
COUNCIL FOR INTERIOR DESIGN ACCREDITATION
PROGRAM ANALYSIS REPORT | 2022



— PROGRAM OF —
INTERIOR
DESIGN

Section 1. Institutional and Program Data

Intent: Institutional and program data provides CIDA with basic information about the program, the institution that houses the program, and program resources. For the purposes of an accreditation review, this information serves as a tool to help CIDA understand the context of the institution and program. Institutional and program data may also be used to assist in evaluating program compliance with standards related to program resources.

Page limit: 9 (including the Institutional and Program Data Form)

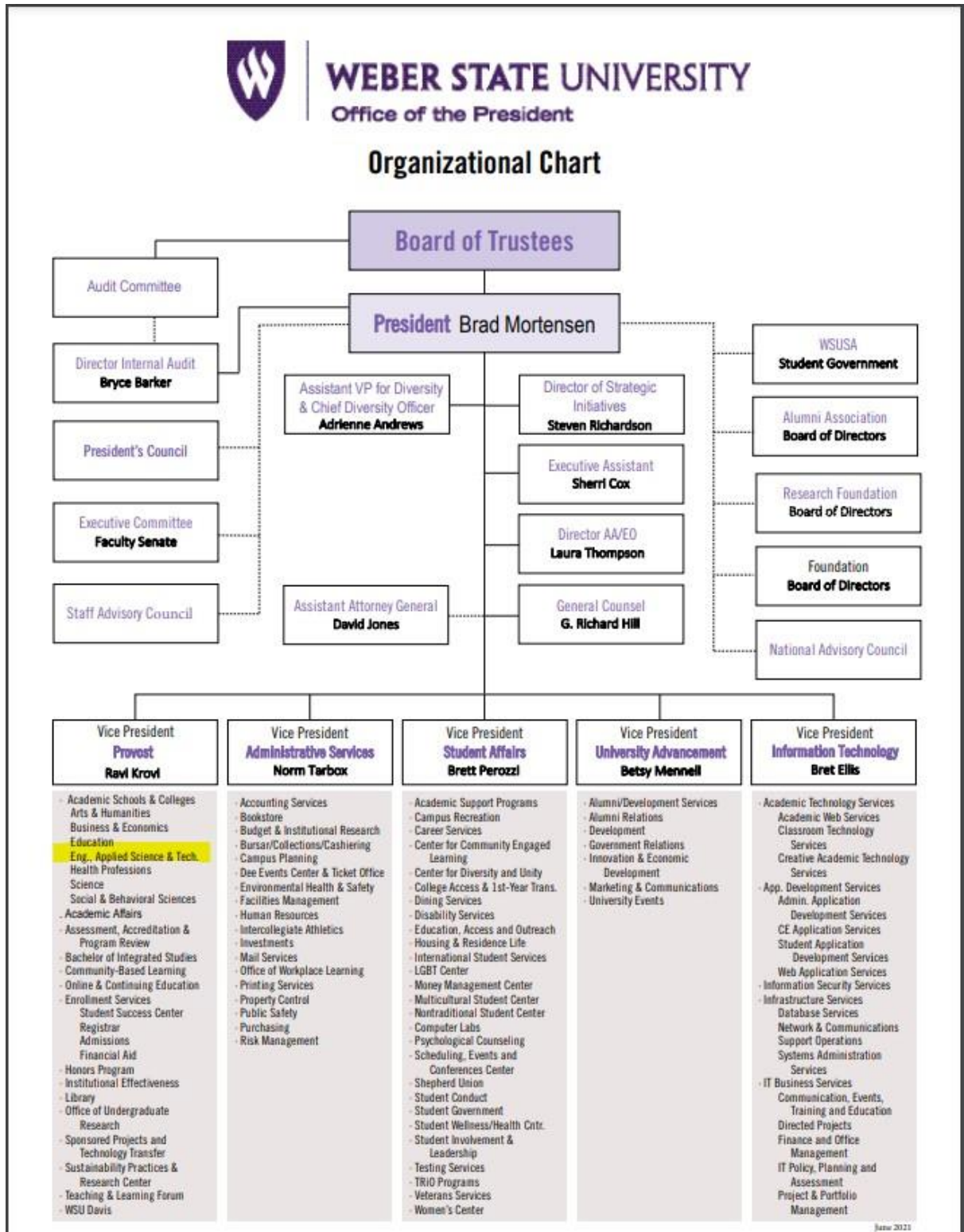
- 1) List the names, titles, phone numbers, and e-mail addresses of administrators who will receive a copy of the final Accreditation Report. CIDA distributes **1 complimentary hard copy** of the Accreditation Report to the first individual listed below (physical address required). Other individuals listed will receive a digital copy of the report. Additional hard copies may be requested for a fee of \$25 per report. Be sure to include the following individuals:

Chancellor, president, provost, or chief academic officer of the university or school <i>*must be a physical address for FedEx delivery</i>	<i>Name and title</i> Brad L. Mortensen, president
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Report submitted by (signature and date)

Section 1. Institutional and Program Data

2)



Section 1. Institutional and Program Data

The data that is collected using the form below is entered into a database, compiled, and shared through program summaries on the CIDA website (<http://accredit-id.org/faculty-programs/resources/> under Program Summaries). These summaries provide information that may be valuable to programs, such as faculty salary ranges across accredited programs. Data collected from this section of the PAR will be disseminated by CIDA in compiled format only.

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

29,774

Academic year of this report

2022-23

Current Council for Interior Design Accreditation status
(Check one)

- Accredited
 Not accredited
 On probation

Check all **institutional** (university/ college) 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)

Northwest Commission on Colleges and Universities

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)

Endorsed NKBA program

Section 1. Institutional and Program Data

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

Academic unit housing program
(Check one)

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

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

College of Engineering, Applied Science and Technology

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

stand alone program

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

Department of Construction and Building Sciences

Section 1. Institutional and Program Data

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

- _____ Administration
- _____ Facilities
- _____ Faculty
- _____ Finances
- 1 _____ Council for Interior Design Accreditation Standards
- _____ Industry trends
- _____ Societal trends
- _____ Student demographics
- 3 _____ Practitioner feedback
- _____ Research
- _____ Advisory Board
- 2 _____ 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

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

Associate of Applied Science – Interior Design
 Bachelor of Integrated Studies – Interior Design Emphasis
 Minor Emphasis – Interior Design

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

121 _____ Semester hours
 _____ Quarter hours
 _____ Trimester hours

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

30-40 _____ Semester hours* depending on courses chosen
 _____ 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 hour
 _____ 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

Section 1. Institutional and Program Data

What percentage of students transfer from other institutions into your program? 30.1 %

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

Section 1. Institutional and Program Data

Number of students who are enrolled in the Interior Design program in the **current** academic year:

	Full Time	Part Time
First year/freshmen	<u>21</u>	<u>17</u>
Second year/sophomores	<u>34</u>	<u>9</u>
Third year/juniors	<u>26</u>	<u>17</u>
Fourth year/seniors	<u>32</u>	<u>25</u>
Fifth year if applicable	<u>3</u>	<u>0</u>
Total enrollment for the current academic year	<u>116</u>	<u>74</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>93.16</u>	<u>%</u>
Nonresidents of the state/province	<u>6.8</u>	<u>%</u>
Nonresident aliens (international students)	<u>0</u>	<u>%</u>
Total	<u>100%</u>	
<hr/>		
Male	<u>12.63</u>	<u>%</u>
Female	<u>87.37</u>	<u>%</u>
Total	<u>100%</u>	
Black, non-Hispanic	<u>2.63</u>	<u>%</u>
American Indian or Alaskan Native	<u>0.0</u>	<u>%</u>
Asian or Pacific Islander	<u>.53</u>	<u>%</u>
Hispanic	<u>15.79</u>	<u>%</u>
White, non-Hispanic	<u>67.89</u>	<u>%</u>
Other	<u>11.05</u>	<u>%</u>
Total	<u>100%</u>	

Section 1. Institutional and Program Data

Traditional age students 60.55 %

Returning adult students 39.5 %

Total **100%**

Students with previous baccalaureate degrees 3.68 %

Students with previous associate degrees 22.63 %

How many students completed the program and graduated in each of the last three academic years? 16 BS 2021-22
6 AAS

15 BS 2020-21

14AAS

12 BS 2019-20

7 AAS

How many graduates from the past year are employed as Interior Designers? If known, indicate in the specializations listed.

 Health care

 Hospitality

 Retail

 Corporate

 Residential

14 Unknown, but Interior Design

How many students who completed the program during the past academic year are continuing their education in a graduate program?

1 Interior Design

1 Architecture

 Business

 Other (specify)

What is the average student to faculty ratio in Interior Design studios?

18 : 1
Students Faculty

Total full-time faculty members for the Interior Design program

2* (1 position currently being re-hired)

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.)

4

Section 1. Institutional and Program Data

Salary **range** for full-time faculty in the program (annual salary)

\$ 69,900 to \$ _____

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	
Kristen Arnold	M.Ed	Education	Yes	PT 12 yrs	12 years	NKBA, IDEC

Does the state or province in which the program is located regulate the Interior Design profession and/or require licensing of Interior Designers?

X Yes No

Section 2. Introduction

Recommended page limit: 2 pages

- 1) State the mission of the institution and describe the impact that significant institutional characteristics have on the teaching and learning environment. *Examples of significant institutional characteristics could include research versus teaching institution, location of the institution, or unique student demographics.*

Weber State University provides transformative educational experiences for students of all identities and backgrounds through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, research, civic engagement, and stewardship.

Weber State University (WSU) is a comprehensive public university authorized to operate and confer degrees under Utah Code section 53B-6-101 et seq and its mission and roles are governed by Utah State Board of Regents policy 312. The university's mission is approved by the Weber State University Board of Trustees (March, 2021) and the Utah Board of Higher Education (July, 2021).

Vision

Weber State University will be a leader in transforming lives by meeting all students where they are, challenging and guiding them to achieve their goals academically and in life.

Values

Weber State University values:

EVERY INDIVIDUAL

Embracing all identities through the promotion of belonging, creativity, uniqueness, and self-expression;

COLLECTIVE EXCELLENCE

Fostering achievement and transparency in learning and discovery through collaboration; and

TRANSFORMATIVE EXPERIENCES

Nurturing success through engaging, supportive, and personalized opportunities in a rapidly changing world.

Significant institutional characteristics and their impact on the Interior Design program:

Weber State University has a strong focus on undergraduate education, offering over 225 undergraduate degrees/programs – the largest and most expansive undergraduate program in the State of Utah. The university also offers one doctoral program, 11 graduate degree programs, an array of professional certificate programs, online education and an Early College Program.

Weber State University provides live lecture courses as well as on-line instruction. Late afternoon and night courses are offered in addition to traditional day time class schedules. Weber State University has multiple campuses (Ogden, Davis, online) as well as numerous center locations in northern Utah. Weber State also has a strong concurrent enrollment program with local high schools.

Courses are also flexible to cater to the non-traditional student body. Students at Weber State University are considered non-traditional in that most are employed full- or part-time. Student age ranges from 19-40, generally live off-campus, and many are married with families.

The WSU Ogden campus has 63 buildings on more than 500 acres that house abundant classrooms and laboratories, excellent student computing facilities, outstanding performing arts auditoriums, a spacious library, and a well-equipped health and fitness center. An area of continued growth is WSU-Davis, which provides instruction to students on a new high-tech campus in Layton.

The Weber State University Davis Campus is a growing campus offering 19 programs, including the Interior Design Program. Programs range from certificate programs through graduate programs. The campus, 15 miles south of

Section 2. Introduction

the main Ogden campus, offers students the convenience of being located closer to the hub of the design community (Salt Lake City). The Davis campus had 3740 students enrolled for fall 2014.

Weber State University prides itself in the fact that smaller class size (university class sizes average of 20 students; ID class sizes average 18 students) encourage more teacher-to-student interaction in the teaching and learning environment. Faculty members encourage one-on-one focus to their students in an effort to provide quality higher education. With a student body of over 26,000 drawn predominantly from Utah, but also including students from all 50 states and 35 foreign countries, WSU takes pride in its student-centered environment for learning and believes that quality education is founded upon close associations between faculty and students.

- 2) Provide a brief program history of the Interior Design program undergoing evaluation addressing its origins, development over time, and any significant changes and their impact on the following:
- the program's academic unit
 - mission and goals
 - curriculum content and/or sequence

Program history:

- 1970: Two-year Interior Design program originates and is housed in the Department of Art, College of Humanities – 1 faculty member – Jan Slabaugh.
- 1984: Program revised, philosophies reviewed and program was moved to partner with Technical Sales as emphasis in degree. Moved to Department of Technical Sales, College of Applied Science and Technology. Jan Slabaugh named program coordinator of Interior Design program.
- 1986: Program sought and received endorsement by NKBA in two-year curriculum.
- 1999: Program increased from one full-time faculty member to include an additional half-time faculty member.
- 2002: Program obtains a four-year Interior Design-Technical Sales Bachelor of Science/Interior-Design -Technical Sales Bachelor of Arts degree approval.
- 2004: Faculty increased to add one adjunct faculty member.
- 2005: Program sought approval to seek CIDA accreditation. Faculty increased to 2 additional adjunct faculty members --- total faculty: 1 full-time tenured faculty, 1, ½ time faculty, 2 adjuncts).
- 2007: Program adopts minimum “B” grade requirement for all required and support courses
- 2008: Program receives 6-year initial CIDA accreditation
- 2009: Program gains one, ¾ time faculty member (1 full-time tenured faculty, 1, ¼ time, 1, ½ time, 1 adjunct). First online course is implemented in Interior Design program --- IDT 1010.
- 2010: Program coordinator change from Jan Slabaugh to Kristen Arnold. NKBA transitions from accrediting program to endorsed programs ---- ID program is grandfathered into NKBA endorsed programs.
- 2011: Program implements first Study Abroad experience, charrette and Charitable Chair event into curriculum.
- 2012: Department of Technical Sales, changes name to Department of Professional Sales, resulting in degree name changes to Bachelor of Science degree in Interior Design-Professional Sales. Program continues implementing stronger Community Engaged Learning focus into curriculum.
- 2013: Program moves from Ogden campus to Davis campus, gaining its own program facilities and design suite. Program also invites Department of Construction Management programs to participate in charrette changing the event to the 48-Hour Interdisciplinary Charrette. Program becomes emphasis in BIS degree for Architectural Engineering Technology, adding diversity and increasing class sizes for specific courses.
- 2014: Program receives 6-year re-accreditation with Council for Interior Design Accreditation. Program receives Creative Arts designation for IDT 1010 Introduction to Interior Design course.
- 2017: Program adds additional ½ time faculty member bringing total faculty to 1 full-time tenured faculty, 1 full-time instructor, 2, ½ time instructors, 1 adjunct.
- 2018: Program moves from Department of Professional Sales to Department of Construction and Building Sciences. Program also seeks stand-alone Bachelor of Science Degree in Interior Design and stand-alone Associate of Applied Science Degree in Interior Design.
- 2020: Courses are forced to move to online formats due to covid19 pandemic from March 2020 through spring 2021 semester. Some course formats after that time period were changed to provide variety for

Section 2. Introduction

students depending on the course. Course formats offered include online, hybrid (synchronous and asynchronous), and face to face formats.

2022: Program faculty consists of: 1, full-time tenured faculty, 1 full-time [non-tenured] instructor, 2, ½ time instructors, 1 adjunct instructor.

- 3) *Describe the program's educational philosophy and/or approach to delivering Interior Design education. This should include a discussion of significant program characteristics and the impact they have on the teaching and learning environment.*

The teaching and learning environment in the WSU Interior Design program is particularly impacted by **the positive reinforcement and collaborative team characteristic** within the program. Faculty model team approaches to sharing of responsibilities, flexibility, and collaborating on interrelatedness of courses. Faculty members often assist each other in critiques, presentations and seminar series lectures. Students are encouraged to build upon their strengths, learn to work in team situations, and network with each other in a close-knit group. Students are admitted into the program when they gain freshman admission to the university. Thus, the negative stress energy of a matriculation process is transferred to positive growth of strengths and can carry forward to professional practice. Developmental advising and a structured 4-year schedule is helpful in identifying student aptitude, assisting the student to self-assess, and promote personal responsibility for their academic preparation.

The Interior Design program is located within the College of Engineering, Applied Science and Technology. This provides the program a **broad range of resources**. A good working relationship exists among all programs within the college and the Construction and Building Sciences Department, thus providing opportunities for multidisciplinary interaction. The teaching and learning environment within the program helps students to be prepared to enter the design-build profession with a confidence acquired in interdisciplinary activities as well as in the professional selling aspect of this program through the Professional Sales courses. Focus on the art of selling, presentation, and salesmanship is given to compliment the design curriculum.

The Interior Design Program adheres to the campus and retention policies but does have a policy that states “a grade of ‘B’ or better in courses required for this major in addition to an overall GPA of 3.0 or higher (ref https://catalog.weber.edu/preview_program.php?catoid=19&poid=9291). A wide variety of strategies to ensure **student success and development are encouraged** including mid-semester developmental advising. In past program reviews, the ‘B’ grade requirement was cited as a strength – “the requirement of proficiency (B grade or better) ensures that standards are met at exceptional levels of achievement.”

The Interior Design program offers courses from Art (Art 1010, Art CA1030, Art 1140,) and Professional Sales (PS 1143, PS 3103, PS 3203, PS 3363, PS 3903, PS 3702). This is of great value in developing a **multi-disciplinary collaborative learning environment** as well as aid in broadening student perspective and knowledge base. The Interior Design Bachelor of Science degree program is structured in a 2 + 2 sequence format, which also offers students an Associate of Applied Science Degree within the 4-year program.

Section 2. Introduction

All faculty members bring various **perspectives** to the teaching environment from professional practice that represent a variety of backgrounds, experience and points of view. The majority of faculty hold master's degrees, and are NCIDQ certificate holders. In addition, all faculty members and support faculty hold at least one degree in Interior Design. The majority of faculty are well traveled and have attended all Study Abroad trips --- foreign and domestic --- since the Study Abroad program's inception in 2011, a valuable contribution to the classroom. Faculty members participate in professional organizations including but not limited to: Interior Design Educators Council (IDEC), International Interior Design Association (IIDA), National Kitchen and Bath Association (NKBA), and are supportive of local legislation updates.

The program promotes **inclusiveness**. Because of the lack of a matriculation process, students move through the program in a cohort, encouraging mentorship and collaboration amongst peers and underclassmen. In addition, Building Design and Construction majors take ID courses as part of the BDC Bachelor's degree, giving Interior Design courses diversity in its student body. This offers a unique perspective to ID majors giving them a real-world design-build work simulation. Likewise, this gives BDC majors exposure to the skill set of ID majors.

The Interior Design program strongly **promotes professional certification** and educates to that end. The curriculum in the junior year prepares students for the IDFX exam. Written exam questions as well as practical exam prep is given throughout the spring semester. The curriculum is reinforced in the senior year as the senior student prepares to sit for the IDFX exam.

As mentioned, the program provides a broad range of **technology resources**. The Department has access to certification licensure for AutoDesk products and offers students opportunity to become certified in CAD, Revit, and 3DS Max as part of course curriculum or students can opt to certify on their own.

The Interior Design program strongly believes in implementing **Community Engaged Learning strategies** into the curriculum where possible. Many of the projects in studio courses have a CEL focus when the project scope compliments the course curriculum. Senior Project, is a designated CEL course. Other courses participate in Charitable Chair and the Interdisciplinary Charette, both of which combine community service with curriculum. https://weber.edu/interiordesign/community_engaged_learning.html

The program **fosters networking and mentorship**. The program offers a Professional Networking luncheon in which students are given opportunity to spend time with design professionals one-on-one in a casual atmosphere in which students can gain perspective from designers and build mentoring relationships. In addition, mentoring is encouraged in all classes and studios and labs.

The program promotes and fosters **interdisciplinary collaboration**. The program pairs with other departmental programs routinely in events and disciplinary opportunities to provide academic experiences for design majors. The Interdisciplinary Design Charrette is one of those experiences. Students from sophomore to senior level participate annually in the 48-hour charrette in which Interior Design, construction management and building design and construction majors are paired in teams for a unique design-build experience. The Interdisciplinary Charrette earned the Provost's Exemplary Interdisciplinary Collaboration Award in 2020. https://www.weber.edu/interiordesign/forty_eight_interdisciplinary.html

The program **integrates service with curriculum**. Students participate in Charitable Chair twice during their tenure in the program as part of course requirements in several classes in the curriculum (IDT 2040, 2820, 3045), As part of the course final project, students are required to find, refurbish or design a new chair with historical significance or influence. Students take part in all phases of project management including soliciting community sponsors for each individual/team. Sponsors may donate services, product or funds to help with the initial cost of purchasing and refurbishing or manufacturing the chair. Chairs are then auctioned at an event in which proceeds are split between a local non-profit organization and the WSU Interior Design program. Each course highlights different aspects of the project as students move through the design process to complete the project. <https://weber.edu/interiordesign/chair.html>

Section 2. Introduction

The Interior Design Program has implemented an **enviable Study Abroad program**. The program is not required but is strongly encouraged to all design majors at least once during their tenure in the design program. Tours are offered internationally every other year and in-country experiences are offered on the off year. Credit is offered for international tours. Through these experiences, students gain deeper understanding of historical precedent, architecture, history, culture, design, as well as bond with their peers and instructors. These experiences deeply impact the student experience in and out of the classroom and are evident in student work. Many students who embark on study abroad trips often take subsequent tours without credit incentive
https://weber.edu/interiordesign/study_abroad.html

Section 2. Introduction - Program Delivery

- 1) If the program offers any courses through an alternate delivery method (for instance online learning) briefly describe the delivery method and list any courses required for graduation that are offered through the alternate delivery method.

Since the pandemic, the program offers a variety of formats of courses within the curriculum, depending on the course -- -online, hybrid and face to face. All are required courses within the curriculum.

Some courses* are offered in multiple formats (e.g. both online and face to face).

Online:

--- General Education courses: Most general education courses have online offerings as well as live offerings. Approximately 24% of general education breadth courses are offered online.

IDT 1010, 1050, 2020, 2035, 2080, 4860, all PS classes --- PS 1143, 3103, 3203, 3363, 3903
Art 1010 or 1030, COMM 2110

Hybrid: IDT 1050, 1020, 2040, 2860, 3000, 3060, 4025, 4030
(can be VH or f2f --- synchronous or asynchronous)

*Courses that are offered in multiple formats (such as both f2f and online:
IDT 1010, 1050, 2080, 2035. all PS classes

Section 3. Program Goals and Self-study

Intent: *The purpose of self-study is to analyze a program's success in meeting its educational goals. In this section of the report, the program should reflect on its goals and discuss self-study in relation to the achievement of these goals. While CIDA Standards are the criteria for assessing whether or not a program should be accredited, knowing a program's goals and how the program assesses its success in achieving them furthers CIDA's understanding of the program.*

Recommended page limit: 4 pages

- 1) Provide the goals of the Interior Design program.

Mission Statement

The Interior Design Program at Weber State University, grounded in the missions of the College of Engineering, Applied Science and Technology and Weber State University, provides a body of knowledge through standards-based curriculum, practical experience, professional exposure, and community outreach.

The program seeks to prepare graduates to enter various avenues of a design-build network of professions with a firm knowledge of professional standards, design theory, design process, technical skills and the art of professional selling through the following program goals:

Goal 1

Curriculum that promotes the advancement of skills necessary to enter the practice of the Interior Design profession while fostering collaboration among disciplines within the design-build network and prepares students for professional licensure.

Goal 2

Recognition of the impact of Interior Design on society and the responsibility of protecting the health, safety and welfare of the public

Goal 3

Development of an understanding of global awareness, diversity and environmental sustainability.

- 2) Describe the self-study process your program completed in preparation for the CIDA accreditation review, including:
 - The methods used to determine whether the program meets CIDA Standards and program goals.
 - Who was engaged in the self-study process (e.g., faculty members, students, advisory boards, or employers) and how these individuals or groups were involved.
 - Any unique characteristics of your self-study process (e.g., overlap with a self-study activity undertaken for institutional or other purposes).

Since initial accreditation in 2009 and re-accreditation in 2015, the faculty continues a constant self-study and alignment review with CIDA standards. Recently, Weber State University institution underwent a 5-year review of Northwest Commission on Colleges and Universities (NWCCU) which necessitated a program review of the Interior Design program in 2020.

The program's NWCCU standards are closely aligned with the CIDA standards, in order to ensure CIDA alignment and meeting of program goals.

Annual advisory board meetings are held and input from advisory board members has been ongoing, as recently as summer 2022.

Section 3. Program Goals and Self-study

Feedback gained from alumni and their perspectives on proficiency levels, job readiness, and skill preparation are also ongoing. In addition, guest speakers from the IDT 2990 Design Seminar course are also engaged in assessing the program.

The curriculum matrix was reviewed both as a group and individually by faculty members to identify those courses that were primary indicators and secondary indicators for each CIDA standard. A detailed accounting of how each course did or did not meet each indicator (through assignments, lecture, exams, projects, etc.) was created by using the CIDA matrix. Constant review of the matrix and the standards helped faculty identify in which courses specific indicators should be taught and changes were made, if needed, to the curriculum immediately. The programmatic outcomes assessment process was reviewed, helping to define areas of strength and weakness. Those areas that indicated improvement was needed were examined and strengthened.

Student work is retained and evaluated to verify student knowledge and understanding as identified in the CIDA standards. Students are also required to justify their design solutions.

- 2) Describe the results of the program's self-study by addressing the following:
 - What evidence was collected and what did analysis of evidence reveal?
 - What strengths did the program identify?
 - What gaps did the program identify?
 - What led to strengths or gaps?
 - What observations about the program mission and goals were made in relation to the self-study process?
 - Were any changes made to the program mission or goals as a result of the self-study?

Ongoing faculty review has taken place in the six-year period between re-accreditation in 2015 and now. The program has retained all student work over the years which has given opportunity for faculty to consistently evaluate courses and outcomes and to ensure quality of student work and adherence to standards. After re-accreditation, a proactive approach was taken to incorporate areas of improvement into courses as indicated on the 2015 report and again on the interim report in 2018. In addition, constant input from advisory board members as to local industry demand and guidance has been valuable in shaping the program as to technology needs and graduate preparation.

CIDA standards have changed several times since initial accreditation in 2015 --- most recently January 2022 ---- and the program has adapted to the changes. This has required the faculty to constantly adapt the courses to meet CIDA standards. During preparations for reaccreditation as part of the in-depth self-study by faculty, several strengths were noted as well as one area of improvement:

Strengths include:

Knowledge of design process. Studio courses build upon student's knowledge of the design process and give opportunity to put into practice concepts learned from prior courses, scaffolding knowledge from one course to another.

Construction documents and codes. Students participate in national contests in several studio courses which increase project quality and rigor. Students are skilled in their codes knowledge and have various projects in which they produce projects based on local or national code. Students have many courses in which they prepare contract documents and are well-versed in interpreting, creating and being familiar with the set of contract documents.

Section 3. Program Goals and Self-study

Collaboration and Communication. Experiences in the Interdisciplinary Charrette provide the student opportunity to hone their team building skills as well as give them confidence in their own abilities from year to year. Students learn how to interact with allied disciplines and gain appreciation for design-build team members when working on charrette problems. The charrette experience also provides students opportunity to mentor each other in the 48-hour period as upperclassmen are often paired with underclassmen in teams. Communication techniques are introduced in IDT 1020 Presentation Techniques and are utilized in all courses as they present projects in various ways throughout the curriculum.

Area of Improvement:

Diversity, Equity and Inclusion in Workplace Practices: While there are indicators that satisfy this requirement as indicated on the PAR and matrix, the program feels this could be an area of improvement. This Standard (6I) was added in the January 2022 Standards and the program feels that it hasn't had adequate time to sufficiently implement it as it should. Additional assignments and projects have been added to course curriculum to help satisfy this standard at the time of this report.

Section 4. Course Progression Plan

Please provide a course progression plan or sequential list of required Interior Design courses. For each course, include the following:

- Catalog identification number
- Course name
- Any prerequisites for cross-reference with the Curriculum Matrix (for example, ID 343: Design Studio II Commercial).

Prerequisite course

IDT 1010 -- Introduction to Interior Design	
IDT 1020 – Presentation Techniques	
IDT 1050 – Architectural Drafting	
IDT 2010 – Sustainability I: Textiles	
IDT 2020 -- Computer Aided Drafting and Design	
IDT 2035 – Design Process	(IDT 1050 Architectural Drafting)
IDT 2040 – Architectural Detailing	(IDT 2020 Computer Aided Drafting & Design)
IDT 2050 – Codes	
IDT 2060 – Sustainability II: Hard Materials	
IDT 2080 – Advanced Interior Architectural Drafting	
IDT 2820 – Historical Interiors	
IDT 2860 – Practicum	(IDT 2020 Computer Aided Drafting & Design, IDT 2035 Design Process)
IDT 3000 – Lighting Design	(IDT 1050 Architectural Drafting and IDT 2035 Design Process)
IDT 3020 – American and Modern Interiors	
IDT 3025 – Professional Practice	
IDT 3040 – Perspective Rendering	
IDT 3045 – Residential Design	(IDT 3000 Lighting Design and IDT 3040 Perspective Rendering)
IDT 3060 – Kitchen and Bath Design	(IDT 3045 Residential Design)
IDT 4010 – Commercial Studio	(co requisite: IDT 4020 Commercial Design)
IDT 4020 – Commercial Design	(IDT 2035 Design Process, IDT 2050 Codes, IDT 3000 Lighting, IDT 3040 Rendering)
IDT 4025 – Senior Project Program Development	(IDT 4020 Commercial Design)
IDT 4030 – Senior Project	(IDT 4025 Senior Project Program Development)
IDT 4040 – Portfolio Design	(IDT 4025 Senior Project Program Development)
IDT 4830 – Directed Readings	(in conjunction w/IDT 4010 Commercial Studio)
IDT 4860 – Internship for Interior Design	

Support courses (required):

Art CA 1010 or 1030 – Studio Art or Art for the Non-Art Major

COMM HU 2110 -- Interpersonal/Group Communications

PS 1143 – Fundamental Selling

PS 3103 – Sales Personalities and Profiles

PS 3203 – Customer Service Techniques

PS 3363 – Contract and Sales Negotiations

PS 3702 – Developing Team Leadership Skills

PS 3903 – Sales Presentation Strategies

Section 4. Course Progression Plan

WSU CATALOG listings:

Weber State University Catalog: <https://catalog.weber.edu/>

Interior Design Bachelor of Science Degree, WSU Catalog: <https://weber.edu/interiordesign/bachelor.html>

Interior Design Associate of Applied Science Degree, WSU Catalog:

<https://weber.edu/interiordesign/associates.html>

PROGRAM WEBSITE: <https://www.weber.edu/interiordesign/default.html>

DEPARTMENT WEBSITE: <https://www.weber.edu/buildingsciences>

COLLEGE WEBSITE: <https://www.weber.edu/east>

Section 4. Compliance with CIDA Standards

Intent: This section of the report communicates the results of the program's self-study process and allows readers to become more familiar with the program's unique approach to delivering Interior Design education by presenting the following information:

- Sequential list of required Interior Design courses
- Curriculum matrix
- Narrative analysis of program compliance with CIDA Standards
- Sources of evidence for program and student learning expectations

For Standards 1-3

Part 1: The program provides a brief narrative analysis (1-2 paragraphs) for each broad Standard describing the degree to which the program is successful in achieving the Standard. The program should describe any strengths and gaps that were identified during the self-study process, and the impact they have on the program's compliance with the Standard.

Part 2: The program lists key sources of evidence for the expectations within each Standard. This will assist the program in organizing for the site visit and the visiting team in conducting the onsite portion of the review. These Standards are focused on program inputs and, therefore, are not included in the Curriculum Matrix.

Standards 4-16

*The Curriculum Matrix graphically illustrates which courses address the student learning and program expectations in CIDA Standards 4-16. Beginning with Standard 4, each Standard from the Matrix is provided immediately before the narrative for that Standard. **Specific directions for completing the curriculum matrix are available from the CIDA office.***

Part 1: The program provides a brief narrative analysis (1-2 paragraphs) for each broad Standard describing the degree to which the program is successful in achieving the Standard. The program should describe any strengths and gaps that were identified during the self-study process, and the impact they have on the program's compliance with the Standard.

Part 2: The program lists key sources of evidence for the expectations within each Standard. This will assist the program in organizing the student work display, and will assist the visiting team in reviewing student work by elaborating further upon the Curriculum Matrix. Programs are not expected to provide an all-inclusive list of evidence that will be found in the student work display. Instead, the items listed for each expectation should direct the visiting team to one key source or type of evidence from each course identified in the Matrix.

Example:

Standard 4.

Student work demonstrates understanding of:

b) how social, economic, cultural, and physical contexts inform Interior Design. **(Courses identified in Curriculum Matrix for this expectation ID 302, ID 250, ID 400)**

- Homeless and domestic violence shelter projects from ID 302
- Cultural tapestry project from ID 250
- Capstone projects from ID 400 including the Shipping Container Living Units and the Hotel Abroad

Standard 1. Program Identity and Curriculum

Part 1: Analysis Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving the broad Standard. Discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.

The program seeks to provide the rigor and real-world experience to prepare its graduates for professional practice through experiences and curriculum as is echoed in our mission statement and goals. Events such as charrette provide a real-world design-build charrette strategy-session between various professions, Design Seminar provides opportunity to network with practicing professionals (often alumni) and tour new projects in the surrounding area, community engaged learning studio projects gives opportunity to expose students to need in the community and give opportunity to work on non-profit design work. Lastly, the rigor of the program prepares students for the demands of a design career. With standards-based knowledge and the latest technology skills, students are prepared to engage in a professional career and become certified designers.

In addition to ongoing self-study and assessment, the Interior Design program conducts outcomes assessments approximately every two years as part of a college-wide Board of Regents Program Review that requires self-study examination in order to benefit the learning environment. From the self-study, changes are implemented where needed. (Last University NWCCU review conducted November, 2020).

The program offers the public clear, consistent and reasonably current information addressing student achievement. Aggregate data addressing job placement, graduate program acceptance, graduation rates, and retention/attrition rates are provided on our website at https://weber.edu/interiordesign/student_data.html and is updated annually.

Part 2: Evidence List a **minimum of 1 and a maximum of 3 sources of evidence** for each of the program expectations in this Standard. Sources of evidence could include institutional communications (e.g., website, course catalog, etc.), program policies or documentation, faculty interviews, etc.

- a) The program mission statement clearly identifies the intent and purpose of the Interior Design program.

Mission, Goals and Learning Outcomes found on the WSU Interior Design website:

<https://weber.edu/interiordesign/mission.html>

Course catalog: https://catalog.weber.edu/preview_program.php?catoid=21&poid=10348&returnto=7606

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

Program learning outcomes found on WSU Interior Design Website:

<https://weber.edu/interiordesign/mission.html>

Office of Institutional Effectiveness website, Department Assessment Results:

https://www.weber.edu/ie/Results/Interior_Design.html

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

Standard 1. Program Identity and Curriculum

Program goals outlined on website: <https://weber.edu/interiordesign/mission.html>

Program mission and curriculum explained on home page of website:

https://weber.edu/interiordesign/student_data.htm

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

Interior Design website, suggested 4-year course sequence:

<https://www.weber.edu/wsuiimages/interiordesign/degrees/prop1920suggcourseseq%20copy.pdf>

Interior Design website, grad map:

<https://www.weber.edu/wsuiimages/interiordesign/degrees/prop1920suggcourseseq%20copy.pdf>

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

Interior Design website, Student Achievement Data:

https://weber.edu/interiordesign/student_data.html

Weber State Interior Design Facebook Page ---- <https://www.facebook.com/WSUInteriorDesign>

Also Instagram ---- Weber State Interior Design

Social Media platforms such as LinkedIn, WSU Alumni Association

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

Interior Design Advisory Board consisting of local designers, representatives, WSU administration, department and program faculty and instructional personnel, student chapter leadership:

https://weber.edu/interiordesign/board_committee.html

Latest meeting minutes, June 2022:

<https://docs.google.com/document/d/1lI9aWoIGMX11T1EcX-TF-tfLqqoKhomSwLLysYqfOgw/edit>

External survey:

Your Insights Matter! Weber State Interior Design Program Survey ---- 2022

<https://www.surveymonkey.com/r/FHPML3G>

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

Interior Design website, Student Achievement Data: https://weber.edu/interiordesign/student_data.html

Interior Design website, Faculty and Staff: https://weber.edu/interiordesign/faculty_staff.html

Interior Design website: Mission, Goals, Learning Outcomes: <https://weber.edu/interiordesign/mission.html>

Standard 2. Faculty and Administration. The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

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

Recommended page limit: 2 pages

Part 1: Analysis *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving the broad Standard. Discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

In a past Northwest Accreditation on Colleges and Universities report, the following was listed as a strength of the program:

Courses are taught by faculty who have expertise in the field and continue to practice Interior Design. Faculty possess appropriate degrees and NCIDQ credentials. Courses are scheduled to accommodate both daytime and afternoon/evening time slots. The faculty members are dedicated professionals who often make great sacrifice to the program and to students in order to maintain “momentum” for success. Canvas, the learning management system used by WSU, is used to support courses, allowing students to see rubrics, receive feedback and communicate with faculty.

Since 2019, the program has experienced a consistent trend of larger than normal class sizes. Several courses have gone from being offered just once a year to both fall and spring semesters to meet the demand. In addition, the IDT 1010 Introduction to Interior Design Creative Arts general education course is extremely popular, offering 4 courses each fall and 3 in spring and 1 online course in summer. This results in approximately 250 students each fall and spring respectively and 90 in summer. Since the last accreditation in 2015, the program has added two adjunct faculty to help support the demand. The program is currently in the process of seeking to replace a full-time instructor.

Note: See faculty data sheets provided for both Interior Design faculty, instructional support personnel and Professional Sales support faculty and administrative staff.

Part 2: Evidence *List a **minimum of 1 and a maximum of 3 sources** of evidence for each of the program expectations in this Standard. Sources of evidence could include institutional communications (e.g., website, course catalog, etc.), faculty interviews, faculty data forms, etc.*

Program Expectations

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

Courses are taught by faculty who have expertise in the field and continue to practice Interior Design. All faculty possess appropriate degrees and the majority have NCIDQ credentials. Faculty members are dedicated individuals who often make great sacrifice to the program and to students to maintain “momentum” for success.

Faculty data sheets are provided for both Interior Design faculty, instructional personnel, support faculty, Professional Sales support faculty and administrative staff.

Standard 2. Faculty and Administration. The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

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

A majority of faculty members and other instructional personnel with Interior Design studio supervision have:

- b) earned a degree in Interior Design.

All majority of faculty members and other instructional personnel with Interior Design studio supervision have earned at least one degree in Interior Design.

WSU ID website: https://weber.edu/interiordesign/faculty_staff.html

Faculty data forms, attached.

- d) passed the complete National Council for Interior Design Qualification exam.

The majority of full- or part-time faculty are NCIDQ certified.

Faculty data forms, attached.

WSU ID website: https://weber.edu/interiordesign/faculty_staff.html

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

Courses are taught by faculty who have expertise in their field and continue to practice Interior Design.

Faculty data forms, attached.

WSU ID website: https://weber.edu/interiordesign/faculty_staff.html

The individual with primary responsibility for program coordination:

- f) is full-time and qualified by education and experience to administer an Interior Design program.

Kristen Arnold, has served as program coordinator since 2011. She has earned NCIDQ certification and has also earned the rank of Associate Professor. She holds a master's degree in Education and a Bachelor of Science degree in Interior Design. She also holds a Bachelor of Science degree in Technical Sales. (See attached Faculty Data Form).

- g) participates in the recruitment, evaluation, and retention of program faculty and instructional personnel as appropriate within the institutional context.

Program coordinator, Kristen Arnold, is responsible for the recruitment, evaluation, and retention of program faculty and instructional personnel. Recruitment for hire of part- and full-time faculty is done by the program coordinator along with a hiring committee and is then recommended to Department Chair and Dean. Hiring of instructional personnel is done by program coordinator and recommended to Department Chair.

Evaluation of faculty and instructional personnel is done by program coordinator annually and provided to Department Chair.

Standard 2. Faculty and Administration. The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

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

h) ensures that the program engages in on-going planning and assessment.

Program coordinator engages in on-going planning and assessment of the Interior Design program along with Interior Design faculty. Continual review of CIDA Standards and updates as to when Standards change are provided by program coordinator to faculty. Program coordinator engages in course assessment and curriculum review and plans all semester scheduling in coordination with department administrative assistant.

Standard 3. Learning Environment and Resources. The interior design program has adequate facilities and resources to achieve program goals.

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

Recommended page limit: 2 pages

Part 1: Analysis *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving the broad Standard. Discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

The program is housed at the Davis Campus at Weber State University, located 15 minutes south of the Ogden main campus. The campus is a growing campus which consists of five buildings and is home to the Construction and Building Sciences Department, Nursing and Respiratory Therapy programs, MBA program, Automotive program, Computer Science program and NUAMES Early College Charter School, among others. General education courses are also offered at this campus. A campus book store, print store and library are also located at the Davis campus in addition to the Ogden campus.

The Interior Design program moved to the new Stewart Center building in 2015 and occupies a suite of spaces on the third floor which includes a traditional lecture space, 2 lab spaces and a collaborative classroom. A materials lab is also included in the suite along with faculty offices, a faculty conference room, open reception area and storage space. Another lab space which is shared with the Construction and Building Sciences Department, can be used by ID majors and is located in the building on the lower level. The Construction and Building Sciences suite is located down the hall adjacent to the ID suite on the third floor.

Part 2: Evidence *List a minimum of 1 and a maximum of 3 sources of evidence for each of the program expectations in this Standard. Sources of evidence could include facility tours, program documentation, electronic library holdings, etc.*

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

Faculty members have private office space and also have use of the faculty conference room at all times.

Site visitors can tour the suite when on site.

https://weber.edu/interiordesign/id_studios.html

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

Instructional facilities and workspaces are inspirational, functional and provide a space that meets needs of users.

Faculty and students are provided latest technological equipment as well as best furnishings in which to work.

Classrooms, offices and spaces within the ID suite are appropriate for creative learning environments.

https://weber.edu/interiordesign/id_studios.html

Standard 3. Learning Environment and Resources. The interior design program has adequate facilities and resources to achieve program goals.

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

- c) The program demonstrates efforts to support a constructive and respectful learning environment that fosters professionalism and engagement across students, faculty and staff. ²

https://www.weber.edu/ppm/Policies/6-22_StudentCode.html

<https://www.weber.edu/ppm/>

<https://weber.edu/aaeo/AboutUs.html>

<https://www.weber.edu/equity-diversity-inclusion>

<https://www.weber.edu/diversity>

<https://weber.edu/interiordesign/policiesandprocedures.html>

- d) Equipment and technological support is available and appropriate to support program objectives and course goals. ³

Being housed in the College of Engineering, Applied Science and Technology provides the Interior Design program the benefit of having top notch technology and labs in its design suite. Technological support is provided by the college IT staff which is housed on the Ogden campus and supported on the Davis campus.

In addition, the Davis Campus has on-site IT support that can help instructional personnel and faculty at any time with classroom support as well.

The design suite has two computer labs that provide students with (24) computers, 2 screens, all required software and shared printers. One lab is an open lab that remains open during building hours.

Site visitors can tour the labs when on site.

https://weber.edu/interiordesign/id_studios.html

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

The program has an extensive materials lab which is located within the Interior Design suite. A local textile supplier generously stocks the lab as if it were a regular showroom and the lab is continually filled with current materials for students to reference and use for projects. In addition, local designers are generous with donations as well.

https://weber.edu/interiordesign/id_studios.html

In addition to a full service library with reference materials, journals, and books at both the Ogden campus and Davis campus, the WSU librarian has put together a custom library guide for Interior Design majors:

<https://libguides.weber.edu/interiordesign>.

Site visitors can tour the library and materials lab when on site.

Standard 3. Learning Environment and Resources. The interior design program has adequate facilities and resources to achieve program goals.

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

The program has its own in-house library of several reference materials as well:

The program has amassed their own library of books that reference art, historical periods and styles, architecture, interiors, designers, geographical locations, etc. that we have collected on Study Abroad experiences that have been used in the IDT 2820 and IDT 3020 historical courses that are located within the suite. Students have access to these when used in class.

Students have access to past student portfolios from Study Abroad experiences as reference materials.

Past senior projects from approximately six years prior are available for student reference. Projects in thesis form are bound from programming through construction documentation phases are available for student review in the design suite.

Curriculum Matrix - Institution Name

	First Year					Second Year					Third Year					Fourth Year																			
	Fall			Spring		Fall			Spring		Fall			Spring		Fall			Spring																
	1010	1020	1050	1060	1090	2035	2060	2080	2010	2040	2050	2080	3000	3020	3025	3040	3203	3045	4010	4020	4830	3363	3103	3060	4025	3905	4030	4040	4860	3702					

Standard 4. Global Context - Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Expectation	1010	1020	1050	1060	1090	2035	2060	2080	2010	2040	2050	2080	3000	3020	3025	3040	3203	3045	4010	4020	4830	3363	3103	3060	4025	3905	4030	4040	4860	3702					
Student Learning Expectations Students <u>understand</u> that human and environmental conditions vary according to geographic location and impact design and construction decisions.											x													x	x							x			
Student work demonstrates understanding of: how social, economic, cultural, and physical contexts inform interior design.	x										x							x					x	x											
how designers consider the inter-dependence of multiple contextual elements related to a design solution and their holistic, potential impact on user(s).	x										x							x					x												
Program Expectations The interior design program provides: exposure to current and emerging issues that are shaping contemporary society and the world.	x			x																			x	x											
exposure to a variety of cultural norms.												x											x	x											x
opportunities for developing multi-cultural awareness.	x																						x				x	x							

Notes:

Charrette+ Study/Abroad** Charitable Chair***

Standard 4. Global Context Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Intent: This standard ensures graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.

Recommended page limit: 2 pages

Part 1: Analysis Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.

The program has a global perspective and provides various opportunities to expose students to a global view in their work. Students are presented cultural design problems in the interdisciplinary charrette, and are immersed in various cultural experiences on Study Abroad tours.

Students are taught to consider cultural, social, economic and ecological contexts in studio projects and consider various current issues that are shaping society as they design concepts as part of course projects. Students are encouraged to research history as well to find out how the past has shaped the current society and look for design trends re-emerging in interiors as well as various familial and economic scenarios in studio projects.

Part 2: Evidence List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.

Student Learning Expectations

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

Matrix for this expectation IDT 2860, 3060, 4025, Interdisciplinary Charrette

- Final project, IDT 2860
- Kitchen and bath projects, IDT 3060
- Interdisciplinary Charrette
- Senior project, IDT 4025

Student work demonstrates **understanding** of:

b) how social, economic, cultural, and physical contexts inform Interior Design. ²

Matrix for this expectation IDT 1010, 2860, 3000, 3045, 3060, 4025

- Philoton essay, IDT 1010
- Programming/research document in final project, IDT 2860
- Condo project, IDT 3045
- Kitchen project, IDT 3060
- Senior project, IDT 4025

c) how designers consider the inter-dependence of multiple contextual elements related to a design solution and their holistic, potential impact on user(s). ³

Matrix for this expectation 1010, 2860, 3045, 3060

- Philoton essay, IDT 1010
- Summary on systems thinking, programming/research doc, final project, IDT 2860
- Kitchen and Bath project, IDT 3060
- Miller project, IDT 3045

Standard 4. Global Context Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Intent: This standard ensures graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.

Program Expectations

The Interior Design program provides:

d) exposure to current and emerging issues that are shaping contemporary society and the world.

Matrix for this expectation IDT 1010, 2990, 3060, 4025

- Philoton essay, IDT 1010
- Reflections, IDT 2990
- Kitchen and bath program, IDT 3060
- Senior Project, IDT 2990

e) exposure to a variety of cultural norms.

Matrix for this expectation IDT 1010, 2010, 3045, 3060

- Philoton essay, IDT 1010
- Rug project, IDT 2010
- Miller project, IDT 3045
- Kitchen project from 2020-2021, IDT 3060
- Bath project from 2020-2021, IDT 3060
- Multi-cultural assignment, PS 3363
- Charitable Chair
- Study Abroad portfolio
- Various service projects ---- Catholic Community Services

f) opportunities for developing multi-cultural awareness. ⁴

Matrix for this expectation 1010, PS 3363, Study Abroad, Interdisciplinary Charrette

- Philoton essay, IDT 1010
- Multi-cultural project, capstone project, PS 3363
- Study Abroad experience
- Interdisciplinary Charrette

Curriculum Matrix - Institution Name

	First Year				Second Year				Third Year				Fourth Year																										
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring																								
	IDT 1010 Intro to ID	IDT 1030 Psyn Tech	IDT 1050 Arch Drafting	IDT 2990 Design Seminar	PS 1143 Sales Tech	IDT 2020 Computer Aided Drafting	IDT 2820 Historical Interiors and Arch	COMM 2110	ART 1010 or 1030	IDT 2035 Design Process	IDT 2060 Sus. II: Materials	IDT 2080 Adv. Arch. Drafting	IDT 2010 Sus. I: Textiles	IDT 2040 Arch. Detailing	IDT 2050 Codes	IDT 2860 Practicum	IDT 3000 Lighting Design	IDT 3020 Am. & Modern Int	IDT 3025 Prof. Practice	IDT 3040 Rendering/BDC 3500 3DS Max	PS 3203 Cust Serv	IDT 3045 Residential	IDT 4010 Comm Studio	IDT 4020 Comm Design	IDT 4830 DR	PS 3163 Negotiations	PS 3103 Pers Profiles	IDT 3060 M&B	IDT 4025 Sr. Pjt Prog. & Bsh	PS 3903 Sales Psyn Tech	IDT 4030 Sr Pjt	IDT 4040 Port Design	IDT 4860 Intrenship	PS 3702 Teams					
Standard 5. Collaboration - Interior designers collaborate and participate in interdisciplinary teams.																																							
Student Learning Expectations																																							
Students have awareness that multiple disciplines and stakeholders are involved in creating an interior environment.	x																																						x
Students understand:																																							
the terminology and language necessary to communicate effectively with members of allied disciplines.		x															x	x																					
technologically-based collaboration methods specific to the problem solving process for built environment disciplines.											x																x												x
the dynamics of team collaboration and the distribution and structure of team responsibilities.																																						x	
Student work demonstrates the ability to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions.																																						x	
Notes:																																							

Charrette*
Study Abroad**
Charitable Chair***

Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.

Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Recommended page limit: 2 pages

Part 1: Analysis *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

The program gives multiple opportunities throughout the program for team collaboration in both specific courses and in studio projects. The PS 3702 Teams course focuses specifically on team dynamics and responsibilities. Likewise, the Interdisciplinary Charrette is an exercise that gives design students opportunity to work in teams with Building Design and Construction and Construction Management majors in small groups to solve a design problem in a short period of time (design majors will participate in Charrette at least twice during their tenure).

Students are also given team projects in studio courses throughout the curriculum. Students utilize BIM software in charrette as well as studio courses and have been exposed to various workshare software in the course of completing group projects. Collaborative projects and interdisciplinary team projects are considered a strength in the design program. In addition, students are exposed to various design-build interactive technology displays annually as part of interdisciplinary activities such as Design Build Day which incorporates local contractors, builders, architectural and design firms.

Part 2: Evidence *List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.*

Student Learning Expectations

- a) Students have awareness that multiple disciplines and stakeholders are involved in creating an interior environment. ¹

Matrix for this expectation IDT 1010, 2860, 4860, Interdisciplinary Charrette

- Philoton essay, IDT 1010
- 2021, 2022 projects, client and donor summary, IDT 2860
- Reflections from Internship Experience, IDT 4860
- Interdisciplinary Charrette, survey responses

Students understand:

- b) the terminology and language necessary to communicate effectively with members of allied disciplines. ²

Matrix for this expectation IDT 2035, 2990, 3000, 3025, 4010

- Test questions, design process, IDT 2035
- Guest lectures, final reflection, IDT 2990
- Exam questions, vocabulary, IDT 3000
- Chapter reflections, IDT 3025
- Pre- and post-tests, IDT 4010

Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.

Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

- c) technologically-based collaboration methods specific to the problem-solving process for the built environment disciplines.³

Matrix for this expectation , IDT 2860, 2060, 4020, 4025/4030, Interdisciplinary Charrette

- Final project, IDT 2860
- NEWH project, IDT 2060
- Senior Project, IDT 4025/4030
- IIDA problem, Lighting contest, IDT 4020
- Final project solutions, Interdisciplinary Charrette
- Design Build Day <https://www.weber.edu/buildingdesign/buildday/default.html>

- d) the dynamics of team collaboration and the distribution and structure of team responsibilities.⁴

Matrix for this expectation 2860, 3025, PS 3702, Interdisciplinary Charrette

- Final reflection paper, PS 3702
- Interdisciplinary Charrette
- Video --- https://www.weber.edu/interiordesign/forty_eight_interdisciplinary.html
- Final project from IDT 2860 Practicum
- Group office project, NEXT, IDT 3025
- Final project with team solution, IDT 3025

- e) Student work demonstrates the **ability** to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions.⁵

Matrix for this expectation IDT 3025, Interdisciplinary Charrette

- Final project, Interdisciplinary Charrette
- Habitat for Humanity Project, IDT 3025
- Final business plans, IDT 3025

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

Recommended page limit: 3 pages

Part 1: Analysis Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.

Students understand the value of Interior Design and the principles, processes and responsibilities of the profession. The value of Interior Design is taught in the Introductory Course (IDT 1010) and is reintroduced throughout the program. The Professional Practices course focuses heavily on many of the expectations of this standard and provides evidence of understanding in its main project – a business proposal plan. Other courses also reinforce and put into practice elements of this standard including the IDT 4860 Design Internship Course.

Note: It was noted in the self-study evaluation that in the review of the current textbooks for Internship, there is no discussion of diversity, equity and inclusion in the workplace. It is important to note the lack of textbooks for Internship in general, it is also noted to seek for one that includes this important topic however there is an assignment in the IDT 4860 Internship course that explores workplace DEI practices of the student internship.

Part 2: Evidence List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.

Student Learning Expectations

Students have awareness of the:

a) contexts for Interior Design practice.¹

Matrix for this expectation IDT 1010, 3025

- Chapters 1, 2, 4, IDT 1010
- Essay on What is Interior Design, IDT 1010
- Signature Assignment, Presentation 1/reflection, IDT 1010
- Chapter reflections, IDT 3025
- Business plans from IDT 3025

b) impact of regional and global markets on design practices.²

Matrix for this expectation IDT 2990, 3025, PS 3363, Interdisciplinary Charrette

- Seminar tours – Silver State, Markells, Euro Treasures (in conjunction w/Charitable Chair)
- Video ---- <https://weber.edu/interiordesign/chair.html>
- Chapter reflections, IDT 3025
- Multi-cultural assignment and paper, PS 3363
- Interdisciplinary charrette

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

c) breadth and depth of Interior Design's impact and value.³

Matrix for this expectation IDT 1010, 2990, 3025

- Chapters 1, 2, 4, IDT 1010
- What is Interior Design Essay, IDT 1010
- Signature Assignment, IDT 1010
- Seminar speakers, IDT 2990
- Chapter reflections, IDT 3025

d) components and responsibilities of business practice.⁴

Matrix for this expectation IDT 1010, 1020, 3025, PS 3203, 3363

- Presentation on local Interior Design or architecture firm, IDT 1010.
- Branding and logos, IDT 1020
- Chapter reflections, business plans, IDT 3025
- Student project on customer service practices, PS 3203
- Capstone project, PS 3363

Students **understand**:

e) types of professional business formations.⁵

Matrix for this expectation IDT 3025

- Business plan, IDT 3025
- Business formations, IDT 3025
- Chapter 22 and 23 reflections, IDT 3025
- Textbook readings Chapters 22, 23, IDT 3025

f) elements of project management.⁶

Matrix for this expectation IDT 3025, 3000, Interdisciplinary Charrette

- Business plan, IDT 3025
- Farmhouse project, IDT 3000
- Schedule, cost breakdown, Interdisciplinary Charrette

g) Instruments of Service.⁷

Matrix for this expectation IDT 2040, 2060, 3025

- Finish, door schedule, IDT 2040
- Paint schedule project, tile project, acoustics project, IDT 2060
- Contract document, professional report, IDT 3025

h) professional ethics and conduct.⁸

Matrix for this expectation IDT 3025, 4860

- Ethics assignment, IDT 3025
- Chapters 7 and 8 reflections, IDT 3025
- Assignment 4, Chapter 7, IDT 4860

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

Program Expectations

The Interior Design program provides exposure to:

- i) career opportunities an Interior Design education can afford and the options for advanced study.

Matrix for this expectation IDT 1010, 4860

- Chapters 1, 2, 4 IDT 1010
- Essay on Interior Design, IDT 1010
- Presentation 1/reflection, IDT 1010
- Weekly guest lecturers/reflections, IDT 2990
- Assignments 4 & 8, Networking Luncheon IDT 4860

- j) role models who are qualified by education and experience in Interior Design.

Matrix for this expectation IDT 1010, 2990, 4860

- Paper on notable designers, IDT 1010
- Philoton lecture, IDT 1010
- Weekly guest lecturers/reflections, IDT 2990
- Internships only with NCIDQ professionals or licensed architects, Networking Luncheon IDT 4860

The Interior Design program provides exposure to the role and value of:

- k) legal recognition for the profession.

Matrix for this expectation IDT 1010, 4860

- Chapters 1, 2, 4 IDT 1010
- Essay on What is Interior Design, IDT 1010
- Assignment 4, IDT 4860

- l) diversity, equity, and inclusion in workplace practices.

Matrix for this expectation IDT 1010, 2990, 4860

- Presentation 1, Presentation 1 reflection, IDT 1010
- Speaker Reflections, IDT 2990
- Equity and Inclusion Practices Assign, IDT 4860

- m) professional organizations.

Matrix for this expectation IDT 1010, 2990, 4860

- Chapters 1, 2, 4 IDT 1010
- Essay on What is Interior Design, IDT 1010
- Presentation 1/reflection, IDT 1010
- Speaker reflections, IDT 2990
- Assignment 4 (Chapter 7), Professional Organization Meeting, IDT 4860

- n) life-long learning.

Matrix for this expectation IDT 1010, 2060, 2990, Study Abroad

- Chapter 1. 2. 4, IDT 1010
- Essay on What is Interior Design, IDT 1010
- USGBC website search/paper, IDT 2060
- Reflection on Life-Long Learning, IDT 2990
- Study Abroad portfolio

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

o) public service.

Matrix for this expectation IDT 2990, 4025/4030, Charitable Chair, Interdisciplinary Charrette

- Reflections, IDT 2990
- Senior Project, IDT 4025/4030
- Charitable Chair project (Courses IDT 2040, 2820, 3045 participate)
- Interdisciplinary Charrette (Courses IDT 3000, 3025, 3060 participate)

Curriculum Matrix - Institution Name

	First Year						Second Year						Third Year						Fourth Year																								
	Fall			Spring			Fall			Spring			Fall			Spring			Fall			Spring																					
	IDT 1010 Intro to ID	IDT 1020 Pstrn Tech	IDT 1050 Arch Drafting	IDT 2090 Design Seminar	PS 1143 Sales Tech	IDT 2020 Computer Aided Drafting	IDT 2020 Historical Interiors and Arch		COMM 2110	ART 1010 or 1030	IDT 2035 Design Process	IDT 2060 Sus. II: Materials	IDT 2080 Adv Arch. Drafting			IDT 2010 Sus. I: Textiles	IDT 2040 Arch. Detailing	IDT 2050 Codes	IDT 2860 Practicum			IDT 3000 Lighting Design	IDT 3020 Am. & Modern Int	IDT 3025 Prof. Practice	IDT 3040 Rendering/BDC 3000-3035 Mix.	PS 3203 Cmt. Serv	IDT 3045 Residential	IDT 4010 Comm Studio	IDT 4020 Comm Design	IDT 4830 DR	PS 3363 Negotiations	PS 3103 Pers Profiles	IDT 3060 K&B	IDT 4025 Sr. Pjt Prog & Rsh			PS 3903 Sales Pstrn Tech	IDT 4030 St Pjt	IDT 4040 Port Design	IDT 4860 Intrenship		PS 3702 Teams	Charrette*

Standard 7. Human-Centered Design - Interior designers apply knowledge of human experience and behavior to designing the built environment.

Student Learning Expectations

Student work demonstrates *understanding* of:

theories related to the impact of the built environment on human experience, behavior, and performance. 7a x

the relationship between the designed environment and human experience, wellbeing, behavior, and performance. 7b

Student work demonstrates the *ability* to:

gather and apply human-centered evidence. 7c

analyze and synthesize human perception and behavior patterns to inform design solutions. 7d

apply human factors, ergonomics, inclusive, and universal design principles to design solutions. 7e

apply wayfinding techniques to design solutions. 7f

Notes:

Study Abroad**
Charitable Chair***

Standard 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.

Intent: This standard ensures that graduates understand theories of human-centered design and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.

Recommended page limit: 2 pages

Part 1: Analysis Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.

The program is successful in achieving Standard 7. Studio course projects are focused on evidence-based design, incorporate theory, and apply human factors in design solutions.

The IDT 3060 Kitchen and Bath class focuses heavily on human factors and the built environment as does IDT 3045 Residential Design. IDT 4020 Commercial Design also focuses on human factors, wayfinding and evidence-based design. The Senior Project is a Community-Engaged Learning Project that incorporates peer-reviewed research into individual capstone project of the senior student.

Note: The senior project is a year-long, individual evidence-based design project with the first semester being dedicated to programming, research and development. The first half of the set of construction documents are completed by the end of the first semester. The second semester includes the completion of the construction documents, renderings, 3D models and presentation. Therefore, the courses may be indicated separately or as a combination on the standards here or on others to follow.

Part 2: Evidence List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.

Student Learning Expectations

Student work demonstrates understanding of:

a) theories related to the impact of the built environment on human experience, behavior, and performance.¹

Matrix for this expectation IDT 1010, 3000, 3045, 3060, 4020, 4025

- Chapter 2 assignment, IDT 1010
- IDT 2860
- Chapter 5 assignment, IDT 3000
- NKBA Bathroom project 2022, Hill Residence, IDT 3045
- NKBA Kitchen and Bath project, 2021-2022, IDT 3060
- Design Theory presentations, IDT 4020
- IIDA Health Clinic project, IDT 4020
- Senior Project, based on individual research, IDT 4025

b) the relationship between the designed environment and human experience, wellbeing, behavior, and performance.²

Matrix for this expectation IDT 3045, 3060, 4020

- NetZero Research Paper, IDT 3045
- Solar Decathlon Project, IDT 3045
- NKBA Kitchen and Bath project, 2021-2022, IDT 3060
- IIDA Health Clinic project, IDT 4020

Standard 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.

Intent: This standard ensures that graduates understand theories of human-centered design and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.

Student work demonstrates the **ability** to:

c) gather and apply human-centered evidence. ³

Matrix for this expectation IDT 2860, 3060, 4020, 4025/4030

- Evidence-based designed research in research/programming document, IDT 2860
- Essay on Parkinsons, programming, IDT 3060
- IIDA Health Clinic project, 2021, 2022, Museum project, IDT 4020
- Senior Project, IDT 4025/4030

d) analyze and synthesize human perception and behavior patterns to inform design solutions.

Matrix for this expectation IDT 2860, 3045, 4025

- Programming stages, final project, IDT 2860
- NKBA Bath contest, IDT 3045
- Programming stage, IDT 4025

e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions. ⁴

Matrix for this expectation IDT 2860, 3045, 3060, 4025/4030

- Final project, programming, IDT 2860
- Residential ADA bathroom, IDT 3045
- IDT 2020-21 NKBA bath contest, IDT 3060
- Senior Project, IDT 4025/4030

f) apply wayfinding techniques to design solutions.

Matrix for this expectation IDT 2860, 4020, 4025

- Final project, IDT 2860
- IIDA project 2021, IDT 4020
- IIDA project 2022, IDT 4020
- Senior Project communications plan, IDT 4025

Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Recommended page limit: 3 pages

xPart 1: Analysis *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

One of the strengths of the program is the student's technical, problem solving, and design process skills. The curriculum places emphasis on the design process and studio courses emphasize projects that take the student through all phases including but not limited to pre-programming, programming, schematics, design development, construction documents.

Students are given opportunity to research and identify design problems. They are encouraged to explore multiple design ideas. Projects throughout the curriculum increase in complexity from the time they are introduced to space planning in IDT 2035 Design Process in the sophomore year to IDT 4025/4030 Senior Project, an individual capstone project in the senior year.

Part 2: Evidence *List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.*

Student Learning Expectations

a) Student work demonstrates the ability to **apply** space planning techniques throughout the design process.¹

Matrix for this expectation IDT 2035, 3045, 3060, 4020, 4025

- Chapter 3 exercises, IDT 2035
- Miller Residential Remodel project, IDT 3045
- NKBA Kitchen and Bath project, IDT 3060
- IIDA 2022 project, IDT 4020
- Senior Project, IDT 4025

Student work demonstrates the ability to **apply** knowledge and skills learned to:

b) solve progressively complex design problems.

Matrix for this expectation IDT 2035, 3060, 4020, 4025/4030

- Chapter exercises from text, IDT 2035
- Projects 1, 2, 3, IDT 2035
- NKBA Kitchen and Bath project, IDT 3060
- Durkan to Lighting; IIDA to Museum, IDT 4020
- Senior Project, IDT 4025/4030

Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

c) identify and define issues relevant to the design problem.²

Matrix for this expectation IDT 2035, 4020, 4025

- Projects 1, 2, 3, IDT 2035
- Programming for Gourmet Café/Deli, IDT 2035
- IIDA projects, Museum project, IDT 4020
- Programming, IDT 4025

d) synthesize information to generate evidenced-based design solutions.

Matrix for this expectation IDT 2035, 2860, 4020, 4025

- Small Space design project, IDT 2035
- Final project, IDT 2860
- IIDA projects, 2021 and 2022, IDT 4020
- Senior project, programming, abstract, IDT 4025

e) use precedents to inform design concepts or solutions.³

Matrix for this expectation IDT 2035, 2860, 4020, 4025

- Small Account Firm Suite project, IDT 2035
- Final project, IDT 2860
- IIDA projects, 2021 and 2022, IDT 4020
- Senior project, programming, IDT 4025

f) explore and iterate multiple ideas.

Matrix for this expectation IDT 2035, 4020, 4025

- Chapter exercises, IDT 2035
- New York City Condo, IDT 2035
- Museum project, IDT 4020
- Lighting contest, IDT 4020
- Senior project, schematics, IDT 4025

g) design creative and effective solutions.⁴

Matrix for this expectation IDT 2035, 3020, 4020, 4025

- Commercial Bookstore project, IDT 2035
- Mid-term chair project, IDT 3020
- RBT lighting contest, IDT 4020
- Senior Project, 4025/4030

Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

Matrix for this expectation IDT 2860, 3000, 3025, 4020, 4025

- Final project, IDT 2860
- Duplex project, Farmhouse project, IDT 3000
- NEXT project, IDT 3025
- Museum project, IIDA project, IDT 4020
- Senior Project, IDT 4025

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

Matrix for this expectation IDT 2860, 4020, 4025

- Final project, IDT 2860
- IIDA project, IDT 4020
- IDT 4025 Design Process test, IDT 4025

Program Expectations

The Interior Design program includes:

j) exposure to a range of problem identification and problem solving methods.

Matrix for this expectation IDT 2020, 4020, Interdisciplinary Charrette

- Final project, IDT 2020
- Design Theories assignment, IDT 4020
- What about 2035 here?
- Interdisciplinary Charrette

k) opportunities for innovation and risk taking.⁶

Matrix for this expectation IDT 3060, 4020, 4025/4030

- NKBA kitchen and/or bath project, IDT 3060
- RBT lighting contest, IDT 4020
- Museum project, IDT 4020
- Small Home Office project, IDT 4020
- Senior project, IDT 4025/4030

l) exposure to methods of idea generation and design thinking.

Matrix for this expectation IDT 2035, 4020, Interdisciplinary Charrette

- Parti diagram – Residential Project, IDT 2035
- IIDA project, IDT 4020
- Interdisciplinary Charrette

Standard 9. Communication. Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Recommended page limit: 2 pages

Part 1: Analysis *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

Interior Design majors are able to communicate their design concepts both verbally and orally, are able to utilize software that integrates multiple parts of the concept and collaborate in various ways to work and convey their ideas. They are able to actively listen and interpret external information and are given exposure to new technologies in the design-build arena, working in teams remotely via technology and communicating ideas and collaborating as a group.

Students have been given projects that utilize various communication forms and have worked in collaborative formats that exercise communication skills including but not limited to video conferencing, visual stories, BIM software, and have been exposed to design-build interactive products.

Part 2: Evidence *List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.*

Student Learning Expectations

Students are **able** to effectively:

- a) interpret and communicate data and research. ¹

Matrix for this expectation IDT 3000, 4020, 4025

- Research Assignment, Chapter 5, IDT 3000
- IIDA Behavioral Health, IDT 4025
- Senior Project Research, IDT 4025

- b) express ideas and their rationale in oral communication.

Matrix for this expectation IDT 1020, 3025, 3903, Interdisciplinary Charrette

- Digital presentation oral narration, IDT 1020
- Oral presentation, IDT 3025
- One-on-One Sales Presentation, Selling to a Group Presentation, PS 3903
- Oral presentation of ideas, Interdisciplinary Charrette

- c) express ideas and their rationale in written communication.

Matrix for this expectation IDT 1020, 3000, 3025, 4025

- Problem statement, concept statement, IDT 1020
- Concept statements, various projects, IDT 3000
- NEXT project, business plans, IDT 3025
- Senior project --- abstract, design statement, programming docs, IDT 4025

Standard 9. Communication. Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

- d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.²

Matrix for this expectation IDT 1020, 2035, 2040, 3025, 4025/4030

- Perspective drawings, IDT 1020
- Parti, ideation and sketches for main projects, IDT 2035
- Sketches as ideation, IDT 2040
- NEXT project, design process, IDT 3025
- Schematics, renderings, IDT 4025/4030

- e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.³

Matrix for this expectation IDT 1020, 2035, 3045, 4025

- Keys, tags, narration – digital presentation, perspective presentation, IDT 1020
- Gourmet Deli, Condo Remodel, IDT 2035
- Programming project, Residential Project, Commercial Project, IDT 2035
- Miller project, IDT 3045
- Matrices, demographics charts, schematics, IDT 4025

Program Expectations

The Interior Design program provides opportunities for:

- f) exposure to evolving communication technologies.⁴

Matrix for this expectation IDT 2080, 2860, 4025/4030, Interdisciplinary Charrette, Design Build Day

- Textbook exercises, IDT 2080
- Revit Architecture Models, Zoom, 2860
- Revit Architecture Models, Zoom, 4025/4030
- Revit Architecture Models, Interdisciplinary Charrette
- Various construction technologies including robotics, Design Build Day
<https://www.weber.edu/buildingdesign/buildday/default.html>

- g) students to develop active listening skills in the context of professional collaboration.⁵

Matrix for this expectation IDT 3025, PS 3103, PS 3903, Interdisciplinary Charrette

- Group projects such as Kiosk Design, Tiny House, IDT 3025
- Listening Skills assignments, PS 3103
- Active listening skills assignment, PS 3903
- Interdisciplinary Charrette

Curriculum Matrix - Institution Name

	First Year		Second Year				Third Year				Fourth Year						
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring					
	IDT 1010 Intro to ID IDT 1020 Pstin Tech IDT 1050 Arch Drafting IDT 2990 Design Seminar PS 1143 Sales Tech IDT 2020 Computer Aided Drafting IDT 2820 Historical Interiors and Arch	COMM 2110	ART 1010 or 1030 IDT 2035 Design Process IDT 2060 Sur. II: Materials IDT 2080 Adv. Arch. Drafting	IDT 2010 Sur. I: Textiles IDT 2040 Arch. Detailing IDT 2050 Codes IDT 2860 Practicum	IDT 3000 Lighting Design IDT 3020 Art. & Modern Int IDT 3025 Prof. Practice IDT 3040 Rendering/BDC 3500 3DS Max	PS 3203 Cust. Serv IDT 3045 Residential IDT 4010 Comm Studio IDT 4020 Comm Design IDT 4830 DR PS 3363 Negotiations PS 3103 Pers Profiles	IDT 3060 K&B IDT 4025 Sr. Plt Prog & Reh	PS 3903 Sales Patn Tech IDT 4030 St Plt IDT 4040 Port Design IDT 4860 Intrenship PS 3702 Teams Chairrette*	Study Abroad** Charitable Chair***								
Standard 10. History - Interior designers are knowledgeable about the history of interiors, architecture, decorative arts, and art.																	
Student Learning Expectations																	
Students demonstrate awareness of the basic context and framework of history as it relates to:																	
art.	10a				x			x								x	
decorative arts and material culture.	10b	x				x										x	x
Students understand the basic context and framework of history as it relates to:																	
interior design.	10c				x										x		x
furniture.	10d	x			x					x							x
architectural styles and movements.	10e				x					x	x						x
Students understand the social, political, and physical influences affecting historical changes in design of the built environment.	10f				x					x	x						x
Program Expectations																	
The program provides opportunities for exposure to diverse historical perspectives.	10g				x												x
Notes:																	

Standard 10. History. Interior designers are knowledgeable about history of interiors, architecture, decorative arts, and art.

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

Recommended page limit: 2 pages

Part 1: Analysis Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.

Students in the program are knowledgeable about the history of interiors, architecture, decorative arts, and art. The curriculum requires two semesters of history courses focusing on historical period and style of interiors and architecture. In addition, the program has a strong Study Abroad program that has traveled extensively featuring locations both internationally and domestically highlighting architecture, art, interiors and decorative arts, as well as social and political history.

Part 2: Evidence List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.

Student Learning Expectations

Students demonstrate **awareness** of the basic context and framework of history as it relates to:

a) art.

Matrix for this expectation IDT 2820, 2010, 3020, Study Abroad, Art 1010, Art 1030

- Rug Project, IDT 2010
- Final project, IDT 2820
- Final project, Egg project, IDT 3020
- Study Abroad portfolios
- Assignments 2, 4,5,6,7 and final exam, Art 1010
- Week 3, 7, Art 1030

b) decorative arts and material culture.¹

Matrix for this expectation IDT 1010, 2820, 3020, Charitable Chair, Study Abroad, Art 1010

- Exam questions, Chapter 10, IDT 1010
- Student presentations, IDT 2820
- Charitable Chair
- Exam questions, daily assignments, final project, IDT 3020
- Study Abroad portfolios
- Assignment 3, Art 1010

Students **understand** the basic context and framework of history as it relates to:

c) Interior Design.

Matrix for this expectation IDT 2820, 3020, 4025/4030, Study Abroad

- Final project, IDT 2820
- Final project, test questions, Egg project, IDT 3020
- Senior project, IDT 4025/4030
- Study Abroad portfolios

Standard 10. History. Interior designers are knowledgeable about history of interiors, architecture, decorative arts, and art.

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

d) furniture

Matrix for this expectation IDT 2820, 3020, Study Abroad, Charitable Chair

- Daily PowerPoints, final project, IDT 2820
- Final project, daily assignments, exam questions, IDT 3020
- Study abroad portfolios
- Charitable Chair proposals

e) architectural styles and movements

Matrix for this expectation IDT 1010, 2820, 3020, Study Abroad

- Historic Homes assignment, IDT 1010
- Final project, daily assignments, IDT 2820
- Daily assignments, exam questions, vocabulary, IDT 3020
- Study Abroad portfolios

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

Matrix for this expectation IDT 2820, 3020, 3045, Study Abroad

- Final project, daily assignments, IDT 2820
- Exam questions, final project, collaborative document, IDT 3020
- Miller project, IDT 3045
- Study Abroad portfolios
- Charitable Chair

Program Expectations:

g) The program provides opportunities for exposure to diverse historical perspectives.²

Matrix for this expectation IDT 2820, 3020, Study Abroad

- Final project, daily assignments, IDT 2820
- Exam questions, final project, collaborative document, IDT 3020
- Study abroad experience

Curriculum Matrix - Institution Name

	First Year						Second Year						Third Year						Fourth Year																																	
	Fall			Spring			Fall			Spring			Fall			Spring			Fall			Spring																														
	IDT 1010 Intro to ID	IDT 1020 Pstn Tech	IDT 1050 Arch Drafting	IDT 2990 Design Seminar	PS 1143 Sales Tech	IDT 2020 Computer Aided Drafting	IDT 2820 Historical Interiors and Arch	COMM 2110	ART 1010 or 1030	IDT 2035 Design Process	IDT 2060 Sus. II: Materials	IDT 2080 Adv. Arch. Drafting				IDT 2010 Sus. I: Textiles	IDT 2040 Arch. Detailing	IDT 2050 Codes	IDT 2860 Practicum				IDT 3000 Lighting Design	IDT 3020 Am. & Modern Int	IDT 3025 Prof. Practice	IDT 3040 Rendering/BDC 3500 3D5 Max	PS 3203 Cust.Serv	IDT 3045 Residential	IDT 4010 Comm Studio	IDT 4020 Comm Design	IDT 4830 DR	PS 3363 Negotiations	PS 3103 Pers Profiles	IDT 3060 K&B	IDT 4025 Sr. Plt Prog & Rsh				PS 3903 Sales Plan Tech	IDT 4030 Sr Plt	IDT 4040 Port Design	IDT 4860 Internship	PS 3702 Teams	Charrette*	Study Abroad**	Charitable Chair***						
Standard 11. Design Elements and Principles - Interior designers apply elements and principles of design.																																																				
Student Learning Expectations																																																				
Students understand the elements and principles of design, including spatial definition and organization.	11a	x	x							x																																										
explore a range of two- and three-dimensional design solutions.	11b					x																																														
Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:																																																				
two-dimensional design solutions.	11c					x																							x																							
three-dimensional design solutions.	11d					x																		x																												
Notes:																																																				

Standard 11. Design Elements and Principles. Interior designers apply elements and principles of design.

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

Recommended page limit: 2 pages

Part 1: Analysis Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.

Students apply design elements and principles and theoretical context to design solutions throughout the curriculum. From the Introduction course through the Senior Project, courses implement the elements and principles and reinforce related theories in studio courses as students apply them to design solutions in two-dimensional and three-dimensional projects.

In addition, students are encouraged to analyze how they've used the elements and principles in their work in presentation elements in the IDT 1020 Presentation Techniques course and the IDT 4040 Portfolio Design course.

Part 2: Evidence List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.

Student Learning Expectations

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

Matrix for this expectation IDT 1010, 1020, 2035, 2860, 3060, 4025/4030, 4040

- Elements and Principles Quiz, IDT 1010
- Elements and Principles Assignment, IDT 1010
- Chapter 2 Theories assignment, IDT 1010
- Williams Test, Elements and Principles reflection final, IDT 1020
- Office project, IDT 2035
- Residential project, IDT 2035
- Study Abroad projects, IDT 2860
- Kitchen and Bath project, IDT 3060
- Senior Project, IDT 4025/4030
- Student Portfolios, IDT 4040

Student work demonstrates the **ability** to:

- b) Explore a range of two- and three-dimensional design solutions

Matrix for this expectation IDT 2020, 3060, 4025/4030, Interdisciplinary Charrette

- Final project, IDT 2020
- Kitchen and bath project, IDT 3060
- Final project, IDT 4025/4030
- Interdisciplinary Charrette

Standard 11. Design Elements and Principles. Interior designers apply elements and principles of design.

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

Students effectively **apply** the elements and principles of design and related theories throughout the Interior Design curriculum to:

- c) two-dimensional design solutions.¹
 - **Matrix for this expectation IDT 2020, 3045, 3060, 4025/4030, Interdisciplinary Charrette**
 - Final project, IDT 2020
 - Miller residential remodel project, IDT 3045
 - Kitchen and bath project, IDT 3060
 - Final project, IDT 4025/4030
 - Interdisciplinary Charrette

- d) three-dimensional design solutions.¹
 - **Matrix for this expectation IDT 2020, 3020, 4025/4030, Charitable Chair**
 - Final project, IDT 2020
 - Chairs project, IDT 3020
 - Models, IDT 4025/4030
 - Charitable Chair

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Recommended page limit: 2 pages

Part 1: Analysis *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

Students begin to understand the art and science of light and color when they are introduced to both in the IDT 1010 Introduction to Interior Design course as it delves into various color theories and how light and color impact wellbeing. Student work clearly demonstrates understanding of color principles and terminology.

Students focus on the principles of natural and artificial lighting and are aware of the environmental impact of lighting decisions and are given opportunity to design, calculate and specify lighting in various projects in the IDT 3000 Lighting Design studio course. The course focuses solely on lighting, it's environmental impact, energy management, daylighting and accessibility.

Color concepts are reinforced in junior and senior level studio courses as they implement color and lighting concepts in projects that require traditional lighting plans and color schemes but also in digital renderings, materials boards and student portfolios.

Part 2: Evidence *List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.*

Student Learning Expectations

a) Students are **aware** of the environmental impact of illumination strategies and decisions.

Matrix for this expectation IDT 1010, 3000, 4030

- Presentation 3, Final project presentation, IDT 1010
- Exam questions, Lighting critique of student kitchens, IDT 1010
- Test II questions, Lamp ratings assignment, Duplex Project, IDT 3000
- Lighting submittal, IDT 4030

b) Students **understand**:

the principles of natural and artificial lighting design. ¹

Matrix for this expectation IDT 1010, 3000, 3045, 4030

- Test questions, IDT 1010
- Critique of lighting in own home, IDT 1010
- Lighting plans, IDT 3045
- Test I, Duplex project, IDT 3000
- Lighting submission, IDT 4030

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

c) strategies for using and modulating natural light.

Matrix for this expectation IDT 2020, 3000, 3040/BDC 3500, 3060 , 4030

- Twinmotion Exterior and Interior Renderings, IDT 2020
- Farmhouse project, IDT 3000
- Natural Light assignment, IDT 3000
- Assignment 5 & 7, IDT 3040/BDC 3500
- Kitchen projects, IDT 3060
- Lighting submission, IDT 4030

d) Students appropriately select and **apply** luminaires and light sources.

Matrix for this expectation IDT 3000, 3040/BDC 3500, 3045, 3060, 4025/4030

- Duplex project, Farmhouse project, IDT 3000
- Assignments 6, 7, 10, IDT 3040/BDC 3500
- Miller project, IDT 3045
- Kitchen and Bath project, IDT 3060
- Design development, lighting submission, Senior project, IDT 4025/4030

e) Students **understand** how light and color impact health, safety, and wellbeing in the interior environment.²

Matrix for this expectation IDT 1010, 3000, 3060

- Scavenger Hunt assignment, IDT 1010
- Color life timeline, IDT 1010
- Metamarism assignment, IDT 1010
- Duplex project, Farmhouse project, IDT 3000
- Window allocation assignment, Miller project, IDT 3045
- Lighting plans, Kitchen and Bath projects, IDT 3060
- Research assignment, IDT 4025

f) Students have **awareness** of a range of sources for information and research about color.

Matrix for this expectation IDT 1010, 2010

- Color theory experiments, IDT 1010
- Color research essay, IDT 1010
- Munsell color book, IDT 1010
- Color assignment, IDT 1010
- Rug project, IDT 2010

Student work demonstrates **understanding** of:

g) color terminology.

Matrix for this expectation IDT 1010, 1020, 4025

- Color theory experiments, IDT 1010
- Exam containing color terminology, IDT 1010
- Chapter exam questions, chapter assignments, IDT 1010
- Williams test, IDT 1020
- Research assignment, Senior Project, IDT 4025

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

h) color principles, theories, and systems.

Matrix for this expectation IDT 1010, 2010, 3045, 3060

- Color theory experiments, IDT 1010
- Color assignment and research, IDT 1010
- Pattern assignment, IDT 2010
- Modified bath project, IDT 3045
- Biophilic K& B project, IDT 3060

i) color in relation to materials, textures, light, and form.

Matrix for this expectation IDT 2020, 3045, 3060, 4025/4030

- Fabric color and pattern lab assignment, IDT 2010
- 1 view/3 ways, Final project, IDT 2020
- Miller Residential Remodel, IDT 3045
- 2019-2020 K & B contest, 2021-2022, K & B contest, IDT 3060
- Senior Project, IDT 4025/4030

Student work demonstrates the **ability** to appropriately:

j) select and apply color to support design purposes.³

Matrix for this expectation IDT 1020, 2010, 2020, 3045, 3060, 4025/4030

- Hand made textile project, IDT 2010
- 1 view/3 ways, Final project, IDT 2020
- Rug project, IDT 2010
- Miller project, IDT 3045
- Kitchen project, bath project, IDT 3060
- Senior Project, IDT 4025/4030

k) use color solutions across different modes of design communication.⁴

Matrix for this expectation IDT 1020, 2020, 3045, 3060, 4030, 4040

- Materials board, Final project, IDT 1020
- 1 view/3 ways, Final project, IDT 2020
- Miller project renderings, IDT 3045
- Kitchen project and bath project renderings, IDT 3060
- Senior Project renderings, boards, IDT 4030
- Student Portfolio, IDT 4040

Curriculum Matrix - Institution Name

	First Year								Second Year								Third Year								Fourth Year																								
	Fall				Spring				Fall				Spring				Fall				Spring																												
	IDT 1010 Intro to ID	IDT 1020 Psin Tech	IDT 1050 Arch Drafting	IDT 2990 Design Seminar	PS 1143 Sales Tech	IDT 2020 Computer Aided Drafting	IDT 2820 Historical Interiors and Arch		COMM 2110	ART 1010 or 1030	IDT 2835 Design Process	IDT 2060 Sus. II: Materials	IDT 2080 Adv. Arch. Drafting			IDT 2010 Sus. I: Textiles	IDT 2040 Arch. Detailing	IDT 2050 Codes	IDT 2860 Practicum			IDT 3000 Lighting Design	IDT 3020 Am. & Modern Int	IDT 3025 Prof. Practice	IDT 3040 Rendering/BDC 3500 3DS Max	PS 3203 Cust Serv	IDT 3045 Residential	IDT 4010 Comm Studio	IDT 4020 Comm Design	IDT 4830 DR	PS 3363 Negotiations	PS 3103 Pers Profiles	IDT 3060 K&B	IDT 4025 Sr. Pjt Prog & Rsh			PS 3903 Sales Plan Tech	IDT 4030 St Pjt	IDT 4040 Port Design	IDT 4860 Intrenship			PS 3702 Teams						
Standard 13. Products and Materials - Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.																																																	
Student Learning Expectations																																																	
Student work demonstrates <i>understanding of</i>:																																																	
how furnishings, objects, materials, and finishes work together to support the design intent.	13a												x																																				
typical fabrication process, installation methods, and maintenance requirements for products and materials.	13b													x			x																																
the life cycle cost of products and materials.	13c																																																
appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.	13d																																																
Students select and <i>apply</i> products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety.	13e																																																
Students are <i>able</i> to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.	13f																																																

Standard 13. Products and Materials - Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Student Learning Expectations

Student work demonstrates *understanding of*:

how furnishings, objects, materials, and finishes work together to support the design intent.	13a																																																	
typical fabrication process, installation methods, and maintenance requirements for products and materials.	13b																																																	
the life cycle cost of products and materials.	13c																																																	
appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.	13d																																																	
Students select and <i>apply</i> products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety.	13e																																																	
Students are <i>able</i> to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.	13f																																																	

Notes:

Charette*
 Study Abroad**
 Charitable Chair***

Standard 13. Products and Materials. Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

Recommended page limit: 2 pages

Part 1: Analysis Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.

Studio courses from sophomore through senior level provide ample opportunity for the student to integrate furnishings, materials, finishes and products into their design solutions. Specification of materials and finishes, fabrication processes, maintenance and installation methods are focused on in the Sustainability I and II courses (IDT 2010 and 2060) as well as performance properties and criteria. Students consider ergonomics, life cycle and aesthetics as well as make environmentally-responsible selections in various projects in upper division studio courses as well.

Part 2: Evidence List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.

Student Learning Expectations

Student work demonstrates understanding of:

a) how furnishings, objects, materials, and finishes work together to support the design intent.

Matrix for this expectation IDT 2060, 3045, 3060, 4020, 4030

- NEWH project, IDT 2060
- Miller project, bathroom remodel, IDT 3045
- NKBA kitchen project, IDT 3060
- All projects, IDT 4020
- Renderings, IDT 4030

b) typical fabrication process, installation methods, and maintenance requirements for products and materials.

Matrix for this expectation IDT 2010, 2060, 3045, 4025

- Chapter questions, IDT 2010
- Video synopsis, paint schedule project, tile project, acoustics project, IDT 2060
- Paper on Net Zero Construction observations, IDT 3045
- Design Development, IDT 4025

c) the life cycle cost of products and materials.

Matrix for this expectation IDT 2010, 2060, 3000, 3045, 3060, 4025

- Test questions, IDT 2010
- NEWH project, IDT 2060
- Duplex project, IDT 3000
- Miller project, IDT 3045
- Schedules, Kitchen project, IDT 3060
- Schedules, Senior Project, IDT 4025

Standard 13. Products and Materials. Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

-) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.¹

Matrix for this expectation IDT 2040, 2060, 3045, 3060, 4020

- Stair project, IDT 2040
- NEWH project, IDT 2060
- Duplex project, IDT 3000
- NKBA kitchen, bath contests, IDT 3060
- RBT lighting contest, museum project, IDT 4020

- e) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety.

Matrix for this expectation IDT 2060, 3045, 3060, 4025/4030

- NEWH project, IDT 2060
- 2021-2022 bathroom remodel project, IDT 3045
- NKBA kitchen, bath project, IDT 3060
- Senior Project, IDT 4025/4030

- f) Students are **able** to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.²

Matrix for this expectation IDT 2060, 2040, 3045, 3060, 4020, 4025/4030

- Tile assignment, Carmines by the Sea project, Acoustic problem, IDT 2060
- 2021-2022 bathroom remodel project, IDT 3045
- NKBA kitchen, bath project, IDT 3060
- Museum project, Lighting contest, IDT 4020
- Senior Project, IDT 4025/4030

Curriculum Matrix - Institution Name

	First Year				Second Year				Third Year				Fourth Year			
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
IDT 1010 Intro to ID																
IDT 1020 Pstr Tech																
IDT 1050 Arch Drafting																
IDT 2990 Design Seminar																
PS 1143 Sales Tech																
IDT 2020 Computer Aided Drafting																
IDT 2820 Historical Interiors and Arch																
COMM 2110																
ART 1010 or 1030																
IDT 2035 Design Process																
IDT 2060 Sus. II: Materials																
IDT 2080 Adv. Arch. Drafting																
IDT 2010 Sus. I: Textiles																
IDT 2040 Arch. Detailing																
IDT 2050 Codes																
IDT 2860 Practicum																
IDT 3000 Lighting Design																
IDT 3020 Am. & Modern Int																
IDT 3025 Prof. Practice																
IDT 3040 Rendering/BDC 3500 3DS Max																
PS 3203 Cust Serv																
IDT 3045 Residential																
IDT 4010 Comm Studio																
IDT 4020 Comm Design																
IDT 4830 DR																
PS 3563 Negotiations																
PS 3103 Pers Profiles																
IDT 3060 K&B																
IDT 4025 Sr. Pjt Prog & Ish																
PS 3903 Sales Pstrn Tech																
IDT 4030 Sr Pjt																
IDT 4040 Port Design																
IDT 4860 Intrenship																
PS 3702 Teams																
Charrette*																

Standard 14. Environmental Systems and Human Wellbeing - Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.

Student Learning Expectations

Students *understand* that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.

14a

Students *understand*:

the principles of acoustical design.

14b

appropriate strategies for acoustical control.

14c

the principles of thermal design.

14d

how active and passive thermal systems and components impact interior design solutions.

14e

principles and strategies for plumbing.

14f

strategies for waste management.

14g

the principles of indoor air quality.

14h

how the selection and application of products and systems impact indoor air quality.

14i

Notes:

Study Abroad+
Charitable Chair+**

Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

Recommended page limit: 2 pages

Part 1: Analysis Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.

Emphasis on this Standard is focused throughout the curriculum but primarily in the upper division courses. Test questions, research assignments and studio projects all feature the various components of Standard 14. The Sustainability courses and Kitchen and Bath course gives the primary opportunity to meet this Standard as well as the program problems featured in the Interdisciplinary Charrette however other studio courses touch on the importance of human well-being and environmental systems.

Part 2: Evidence List **1 key source or type of evidence** (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) **from each course** identified in the Curriculum Matrix for the program and student learning expectations within this Standard.

Student Learning Expectations

- a) Students **understand** that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.

Matrix for this expectation IDT 1010, 2010, 2060, 3000, 3045, 4030, Interdisciplinary Charrette

- Scavenger Hunt, IDT 1010
- Chapter 3 test question, carpet lecture questions, IDT 2010
- Acoustics research, paint research assignment, decibels & acoustic considerations assign,, IDT 2060
- Thermal assignment, IDT 3000
- Miller project, IDT 3045
- Kitchen and bath project, IDT 3060
- Acoustics assignment, IDT 4030
- Interdisciplinary Charrette – Ghana 2022

Students **understand**:

- b) the principles of acoustical design. ¹

Matrix for this expectation IDT 2010, 2060, 3045, 3060, 4030

- Chapter 3 test questions, Carpet lecture questions, IDT 2010
- Acoustics research, acoustics considerations assignment, IDT 2060
- Miller project, IDT 3045
- Kitchen and Bath project, IDT 3060
- Acoustics assignment, IDT 4030

Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

c) appropriate strategies for acoustical control. ²

Matrix for this expectation IDT 2060, 3045 4030, Interdisciplinary Charrette

- Acoustics research, acoustics considerations assignment, IDT 2060
- Miller project, IDT 3045
- Acoustics assignment, IDT 4030
- Interdisciplinary Charrette --- Ghana 2022

d) the principles of thermal design. ³

Matrix for this expectation IDT 3000, 3060, 4025/4030 Interdisciplinary Charrette

- Chapter 3 test questions/lecture, thermal assignment, IDT 3000
- Kitchen project, IDT 3060
- Bath project, IDT 3060
- Senior Project 2021-2022, IDT 4025/4030
- Interdisciplinary Charrette

e) how active and passive thermal systems and components impact Interior Design solutions.

Matrix for this expectation IDT 3000 , 3060, 4025/4030 Interdisciplinary Charrette

- Chapter 3 test questions/lecture, thermal assignment, IDT 3000
- Kitchen project, IDT 3060
- Bath project, IDT 3060
- Senior Project, 2021-2022, IDT 4025/4030
- Interdisciplinary Charrette

f) principles and strategies for plumbing. ⁴

Matrix for this expectation IDT 3045, 3060, 4030, 4020 Interdisciplinary Charrette

- Bath project, IDT 3060
- Bathroom remodel, IDT 3045
- ADA bathroom, IDT 4020
- IDT 4030, Senior Project
- Interdisciplinary Charrette

g) strategies for waste management. ⁵

Matrix for this expectation IDT 2010, 3060, Interdisciplinary Charrette

- Sustainable textile report, IDT 2010
- Kitchen projects, IDT 3060
- interdisciplinary Charrette

h) the principles of indoor air quality. ⁶

Matrix for this expectation IDT 1010, 2060, 2860, Interdisciplinary Charrette

- Test questions, IDT 1010
- Chapter 3 test question, IDT 2010
- Final project, IDT 2860

Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

i) how the selection and application of products and systems impact indoor air quality.

Matrix for this expectation IDT 2010, 2060, 2860, 3045, 3060

- Test questions, IDT 2010
- Final project, IDT 2860
- Kitchen project, IDT 3060
- Bath project, IDT 3060
- Miller project, IDT 3045
- Senior Project, IDT 4030

Curriculum Matrix - Institution Name

	First Year								Second Year								Third Year								Fourth Year								
	Fall				Spring				Fall				Spring				Fall				Spring												
	DT 1010 Intro to ID	DT 1020 Patn Tech	DT 1050 Arch Drafting	DT 2590 Design Seminar	PS 1143 Sales Tech	DT 2020 Computer Aided Drafting	DT 2020 Historical Interiors and Arch	COMM 2110	ART 1010 or 1030	DT 2035 Design Process	DT 2060 Sae. II: Materials	DT 2080 Adv. Arch. Drafting	DT 2010 Sae. I: Textiles	DT 2040 Arch. Detailing	DT 2050 Codes	DT 2060 Practicum	DT 3000 Lighting Design	DT 3020 Art. & Modern Int.	DT 3025 Prof. Practice	DT 3040 Rendering/ADC 3000-3025 Mix	PS 3203 Cutt Serv	DT 3045 Residential	DT 4010 Comm Studio	DT 4020 Comm Design	DT 4030 DR	PS 3363 Negotiations	PS 3103 Pers Profiles	DT 3060 K&B	DT 4025 Sr. Proj. Prog. & Rpt.	PS 3903 Sales Patn Tech	DT 4030 Sr.PJ.	DT 4040 Port Design	DT 4060 Internship

Standard 15. Construction - Interior designers understand interior construction and its interrelationship with base building construction and systems.

Student Learning Expectations	15a	15b	15c	15d	15e	15f	15g	15h	15i	15j
Students have awareness of the environmental impact of construction.		x							x	
Student work demonstrates understanding that design solutions affect and are impacted by:										
base-building structural systems and construction methods.	x	x							x	x
interior systems, construction, and installation methods.	x	x							x	x
detailing and specification of interior construction materials, products, and finishes.		x								
the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).									x	x
building controls systems.									x	x
vertical and horizontal systems of transport and circulation such as stairs, ramps, elevators, or escalators.									x	x
Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.		x							x	x
Students are able to :										
read and interpret construction documents.	15i	x							x	x
contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.	15j	x							x	x

Notes:

Charrette*
Study Abroad**
Charitable Chair***

Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Recommended page limit: 2 pages

Part 1: Analysis *Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.*

Students in the program understand interior construction --- the environmental impact of construction and that their design solutions affect and are impacted by various interior systems and construction and installation methods.

Studio projects and the charrette experience provide extensive opportunity for students to understand interior construction as they consider the interrelationship of components within interior systems, structural systems and construction methods.

Students specify materials, products, and finishes as well as consider the impact of electrical and mechanical systems on their designs. They consider various systems of transport, interpret and read construction documents as they work within a building shell, and contribute their concepts to a set of interior construction documents.

Part 2: Evidence *List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.*

Student Learning Expectations

a) Students have **awareness** of the environmental impact of construction.¹

Matrix for this expectation IDT 1050, 2060, 3045, 3060, Interdisciplinary Charrette

- Video essay, IDT 1050
- Sustainability Research, IDT 2060
- Essay on Net Zero construction, Net Zero experience, IDT 3045
- Net Zero experience, IDT 3060

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

b) base-building structural systems and construction methods.²

Matrix for this expectation IDT 1010, 1050, 2080, 3045, 4025/4030, Interdisciplinary Charrette

- Test questions, housing shapes analysis, IDT 1010
- Final project, IDT 1050
- Final project, IDT 2080
- Miller project, IDT 3045
- Senior Project, IDT 4025/4030

Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

c) interior systems, construction, and installation methods.³

Matrix for this expectation IDT 1050, 2040, 2050, 3060

- Final project, IDT 1050
- Stair and floor project, Ceiling project, IDT 2040
- Chapter 4 worksheet and quiz, IDT 2050
- Kitchen project, IDT 3060
- Bath project, IDT 3060

d) detailing and specification of interior construction materials, products, and finishes.⁴

Matrix for this expectation IDT 1050, 2060, 3045, 3060, 4020

- Final project, IDT 1050
- Office project, IDT 2035
- Carmines by the Sea, Tile assignments, Acoustics Assignment, IDT 2060
- Fireplace detail, IDT 3045
- Section and detail, K&B, IDT 3060
- Lighting contest, IDT 4020?

e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).

Matrix for this expectation IDT 2040, 2050, 3000, 3060, 4010, 4030

- Ceiling project, IDT 2040
- Sprinkler Problem Exercise, IDT 2050
- Duplex project, Farmhouse project, IDT 3000
- Electrical plans, IDT 3060
- Miller project, IDT 3045
- Life safety exercises, IDT 4010
- Lighting and electrical, Senior Project, IDT 4030

f) building controls systems.⁵

Matrix for this expectation IDT 2040, 3000, 3045, 3060, 4010

- Finish schedule, door schedule (I-III), IDT 2040
- Duplex Project, IDT 3000
- Net Zero project, IDT 3045
- Net Zero project, IDT 3060
- Life safety exercises, IDT 4010

g) vertical and horizontal systems of transport and circulation such as stairs, ramps, elevators, or escalators.

Matrix for this expectation IDT 1050, 2035, 2040, 2060, 3025, 3045, 4010, 4020

- Final project, IDT 1050
- Circulation exercise, 2035
- Stair project, IDT 2040
- Bar project, IDT 2060
- NEXT project, IDT 3025
- Residential assignment, IDT 3045
- Traffic path illustrations, NCIDQ prep, IDT 4010

Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

- Office project, IDT 4020

h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Matrix for this expectation IDT 1050, 2040, 2080, 3060, 4025/4030

- Quiz, final project, IDT 1050
- Construction Document Quiz, IDT 2040
- Final project, IDT 2080
- Kitchen project, bath project, IDT 3060
- Senior Project, IDT 4025/4030

Students are **able** to:

i) read and interpret construction documents.⁶

Matrix for this expectation IDT 1050, 2040, 3000, 3060, 4020, 4025

- Quiz, IDT 1050
- Duplex project, Farmhouse project, IDT 3000
- Kitchen project, bath project, IDT 3060
- IIDA project, IDT 4020
- Senior Project, IDT 4025

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

Matrix for this expectation IDT 1050, 2080, 2040, 3045, 3060, 4030,

- Types of Construction Drawings Quiz, IDT 1050
- Final project, IDT 1050
- Textbook exercises, IDT 2080
- Stair project, ceiling project, IDT 2040
- Miller project, IDT 3045
- Kitchen, bath projects, IDT 3060
- Interior elevations, specialty drawings, IDT 4030

Curriculum Matrix - Institution Name

		First Year				Second Year				Third Year				Fourth Year								
		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring						
		IDT 1000 Intro to ID IDT 1020 Pain Tech IDT 1050 Arch Drafting IDT 2900 Design Seminar PS 1143 Sales Tech IDT 2020 Computer Aided Drafting IDT 2820 Historical Interiors and Arch					COMM 2110 ART 1030 or 1030 IDT 2035 Design Process IDT 2060 Sur. II: Materials IDT 2880 Adv. Arch. Drafting					IDT 2010 Sur. I: Textiles IDT 2040 Arch. Detailing IDT 2050 Codes IDT 2860 Practicum IDT 3000 Lighting Design IDT 3020 Art. & Modern Int. IDT 3025 Prof. Practice IDT 3040 Rendering/B/S/C 3500 375 Max					PS 3203 Cust Serv IDT 3045 Residential IDT 4010 Comm Studio IDT 4020 Comm Design IDT 4820 DR PS 3363 Negotiations PS 3103 Pers Profiles IDT 3060 K&B IDT 4025 Sr. Plt Prog & Rsh					PS 3903 Sales Train Tech IDT 4030 St Pjt IDT 4040 Port Design IDT 4860 Internship PS 3702 Teams Charrette** Study Abroad*** Charitable Chair***
Standard 16. Regulations and Guidelines - Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.																						
Student Learning Expectations																						
Students have <i>awareness</i> of the origins and intent of laws, codes, and standards.		16a																				
Student work demonstrates <i>understanding</i> of:																						
standards and guidelines related to sustainability and wellness.		16b	x																			
sector-specific regulations and guidelines related to construction, products, and materials.		16c																				
detection such as active devices that alert occupants including smoke/heat and alarm systems.		16d					x															
compartmentalization such as fire separation and smoke containment.		16e																				
suppression such as devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.		16f																				
Student work demonstrates the <i>ability</i> to apply federal, state/provincial, and local codes including:																						
occupancy group and load calculations.		16g																				
movement, travel distance, and means of egress.		16h																				
barrier-free and accessibility regulations and guidelines.		16i	x																			
Notes:																						

Standard 16. Regulations and Guidelines. Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Recommended page limit: 2 pages

Part 1: Analysis Provide a brief narrative (1-2 paragraphs) addressing the degree to which the program is successful in achieving this Standard. Broadly describe how the program incorporates this Standard into the curriculum, and discuss any strengths or weaknesses related to this Standard that were identified during the self-study process.

Students are well-versed in regulations and guidelines. Heavy emphasis is placed on codes, standards and guidelines in the curriculum. The IDT 2050 Codes course focuses on interior building, plumbing, electrical, fire and life safety codes.

Code-based projects are also assigned in various upper-division course projects including the IDT 3000 Lighting Design and IDT 3060 Kitchen and Bath courses.

Part 2: Evidence List 1 key source or type of evidence (examples could include projects, assignments, exams/quizzes, course materials, learning experiences, etc.) from each course identified in the Curriculum Matrix for the program and student learning expectations within this Standard.

Student Learning Expectations

a) Students have **awareness** of the origins and intent of laws, codes, and standards.¹

Matrix for this expectation IDT 2040, 2050, 3000, 3045, 3060

- Stair assignment, IDT 2040
- Chapter quizzes, worksheets, IDT 2050
- Test II, Duplex project, Farmhouse project, IDT 3000
- IRC codes, IDT 3045
- NKBA kitchen project, NKBA bath project, IDT 3060

Student work demonstrates **understanding** of:

b) standards and guidelines related to sustainability and wellness.²

Matrix for this expectation IDT 1010, 2050, 2060, 4020

- What is Interior Design essay, WELL essay, IDT 1010
- Sustainability Research, IDT 2050
- Sustainability write ups, LEED and WELL website essays, IDT 2060
- Chapter 1-4 synopsis, IDT 4020

c) sector-specific regulations and guidelines related to construction, products, and materials.³

Matrix for this expectation IDT 2050, 2060, 3060, 4025

- Code violation journal, test questions, IDT 2050
- Kitchen and bath projects per NKBA guidelines, IDT 3060
- Fire code test questions, IDT 2010
- Miller project, IRC codes, IDT 3045

Standard 16. Regulations and Guidelines. Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

d) detection such as active devices that alert occupants including smoke/heat and alarm systems.

Matrix for this expectation IDT 3045, 3060, 4010,

- Kitchen project, IDT 3060
- Miller project, IDT 3045
- ADA bathroom, travel distance worksheets, soda shop FP, IDT 4010

e) compartmentalization such as fire separation and smoke containment.

Matrix for this expectation IDT 3045, 3060, 4010, 4020, 4025, 4030

- Miller project, IDT 3045
- Kitchen project, IDT 3060
- Soda Shop project, IDT 4010
- IIDA project, Museum project, IDT 4020

f) suppression such as devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Matrix for this expectation IDT 2040, 2860, 3060

- Ceiling project, IDT 2040
- Final project, IDT 2860
- Kitchen project, IDT 3060

Student work demonstrates the ability to **apply** federal, state/provincial, and local codes⁴ including:

g) occupancy group and load calculations.

Matrix for this expectation IDT 2050, 3025, 3000, 4010

- Worksheets Chapter 4, IDT 2050
- NEWH project, IDT 3025
- Farmhouse project, IDT 3000
- Life safety diagrams, ADA bathrooms, occupancy problem, IDT 4010

h) movement, travel distance, and means of egress.

Matrix for this expectation IDT 2035, 2050, 4010

- Egress exercise, IDT 2035
- Chapter 5 worksheets, IDT 2050
- Half-diagonal worksheets, ADA bathroom, soda shop floor plan, IDT 4010

i) barrier-free and accessibility regulations and guidelines.

Matrix for this expectation IDT 1010, 2050, 3000, 3045, 3060

- Test questions, IDT 1010
- Chapter 2 Test questions, IDT 3000
- Miller project, IDT 3045
- Parkinson paper, IDT 3060
- Kitchen project, IDT 3060
- Bath project, IDT 3060

Section 5. Conclusions

Recommended page limit: 2

- 1) *Provide a brief description of the conclusions you have drawn about overall program quality.*
 - *In what ways are your students especially well prepared to enter professional practice as Interior Designers?*

There are many experiences in the design program which help prepare the design graduate in addition to studio courses, design seminar speakers and tours.

Interdisciplinary Design Charrette prepares students for professional practice through interdisciplinary collaboration, time management, and team responsibilities which gives the student real-world design-build challenges. https://www.weber.edu/interiordesign/forty_eight_interdisciplinary.html.

The Professional Networking Luncheon gives students opportunity to visit one-on-one with practicing professionals in a relaxed environment giving them opportunity for mentorship.

Program rigor and course content ensures that students are prepared with skills necessary to enter professional practice. Latest technology is taught and certification exams are offered as part of course curriculum. Knowledge of the design process and construction documents is strong and students are technically prepared to enter the workforce.

Internships are required for students and preparation for the IDFX is taught and encouraged as is professional certification when required hours are completed.

Students are confident in their skills upon graduation and are eager and ready to contribute to the practice of Interior Design.

- *What areas could be further strengthened to support current or future preparation of program graduates?*
- Due to demand, the program could benefit from support personnel to assist with extracurricular events associated with the program. Faculty are busy with course and program requirements and support staff are as well. A dedicated ID events support staff would be beneficial to accommodate the many events that support the ID program and CIDA standards.

- 2) *Provide a brief description of your plans for future program development.*

- *What changes to curriculum or resources have been planned and/or implemented to improve gaps in the educational program identified through self-study?*
 - Current discussion is underway to implement a technology course in Blue Beam, per the recommendation of advisory board.
 - Addition of more assignments to meet Standard 6I
 - Addition of full-time faculty member, building of support faculty pool
 - Ongoing revisions of curriculum as needed through self-study
- *When are these changes likely to occur?*
 - Currently (1,2)
 - Within the current academic year (2022-23)
 - Ongoing

Section 5. Conclusions

- *What changes in the program, institution, higher education, the profession, or society may impact the program in the future?*
 - Program ----- Administration changes within accreditation cycle are possible (Department Chair)
Recent departure of full-time faculty member.
Program enrollment is unusually high ----- class sizes are large. Class formats in hybrid or online are in demand. This has been the trend for the last 4 years.
 - Institution, Higher Education -- WSU enrollment has been on a slight decline since Covid however the College of Applied Science, Engineering and Technology has been steady.
 - The profession ----- In Utah, the profession is strong. From all accounts the building industry is booming and need for designers from accredited programs is at an all-time high.
- *What is being done to address emerging issues, trends, or challenges?*
 - Recruitment of replacement for full-time faculty member is on-going as well as recruitment of a larger qualified support instructional personnel pool.
 - Since the pandemic, the program offers a variety of formats of courses within the curriculum, depending on the course -- -online, hybrid and face to face.

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Kristen Arnold _____ Check one:
X full-time _____ adjunct _____ part-time _____ support
_____ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years: Check one:
X Yes No
Individual has completed a degree in interior design: X Yes No
Individual has passed the complete NCIDQ exam: X Yes No

If this individual is a full-time faculty member, please indicate:

25 % of time spent in administration
65 % of time spent in teaching
10 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

M. Ed., Education, Curriculum and Instruction, Weber State University, 2008
BSc, Interior Design-Technical Sales, Weber State University, 2005
BSc, Technical Sales, Weber State University, 2011

Professional certification:
NCIDQ Certification, Certificate No. 028155

Other:
Certification of Completion, Facilities Management, Weber State University, 2020

Positions held in academic institutions (title of position/rank, year and tenure):

Associate Professor, program coordinator, 2017 to present
Assistant Professor, program coordinator, 2011-2017
Instructor, interim program coordinator, 2010-2011
Adjunct instructor, 2005-2010

Courses taught in the past two years:

IDT 1010 Introduction to Interior Design
IDT 1020 Presentation Techniques
IDT 2040 Architectural Detailing
IDT 2990 Design Seminar
IDT 3000 Lighting Design
IDT 4025 Senior Project ---- Programming and Research
IDT 4030 Senior Project
IDT 4040 Portfolio Design
IDT 4860 Internship

Faculty Data Form

Positions held in design practice (firm name, title, and year):

KNA Enterprises, Principal/Owner, 2006 to present

Significant publications, creative projects, and/or paper presentations (up to six items):

Service Learning in an Interior Design Program, 2017

The CIDA Accreditation Experience on the Interior Design Program at WSU, An Ethnographic Study, 2008

Council for Interior Design Accreditation, PAR, 2023

Council for Interior Design Accreditation PAR, 2014

Council for Interior Design Accreditation PAR, 2008

Interdisciplinarity in Global Contexts, AIS 2019 Conference, Amsterdam, conference presentation

Awards, recognitions, grants, competitions:

Exemplary Interdisciplinary Collaboration Award, 2020

TLF Faculty Recognition, Spring 2023

Outstanding Departmental Honors Advisor, 2016

College of Applied Science and Technology Service Award, 2012

Professional memberships and service:

IDEC, 2023

NKBA, 2023

WSU Scholarship Committee, 2022 to present

EAST Curriculum Committee, 2011 to present

Davis Vibrancy Committee, 2017 to present

CEL Attribute Committee, 2020 to present

International Committee, 2022 to present

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

NKBA Conference, Orlando, Florida, 2023

IAIS 2019 Conference, Amsterdam, 2019

Engaged Faculty Retreat, St. George, Utah 2019

HD Expo, Las Vegas, NV 2018

Study Abroad International Experiences 2011 to present: Italy, Germany, Croatia, England, Ireland, Scotland, France, Sweden, Denmark, Spain, Prague, Czech Republic –research related to interior design & architecture

Study Abroad Domestic Experiences, 2011 to present: Boston, Pennsylvania, Georgia, New York, Mississippi, New Orleans, Washington, D.C., Virginia, Atlanta, Kentucky, Tennessee – research related to interior design & architecture.

A. BADALI (1)

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Ashley Badali _____ Check one:
____ full-time ____ adjunct X part-time ____ support
____ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years: X Yes No
Individual has completed a degree in interior design: X Yes No
Individual has passed the complete NCIDQ exam: X Yes No

If this individual is a full-time faculty member, please indicate:

____ % of time spent in administration
 100 % of time spent in teaching
____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

BS Interior Design, Weber State University, 2017
BS Professional Sales, Weber State University, 2018
MS Education (Learning Experience Design and Educational Technology), Western Governor's University, 2018

Professional Certification:
NCIDQ Certification, 36382

Positions held in academic institutions (title of position/rank, year and tenure):

Instructor, Weber State Interior Design, 2020-Present
Adjunct Instructor, Weber State Interior Design, 2017-2020

Courses taught in the past two years:

IDT 1010 Introduction to Interior Design
IDT 1050 Architectural Drafting
IDT 2080 Advanced Architectural Drafting
IDT 2860 Practicum
IDT 2020 Computer Aided Drafting and Design
IDT 2035 Design Process
IDT 3020 American and Modern Interiors

A. BADALI (2)

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Studio 333 Architects (previously Bott Pantone Architects), Interior Designer, 2017-Present

|

Significant publications, creative projects, and/or paper presentations (up to six items):

Project - Studio 333 Architects Historic Renovation & Remodel, Ogden, Utah
Project - Logan Tabernacle Renovation & Restoration, Logan, Utah
Project – Goldenwest Credit Union Corporate Office Building, Washington Terrace, Utah
Project – UTOG Brewery & Restaurant, Ogden, Utah
Project – Logan FamilySearch Center Remodel, Logan, Utah
Project – 26th Street Building Renovation & Remodel, Ogden, Utah

HGTV Extreme Makeover Home Edition w/Bott Pantone Architects, Ogden, Utah, 2019

Awards, recognitions, grants, competitions:

Professional memberships and service:

IIDA, 2013-present

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Weber State Interior Design 2022 Study Abroad ---- Sweden, Denmark, Ireland, Scotland
Weber State University New Faculty Retreat, 2017 to present

Crossville Plant Tour, 2018

IBC Residential Accessibility CEU
Solving Paint Problems, PPG CEU
Red Throughout History, Benjamin Moore CEU
Sustainable Forestry, Sierra Pacific Windows CEU
Color Trends, Benjamin Moore CEU
Weekly OAC meetings – Studio 333 Architects

Archicad by the Beach, BIM6x Conference & Training

Faculty Data Form

Not to exceed 2 pages per faculty member

Check one:

Name: Shauna R. Morris _____ full-time adjunct part-time support
 other (please indicate):

Check one:

Individual has been responsible for ID studio supervision in past 2 academic years: Yes No
Individual has completed a degree in interior design: Yes No
Individual has passed the complete NCIDQ exam: Yes No
(passed 2 sections--still incomplete)

If this individual is a full-time faculty member, please indicate:

% of time spent in administration

% of time spent in teaching

% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

B5--Interior Design/Sales, Services & Technology--Weber State University 1996

Positions held in academic institutions (title of position/rank, year and tenure):

Half-time Instructor--WSU--current

Adjunct Instructor--Introductory Interior Design Class -- Brigham Young University--2018, 2019, 2020, 2021

Courses taught in the past two years:

WSU Fall Schedule--past two years

IDT 1010 -- Introduction to Interior Design (general education class)

IDT 2035 -- Space Planning (sophomores)

IDT 3065 -- Kitchen & Bath Course (juniors & seniors)

WSU Spring Schedule--past two years

IDT 1010 -- Introduction to Interior Design (general education class)

IDT 2010 -- Sustainability I Soft Materials (freshman & sophomores)

IDT 3035 -- Residential Design (juniors)

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Inside-personal firm—focus on residential design—established 2000
Brent Morris Associates – Landscape Architectural firm – business assistant & consultant – 1990-2020
Wedding Event Plan established 1997—principle partner & owner
Instile & Rail (retail kitchen & bath showroom/design services—partner & senior designer) 2002-2009

Significant publications, creative projects, and/or paper presentations (up to six items):

Humanitarian participant – WSU Ghana Makes a Difference March 2022— acoustical installation/student advisor
Solar Decathlon advisory 2018-2020—placed 1st in energy efficient small home ([world wide](#) only 11 universities qualified)
Interior installation of the Solar Decathlon home – [Ogden](#), Utah home fall 2020
Participant in the Northern Utah Parade of Homes

Awards, recognitions, grants, competitions:

WSU Hemingway Collaborative Award 2021
Outstanding Instructor for the Kitchen & Bath Association 2017
Student advisor of 2nd place winner of NKBA bath contest—2021

Professional memberships and service:

National Kitchen & Bath Association
Work with Student Association – affiliated with ASID & IIDA, & NKBA
Community Service:
Catholic Community Services
Ogden Boys & Girls Club
Ogden Junior League Charitable Chair Project
Ogden Rodeo—event cabin

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

National Kitchen & Bath Conference February 2022
NKBA yearly educational Zoom meetings
Solar Decathlon Zoom Conference 2020—DC event canceled due to [COVID](#)
Solar Decathlon Conference Denver, Colorado 2018
Travel-Italy, Germany, Croatia, England, Ireland, Scotland, France, Sweden, Denmark, Spain, Czech Republic, Ecuador, & Mexico—research related to interior design & architecture
Travel – the East Coast of the United States, Southern Region of the United States—research related to interior design & architecture
Regional Parade of Homes attendee—research on current interior & architectural trends

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Kelcie Welch Check one:
 full-time adjunct part-time support
 other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years: Yes No
Individual has completed a degree in interior design: Yes No
Individual has passed the complete NCIDQ exam: Yes No

If this individual is a full-time faculty member, please indicate:

_____ % of time spent in administration
_____ % of time spent in teaching
_____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Bachelor of Science – Interior Design, Weber State University 2019

Master’s of Fine Arts, Emphasis: Interior Design, ~~Brenau~~ Brenau University, anticipated graduation, Spring 2024

Certifications:

NCIDQ, IDFX Passed 4/2019
Sections II and III ---- October 2022

Autodesk Revit Certified User

Positions held in academic institutions (title of position/rank, year and tenure):

Adjunct Instructor, Spring 2020 - Present

Courses taught in the past two years:

- IDT 1010 – Intro to Interior Design
- IDT 1050 – Architectural Drafting
- IDT 2050 – Codes
- IDT 3025 – Professional Practice
- IDT 2060 – Sustainability II: Hard Materials

Positions held in design practice (firm name, title, and year):

- IKEA, Retail Store Interior Designer, 2012-2015
- IKEA, Retail Store Interior Design Manager, 2016
- Western Interior Services (contract furniture dealer), Senior Interior Designer, 2016-2018
- JZW Architects, Director of Interior Design, 2018-2020
- Lotus Company (real estate developer), Director of Design, 2020-2021

Faculty Data Form

- Main Street Office Furniture (contract furniture dealer), Director of Interior Design & Marketing, 2021 - Present
- KWA Interiors, Owner/Principal Interior Designer, 2020-Present

Significant publications, creative projects, and/or paper presentations (up to six items):

- ~~Hive~~ Apartments, 301 units, SLC – UT, Completed
- Anthem Apartments, Clearfield – UT, 210 apartments, 33 townhomes, Under Construction
- ~~Whisperwood~~ Townhomes, Ogden – UT, 40 units, Completed
- Republic Apartments (phase 1) 80 units, SLC – UT, Under Construction
- Lake City Dental (new construction), Murray – UT, Completed
- JZW Architects Office (new construction), North Salt Lake – UT, Completed

Awards, recognitions, grants, competitions:

Professional memberships and service:

- IIDA Professional Member, 2019 to present
- IIDA Intermountain VP of Membership, 2019-2020
- IIDA Intermountain Holiday Gala Committee Member, 2018
- IIDA Intermountain Yearly Summer BBQ, Committee Chair, 2019
- IIDA Intermountain Yearly Member Kickoff Meeting, Committee Chair, 2020
- CREW Utah, Industry Member, 2019-2020
- IIDA Mentor, 2019 to present

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

- NeoCon, 2019 & 2022
- Atlas Concorde Tile, Factory Tour, 2019
- OFS Furniture, Factory Tour, 2019
- Milliken Carpet, Showroom Tour & WELL CEU, 2019
- ~~Artopex~~ Furniture, Factory Tour, 2019
- IDCEC - The FOCUS Seminar – fix your distracting workplace, 10/10/2019
- IDCEC - Commercial Color & Design Forecast, 9/26/2019
- IDCEC - Redefining Boundaries of Interior and Exterior Spaces with Ultracompact Surfacing, 9/25/2019
- IDCEC - The WELL Building Standard and How Floor Covering Impacts Health and Well-Being, 7/31/2019
- CET – Intermediate Training, 2/2022
- CET – Rendering Tips & Tricks, 3/2022
- CET – Flooring Extension, 4/2022

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: J.D. Julander _____ Check one:
_____ full-time x ___ adjunct _____ part-time _____ support
_____ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:
Individual has completed a degree in interior design:
Individual has passed the complete NCIDQ exam:

Check one:
 Yes No
 Yes No
 Yes No

If this individual is a full-time faculty member, please indicate:
_____ % of time spent in administration
_____ % of time spent in teaching
_____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

BA, Design Graphics Engineering Technology degree, Weber State University, 2009.

Positions held in academic institutions (title of position/rank, year and tenure):

Adjunct Instructor (Aug 2009 to present).
I also taught full-time as an instructor in the DET department, 2011

Courses taught in the past two years:

IDT 1050 – Architectural Drafting
BDC 3500 – Architectural Rendering
PDD 3400 – Rendering Basics
PDD 4400 – Animation Basics
BDC 3660 – Structural Design

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Rise Exhibits (2016-2017), design lead.

360 Scenery (2017-2019), design lead.

DGET Services, Architectural Rendering and drafting, Owner/Principal, (2019 to present).

Significant publications, creative projects, and/or paper presentations (up to six items):

|

Awards, recognitions, grants, competitions:

Professional memberships and service:

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Pieter J. van der have _____ Check one:
x__full-time ___adjunct ___part-time ___support
xOther (please indicate): Department Chair

Check one:
Individual has been responsible for ID studio supervision in past 2 academic years: Yes No
Individual has completed a degree in interior design: Yes No
Individual has passed the complete NCIDQ exam: Yes No

If this individual is a full-time faculty member, please indicate:

75% of time spent in administration
25% of time spent in teaching
0% of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

BSc in Math/French, University of Utah, 1967
Master's degree studies in Educational Psychiatry, University of Utah, 1969.

Numerous management and leadership seminars, etc.

Positions held in academic institutions (title of position/rank, year and tenure):

Director/AVP Facilities Maintenance, after having worked up through lower level positions: 1962-2006.
University of Utah

Courses taught in the past two years:

Long Range Facilities Planning, FM
Energy Management in Buildings FM
Facilities Management FM

Faculty Data Form

Positions held in design practice (firm name, title, and year):

N/A

Significant publications, creative projects, and/or paper presentations (up to six items):

-Co Authored publication on Rightsizing
-Contributed to a publication by RS Means on Facilities Management
-Participated in APPA's development of a institutional self-assessment model (SAM)
Participated in an update of APPA's Book of Knowledge (BOK), since then updated again
-For 10+ years, wrote bi-monthly articles for College Planning and Management focussing on Facilities Management and related topics

Awards, recognitions, grants, competitions:

none

Professional memberships and service:

Member, President of APPA
Member, IFMA and IREM

Chair of Salt Lake City's Public Utilities Committee
Chair of Campus Operations Committee for the 2002 Winter Olympics for the University of Utah
Chair of the Access and Disabilities Committee for the University of Utah
Chair, University of Utah Credit Union

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

IFMA World Workplace (twice)
Institute of Real Estate Management Annual Conference

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Elizabeth Hill Check one:
 full-time adjunct part-time support
 other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years: Yes No
Individual has completed a degree in interior design: Yes No
Individual has passed the complete NCIDQ exam: Yes No

If this individual is a full-time faculty member, please indicate:
100 % of time spent in administration
 % of time spent in teaching
 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

BS Business Administration/Marketing Goddard School of Business & Economics GPA 3.73 2013
University Honors, WSU Honors Program GPA 3.73 2013
MBA, Goddard School of Business and Economics GPA 3.7 2017

Positions held in academic institutions (title of position/rank, year and tenure):

Administrative Specialist GSBE 2013-2019
Data Strategist Institutional Effectiveness Jan 2019-Sept 2019
Administrative Specialist Construction & Building Sciences Oct. 2019 to present
Adjunct Instructor Construction Management 2020-Present

Courses taught in the past two years:

CMT 4750

E. HILL (2)

Faculty Data Form

Positions held in design practice (firm name, title, and year):

N/A

Significant publications, creative projects, and/or paper presentations (up to six items):

Diversity Equity and Inclusion presentation for International Association of Administrative Professionals
Branch Director Utah-International Association of Administrative Professionals

Awards, recognitions, grants, competitions:

Outstanding Marketing Student 2013

Beta Gamma Sigma

Golden Key Honor Society

Professional memberships and service:

Utah Women in Higher Education Executive Board,

Positions Held: Treasurer, Education and Professional Development Chair

Ogden Weber Chamber of Commerce Women in Business Committee Executive Board

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

IAAP Rocky Mountain Regional Conference 2022

IAAP Summit 2021 & 2022

Ogden Weber Chamber of Commerce Women Empowered Conference

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Brock Adams Check one:
 full-time adjunct part-time support
 other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years:

Check one:

Yes No

Individual has completed a degree in interior design:

Yes No

Individual has passed the complete NCIDQ exam:

Yes No

If this individual is a full-time faculty member, please indicate:

33 % of time spent in administration

33 % of time spent in teaching

33 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Ph.D Interpersonal Communication – Louisiana State University, 2018

M.A. Professional Communication – Southern Utah University, 2012

B.S. Mass Communication – Utah Tech University, 2009

Positions held in academic institutions (title of position/rank, year and tenure):

Director, Alan E. Hall Center for Sales Excellence, January 2021-Present

Assistant Professor, Dept. of Professional Sales, WSU, July 2018-Present

Instructor, Dept. of Professional Sales, WSU, July 2017-July 2018

Graduate Assistant Instructor, LSU, August 2015-August 2017

Adjunct Instructor, Utah Tech University, May 2010-August 2015

Courses taught in the past two years:

PS 1303 Sales Channels

PS 1401 Introduction to Sales & Service Technology

PS 1403 Introduction to Customer Service

PS 2991 Sales/Service Technical Seminar

PS 3702 Developing Team Leadership Skills

PS 3703 Professional Sales Simulations

PS 3803 Sales Proposals

PS 3250 Business Communication

SBS 2810 Data Visualization Bootcamp

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Significant publications, creative projects, and/or paper presentations (up to six items):

Adams, B.T., (2022) Contemporary Blue Chips: A Critical Analysis of a Sports Journalist's Approach to the Scandals Surrounding College Athletics. Image of the Journalist in Popular Culture Journal. Under Review

Adams, B.T., (2022, March). Selling in teams: Using a virtual escape room to demonstrate the application of Tuckman's stages of group development. Presentation at the annual meeting of the National Conference in Sales Management.

Adams, B.T., (2021, October). From sinners to saints: An analysis of the current Utah Jazz brand from its origins in New Orleans. Paper presented at the annual meeting of the Popular Culture Association in the South/American Culture Association in the South. (New Orleans).

Awards, recognitions, grants, competitions:

One-year partnership with GoHealth for the Alan E. Hall Center for Sales Excellence – Funded (\$10,000) January 10, 2022

One-year partnership with Reading Horizons for the Alan E. Hall Center for Sales Excellence – Funded (\$10,000) November 7, 2021

Two-year partnership with Deseret Digital Media for the Alan E. Hall Center for Sales Excellence – Funded (\$15,000) August 20, 2021

One-year partnership with ADT for the Alan E. Hall Center for Sales Excellence – Funded (\$10,000) July 1, 2021

One-year partnership with Enterprise Rent-a-Car for the Alan E. Hall Center for Sales Excellence – Funded (\$5,000) June 24, 2021

One-year grant from the Utah State Legislature for the Professional Sales Learn and Work Grant – Funded (\$125,000) June 10, 2021

Professional memberships and service:

International Communication Association
National Communication Association
DECA-ICDC
Pop Culture Association of America
Western States Communication Association

Advisor for the Professional Sales Student Association

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Utah 2022 Business, Finance, and Marketing Educators Summer Conference, Herriman, UT (June, 2022)

National Conference in Sales Management, Minneapolis, MN (March, 2022)

Utah Association of College Registrars and Admissions Officers Conference, Ogden, UT (June, 2021)

International Career Development Conference, Austin, TX (April, 2021)

Annual meeting of the Association for Collegiate Marketing Educators. (New Orleans).

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Nicole Flink _____ Check one:
 full-time adjunct part-time support
 other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years: Yes No
Individual has completed a degree in interior design: Yes No
Individual has passed the complete NCIDQ exam: Yes No

If this individual is a full-time faculty member, please indicate:
_____ % of time spent in administration
90 % of time spent in teaching
10 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

EDUCATION

Ph.D. Business Administration, Oklahoma State University	December 2020
Master of Business Administration, M.B.A., University of Phoenix	May 2005
Bachelor of Science, Technical Sales, Weber State University	December 2000

Positions held in academic institutions (title of position/rank, year and tenure):

Weber State University
Assistant Professor, Department of Professional Sales, July 2021 - Present

Weber State University
Instructor, Department of Professional Sales, July 2018 - June 2021

Weber State University
Adjunct Faculty, Department of Professional Sales, January 2012 - July 2018

Brigham Young University-Idaho
Remote Online Faculty, Department of Business Management, August 2016 - December 2018

Courses taught in the past two years:

PS 3903: Sales Presentations, 2021- Present
PS 2603: Advanced Selling 2020 – ~~Present~~
PS 3203: Customer Service Techniques 2018 - Present
PS 3250: Business Communication 2018 - 2021
PS 3103: Sales Personalities and Profiles 2018- Present

Faculty Data Form

Positions held in design practice (firm name, title, and year)

Significant publications, creative projects, and/or paper presentations (up to six items):

Papers published in Cabell's accredited peer reviewed journals:

- Flink, N. A., & Cooper-Larsen, D. (2020). Using an Artificial Real-Time Response Audience in Online Sales Education to Improve Self-Efficacy in Sales Presentations: An Online Classroom Innovation. *Atlantic Marketing Journal*, 9(2), 2.
- Caston, M., Purtell, C., Grumbles, L., & Flink, N. (2019). The Phantom Opportunity: Bridging the Gap Between Idea and Equity Investors. *MISES: Interdisciplinary Journal of Philosophy, Law and Economics*, 7(3), 559-576.

Presentations and Projects:

Papers and/or addresses to professional groups

- Flink, N., McNamara, B., (March 2022) "Uncovering the Hidden Need: Practicing Probing and Implication Questions" for the 2022 National Conference in Sales Management, NCSM. March 23-25, 2022 in Minneapolis, Minnesota.
- Flink, N., (September 2021) "Applying Theories in Use through Qualitative Interviews in Applied Research" Invited special guest lecturer for the executive Ph.D. Organizational Frontline theory course co-taught with Dr. Tom J. Brown at Oklahoma State University, Online Session 4, Stillwater Oklahoma.
- Nielson, B., Flink, N., Jonsson, J.E., Adams, B. (June 2020) "Optimizing Student Desire for Class Time by Moving Sales Classes to a Hybrid Format: Ideas and Best Practices," Presented at the Sales Educators Association, Aston Business School - Co-Presenter with Blake Nielson, Jo Ellen Jonsson, and Brock Adams.
- Caston, M., Flink, N., Grumbles, L., Purtell, C. (2019) "The Phantom Opportunity: Bridging the Gap between Perception and Opportunity" Presented at the AERC Research Conference, Auburn University, Auburn, Alabama. Co-Presenter with Michael Caston, Clint Purtell, and Lee Grumbles.
- Flink, N., Ravenscraft, J.K. (2018) *The Impact of a Professional Mentor on Networking Behavior & Career Satisfaction*. Poster session presented at the Engaged Management Scholarship Conference, Temple University, Philadelphia, Pennsylvania.

Awards, recognitions, grants, competitions:

- Awarded "Teaching Moment" Presentation Award at the NCSM, National Conference for Sales and Sales Management, March 2022.

Professional memberships and service:

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Jo Ellen Jonsson _____ Check one:
x full-time adjunct part-time support
 other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years: Yes No
Individual has completed a degree in interior design: Yes No
Individual has passed the complete NCIDQ exam: Yes No

If this individual is a full-time faculty member, please indicate:

_____ % of time spent in administration
90 _____ % of time spent in teaching
10 _____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

<u>Institution</u>	<u>Discipline</u>	<u>Degree Earned & Dates</u>
Utah State University	Instructional Technology	Master of Education, April 2004
Weber State University	Technical Sales	Bachelor of Science, June 1994
Weber State University	Fashion Merchandising	Associate of Applied Science December, 1993

Positions held in academic institutions (title of position/rank, year and tenure):

Assistant Professor: July 2008 - June 2014
Associate Professor: July 2014 - June 2021
Full Professor: July 2021 - present

Courses taught in the past two years:

PS 3103: Sales Personalities and Profiles
PS 4610: Senior Projects I
PS 4620: Senior Projects II

Faculty Data Form

Positions held in design practice (firm name, title, and year):

N/A

Significant publications, creative projects, and/or paper presentations (up to six items):

Published article in a peer-reviewed journal: *International Journal of Business and Economic Development (IJBED)*, "The Correlation between a Code of Ethics and Sales Behavior" 2020, by JoEllen Jonsson and Dr. Alex Lawrence, Vol. 1, No 6. IJBED is a double-blind, peer-reviewed journal.

Sales Educators Academy (SEA), Aston, England – Virtual Conference Presentation, July 2020.
"Optimizing Student Desire of Class Time by Moving Sales Classes to a Hybrid Format: Ideas and Best Practices," Co-presented with Dr. Blake Nielson, Dr. Nicole Flink, and Dr. Brock Adams.

Awards, recognitions, grants, competitions:

Grant Awarded 2021: Learn and Work Sales Certificate
I helped write the grant and direct the 16-week Sales Certificate program after our department was awarded \$125,000.

Professional memberships and service:

Utah Women in Higher Education Network - Board Member over Marketing and Research
Collegiate DECA - Advisor 2008-2018

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Adobe Creative Campus Conference, June 2018

Teaching with Technology Conference, October 2017

JPMA Trade Show, April 2017

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: TIM BORDER _____ Check one:
X full-time adjunct part-time support
 other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years: Yes X No
Individual has completed a degree in interior design: Yes X No
Individual has passed the complete NCIDQ exam: Yes X No

If this individual is a full-time faculty member, please indicate:
_____ % of time spent in administration
95 % of time spent in teaching
5 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):
BSc Communication, Weber State University, 1986
Master of Science, Communication and Instructional Design, Utah State University, 1988

Positions held in academic institutions (title of position/rank, year and tenure):
Professor, Weber State University, 2021-present
Associate Professor, Weber State University, 2015-2021
Assistant Professor, Weber State University, 2009-2015

Courses taught in the past two years:
PS 1143 Fundamental Selling Techniques
PS 3203 Customer Service
PS 3363 Contract Negotiation

Faculty Data Form

Positions held in design practice (firm name, title, and year):

N/A

Significant publications, creative projects, and/or paper presentations (up to six items):

2020 --- Sales Education and Philanthropy, Journal of Education for Business

2016 – Teaching Sales Professionals How to Negotiate with Real-World Experience, Journal of Marketing Education

2016 --- Developed 15-Week Sales Course for International Training Centers and traveled with students to guest lecture in Guatemala, Peru and Panama

Awards, recognitions, grants, competitions:

2018 Presidential Teaching Excellence Award

2020 Master Teaching Crystal Crest Top 4 Finalist

2019 John A. Lindquist Award, Finalist

Professional memberships and service:

National Speakers Association

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

WSU 2020 Faculty Forum

WSU completed ADA and Civil rights CEU

Panama City ---- Attended 10 research and sales pedagogy sessions at the Global Sales Sciences Institute

