movements are addressed through lectures. The students are exposed to as many as twelve different cultures as we follow design movements through time and around the world. Each lecture begins with an examination of the political activities of the period and the economic and social conditions of the period. Ruling class structure is juxtaposed with middle and lower classes. Special social, political and religious needs are shown to drive the architecture of each country and time studied.** IAD452 Interior Design Studio V. Students are required to identify and research those cultures occupying the geographic vicinity from which their client draws its clientele to better create an environment attracting their patronage for their thesis project. **IAD454 Contemporary Interiors and Furniture . This course examines architecture, interior design and decorative arts from the end of the Victorian Period to contemporary times. Students are again exposed to many different countries and cultures as well as the social, economic and political atmosphere of a time and place. The class focus is on history for interior designers, it shows the students how environment shapes design and how interdependent most styles are through history.** IAD455 American Interiors and Furniture. This course is a series of lectures that deals with design in America as well as the other countries affecting it such as England, France, and Spain.

### Standard 3. Human Behavior

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

3a) IAD150 Introduction to Interior Design. PowerPoint presentations showed the evolution of interior design from igloos and yurts to rococo churches and modern constructs. **IAD351 Interior Design Studio II. The restaurant research results of the social and cultural ways of their assigned culture are evidenced in the design solution and oral presentation. IAD352 Interior Design Studio III. With the inclusion of the ASID student competition 2013, students are challenged to conceive of a project that must work in many social and cultural groups. Students must display understanding that people may see every element of design differently and how to incorporate design element to respectfully convey design intents.** IAD355 Interior Lighting and Color Theory. Based on the culture of random selection, students will research the social and cultural norms as related to lighting standards and apply aesthetic considerations as well to their lighting design solutions. IAD451 Interior Design Studio IV. When approaching the healthcare project students are challenged to design interior spaces with the appropriate use of colors, textures, and materials that will work for different social and cultural groups. **IAD452 Interior Design Studio V. Students research the clientele for each of their thesis projects which is reflected in their design solutions.**

3b) IAD250 Materials and Finishes of Interior Design addresses human behavior in exams #1, 2, and 3. IAD251 Interior Design Studio I. The NKBA Bathroom competition provided a client profile for students to incorporate the client's needs into the project. The Affordable Housing Project encouraged the students to conceive and design interior environments that work appropriately according to how people generally use the space. **IAD351 Interior Design Studio II. Cultural specific theories of human behavior are applied in the planning components of the NKBA Kitchen Competition and Restaurant Project.** IAD352 Interior Design Studio III. With the preservation project and the inclusion of a "residential" space in 2013 and commercial spaces in 2012, students are encouraged to conceive and design interior spaces that will work appropriately according to how people generally use the spaces. IAD355 Interior Lighting and Color Theory. Theories of human behavior as stated by Edward Hall are researched for differences between North America and the culture of random selection. Lighting solutions can then reinforce these findings of more intimacy or less intimacy than N.A. **IAD451 shows evidence of wayfinding, proxemics, public versus private spaces with appropriate furniture layouts. IAD452 Interior Design Studio V. Theories of human behavior such as Edward Hall's theories of spatial distances are identified in the Programming report and applied in the student's design development phase.**

#### PROBATION RESPONSE:

The ability to appropriately apply theories of human behavior is strongly evidenced in the **IAD351 Interior Design Studio II in both the NKBA Kitchen Competition and Restaurant Project (see site lines); IAD451 Interior Design Studio VI plans and elevations for the Healthcare Project visibly address sight lines, furniture clearances/layout and wayfinding according to specified users; and IAD452 Interior Design Studio V the design development phase of the thesis project indicates clear application of this standard through plans, furniture layouts and site lines.**

3c) IAD251 Interior Design Studio I. The NKBA design addresses human behavior in issues such as checking dimensional placements of bathroom fixtures as they relate to client ergonomics, anthropometric data and NKBA standards. The formation of residential spaces for the Affordable Housing Project considered all the required areas as needed to perform daily living activities, functional and social comfort. **IAD351 Interior Design Studio II. The research report identifies human factors with references to their applications.** IAD352 Interior Design Studio III. Conception of the commercial and "residential" part of the preservation project is done having considered all the spaces needed to perform a range of activities. IAD355 Interior Lighting and Color Theory. Lighting solutions consider ergonomic and anthropometric data such as the placement and heights of pendants from the finished floor. **IAD451 Interior Design Studio IV. The healthcare project includes the use of anthropometrics and ergonomic parameters in every aspect of the design solution, for example from simple door swings to complicated equipment and space needs in a specific therapy room 2011 and elevations of Birthing Suite 2012.** **IAD452 Interior Design Studio V. Students select and interpret ergonomic and anthropometric data and apply in the design development phase of their thesis.**



### Standard 3. Human Behavior

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

#### PROBATION RESPONSE:

The ability to appropriately apply ergonomic and anthropometric data are shown in the IAD351 Interior Design Studio II in both the NKBA Kitchen Competition and Restaurant Project; IAD451 Interior Design Studio IV in the Natural Birthing Center (see elevations of the Birthing Suite such as the hand washing station and bathrooms); and IAD452 Interior Design Studio V design development phase of the thesis project 2013 (special attention was paid to the Children's Museum and Memory Care Unit).

**3d) IAD351 Interior Design Studio II. Universal design concepts are identified in the research report and selected concepts are then applied to the Restaurant Project solution.** IAD352 Interior Design Studio III. Student work demonstrates understanding and the ability to appropriately apply universal design concepts. Students follow the codes and regulations for accessibility in commercial buildings. IAD355 Interior Lighting and Color Theory. Universal design concepts are reinforced through lighting solutions such as the restaurant entrance and way finding methods. **IAD451 Interior Design Studio IV. Universal design concepts are identified in the student reports and applied appropriately in their final design solutions.** IAD452 Interior Design Studio V. Universal design concepts are identified in the programming phase and applied in the design development phase of their thesis project.

#### PROBATION RESPONSE:

The ability to appropriately apply universal design concepts are shown in the IAD351 Interior Design Studio II in both the NKBA Kitchen Competition (heights of counters, cabinet hardware to accommodate a walker and later on a wheel chair) and Restaurant Project (floor plans and notations); IAD451 Interior Design Studio IV in the Natural Birthing Center (see seven principles of universal design); and IAD452 Interior Design Studio V design development phase of the thesis project (see seven principles of universal design).

### 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.

**4a)** IAD250 Materials and Finishes of Interior Design. The Indiana Landmarks Practicum require students to apply performance criteria in justifying material selections. IAD251 Interior Design Studio I. Goals and concepts were established for each project. IAD351 Interior Design Studio II. The design statement for the NKBA Kitchen Competition identifies and defines the design problem. The research component of the Restaurant Project states the design problem. **IAD352 Interior Design Studio III. Students are required to analyze programs from competitions as well as develop a detailed program for the preservation project with the model clients, Jay Jones, Terre Haute Historic State Bank owner (2012) and Zina Johnson, Deming Center property manager for Terre Haute Housing Authority.** IAD355 Interior Lighting and Color Theory. Goals, objectives, and performance criteria were listed as a part of the creation of a design concept for the Restaurant Project. **IAD451 Interior Design Studio IV. The students must develop a program according to the healthcare project they are designing. Goals, objectives, and performance criteria are addressed by every student.** **IAD452 Interior Design Studio V. Students state goals, objectives, and performance criteria for their thesis project in the Programming Report.**

**4b)** IAD250 Materials and Finishes of Interior Design. Practicum Booklet assembles research findings to solve the problem. IAD251 Interior Design Studio I. Research based design was implemented in all projects (Birdhouse, NKBA, and Affordable Housing) and applied in the schematic design and space planning and design development phases. IAD351 Interior Design Studio II and 355 Interior Lighting and Color Theory. The research phase of the Restaurant Project collected data for evidence based design. **IAD352 Interior Design Studio III. The ASID Student Competition as well as the Historic Preservation project are both required to have a research phase that included but not limited to architectural style, use of space and space requirements for every task as well as technology, codes and regulations.** **IAD451 Interior Design Studio IV. Every project and especially the Birthing Center and healthcare project require students to start with comprehensive research on the topic and its special use of the space, for example, physical therapy and rehabilitation areas in 2011. Research included equipment and finishes. Students also prepare and submit a preliminary budget.** **IAD452 Interior Design Studio V. Evidence based design is collected in the programming phase and applied in the schematic design and space planning and design development phases.**

**4c)** IAD251 Interior Design Studio I. Students were required to apply their research findings in developing their projects. IAD351 Interior Design Studio II. Multiple design responses are shown in their process work. **IAD352 Interior Design Studio II and IAD451 Interior Design Studio IV. Students are required to apply their research findings when developing their projects.** IAD355 interior Lighting and Color Theory. Lighting design solutions for both the Luminaire Design and Restaurant Project synthesize information and generated multiple concepts and/or multiple design responses to programmatic requirements (see process work). **IAD452 Interior Design Studio V. Students generated multiple concept and design responses in Phase 2 Schematic Design and Space Planning of their thesis projects.**

**4d)** IAD250 Materials and Finishes of Interior Design. Students demonstrated creative thinking through presentation boards for Indiana Landmarks Practicum. IAD251 Interior Design Studio I. The Birdhouse, NKBA Bath Competition, and Affordable Housing generated at least two different design solutions each. IAD351 Interior Design Studio II. Multiple concepts and responses are developed as the students narrow options for their final design solution. IAD355 Interior Lighting and Color Theory. Multiple design responses are evidenced in the preliminary Luminaire Designs and preliminary plans for the Restaurant Project. **IAD352 Interior Design Studio III and IAD451 Interior Design Studio IV. Students are required to develop at least three different design solutions to the design problem which is presented in schematic forms.** **IAD452 interior Design Studio V. Students produce multiple design solutions addressing programming issues demonstrated in the schematic design and space planning phase.**

**4e)** IAD250 Materials and Finishes of Interior Design. The Indiana Landmarks Practicum required a concept

### 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. statement and material selections with supportive evidence. **IAD251 Interior Design Studio I. Each of the projects progressed from preliminary sketches and ideation drawings to final presentation documents. Rip-tear models, final models, concept boards, material boards, sketches, and NKBA documents were produced for the relevant projects (Birdhouse, NKBA, and Affordable Housing).** IAD351 Interior Design Studio II. The NKBA Kitchen Competition address a "simple" design problem focusing on a medium sized kitchen (230sf). The Restaurant Project added complexity by addressing an 8,300sf restaurant with a variety zones. IAD355 Interior Lighting and Color Theory. The Luminaire Design progresses through multiple ideas using preliminary sketches, trashy models, and then a final working model. **IAD352 Interior Design Studio III. Students develop design concepts in order to make the projects unique. Students may decide their designs should be modern and contemporary or classic and historic even though they all are working on a historic preservation-restoration project.** IAD451 Interior Design Studio IV. **The design of the Birth Suite versus the design of the entire Birthing Center.** IAD452 Interior Design Studio V. **Students respond to their thesis project as in a capstone project in which they apply programming, schematic design and space planning, design development and technical design drawings for 20,000 sf of the largest project of the four year program.**

**4f) IAD250 Materials and Finishes of Interior Design.** Introduces students to the Design Resource Library as a tool for research. The Indiana Landmarks Practicum addressed the careful and justified selection of materials. Students interviewed a client and produced a research booklet. IAD251 Interior Design Studio I. NKBA Bath Competition students used the viewing of NKBA webinars as part of their design research. Affordable Housing project produces a programming report prior to problem solving. IAD351 Interior Design Studio II. The Kitchen Competition visited an appliance and cabinetry showrooms as part of their design research. Whereas the Restaurant Project research methods typically focuses on specific cultural themes, human factors and universal design with restaurant case studies documented in a research report. IAD352 Interior Design Studio III starts with a simple design problem (usually the ASID student design competition) and students are introduced to an extensive historic preservation project that includes mixed-use occupancies, (usually residential and commercial spaces) (15,000 to 20,000 sf). IAD355 Interior Lighting and Color Theory. Students researched lighting applications in a field trip to Chicago where they studied multiple light installations. **IAD451 Interior Design Studio IV. Field trips to Healthcare Symposium and three different labor and delivery facilities. The research binder evidenced findings of specialized topics for the healthcare project.** IAD452 Interior Design Studio V. **Each student has an advisory team of at least one design mentor (specialist in the field) and a model client who owns or manages the type of facility they are designing. Research evidenced by references listed in their programming report. The research binder evidences findings of specialized topics for each student's thesis topic.**

**4g) IAD251 Interior Design Studio I.** Each project allowed students to approach the design problem in different ways by allowing them to find their own inspirations, concept statements and programming specifics. IAD351 Interior Design Studio II. The Kitchen Competition applies kitchen planning guidelines with access standards to the design process whereas the Restaurant Project applies the research findings as the design development proceeds. **IAD352 Interior Design Studio III. Students find their own inspirations, develop concept statements and programming in the ASID competition and preservation project. In the preservation project students select between four different approaches: rehabilitation, restoration, adaptive reuse or preservation.** IAD355 Interior Lighting and Color Theory. For the Luminaire Design, students focus on the use of manual models in developing their design solution partially since it is an industrial design problem. NKBA Kitchen Competition shows creative use of space and material concept board. Restaurant project demonstrates students' creative interpretation of the specified culture through concepts and final design solutions. **IAD451 Interior Design Studio IV. The healthcare project allows students to explore their design approach and problem solving methods by defining their own inspirations, concepts, and design development approach.** IAD452 Interior Design Studio V. Each student brain storms and welcomes critiques from their mentor on a bi-weekly basis as they proceed with solving their thesis problem.

**4h) IAD251 Interior Design Studio I.** All projects expose students to opportunities for innovation and creative

### 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. thinking by requiring them to generate multiple design solutions and conceptual sketching. IAD351 Interior Design Studio II. Students listened to the presentation by the Creative Director for the Boutique Hotel and had to interpret the design vision for the hotel space and adapt it to their Restaurant Project. **IAD 352 Interior Design Studio III. Students meet with mock clients and Tommy Kleckner (Director, Indiana Landmarks' Western Region) to learn more about the client desires and historic significance of the project. IAD451 Interior Design Studio IV. While touring various Labor, Delivery and Recovery centers (2012) students listened to health professionals to gain understanding and insight in to the birthing process. IAD452 Interior Design Studio V. Seniors select mentors for their thesis project and meet with them throughout the semester to gain expertise into the subject that is driving their designs. Students take meeting minutes at each session to track their progress and to refer to later. IAD458 Professional Practices and Procedures. Critical listening skills are required in the preparation of the Ethics Paper assignment. Each student interviews a professional on the subject of ethics and writes a ten page referenced paper.**

### Standard 5. Collaboration

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

**5a) IAD151 Design Fundamentals 3-D.** Students have awareness of team work structures and dynamics. Towards the completion of the course, students are required to prepare the final project in teams (research, design and construction of a full size cardboard chair). Team size depends on the number of students enrolled in the course but the rule of no more than three (3) students per team is applied. **IAD251 Interior Design Studio I.** Students have awareness of team work structures and dynamics. The Affordable Housing project was worked upon in teams of two (2) students per design solution. **IAD351 Interior Design Studio II. Since the 2011-12 junior cohorts are small, teams of two (2) students were formed on the basis of the Meyers Briggs personality style. IAD352 Interior Design Studio III. The preservation project is approached using a team structure because of the project's size and scope. All teams have a maximum of three (3) students.** **IAD355 Interior Lighting and Color Theory.** The Restaurant Project is a team project invoking challenges of team work structures and dynamics. Teams most often are composed of two (2) team members and selections are based upon personality types.

**5b) IAD251 Interior Design Studio I.** In the Affordable Housing Project students learned about LEED and the multiple disciplines that LEED incorporates. **IAD351 Interior Design Studio II.** The Kitchen Competition serves as a opportunity for the students to work closely with kitchen design specialists with varied backgrounds. An advisory board member with CKD credentials will advise and assist with design critiques (Patricia Redenbarger, CKD), cabinetry specifications, and budget preparation. Electrical and mechanical engineers provided lectures and critiques for the Restaurant design. **IAD352 Interior Design Studio III.** The historic preservation project includes a guest speaker, Director Indiana Landmarks, Western Regional Office, to not only guide the students on what is acceptable and how to approach the project but also to give them feedback throughout the project design (Tommy Kleckner). **IAD355 Interior Lighting and Color Theory. Students are advised and assisted by an Electrical Engineer, Pat Teeters, from ISU's Facilities Management in the development of their Luminaire Design. Students come to understand the interdependence between form and function.** **IAD451 Interior Design Studio IV.** Students were given guest critiques by two architects of Holder Design. Each student was required to list all of the Integrated Design Practices for their healthcare project. All this information is summarized in the research book that accompanies the healthcare project. **IAD452 Interior Design Studio V. Students experience integrated design practices as they work with their architect or design mentor with whom any aspect of the design problem is explored. IAD458 Professional Practices and Procedures. Integrated design practices are addressed in the preparation of the Professional Services and Fees Document and in the attendance to the spring advisory board meeting, exams, and guest speakers.**

**5c) IAD151 Design Fundamentals.** The interior design program includes learning experiences that engage students in collaboration, consensus building, leadership, and team work. Through the full size cardboard chair Project all students must play a role in the team to find the best solution to the design problem. **IAD251 Interior Design Studio I.** The Affordable Housing Project allows students to collaborate and develop their leadership abilities when finding a final design solution. **IAD351 Interior Design Studio II. Collaboration, consensus building, and leadership will be applied in the teamwork necessary to solve the design issues for the Restaurant project. IAD352 Interior Design Studio III. The structure of the teams needed to work on the preservation project allows students to collaborate and develop their leadership abilities to find design solutions.** **IAD355 Interior Lighting and Color Theory.** Student teams for the Restaurant Project come to understand collaboration, consensus building, leadership, and team work in 2011 and 2012. **IAD451 Interior Design Studio IV. For both the 2011 and 2012 cohorts, students were required to participate in group research while on site visits. In 2012 students also collaborated with graphic design majors for the creation of a logo for their Birthing Center.** **IAD452 Interior Design Studio V.** Collaboration and team work and a variety of points of view occur with the contributions of the mentor(s), model client, faculty advisor, and student as their thesis project proceeds.

**5d) IAD351 Interior Design Studio II. Critiques and feedback will occur during the Kitchen Competition (kitchen specialists) and Restaurant Project (practicing professionals). IAD352 Interior Design Studio III. Students are given multiple critiques from model clients, building owners, Indiana Landmarks Director, Tommy Kleckner, and Spectacular Soirees wedding & Event Planning Owner, Janice Board (2012).**

### Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building. IAD355 Interior Lighting and Color Theory. During the Luminaire Design assignment, students come to appreciate the viewpoint of the electrical engineer versus that of the designer. During the design development of the luminaire, a professional lighting designer critiques their designs and they come to appreciate the differences and similarities between interior design and lighting design. **IAD451 Interior Design Studio IV. Students were given guest critiques by two architects of Holder Design as well as Professor Arrington-Bey. In 2012 students also collaborated with graphic design majors for the creation of a logo for their Birthing Center.** IAD452 Interior Design Studio V. Each design student must have a minimum of one mentor who is typically an architect or designer practicing in the field of specialization of their thesis.

### Standard 6. Communication

Entry-level interior designers are effective communicators.

**6a)** ARTS101 Art Fundamentals: Beginning Drawing. The fundamentals of hand drawing are studied. IAD152 Interior Graphics I. Students produced a manually drafted set coordinated of drawings, including lettering. IAD252 Interior Design Graphics II. Students learn to accurately color render materials for plans, elevations and perspectives using color pencils and markers. **IAD351 Interior Design Studio II. In the Kitchen Competition, students produce self explanatory technical drawings and the Restaurant Project will be a formal presentation to a jury of practicing professionals.** IAD451 Interior Design Studio IV. Students produce presentation boards including process work. **IAD452 Interior Design Studio V. A variety of techniques and technologies are applied for the presentation of the programming, schematic design and space planning, design development, and working drawings and specification phases.** ARTD490 Portfolio. Portfolios are prepared using Adobe InDesign. **Content has been prepared using Adobe Photoshop and Illustrator, Auto CAD, SketchUp, and Revit.** IAD497 CAD Fundamentals of IAD. Students learn two-dimensional drafting skills and three-dimensional modeling techniques in Auto CAD; in addition, students are given the option to learn basic Revit skills and concepts related to building information modeling (BIM).

**6b)** IAD251 Interior Design Studio I. Students verbally present their Affordable Housing projects as well as a research summary in their programming phase. IAD352 Interior Design Studio III. Students are required to present their Historic Preservation Project as well as create a project booklet focusing on codes and standards that accompanies the project. **IAD451 Interior Design Studio IV. Students orally present their Healthcare Project with descriptions on boards and/or PowerPoint presentations to a panel of design professionals. As part of the assignment students create a comprehensive research binder documenting their findings.** **IAD452 Interior Design Studio V. Written and oral communication are woven within each phase of their thesis project.** **IAD458 Professional Practices and Procedures. The Ethics Paper requires students to orally (interview) and in written communication (ten page paper) express themselves clearly.** 6b) ARTD490 Portfolio. Minimal copy identifies each project within student portfolios. Students present portfolios to four or five professional architectural/design firms as well as the advisory board members in Indianapolis for critiques.

**6c)** IAD151 Design Fundamentals. Students create schematic sketches of each model before their final design solutions. IAD251 Interior Design Studio I. Students create a binder with sketches containing all their design ideas, possibilities as well as design options as explored during the development of each project. IAD351 Interior Design Studio II and IAD355 Interior Lighting and Color Theory. During the design process both for the Luminaire Design and Restaurant Project students use hand sketches to convey design ideas. Ideation sketches are incorporated into some of the presentations. **IAD352 Interior Design Studio III and IAD451 Interior Design Studio IV. Students submit a binder containing all their ideation sketches explored during the development of the Historic Preservation and Healthcare Projects.** **IAD452 Interior Design Studio V. Ideation drawings are particularly evidenced in phases 2 schematic design and space planning and 3 design development of the thesis project.**

6d) IAD251 Interior Design Studio I. Students present their projects using a variety of media according to project needs including but not limited to presentation boards, Power Point presentations, rip tear models and process binders. IAD252 Interior Design Graphics II. Students learn to manually render presentation drawings, giving them additional techniques and media to choose from and appropriately use in future presentations. IAD351 Interior Design Studio II and IAD355 Interior Lighting and Color Theory. Presentation drawings for the Kitchen Competition and Restaurant Project consist of computer generated line drawings with a rendered perspective and material panel; informal sketches, catalogue cuts, and material samples; and computer generated furniture and lighting plans, elevations, a section, several perspectives with an axonometric, luminaires, and labeled material panels respectively. IAD355 Interior Lighting and Color Theory. Presentations for the Luminaire Design require photographs of the final model, elevations and a section, perspectives, and the final working model. **IAD352 Interior Design Studio III and IAD451 Interior Design Studio IV. Students are required to do presentations of their projects using a variety of media including but not limited to presentation boards, and/or Power Point presentations.** **IAD452 Interior Design Studio V. Presentation drawings in appropriate media are evidenced in phase 3 of the design development phase.**

### Standard 6. Communication

Entry-level interior designers are effective communicators.

**6e) IAD152 Interior Design Graphics I.** Students are required to prepare two sets of residential architectural drawings. One set is expedited in pencil and the second set in ink showing appropriate line weights. The drawings include floor plans, exterior elevations, interior sections, interior elevations, one and two point perspectives and an exterior wall section. **IAD260 Interior Construction and Detailing. Students produce a representative set of contract documents including a cover sheet, ADA sheet, furniture plan, partition plan, wall details, reflected ceiling plan, power and communication plan, interior elevations, schedules and specification documents.** IAD351 Interior Design Studio II. Students produce a floor plan with specifications, construction plan, mechanical plan, elevations, and a perspective for the NKBA Kitchen Competition. IAD352 Interior Design Studio III and IAD451 Interior Design Studio IV. Students create a complete set of presentation drawings for the Historic Preservation and Healthcare Projects that include: floor plans, communication and lighting plans, elevations and building sections of the spaces-building for Historic Preservation and Healthcare. Presentations include multiple perspective views and specification document and a preliminary project budget. **IAD452 Interior Design Studio V. Students produce a representative set of technical drawings and specifications in phase 4 of their thesis project.**

#### PROBATION RESPONSE:

**Students produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how the design solutions and interior construction are related. IAD260 Interior Construction and Detailing and IAD452 Interior Design Studio V both produce CDs that are suitable to the level of student understanding for each course.**

**6f) IAD251 Interior Design Studio I.** Students present their projects using presentation boards to a panel of practicing professionals. IAD351 Interior Design Studio II. Students present their design solutions for the Restaurant Project to a jury of practicing professionals. IAD355 Interior Lighting and Color Theory. Students present their Luminaire Design to a jury of lighting specialists. Student teams present their Restaurant Project to a jury of practicing professionals. **IAD352 Interior Design Studio III. Students present their projects through the use of design boards and a Power Point presentation to a panel of practicing professionals. IAD451 Interior Design Studio IV. Students produce presentation panels and present their design solutions to a jury of design professionals. IAD452 Interior Design Studio V. Students present their thesis design development presentation to their mentors, model clients, professor, family and friends for phase 3.** ARTD490 Portfolio. Students present portfolios to four or five professional architectural/design firms as well as the advisory board members in Indianapolis for critiques.



### 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.

**7a)** IAD150 Introduction to Interior Design. PowerPoint presentations and ensuing discussions on what is Interior Design and the evolution of the interior design profession allows students to understand the contributions of interior design to contemporary society as well as the growing responsibility of the Interior Designer. IAD353 Internship. Interns returned from their internship experience with a better sense of the contributions of interior design to society as a whole and a renewed sense of their discipline. **IAD 454 Contemporary Interiors and Furniture. Students understand the contributions of interior design to contemporary society through in depth discussion of the social , political and economic mindset and the design industries' response. Students see the evolution of the profession around the world from the end of the Victorian Era to modern day and discuss the changing roles that designers play in society. The role of women in the early 19<sup>th</sup> century design field is examined and the emerging female professional. The student will identify examples of architecture, furnishings and decorative art that have had an impact on society. They will be able to relate how styles impacted each other and how styles changed one another. IAD458 Professional Practices and Procedures. Three exams address the contents of the required text, *Professional Practice for Interior Designers*. Classroom discussion was based on Design Intelligence focusing on the biggest issues facing the interior design profession.**

**7b)** IAD150 Introduction to Interior Design. Students understand various types of design practices. PowerPoint presentations and ensuing discussions about what is an interior designer and more specifically the differences between residential design and contract design. **IAD458 Professional Practices and Procedures. In addition to the exams on the content of the required text, a field trip visiting four to five professional firms critiquing portfolios includes a mini-presentation by each firm on their practice.**

**7c) and 7d)** IAD458 Professional Practices and Procedures. The elements of business practice and project management are studied and examined based on the contents of the required text, *Professional Practice for Interior Designers*. Timesheets are prepared and submitted on a weekly basis for both IAD351 and 452 to make students aware of the hours accumulated on different tasks.

**7d)** IAD353 Internship. Interns experienced project management and project delivery methods through site visits, preparation of minutes for meetings, and meetings with clients and contractors.

**7e)** IAD353 Internship. Many of the interns experienced proper procedures for awarding of contracts to contractors or furniture suppliers. **IAD458 Professional Practices and Procedures. Professional ethics are studied through the use of a series of in-class exercises, exams and discussions including the Ethics Paper.**

**7f)** IAD150 Introduction to Interior Design. The Chicago Field trip to the Merchandise Mart allowed students to discover products available for the various market sectors. Discussion around PowerPoint presentations illustrated examples of projects designed for the residential and contract sectors and client types. IAD353 Internship. Interns worked on multiple client projects over the summer of 2012. **IAD458 Professional Practices and Procedures. Client types and market sectors are studied from the contents of the required text, *Professional Practice for Interior Designers*. The program's student organization, Interior Designers Embrace Amplification (IDEA), exposes students to a variety of guest speakers from various market sectors.**

**7g)** IAD150 Introduction to Interior Design. Students are introduced to the legal recognition of the profession through in class PowerPoint presentations. IAD353 Internship. Interns experienced some insights into the legal recognition of the profession since the internship requires that interns work under the direct supervision of a licensed architect or registered interior designer. **IAD458 Professional Practices and Procedures. Legal recognition of the profession is addressed in the contents of the required text, *Professional Practice for Interior Designers*. Since Indiana has just passed legislation legally recognizing designers. The title, Registered Interior Designer (RID) is discussed in the classroom.**

### **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.

**7h) IAD150 Introduction to Interior Design.** The interior design program provides exposure to the role and value of professional organizations. The professional organization project and presentations by each student addressed this standard. Students studied a different professional organization, made a presentation to the class, and were then held responsible on the final exam for knowing about all of the organizations AIA, NCIDQ, ASID USGBC among others. IAD353 Internship. The interns were employed by architects or designers with memberships in AIA, IIDA, or ASID.

**7h) and 7i) IAD458 Professional Practices and Procedures.** Professional organizations and lifelong learning are studied in the contents of the required text, *Professional Practice for Interior Designers*.

**7i) IAD353 Internship.** Life long learning was addressed in the internships through attendance either to Neocon, lunch with manufacturers presenting new products or processes, and visiting showrooms of suppliers bidding on projects.

**7j) IAD260 Interior Construction and Detailing.** All the students in the 260 course (Spring 2013) are required to do a post occupancy evaluation for Habitat for Humanity home-owners. This information will apply to the students Affordable Housing Project in IAD 251, Interior Design Studio I. IAD458 Professional Practices and Procedures. The topic of public and community service is addressed through conversations in the classroom as well as assigned readings from the content in the required text, *Professional Practice for Interior Designers*.

### Standard 8. History

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

**8a) IAD354 Traditional Interiors, 454 Contemporary Interiors, and 455 American Interiors and Furniture. Students understanding is gauged by several determining factors including: depth of understanding through test answers, interaction in class and accuracy in graphically relating their knowledge through their special assignments.**

**8b) and 8c) IAD354 Traditional Interiors, 454 Contemporary Interiors, and 455 American Interiors and Furniture. The students are able to identify the movements discussed in class through the development of several assignments. Each student is required to keep a sketch book for all time periods discussed in class. This helps students to become more familiar with the architectural and interior styles, motifs and furniture. Research reports focus on a specialized topic (i.e. Chairs, Motifs, Storage, Beds) where students are asked to follow these topics throughout the many periods discussed in class. In addition exams measure the students' ability to identify elements of interiors, architecture and furniture.**

**8c) and 8d) ARTH271/272 Survey of Art History I or II. Art from the prehistoric period to the close of the Middle Ages/Art from the Renaissance to the present. Students only occasionally select ARTH271 whereas the overwhelming majority select ARTH272.**

**8a) IAD352 Interior Design Studio III. Student research and analyze the building (time period/ year it was built/renovations) used for the Historic Preservation Project to understand the many changes and uses the building went through before they start developing their design solutions.**

**8e) IAD352 Interior Design Studio III. Students must provide research in their project booklets for the Historic Preservation project related to the architectural style, construction methods, and historical influences of the building. IAD 455 American Interiors and Furniture. The selected time period for the Historic Preservation Project is generically discussed through PowerPoint Lectures and class discussions. Students are asked to do additional sketches of the specific time period to provide a better understanding of the architectural and interior styles, motifs and furniture.**

### Standard 9. Space and Form

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

**9a) ARTS102 Art Fundamentals: Two-Dimensional Design and Color.** Students effectively apply the elements, principles, and theories of design to two-dimensional design solutions. **IAD150 Introduction to Interior Design.** In the "Design Elements" assignment the students created four design "booklets" on the themes of line; shape or form; texture, pattern, ornament; and opacity, translucency, transparency. In the "Color Problems" assignment the students painted color squares and composed panels expressing hue – primary & secondary colors; hue – tertiary colors; and value; and intensity. In the "Color Schemes" assignment the students prepared three color scheme panels illustrating what they had learned about monochromatic color schemes; analogous color schemes; and complementary color schemes. In the "Concept, Design Elements, & Design Principles" assignment after choosing a photo of an interior space, the students created two boards to show their understanding of the topic. **IAD251 Interior Design Studio I.** Students effectively apply the elements, principles and theories of design to 2D design solutions evidence is shown through plans, sections, elevations and presentation boards. **IAD351 Interior Design Studio II.** The Kitchen Competition and Restaurant Project evidence 2-D design solutions through plans, elevations, and sections. **IAD352 Interior Design Studio III.** Student must show knowledge of the different theories of 2D and 3D design through their design solutions for every project developed in this course such as color theories used in the interior of the building and on their presentation boards. **ARTD490 Portfolio. Two design is evidenced in the contents of the portfolio.**

**9a) and 9b) IAD452 Interior Design Studio V.** Two-D and 3-D design are evidenced in the design development phase of the thesis project.

**9b) IAD151 Design fundamentals 3-D.** Students effectively apply the elements, principles, and theories of design to three-dimensional design solutions. Students create 3D models while exploring the organization and conception of 3D spaces using both design elements and design principles. **IAD251 Interior Design Studio I.** Each student created a 3D model of their Birdhouse Project. Students used many of the elements and concepts of design in the project to conceive of their spaces and to define their concept statements. Students created 3D digital perspectives for their Affordable Housing Project. The perspectives explored the organization and conception of their project. **IAD351.** The design solutions for the Kitchen Competition and Restaurant Project evidence 3-D through perspectives either digitally or manually produced. **IAD355 Interior Lighting and Color Theory. The Luminaire Design must be presented as a 3D working model. The Restaurant Project must have rendered perspectives demonstrating the functionality and creativity in the design solution.** **IAD352 Interior Design Studio III and IAD451 Interior Design Studio IV.** Students are encouraged to use the elements and principles of design in every project to conceive their interior spaces and define their concept statements. Concept statements are presented as organizational and character concepts. In both courses students produced 3D perspectives to help gain a better understanding of their design concepts. **IAD452 Interior Design Studio V. Study models are employed to visualize the space in 3-D during the schematic design and space planning phase with multiple rendered perspectives of feature spaces in the design development phase.**

**9c) IAD151 Design Fundamentals.** Students explain to the professor their design ideas and concepts used for every model. At the end of the course a series of exercises in flexion and compression using cardboard which must be presented and thoroughly explained to the class prepares them for the final project presentation (real size cardboard Chair). **IAD251 Interior Design Studio I.** Students were required to verbally present and describe their design solutions to a panel of professionals for their Affordable Housing Project. Students analyzed and discussed their spatial organization through one on one critiques in the classroom. **IAD351 Interior Design Studio II.** Oral presentations include descriptions of spatial definitions and organizations for the Restaurant Project. **IAD352 Interior Design Studio III and IAD451 Interior Design Studio IV.** Students verbally present and describe their design solutions for the Historic Preservation and Healthcare Projects to a panel of professionals. **IAD452 Interior Design Studio V.** Spatial definition and organization are verbally presented and demonstrated in the concept statement and in the design development phase of the thesis project.

### Standard 10. Color and Light

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

**10a) IAD150 Introduction to Interior Design.** In the “Color Problems” assignment the students painted color squares and composed panels expressing hue – primary & secondary colors; hue – tertiary colors; value; and intensity. In the “Color Schemes” assignment the students prepared three color scheme panels illustrating what they had learned about monochromatic color schemes; analogous color schemes; and complementary color schemes. IAD251 Interior Design Studio I and IAD351 Interior Design Studio II.. Students apply color not only in accordance with their individual design solutions but also in accordance with client needs and research findings for each project. IAD352 Interior Design Studio III. Students apply color patterns not only according to their individual design solutions but also according to building history and historic of the Historic Preservation Project and global cultures for the ASID student competition. **IAD355 Interior Lighting and Color Theory. Color principles, theories, and systems are evidenced through exams and design solutions for both the Luminaire Design and lighting plans and specifications for the Restaurant Project.** IAD451 Interior Design Studio IV. Students apply color schemes according to the use and the kind of space being designed for the Healthcare Project. **IAD452 Interior Design Studio V. Color principles, theories, and systems are evidenced in the oral presentation and design development phase 3 of each thesis project.**

**10b) IAD351 Interior Design Studio II.** Student projects integrate light and color especially evidenced on the Restaurant Project since the IAD351 and **355 Interior Lighting and Color Theory project is merged into one design solution and studied as an integrated design studio in the second half of the semester.** **IAD355 Interior Lighting and Color Theory. The interaction of light and color is demonstrated in the Luminaire Design and luminaire selections combined with lighting plans for the Restaurant Project.** IAD352 Interior Design Studio III. Students address how lighting and color create the unique environment they envision. Students learn that if either of these elements are changed the whole design will be compromised. **IAD451 Interior Design Studio IV. Students study how important lighting and color is in the conception of interior spaces for a healthcare facility and address these issues in their design solutions.** **IAD452 Interior Design Studio V. The interaction of light and color is demonstrated in phase 2 design development in the presentation material and during the oral presentation.**

**10c) IAD150 Introduction to Interior Design.** In the “Color Problems” assignment the students painted color squares and composed panels expressing hue – primary & secondary colors; hue – tertiary colors; value; and intensity. In the “Color Schemes” assignment the students prepared three color scheme panels illustrating what they had learned about monochromatic color schemes; analogous color schemes; and complementary color schemes. IAD251 Interior Design Studio I. Color application will be unique to each project in accordance with its design message, its concept and development of the interior space in every design solution. IAD252 Interior Design Graphics II. Students learn basic theories of color rendering including what color and how to use them. Students learn that darker renderings are harder to read and that lighter renderings lack character. Students also learn how to appropriately apply color to accurately represent materials used in projects. Lighting, shadowing and reflection are also studied in this class. IAD351 interior Design Studio II. The Kitchen Competition and Restaurant Project develop in a progressive manner as studies addressing color and lighting proceed throughout the semester. The Restaurant Project is the more sophisticated color selection since its integration with lighting design which both support or reinforce the overall design concept for the project. IAD352 Interior Design Studio III and **IAD451 Interior Design Studio IV.** Color application will be unique for every project according to its message, concept and development of the interior space in each design solution. **IAD452 Interior Design Studio V. The multiple purposes of color are explained during the oral presentation of phase 2 design development.**

**10d) IAD251 Interior Design Studio I.** Students created presentation boards for every project that had to be readable and visually pleasant. A monochromatic 3D model was created for their Birdhouse Project. IAD252 Interior Design Graphics I. Students learn how to select color appropriately not only for their renderings but also for their presentation boards and PowerPoint presentations. Students also learn that good definition between positive and negative forms is a must for readability and clarity on their presentations. IAD351 Interior Design Studio II. The application of color within presentations for the Kitchen Competition and Restaurant Project reinforce a hierarchy within each presentation and for the overall support of the concept for each design solution. IAD352 Interior Design Studio III and **IAD451 Interior Design Studio IV.** Students create color rendered

**Standard 10. Color and Light**

Entry-level interior designers apply the principles and theories of color and light. presentation boards for every project that must be readable and visually pleasant. Color was applied effectively in schematic diagrams to better understand and support the overall design solution. **IAD 452 Interior Design Studio V. Effective use of color in their visual presentation reinforces the students' design concept for the thesis project. ARTD490 Portfolio. Color is applied effectively to the portfolio contents as well as the overall graphic design of the portfolio.**

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

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

**11a) IAD250 Materials and Finishes of Interior Design focuses primarily on selecting and specifying finish materials for the floors, walls, and ceilings. Students were assigned Indiana Landmarks in 2011 and 2012.** IAD251 Interior Design Studio I. Each project requires students to research and specify a wide range of materials and finishes from different sources. These materials are specified in their design solutions in response to client needs, sustainability, and aptness to the project. IAD351 Interior Design Studio II. Students work with kitchen cabinetry, residential appliances and residential finishes for the Kitchen Competition and hospitality furniture and finishes for the Restaurant Project. IAD352 Interior Design Studio III. Students use a wide range of materials and furnishings not only to satisfy client needs but also to achieve LEED certification for these projects. Students prepare a LEED checklist and provide research and explanations for each credit and their design's ability to achieve or not achieve the credit. **IAD451 Interior Design Studio IV. The healthcare project requires students to research and specify a wide range of materials and finishes from different sources. These materials are specified in their design solutions in response to the complexity and variety of activities found in a healthcare space.** IAD452 Interior Design Studio V. Students are evaluated on the basis of their exploration of appropriate materials and products specified on their thesis project.

**11b) IAD250 Materials and Finishes of Interior Design. Students are required to provide data on the installation and maintenance procedures of each specified material for the Practicum Project. Whenever possible the fabrication methods are also to be included in the research documentation.** IAD251 Interior Design Studio I. Technical drawings for the NKBA Bath Project demonstrate understanding of fabrication. IAD351 Interior Design Studio II. Technical installation drawings for the Kitchen Competition demonstrate awareness of fabrication. Plans, perspectives and material selections suggest fabrication and installation methods for the Restaurant Project. IAD451 Interior Design Studio IV. Students must identify materials and finishes used in the space depending on the specialty of the rooms-spaces in their designs. These equipment, furniture and materials are also specified according to how they are manufactured, installed and used in the healthcare project. Example: resilient floorings with antibacterial-antimicrobial inhibitors. **IAD452 Interior Design Studio V. Typical fabrication and installation methods of feature items are revealed in phase 4 working drawings and specifications while maintenance of these same items are orally addressed in phase 3 design development.**

**11c) IAD250 Materials and Finishes of Interior Design. Property and performance criteria are researched and provided for each specified material. Data is submitted in a research binder.** IAD251 Interior Design Studio I. Students identify, analyze, and include products and materials according to their use, installation, wear and tear for each specific project. IAD351 Interior Design Studio II. Students select and specify appropriate materials and products in accordance with the use of the space. For example, students visit an appliance showroom each fall to understand the range of appliance choices for the Kitchen Competition. In accordance with maintenance factors and client profile, appliance selections are then made. See specification booklets/binders accompanying each 351 project. IAD352 Interior Design Studio III and **IAD451 Interior Design Studio IV.** Students identify, analyze, and include products and materials according to their use, installation, wear and tear for the Historic Preservation and Healthcare Projects. The specifications are present in a form of a book that accompanies the project. **IAD452 Interior Design Studio V. Documentation accompanying phase 3 design development addresses properties and performance criteria of feature materials and products justifying their selection and specification. Life cycle costing issues are addressed in budget considerations.**

#### **PROBATION RESPONSE:**

**Students select and apply appropriate materials and products on the basis of their properties and performance criteria including environmental attributes and life cycle cost. This is primarily evidenced in IAD 250, 451 and 452. For example in IAD 451 students researched the environmental attributes of products that would help gain LEED points for the healthcare project. Life cycle cost is address in part by the warranties and guarantees as stated by the manufactures and the maintenance of the specified product.**

**11d) IAD251 Interior Design Studio I and IAD352 Interior Design Studio III.** Students design interior spaces that include all the furnishings according to their design solutions for all projects in this course. Furniture specifications

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

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

are included on presentation boards and binders. IAD351 Interior Design Studio II. Students prepare plans and specify fixtures and equipment for the Kitchen Competition and prepare plans and specifications for furniture, fixtures, and equipment for the Restaurant Project. **IAD451 Interior Design Studio IV. Students design interior spaces that will include all the furnishings according to their design solutions for all projects in this course, particularly for Healthcare Project that includes specialized furniture, fixtures and equipment. Furniture, fixtures and equipment specifications are included on presentation boards and in binders. IAD452 Interior Design Studio V. Students are able to layout and specify furniture, fixtures, and equipment (F.F.& E.) as shown in phase 3 design development, see floor plans and presentation panels.**

#### **PROBATION RESPONSE:**

Students are able to layout and specify FF&E. Advanced application is evidenced in IAD 451 Interior Design Studio VI and 452 Interior Design Studio V. For example in IAD 452 students skillfully produced furniture installation plans as referenced in the furniture specification packages.



### 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.

**12a) IAD351 Interior Design Studio II. The combination of natural and artificial lighting design is evidenced on both the Kitchen Competition and Restaurant Design. Window placement is studied and considered in Kitchen Competition layout and lighting solutions; the Restaurant Project most often includes careful orientation maximizing natural light sources from its vertical planes. IAD352 Interior Design Studio III. Students understand the principles of natural and electrical lighting design. Students design lighting and ceiling planes for all floors of the Historic Preservation Project. Each design team must take into consideration existing natural and artificial lighting needs for every space. The upper floor of project usually includes the use of skylights and other natural lighting according to codes and regulations. IAD355 Interior Lighting and Color Theory. In the Restaurant Project students combine the use of natural and artificial light sometimes using vertical planes or ceiling planes to mix these sources. IAD451 Interior Design Studio IV. Students analyze and design the interior spaces for the Healthcare Project considering different lighting levels for activities and welfare of patients and staff. Lighting design is shown on the lighting plan and luminaire specifications are included in the research book. IAD452 Interior Design Studio V. Principles of natural and electrical lighting design are illustrated on the lighting plan(s) of phase 3 design development and phase 4 reflected ceiling plan(s) and power and communication plan(s).**

**12b) IAD351 Interior Design Studio II. Luminaire specifications for the Kitchen Competition serves specific needs. Students research and apply successful solutions based upon lighting manufacturer's recommendations. In the Restaurant Project, luminaire specifications allow for more creative and varied solutions supporting the design concept. IAD352 Interior Design Studio III. Specific luminaries and light sources are selected according to design and application needs. All luminaries are shown on the boards along with FF&E. IAD355 Interior Lighting and Color Theory. The Restaurant Project demonstrates competence in selecting and applying luminaire and light sources as evidenced by lamp choices. IAD451 Interior Design Studio IV. Specific luminaries and/or light sources are selected according to the design and related application needs (activities in every healthcare space.) All luminaries used in the project are shown on the boards along with the FF&E. IAD452 Interior Design Studio V. Students select and apply luminaires and light sources for their lighting plan(s) in phase 3 design development of their thesis project.**

**12c) and 12d) IAD250 Materials and Finishes. Exams and specifications address acoustical design and control. IAD260 Interior Construction and Detailing. Principles of acoustical design and appropriate strategies for acoustical control are discussed and demonstrated through material specifications and wall sections. IAD352 Interior Design Studio III. Students understand the principles of acoustical design and appropriate strategies for acoustical control. Students understand that every "residential space" in the Historic Preservation Project must be designed considering acoustical control between apartments and/or tenants. This is shown and represented on the drawings using different wall symbols. IAD451 Interior Design Studio IV. Students understand that acoustics are very important for the healing and recovery of patients as well as with privacy issues in the Healthcare Project. Students demonstrate their understanding of acoustical design in their research binders for the Healthcare project. Students must design every space and select appropriate materials (shown on materials boards) for the healthcare project with acoustical consideration in mind. 12c) and 12d) IAD452 Interior Design Studio V. Principles of acoustical design and appropriate strategies for acoustical control are evidenced in research for the programming phase 1, material selections and wall and ceiling construction in both phases 3 and 4**

**12e) and 12f) IAD260 Interior Construction and Detailing. Principles of thermal design and how thermal systems impact interior design solutions are addressed through such concerns as insulation types and sun control methods as it relates to physical comfort within any interior space. IAD351 Interior Design Studio II. The principles of thermal design are supported aesthetically through carefully space planning, sufficient circulation within the space, and material selections for each of the 351 projects. Thermal systems are evidenced through window specifications for example. IAD451 Interior Design Studio IV. Understanding of the principles of thermal design is demonstrated in the research binder and the impact of this system is evidenced in the reflected ceiling plans for each Healthcare Project. IAD452 Interior Design Studio V. Principles of thermal design and how thermal systems**

### **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.

impact design solutions are evidenced by HVAC considerations on lighting and reflected ceiling plans phases 3 and 4, insulation methods on wall sections for phase 4, and increasing energy efficiency of the selected building as stated in research for the programming phase 1.

#### **PROBATION RESPONSE:**

Students understand thermal systems and how they impact interior design solutions. IAD351 Interior Design Studio II, IAD451 Interior Design Studio IV and IAD452 Interior Design Studio V principally address this understanding through classroom discussions, research and its application on RCPs, floor plans and specifications.

12g) and 12h) IAD250 Materials and Finishes of Interior Design. The principles of indoor air quality are addressed in an elemental way in conversations and project discussions. A reading assignment such as *Lean Green Preservation Machine* generated lots of conversation on IAQ and green in general. The principles of indoor air quality are addressed as it relates to specified materials as well as installation and maintenance procedures for these same materials. IAD352 Interior Design Studio III. Indoor air quality is addressed in the selection of materials and products for the design of every project. Students provide information about their materials and use that supports the goals of IAQ. Students search for sustainable materials for every project to give better indoor air quality to the user. Students have to prepare a LEED points checklist for both the Affordable Housing Project as well as the Historic Preservation Project. IAD351 Interior Design Studio II. IAQ principles are supported on each of the 351 projects through the maximization of reused materials from each existing site and considerate material selection and specifications including installation and maintenance procedures which minimize VOCs. **IAD451 Interior Design Studio IV. Students are required to research and provide information about the materials used in their design to create a LEED points chart that must be included in their research binder that accompanies the project. Students are encouraged to search and work with sustainable - green materials for every project in this course to achieve better indoor air. Students are also asked to prepare the LEED checklist for the Healthcare Project. IAD452 Interior Design Studio V. Principles of indoor air quality ( IAQ) and how the selection and application of products and systems addresses IAQ is evidenced through the selection of materials and products in phase 3 and installation methods as specified in phase 4 of their thesis project.**

#### **PROBATION RESPONSE:**

Students understand the principles of indoor air quality, the selection and application of products, systems and their impact on IAQ. IAD250 Materials and Finishes of Interior Design, IAD451 Interior Design Studio IV and IAD452 Interior Design Studio V chiefly address this through research, material specifications and installation/location of HVAC systems.

### Standard 13. Interior Construction and Building Systems

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

**13a) IAD152 Interior Design Graphics I. Students are introduced to both basic construction systems (column-beam, wood studs and foundation systems) through the creation of architectural drawings. The projects focus on foundation plans, roof framing plans, and sections of wood frame design.** IAD251 Interior Design Studio I. A series of webinars (The Building Envelope, The Plumbing System and The Electrical System) from NKBA introduces students to residential construction systems. Students take notes and quiz questions accompany the webinars to emphasize understanding. **IAD260 Interior Construction and Detailing. Students identify structural systems and methods within the project building such as steel columns and beams or wood columns and beams with structural wall systems. Students develop the building's invisible grid system for all wall and ceiling system placements.** IAD351 Interior Design Studio II. The Kitchen Competition 2011 and 2012 explore residential construction and the Restaurant Project located in an old warehouse building studies commercial construction. IAD352 Interior Design Studio III. Students work on the ASID competition and historic preservation project where the structural systems include combinations of load bearing walls, heavy timber construction, steel frame construction. IAD451 Interior Design Studio IV. Students identified structural elements through written observation and/or diagrams illustrating the structural system. **IAD452 Interior Design Studio V. Each student in phase 1 identifies structural systems and methods through a careful review of the architectural, structural, and engineering drawings for the building. Mentor input verifies their interpretation of the building structures and systems.**

#### PROBATION RESPONSE:

Student work demonstrates understanding that design solutions affect and are impacted by structural systems and methods. IAD152 Interior Design Graphics I, IAD260 Interior Construction and Detailing and IAD452 Interior Design Studio V largely address through class room discussions, exercises in identifying the structural system for the project and their final design solutions.

**13b) IAD152 Interior Design Graphics I. Students learn how all the elements in interior spaces are to be represented and work together to create an interior environment.** IAD251 Interior Design Studio I. A series of webinars (The Building Envelope, The Plumbing System and The Electrical System) from NKBA introduces students to residential construction systems and their limitations. Students take notes and quiz questions accompany the webinars to emphasize understanding. **IAD260 Interior Construction and Detailing. Students design and detail the majority of the non structural systems such as ceilings, walls, and flooring systems.** IAD351 Interior Design Studio II. Non-structural systems are modified or built new to respond to the design solution for each of the 351 projects. IAD352 Interior Design Studio III. Students are fully aware that many design decisions directly affect the building shell and the overall exterior of the building. Students are encouraged to contact Tommy Kleckner from the Historic Landmarks Foundation (guest speaker for the class) to have critiques of their design decisions. Examples: Students may decide to add a green roof or to add additional window openings to a historic building to maximize the use of the interior space. IAD451 Interior Design Studio IV. Students approach the Healthcare Project having in mind that there are limitations with partitions, floors and ceilings when using an existing building. **IAD452 Interior Design Studio V. Students identify non-structural systems within the presentation and technical drawings for the building. Mentor input verifies their interpretation of these non-structural systems.**

#### PROBATION RESPONSE:

Student work demonstrates understanding that design solutions affect and are impacted by non- structural systems including ceilings, flooring and interior walls. IAD152 Interior Design Graphics I, IAD260 Interior Construction and Detailing and IAD452 Interior Design Studio V fundamentally address this through the introduction of these systems in IAD 152 and the application as well as the detailing of these systems in IAD 260 and 452.

**13c) IAD251 Interior Design Studio I. Students create a mechanical plan for the bath project that depends on the equipment/fixtures being used and the profile of the project. IAD260 Interior Construction and Detailing. Understanding of distribution systems are evidenced through the production of a floor plan, reflected ceiling**

### **Standard 13. Interior Construction and Building Systems**

Entry-level interior designers have knowledge of interior construction and building systems. **plan, and power and communication plan.** IAD351 Interior Design Studio II. Power, mechanical and plumbing drawings are produced for the Kitchen Competition and lighting plans for the Restaurant Project show mechanical, HVAC, sprinklers, and luminaires. IAD451 Interior Design Studio IV. Students create a power and communication plan for the Healthcare Project that depends on the equipment being used and the type of healthcare project. Reflected ceiling plans show HVAC, sprinklers and luminaires. **IAD452 Interior Design Studio V. Students identify distribution systems through a careful review of the architectural, structural, and engineering drawings for the building. Mentor input verifies their interpretation of these distribution systems.**

#### **PROBATION RESPONSE:**

**Student work demonstrates understanding that design solutions affect and are impacted by distribution systems including power, mechanical, HVAC, data/voice telecommunications and plumbing. IAD260 Interior Construction and Detailing and IAD452 Interior Design Studio V principally address this through the application of these systems in their final design solutions.**

**13d) IAD260 Interior Construction and Detailing.** Energy efficiency is addressed through the reflected ceiling plan and related lighting controls. IAD351 Interior Design Studio II. The Restaurant Project has research and plans which include energy, security, and building controls systems. **IAD451 Interior Design Studio IV. The Healthcare Project has in mind energy savings and security systems not only in case of emergencies but also for patient safety. Students explore and include these systems in their healthcare design. IAD452 Interior Design Studio V. Energy, security, and building controls systems are addressed in the design solutions as evidenced in phase 3 design development. The programming phase 1 does include reference to many of these matters in the research for the project. Building controls are often referenced in phase 4 in power and communication and reflected ceiling plan(s).**

#### **PROBATION RESPONSE:**

**Student work demonstrates understanding that design solutions affect and are impacted by energy, security and building controls systems. IAD451 Interior Design Studio IV and IAD452 Interior Design Studio V mainly address this through the investigation and application of these systems in their final design solutions according to project type and use.**

**13e) IAD352 Interior Design Studio III and IAD451 Interior Design Studio IV.** Student work demonstrates understanding that design solutions may affect and are impacted by the interface of furniture and equipment with all the building systems such as electrical systems or building structure (shown on power and communication plans). IAD451 Interior Studio IV. Power and communication details indicate the interface of furniture and distribution systems. **IAD452 Interior Design Studio V. Classroom exercise indicates the interface of furniture with distribution systems.**

#### **PROBATION RESPONSE:**

**Student work demonstrates understanding that design solutions affect and are impacted by the interface of furniture with distribution and construction systems. IAD352 Interior Design Studio III and IAD452 Interior Design Studio V address this through power and communication details.**

**13f) IAD351 Interior Design Studio II.** Vertical circulation systems are evidenced in the layout of the Restaurant Project through its use of stairs and elevators. IAD352 Interior Design Studio III. Student work demonstrates understanding that design solutions affect and are impacted by vertical circulation systems. Students identify vertical circulation systems and design around them or add additional ones according to regulations, codes, and needs for each Historic Preservation Project. IAD451 Interior Design Studio IV. Vertical circulation systems are evidenced as diagrams in the research binder for the healthcare project as well as final design solutions. IAD452 Interior Design Studio V. Three of the five thesis projects are multi stories and do require both stairs and elevators. Vertical circulation systems are featured in phase 1 for the building codes graphic presentation.

**Standard 13. Interior Construction and Building Systems**

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

**PROBATION RESPONSE:**

**Student work demonstrates understanding that design solutions affect and are impacted by vertical circulation systems. IAD351 Interior Design Studio II, IAD352 Interior Design Studio III and IAD451 Interior Design Studio IV clearly address this in multi-story buildings on which project are based.**

**13g) IAD152 Interior Design Graphics I.** Students are given a set of plans that must be redrawn to a larger scale to show their understanding of architectural prints. IAD351 Interior Design Studio II. Drawings and documents are provided for the students for the Kitchen Competition and Restaurant Project excepting the building in 2009 (no drawings were available so site measurements were necessary). **IAD352 Interior Design Studio III. In the Historic Preservation Project, students are given hard copies of the most recent floor plans for the building, if available. Students must perform site measurements against the drawings they are given and for items missing to create as-built drawings prior to design. In 2013, floor plans were not available for one floor and students had to perform site measurements. Original drawings, prior to reconstruction were available for the other floor and students were able to use them as basis for their as-builts.** IAD451 Interior Design Studio IV. Students base their projects on a set of construction drawings provided by the building owners in the case of the healthcare project. **IAD452 Interior Design Studio V. Students are required to locate and work with the original construction drawings and documents for their thesis building particularly during phases 1 programming, 2 schematic and space planning, and 4 working drawings and specifications.**

**PROBATION RESPONSE:**

**Students are able to read and interpret construction drawings and documents. IAD352 Interior Design Studio III and IAD452 Interior Design Studio V noticeably address this through the understanding and analysis of existing CDs and documents for their respective projects.**

### Standard 14. Regulations

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

**14a) IAD250 Materials and Finishes of Interior Design introduces the students to the concepts of sustainability through Cradle to Cradle reading and exam questions.** IAD251 Interior Design Studio I. Students are introduced to the LEED points checklist to help them identify sustainability guidelines for the Affordable Housing Project. **IAD351 Interior Design Studio II. Specifications, LEED guidelines reference sustainability on the NKBA Kitchen Competition and Restaurant project.** IAD352 Interior Design Studio III. Students use LEED points checklist to design projects in this course in particular the Historic Preservation Project. IAD355 Interior Lighting and Color Theory. Sustainability guidelines are followed in the specifications of the luminaires as well as the selection of the lamps. IAD451 Interior Design Studio IV. Students reinforce the concept of sustainability through the material section for the healthcare project. See research binders for the healthcare project. **IAD452 Interior Design Studio V. Sustainability guidelines are identified and recorded in phase 1 programming. Sustainability guidelines such as using environmentally preferable products and materials, conserving water, and enhancing indoor environmental quality are applied in phases 3 and 4.**

**14b) IAD250 Materials and Finishes of Interior Design. Industry specific regulations such as CRI and CSI.** IAD251 Interior Design Studio I. Students were required to follow the NKBA Kitchen and Bathroom Planning Guidelines for the Bath Project. IAD351 Interior Design Studio II. Students are required to follow the NKBA Kitchen Planning Guidelines with Access Standards in the Kitchen Competition. IAD352 Interior Design Studio III. Students are introduced to the National Parks Service Secretary of the Interior Standards for Rehabilitation by Tommy Kleckner, Director Indiana Landmarks, Western Regional Office. Student are required to follow these standards and regulations for their Historic Preservation Project. IAD355 Interior Lighting and Color Theory. Industry specific regulations created by the Illuminating engineering society of North America (IESNA) and the International Association of Lighting Designers (IALD) are revealed through the Internet Research Assignment. IAD451 Interior Design Studio IV. Students follow the Facility Guideline Institute for the Healthcare Project. IAD452 Interior Design Studio V. Student awareness of industry-specific regulations are studied through the research and application of specific regulations relating to thesis project type.

**14c) IAD260 Interior Construction and Detailing.** The furniture plan and floor plan/partition plan address compartmentalization: fire separation and smoke containment. 14c) and 14d) IAD351 Interior Design Studio II. Compartmentalization and egress is studied as it occurs on the Restaurant Project. Access to stairwells, corridors and exitways are addressed in the circulation patterns on the floor plans. **IAD352 Interior Design Studio III. Students create a summary of *The Codes Guidebook for Interiors* and apply all the fire safety regulations including fire separation and smoke containment especially for the Historic Preservation Project where multiple tenants and/or multiple occupancies are present.** IAD451 Interior Design Studio IV. Students apply fire separation and smoke containment are evidenced in the Healthcare Project on the floor plans and/or fire diagrams. **14c) and 14d) IAD452 Interior Design Studio V. Compartmentalization and movement is best illustrated in phase 1 for the building codes graphic presentation and report.**

**14d) IAD260 Interior Construction and Detailing.** Furniture and partition plans demonstrate movement as it relates to access to stairwells, corridors, and exit ways. **IAD352 Interior Design Studio III. Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including means of egress such as stairwells, corridors, exitways.** IAD451 Interior Design Studio IV. **In the Healthcare Project, students create graphics that represent patient and staff circulation patterns and uses of the spaces in comparison with occupancy and fire safety codes.**

**14e) IAD260 Interior Construction and Detailing.** Floor/partition plans indicate a detection system usually in the form of an alarm system. IAD351 Interior Design Studio II. Detection devices are indicated on the Kitchen Competition and the Restaurant Project. **14e) and 14f) IAD352 Interior Design Studio III. Information regarding fire detection and alarm systems is introduced to the students in the form of a codes summary, students also prepare Fire Protection Plan in their project booklet that accompanies the Historic Preservation Project.** IAD451 Interior Design Studio IV. **For the Healthcare project, students create a reflected ceiling plan showing fire**

### Standard 14. Regulations

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

detection and alarm systems as part of the final presentation. 14e) and 14f) IAD452 Interior Design Studio V. Detection and suppression devices are evidenced on the lighting and reflected ceiling plans in phases 3 and 4.

#### PROBATION RESPONSE:

Student work demonstrates understanding of active devices that alert occupants including smoke/heat detectors and alarm systems. IAD352 Interior Design Studio III, IAD451 Interior Design Studio IV and IAD452 Interior Design Studio V evidenced these systems on project reflected ceiling plans and final design solutions.

14f) IAD260 Interior Construction and Detailing. The reflected ceiling plan indicates a suppression system usually in the form of sprinklers. IAD351 Interior Design Studio II. The floor plan for the Kitchen Competition indicates the location of a fire extinguisher. Suppression devices are indicated on the lighting plans for the Restaurant Project. IAD352 PRIMARY . IAD451 Interior Design Studio IV. Fire suppression systems are shown on the presentation drawings.

14g) IAD351 Interior Design Studio II. Building codes are addressed in the Restaurant Project. IAD352 Interior Design Studio III. Students research and identify all codes and regulations that affect their project and apply these codes and regulations to their design solutions. Historic Preservation Project must include mixed occupancies to convey understanding and application of codes and regulations. IAD451 Interior Design Studio IV. Students research and identify all codes and regulations that may affect their projects by location and use and apply these codes and regulations to their design solutions. IAD452 Interior Design Studio V. Applicable building codes for the student's thesis project are identified and recorded in the programming report in phase 1. Phases 2, 3, and 4 demonstrate the application of these identified codes.

14h) IAD250 Materials and Finishes. Students are introduced to standards through exams. IAD351 Interior Design Studio II. Standards such as ASTM, CRI, ANSI and UL are referenced as they relate to materials and products specified for the Restaurant Project typically located in the project documentation. IAD352 Interior Design Studio III. Students select and apply appropriate standards such as ADA and Building codes into every aspect of their design solutions. An accompanying project booklet contains all such data. IAD451 Interior Design Studio IV. Standards such as ANSI, ASTM, or NFPA are all organizations that produce fire-related standards and are evidenced in the material and product specifications. IAD452 Interior Design Studio V. Standards such as ANSI, ASTM, or NFPA are all organizations that produce fire-related standards and are evidenced in the material and product specifications produced in phase 4 for the thesis project.

#### PROBATION RESPONSE:

Standards are referenced in the ASTM, CRI, ANSI and UL specifications addressed in IAD351, 451, and 452 as well as the LEED documentation.

14i) IAD260 Interior Construction and Detailing. Accessibility guidelines are demonstrated on the furniture and partition plans particularly in the restroom layouts and general corridors. IAD351 Interior Design Studio II Accessibility is applied to the Kitchen Competition and Restaurant Project. IAD352 Interior design Studio III. As part of the codes and regulations summary and analysis, students applied accessibility guidelines in the ASID student competition and the historic preservation project. IAD451 Interior Design Studio IV. Students apply all accessibility guidelines particularly evidenced on the ADA diagrams located in the research binder and on the presentation drawings. IAD452 Interior Design Studio V. Accessibility guidelines are identified in phase 1 and applied in phases 3 and 4 of the thesis project.

#### PROBATION RESPONSE:

Accessibility guidelines are demonstrated through the placement of furniture and wheelchair turning circles and elevations indicating critical height placements for IAD351 and IAD452.

## CURRICULUM MATRIX - COURSE SEQUENCE

Catalog Number	Course Name
<b>IAD 150</b>	Introduction to Interior Design
<b>IAD 152</b>	Interior Design Graphics I (Architectural Drafting)
<b>ARTS 102</b>	2D Design
<b>IAD 151</b>	Design Fundamentals (3D Design)
<b>ARTS 101</b>	Drawing
<b>IAD 250</b>	Materials & Finishes of Interior Design
<b>IAD 252</b>	Interior Design Graphics II (Hand and 2D Digital Color Rendering)
<b>ARTH 271/272</b>	Art History I or II
<b>IAD 251</b>	Interior Design Studio I (Residential Design)
<b>IAD 260</b>	Interior Construction and Detailing
<b>IAD 497</b>	CAD Fundamentals
<b>IAD 351</b>	Interior Design Studio II (Universal Design)
<b>IAD 354</b>	Traditional Interiors
<b>IAD 355</b>	Interior Lighting & Color Theory
<b>IAD 352</b>	Interior Design Studio III (Historic Restoration)
<b>IAD 455</b>	American Interiors and Furniture
<b>IAD 353</b>	Interior Design Internship
<b>IAD 451</b>	Interior Design Studio IV (Healthcare Design)
<b>IAD 454</b>	Contemporary Interiors and Furniture
<b>IAD 452</b>	Interior Design Studio V (Thesis Project)
<b>IAD 458</b>	Professional Practices and Procedures
<b>ARTD 490</b>	Interior Design Portfolio











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**P** - Primary evidence. **Limit:** 3 'P's per expectation. 1 'P' per expectation is mandatory unless the program does not address the expectation in the curriculum.

**S** - Secondary evidence. **Limit:** 4 'S's per expectation.

	FIRST YEAR						SECOND YEAR						THIRD YEAR				FOURTH YEAR							
	FALL			SPRING			FALL			SPRING			FALL	SPRING	SUMMER	FALL			SPRING					
	IAD 150	IAD 152	ARTS 102	IAD 151	ARTS101		IAD 250	IAD 252	ARTH 271/272	IAD 251	IAD 260	IAD 497	IAD 351	IAD 354	IAD 355	IAD 352		IAD 353	IAD 451	IAD 454		IAD 452	IAD 455	IAD 458

**Standard 6. Communications - Entry-level interior designers are effective communicators.**

**Student Learning Expectations**

Students <i>apply</i> a variety of communication techniques and technologies appropriate to a range of purposes and audiences.	6a						S						S						P						S						P						P					
<b>Students are able to:</b>																																										
express ideas clearly in oral and written communication.	6b												S						S						S						P						P					
use sketches as a design and communication tool (ideation drawings).	6c						S						S						S	S					P						P						P					
media.	6d												S						S	S					P						P						P					
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.	6e																							S						S						P						
integrate oral and visual material to present ideas clearly.	6f												S						S	S					P						P						P					

**Notes:**





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	FALL			SPRING			FALL			SPRING			FALL	SPRING	SUMMER	FALL			SPRING					
	IAD 150	IAD 152	ARTS 102	IAD 151	ARTS101		IAD 250	IAD 252	ARTH 271/272	IAD 251	IAD 260	IAD 497	IAD 351	IAD 354	IAD 355	IAD 352		IAD 353	IAD 451	IAD 454		IAD 452	IAD 455	IAD 458

**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:

two-dimensional design solutions.	9a	P	P								S				S						S				P
three-dimensional design solutions.	9b			P							S				S						S				P
Students are able to evaluate and communicate theories or concepts of spatial definition and organization.	9c			S							S				S						P				P

Notes:



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	FIRST YEAR						SECOND YEAR						THIRD YEAR				FOURTH YEAR							
	FALL			SPRING			FALL			SPRING			FALL	SPRING	SUMMER	FALL			SPRING					
	IAD 150	IAD 152	ARTS 102	IAD 151	ARTS101		IAD 250	IAD 252	ARTH 271/272	IAD 251	IAD 260	IAD 497	IAD 351	IAD 354	IAD 355	IAD 352		IAD 353	IAD 451	IAD 454		IAD 452	IAD 455	IAD 458

**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:**

color principles, theories, and systems.	10a	P										S						S	P			S				S				P			
the interaction of color with materials, texture, light, form and the impact on interior environments.	10b																		S	P			S				P					P	

**Students:**

appropriately select and <b>apply</b> color with regard to its multiple purposes.	10c	P										S						S								P				P		
<b>apply</b> color effectively in all aspects of visual communication (presentations, models, etc.)	10d											S						S								P				P		P

**Notes:**





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FIRST YEAR				SECOND YEAR				THIRD YEAR			FOURTH YEAR																							
FALL		SPRING		FALL		SPRING		FALL	SPRING	SUMMER	FALL		SPRING																					
IAD 150	IAD 152	ARTS 102		IAD 151	ARTS101			IAD 250	IAD 252	ARTH 271/272			IAD 251	IAD 260	IAD 497			IAD 351	IAD 354	IAD 355			IAD 352		IAD 353		IAD 451	IAD 454			IAD 452	IAD 455	IAD 458	ARTD 490

**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:

structural systems and methods.	13a	P											S	P					S					S								P			
non-structural systems including ceilings, flooring, and interior walls.	13b	P											S	P					S					S								P			
distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.	13c												S	P					S					S								P			
energy, security, and building controls systems.	13d												S						S					P								P			
the interface of furniture with distribution and construction systems.	13e																		P					S								P			
vertical circulation systems.	13f																		P					P								S			
Students are <i>able</i> to read and interpret construction drawings and documents.	13g	S																	S					P								P			

Notes:



