



Council
for Interior
Design
Accreditation

Visiting Team Report Weber State University Fall 2022

The Council for Interior Design Accreditation (CIDA) Visiting Team Report represents evaluation under Professional Standards 2022 of the interior design program at Weber State University leading to the Bachelor of Science in Interior Design – Technical Sales degree. No other programs at Weber State University are included in this evaluation.

Foreword

At the request of Weber State University, a Council for Interior Design Accreditation (CIDA) visiting team composed of Susan P. Stevenson, IDEC; Steven R. Jones, CCID; and Genesis Okken, NCIDQ, ASID conducted an on-site review of the interior design program on October 15-18, 2022. The following Visiting Team Report represents the team's findings. The visiting team is in unanimous agreement with the conclusions regarding CIDA Standards and the recommendation for status represented herein.

The visiting team thanks the faculty members, administration, and students for the hospitality and cooperation shown to them. It was a pleasure to meet with persons who are dedicated to interior design education.

Introductory Team Comments about the Site Visit

Program Analysis Report

1) Overall, was the Program Analysis Report well organized, complete, and accurate?

Yes

No

Site Visit Arrangements

1) Were overall site visit arrangements (lodging, meeting space, meals, site visit schedule) conducive to the team's review?

Yes

No

2) Was the site visit impacted by any unexpected events or circumstances?

Yes

No

Student Work Display

1) Approximately how many total hours did the team spend reviewing student work?

27

2) Overall, was the display of student work well organized and complete?

Yes

No

Introductory Team Comments about the Site Visit

3) Requests for additional evidence:

Request	Date Requested	Did the program provide/identify additional evidence? (Yes/No)
Request for student exam results and/or exam statistics to assess student learning outcomes for all exam keys provided. (Historical Interiors (IDT 2820); American and Modern Interiors (IDT 3020), Lighting Design (IDT 3000); Introduction to Interior Design (IDT 1010), pre/post exam, Clemons ch. 1, 3, 7 exam, Morris test #2 ch 8 & 9, Clemons ch 10, Clemons ch 12 & 14, Morris space planning test 4, elements & principles quiz)	10/15	Yes
Request for additional examples of Lighting Design (IDT 3000), lighting research paper.	10/15	yes
In American and Modern Interiors (IDT 3020), what/where is the "collaborative document" listed in 10f and 10g?	10/15	yes
In Art for the Non-Art Major (ART 1030) and Studio Art (ART 1010) there is only one student represented. Were there more student work examples from these classes?	10/15	no
In Interior Design Seminar (IDT 2990) speaker reflection papers Final reflection (none in folder)(4d) (5b)	10/16	yes
In interdisciplinary charette: survey responses listed for 5a	10/16	yes
Request for additional student work examples illustrating the application of wayfinding strategies (7f)	10/16	yes
Client and donor summary, Practicum (IDT 2860) (5a)	10/16	yes
1(e) use of data for program assessment...	10/16	yes
Request for additional process sketches during the ideation phase beyond bubble and blocking diagrams. Are there examples of brainstorming design ideas with regard to fluency, flexibility, and originality? (8f, 8g- see guidance)	10/16	yes
Request for clarification on Perspective Rendering (IDT 3040) assignment 6 - interior lighting and rounded corners. It is unclear from the assignment description and rubric if students are incorporating photometric data files within the properties of their 3DsMax light sources or if they are subjectively editing lighting levels. (12c, 12d)	10/16	yes
Request for evidence that students are able to effectively express their ideas and their rationale in oral communication (9b) Are there recordings or rubrics indicating outcomes that assess students' verbal presentation skills?	10/16	yes

Introductory Team Comments about the Site Visit

Condo project examples Residential Design (IDT 3045) (4b)	10/16	yes
contexts for ID practice (6a)	10/16	yes
impact of regional and global <u>markets</u> on design <u>practices</u> (6b)	10/16	yes
business formations (6e)	10/16	yes
elements of project management (6f)	10/16	yes
instruments of service (6g)	10/16	yes
life cycle cost (13c)	10/16	yes
ergonomics (13e)	10/16	yes
origins <u>and</u> intent of laws <u>and</u> codes <u>and</u> standards	10/16	yes

Introductory Team Comments about the Site Visit

Interviews

- 1) How many full-time and part-time faculty members and instructional personnel were interviewed?

Current full-time faculty	1	Full-time faculty interviewed	1
Current part-time faculty	3	Part-time faculty interviewed	3

Approximately how much time did the team spend conducting these interviews?

1 hour with all faculty

- 2) Approximately how many students from each level of the program were interviewed?

Freshmen	0
Sophomores	1
Juniors	2
Seniors	3

How much time did the team spend conducting these interviews?

1.5 hours with students.

- 3) Approximately how many studio classes and/or student critiques were observed? How much time did the team member(s) spend on these observations?

1 studio class was observed for approximately 45 minutes.

- 4) Approximately how much time did the team spend interviewing the program coordinator? Did the team interview any unit administrators other than the program coordinator? If so who and for how long?

The visiting team interviewed the program coordinator for 1 hour.

- 5) Did the team conduct an exit interview with program faculty?

Yes
 No

- 6) Did the team conduct an exit interview with institutional administration?

Yes
 No

Notable Aspects of the Program

What are notable and/or innovative aspects of the program's circumstances?

The interior design program at Weber State University is housed in the department of construction and building sciences. This allows students across the department to collaborate for an annual interdisciplinary charette. Students are required to participate in the charette each year, which allows them to develop and improve their skills as they progress through the program. This project earned the Exemplary Collaboration Award from Weber State University in 2020.

Another notable aspect of the program is the annual charitable chair event, which engages students in a physical project that includes sourcing an old chair. Students are given a small budget for upholstery, upholstery services, and woodworking services to help restore a chair. These chairs are then sold at auction as a fundraiser for student scholarships and an identified non-profit partner. By the time they graduate, students will have participated in this event at least three times.

The annual study abroad opportunity is also a notable aspect of this program. In this study abroad experience, students travel with faculty members to several countries over a three-week period. Students document their experiences in a journal and when they return home, complete a beautiful bound book that includes sketches, photographs, and excerpts from their journals. The program shared a bookshelf full of these books from previous years.

Standard 1. Program Identity and Context. The interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.

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

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

Program Expectations	No	Yes
a) The program mission statement clearly identifies the intent and purpose of the interior design program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) The curriculum follows a logical sequence and is structured to achieve the program mission and goals and prepares graduates ready for entry-level practice and advanced study.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) The program has documented procedures to monitor the placement of graduates, and uses the data for program assessment, strategic planning, and program improvement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 1. Program Identity and Context. The interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.

Narrative Assessment

The interior design program's mission states that it 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...", and goes on to state the program goals. The curriculum is influenced by Council of Interior Design Accreditation (CIDA) and National Kitchen and Bath Association (NKBA) standards, and syllabi and course documents reference learning outcomes based on standards and indicators. The program strongly encourages students to seek certification with CIDQ and NKBA. The program requires interior design students to participate in an interdisciplinary charette, a charitable chair auction, design build day, and the network luncheon and also brings in many guest speakers. Through these outward facing, community supported events, the program and students gain practical experience, professional exposure, and engage in community outreach.

The program emphasizes their role in the design-build process and is a valued member of the Department of Construction and Building Sciences. Students in this department have opportunities to interact with each other during design-build day and the interdisciplinary charette. Some interior design majors also complete a minor in building design and construction. Students also have the opportunity to participate in a solar decathlon design build experience and design the kitchen for a net-zero home being constructed by building design and construction program. The program's emphasis on the interior designers' role in the design build process supports the mission and educational philosophy.

Program goals include engaging students in the collaborative design build process, building respect between disciplines, and encouraging students to pursue qualifications such as CIDQ and NKBA. This was evident in the interdisciplinary charette, a project for the whole department. Students complete a pre-test/post-test scenario of CIDQ as part of Commercial Studio (IDT 4010) and consistently participate in the NKBA design competition during Kitchen and Bath Design (IDT 3060).

The program has a goal focused on recognizing the impact of interior design on society and the health, safety, welfare of the public. This goal was reflected in upper-level student work and during an interview with the visiting team, students discussed the value of interior design and the impact they expected to have as emerging practitioners.

The curriculum follows a logical sequence and is structured to achieve the program mission and goals. The curriculum is structured to create a strong introductory knowledge base in interior design fundamentals including basic design concepts, design communication, and the design process. As students advanced through the curriculum, design problems are more authentic, with students experiencing more of the design problem-solving process. Students then apply their accumulated knowledge and skills in upper-level studio courses. The curriculum was designed and organized to achieve the program mission of disseminating a

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body of knowledge through standards-based curriculum, practical experience, professional exposure, and community outreach. This connection was observed throughout the curriculum, leading up to opportunities for students to achieve practical, professional exposure and community outreach through the annual school-wide interdisciplinary design charette and their senior project.

While the program does track program graduates through LinkedIn and other social networking platforms, they do not currently have a documented procedure. Because the program informally tracks program graduates, they are able to use feedback from those students and their advisory board for strategic planning and program improvement. The program faculty recently conducted a survey of hiring firms and businesses asking for input on program direction, strategic planning, and course offerings. This is a program weakness.

For internal feedback, the program engages in course and faculty evaluations and routine student outcomes assessment that is part of institutional accreditation. Evidence of the assessment of student learning outcomes was available for review. For external feedback and evaluation, the program engages their advisory board in discussions regarding course content and overall student achievement.

The program reported 4-5 years of recent program student performance on their website. The achievement data is broken down into transfer students and traditional students, and reports a strong hiring rate with most students completing the program in 4 years. Additionally, the program also reported on annual attrition. The program's website also includes information about the program, the curriculum, and faculty.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

Program Expectations	No	Yes
a) The number of faculty members and other instructional personnel is sufficient to implement program objectives. ^{1a} 1b	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A majority of faculty members and other instructional personnel with interior design studio supervision have:		
b) earned a degree in interior design.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) passed the complete National Council for Interior Design Qualification exam.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) Faculty members and other instructional personnel have academic or professional experience appropriate to their areas of responsibility.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The individual with primary responsibility for program coordination:		
e) is full-time and qualified by education and experience to administer an interior design program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) participates in the recruitment, evaluation, and retention of program faculty and instructional personnel as appropriate within the institutional context.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g) ensures that the program engages in on-going planning and assessment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

Narrative Assessment

The program lost one full-time faculty member just prior to the start of the current contract period. As an interim solution, program faculty members agreed to take on larger teaching loads than normal. The program plans to conduct a search for a new full-time faculty member. Currently there is one full-time faculty member, one adjunct faculty member, and two part-time faculty members.

All four faculty members teaching in the interior design program have earned at least one degree in interior design and two of the three faculty members teaching studio courses have completed the NCIDQ exam.

Faculty data forms were provided for all faculty members with responsibility for required interior design courses. A faculty member with NKBA credentials teaches kitchen and bath design and faculty who have passed the NCIDQ exam teach studio courses. A faculty member who is currently pursuing an MFA in interior design teaches Introduction to Interior Design (IDT 1010), along with drafting, codes and professional practice. All faculty members have prior or concurrent professional practice experience.

The program coordinator has over 12 years of experience in the role, has participated in two previous accreditation reviews, and has authored three Program Analysis Reports. The program coordinator also has seventeen years of teaching experience, has passed the NCIDQ exam, and has maintained professional practice over 16 years through her own consulting business.

The program coordinator for interior design played an active role in the recruitment and retention of program faculty. During the site visit, it was clear from program coordinator and faculty interviews that faculty have strong working relationships and support from the program coordinator. The program coordinator participates in on-going planning and assessment activities. Through faculty evaluations, the program is able to evolve curriculum and instruction in a meaningful way. The evolution of projects, assignments, and student work was observed during the review of faculty input and student output across multiple semesters of course offerings. Evidence of on-going planning and assessment was provided through web-links to course assessment reporting that is conducted across the institution for compliance with their accreditation by the Northwest Commission on Colleges and Universities.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

Program Expectations	No	Yes
a) Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, project evaluation, administrative activities, and meetings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Instructional facilities and workspaces support program objectives and course goals. ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) The program demonstrates efforts to support a constructive and respectful learning environment that fosters professionalism and engagement across students, faculty and staff. ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) Equipment and technological support is available and appropriate to support program objectives and course goals. ³	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Narrative Assessment

The interior design program is located in a new building on the institution's Davis campus. The space includes a suite of private faculty offices located adjacent to classroom spaces. Each faculty member has an office suitable for grading projects and meeting privately with students. The faculty members also have a private conference room for faculty and other group meetings. The physical learning environment contributes to program goals and the advancement of skills.

During interviews, it was evident that both students and faculty feel valued and engaged in the program. Students identified faculty as a strength of the program. The strong relationship between faculty and students contribute to a constructive and respectful learning environment. The interdisciplinary charette and Charitable Chair events also demonstrated that the environment fosters professionalism and engagement across students, faculty, and staff.

The program has access to specialized equipment and technological support. When the team arrived on campus, there was an IT staff member available to assist with technology needs. During the tour of program facilities, the team observed printers, photocopiers, three dimensional printers, classroom monitors, projectors, and a dedicated materials and resources library. Students also have access to a printing center where they can have large scale drawings printed. The program hired and trained student workers to assist with 3-D printers.

Students have convenient access to a small branch library in their building with bound literature on interior design and related subjects. The main library is on the main campus but students may have books couriered to the Davis campus. There is a dedicated librarian to assist students with database research and the inter library loan process. The librarian was noted as the second most important person in student success by the students during the interview session.

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

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

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
a) Students understand that human and environmental conditions vary according to geographic location and impact design and construction decisions. 1a 1b	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student work demonstrates understanding of:				
b) how social, economic, cultural, and physical contexts inform interior design. 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) how designers consider the inter-dependence of multiple contextual elements related to a design solution and their holistic, potential impact on user(s). 3a 3b 3c	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program Expectations				
The interior design program provides:				
d) exposure to the current and emerging issues that are shaping contemporary society and the world.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
e) exposure to a variety of cultural norms.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
f) opportunities for developing multi-cultural awareness. 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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

Narrative Assessment

Students demonstrated understanding that environmental conditions vary based on project location and have an impact on design and construction decisions. In Lighting Design (IDT 3000), students created a design proposal for the farmhouse art gallery project, and their pre-design research explored environmental conditions. One student noted that in upstate New York, where the project was located, annual temperatures range from 17 to 83 degrees. The students also discussed typical climatic cloud cover and clear days for the area. Daylight hours in both winter and summer, average humidity, and solar energy were also discussed. Another student discussed how summers are hot and muggy and winters are very cold. Student lighting design solutions took these factors into consideration. The Annual Interdisciplinary Charette is required for all interior design majors. In this intensive outreach project, students considered the climate, population size, and geography of the project location and understood that building materials needed to be sustainable and appropriate for the environmental conditions of the region. For a recent charette, pre-design research noted that sustainability, security, and accessibility were important design elements. Students cited the use of solar panels and batteries, solar powered building lighting, and water and waste management including rainwater harvesting and the reduction of material waste. Students also cited low VOC sustainable paint, accessible bathrooms, and ramps for level changes. Acacia wood was a popular choice for materials as students noted acacia tree lumber is suitable for timber construction and grows quickly in warm locations. Because the building needed to serve multiple functions within the community, students generated flexible spaces and provided multiple room furnishing layouts for different purposes. Open areas were shaded for protection from harsh sunlight. Acoustic foam was specified to reduce noise in a building with hard and durable surfaces. In Professional Practice (IDT 3025), students wrote a reflection paper about their experiences during the interdisciplinary charette. These reflections demonstrated that students understood that building in Kenya was much different than building in Utah or other locations within the US.

Student work demonstrated understanding of how social, economic, cultural, and physical contexts inform interior design. For the Philoton essay assignment in Introduction to Interior Design (IDT 1010), students watched a TED Talk by Emily Philoton and wrote a reflection about her work in her own small rural community. Students explored the idea that design could bring people together and be inclusive despite social, economic, and cultural differences amongst community members. In a project from Kitchen and Bath Design (IDT 3060), a group of students developed a design proposal for a client from India. Students incorporated the culture of India into their design and worked with colors, patterns, and textures related to Indian culture. In Senior Project Program Development (IDT 4025), students wrote a design proposal for a non-profit organization that would impact users and the community. One example was a shelter for domestic abuse victims and the proposal addressed the need for surveillance, territoriality, and exterior maintenance to reduce opportunities for crime and increase perceived safety. Additionally, light, color, views, access to nature, arts, esthetics, and music were incorporated to create a healthy housing environment. Another example was the design of a multipurpose space for the Asian Association of Utah to provide healing, promote education, and demonstrate the power of design in encouraging different ways of thinking and connecting people in order to reduce barriers for Asian immigrants.

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

Student work demonstrated understanding of how designers consider multiple contextual elements in their designs and the potential impact on users. In the Philoton essay assignment from Introduction to Interior Design (IDT 1010), students watched a TED Talk by Emily Philoton and wrote a reflection about her work in her own small rural community. These reflections explored the impact that different community systems and projects have on individuals within a community and the community as a whole. In the Clairemont Tudor project from Practicum (IDT 2860), final documentation included a statement about the importance of considering a home in its entirety during the design process. Students also noted that homes are part of a greater community and the importance of making design decisions that benefit the community. Project documentation for the Telegraph hill project from Residential Design (IDT 3045) showed that students specified work by local artists in order to benefit the community.

The interior design program exposes students to current and emerging issues shaping contemporary society and the world. Students attended guest speaker events throughout the semester and wrote reflection papers about what they learned. Guest speakers included professionals from different areas of interior design, including a materials specification representative and a designer at a furniture dealership. In Introduction to Interior Design (IDT 1010), students watched a TED Talk by Emily Philoton and reflected on her goals to invest in her community and work with stakeholders to change the trajectory of a failing community. The interdisciplinary charette and the NKBA competition also exposed students to current and emerging issues, including diverse family structures, universal design, and aging in place. Additionally, Senior Project Program Development (IDT 4025) and Senior Project (IDT 4030) are designated community engagement courses.

The interior design program exposes students to a variety of cultural norms. In the Philoton essay from Introduction to Interior Design (IDT 1010), students wrote about the norms of a rural community in western Pennsylvania. Kitchen and bath projects from 2020/2021 in Kitchen and Bath Design (IDT 3060) provided students with the opportunity to learn about Indian culture. Students completed the multicultural assignment in Contract and Sales Negotiations (PS 3363) and were introduced to the negotiating approaches used by Chinese, Japanese, French, and Arabic cultures. For the required charitable chair project, students researched a historic chair and discussed the specific chair and its history and social/cultural significance. Students worked with community partners to design and direct the refurbishment of the piece, which was then auctioned off as a fundraiser for student scholarships and a local non-profit organization.

The interior design program provides opportunities for developing multi-cultural awareness. The multicultural assignment from Contract and Sales Negotiations (PS 3363) introduced students to the negotiating approaches used by different cultures. An annual study abroad provides students with an opportunity to visit different countries and observe different cultures. The interdisciplinary charette is an international project for a non-profit organization, which students complete as many as three or four times during the course of their degree, providing them with multiple opportunities to develop multi-cultural awareness.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
a) Students have awareness that multiple disciplines and stakeholders are involved in creating an interior environment. ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students understand :				
b) the terminology and language necessary to communicate effectively with members of allied disciplines. ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) technologically-based collaboration methods specific to the problem solving process for built environment disciplines. ^{3a 3b}	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) the dynamics of team collaboration and the distribution and structure of team responsibilities. ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Student work demonstrates the ability to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions. ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Narrative Assessment

Students demonstrated awareness that multiple disciplines and stakeholders are involved in creating an interior environment. For the Philoton essay assignment from Introduction to Interior Design (IDT 1010), students watched a TED Talk by Emily Philoton and wrote a reflection about her work in her own rural community. Students wrote about her intent to invest in her community and work with other stakeholders to change its trajectory. Students discussed how Philoton was able to bring diverse groups together to work towards a common goal. Student reflection papers on the interdisciplinary charette from Professional Practice (IDT 3025) also demonstrated awareness that multiple disciplines and stakeholders are involved in design projects.

Students demonstrated understanding of the terminology and language necessary to communicate effectively with members of allied disciplines. Students wrote reflections on guest speakers that represented a variety of backgrounds and experiences and included terminology and language appropriate to the specific guest speaker. Students learned about lighting terminology in Lighting Design (IDT 3000) and their responses to test 1 demonstrated understanding of lighting specific vocabulary including CRI, Kelvin, lumens, lux, glare, reflectance, angle of incidence, and candelas. In test 2, students demonstrated understanding of lighting power density, life cycle cost, and benefit analysis. In test 3, students demonstrated understanding of transformer, ballast, and luminous intensity. Students also completed a research assignment focused on an aspect of lighting design and wrote a report that included vocabulary specific to lighting design. At the beginning of the semester in Commercial Studio (IDT 4010), students took a sample NCIDQ test that included multiple choice questions with terminology specific to specifications, contract administration, communication with trades, material performance, lighting design, acoustic design, building codes, and professional practice. The same test was given again at the end of the semester in order to demonstrate student improvement.

Students understand technologically-based collaboration methods specific to the problem-solving process for built environment disciplines. In final projects from Practicum (IDT 2860), students worked in groups to complete interior design solutions. Students shared research, design files, and specifications using the Google Suite of tools including locating all project files in a shared folder in Drive, shared spreadsheets with Sheets, and presentations in Slides. Students also shared project files for the IIDA lighting contest using Google Drive in Commercial Design (IDT 4020). Additionally, students had the opportunity to experience different platforms for sharing information on their design build day/career day. During interviews with the team, students talked about how much they learned about collaborative design and construction management software including Bluebeam and Revit.

Students understand the dynamics of team collaboration and the distribution and structure of team responsibilities. In the final reflection paper from Developing Team Leadership Skills (PS 3702), students reported on conflicts they experienced in workplace scenarios. Each reflection included the story of what happened and whether the conflict was resolved. Other students in the class then offered feedback on the reflection. Students also created informational presentations about different leadership styles. One student presented on the relational approach to leadership including the vertical dyad linkage model and leader-member exchange

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

theory. Another student created an informational presentation on the situational leadership model which was based on the idea of flexibility in leadership because different situations necessitate different adaptations by the leader. The student also discussed the path goal theory and in situational leadership, the use of directive leadership behavior and supportive leadership behavior. Another example was skills-based leadership illustrating the three skills: technical, human, and conceptual skills.

During the student interview, students discussed their approach to collaboration during the interdisciplinary charette. Students discussed their strengths, selected a group member to serve as the leader, and volunteered for tasks in the process. They stressed that in this fast-paced design environment, it was important to be flexible and listen to different perspectives and ideas in order to create the best solution for the client. Students also discussed how they approached collaboration when it was just interior design students and again they would elect a leader and volunteer for and assign tasks. Students stressed the importance of mutual respect, openness, flexibility, timely communication, and performance in relation to the outcome of the group project.

Student work demonstrated the ability to create environments informed by multiple disciplines, stakeholders, and clients. The interdisciplinary charrette was a prime example of creating design solutions informed by multiple disciplines, stakeholders, and clients. All interior design students are required to participate in the charette experience multiple times as they progress through the program. The solutions developed during the 48-hour experience benefitted from multiple disciplines working simultaneously on the project. Interior design students worked with students from other programs with the Department of Construction and Building Sciences, including building design and construction, construction management, and facilities management. Design solutions included research into sustainable design, rendered images of the space, construction documents, materials and furniture specifications, and cost estimates. The winning team received a scholarship to travel to the site for construction. In recent years projects have been located around the world in locations including Fiji, Africa, Peru, and Thailand.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
Students have awareness of the:				
a) contexts for interior design practice. ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) impact of regional and global markets on design practices. ^{2a 2b}	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) breadth and depth of interior design's impact and value. ³	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) components and responsibilities of business practice. ⁴	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students understand :				
e) types of professional business formations. ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) elements of project management. ⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g) Instruments of Service. ^{7a 7b}	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h) professional ethics and conduct. ⁸	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	No	Yes		
Program Expectations				
The interior design program provides exposure to:				
i) career opportunities an interior design education can afford and the options for advanced study.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
j) role models who are qualified by education and experience in interior design.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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.

Program Expectations	No	Yes		
The interior design program provides exposure to the role and value of:				
k) legal recognition for the profession.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
l) diversity, equity, and inclusion in workplace practices.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
m) professional organizations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
n) life-long learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
o) public service.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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.

Narrative Assessment

Students demonstrated awareness of the contexts for interior design practice. In Interior Design Seminar (IDT 2990) and Professional Practice (IDT 3025), students were exposed to a variety of guest speakers including architects, model home designers, interior designers who work for interior design firms, interior designers who work for architectural firms, and interior designers who work in the entertainment and hospitality industry. Students wrote reflections that discussed these different contexts.

Students demonstrated awareness of the impact of regional and global markets on design practices. In Professional Practice (IDT 3025), students reported on how Miller Knoll's DEI global workplace practices are being adopted by others in the design community. In Professional Practice (IDT 3025), the NEXT project cited research by Steelcase that examined shifting expectations within the workplace and noted five critical elements (re)shaping it – "safety, belonging, productivity, comfort and control". During interviews, students talked about regional and global supply chains complicating delivery of building materials and furnishings for the firms where they were interns. Students also speculated that design practices would change due to issues such as increased immigration and the heightened scrutiny or grading of materials to prevent environmental degradation.

Students demonstrated awareness of the breadth and depth of interior design's impact and value. In Introduction to Interior Design (IDT 1010), students completed an assignment titled what is interior design, and were asked to define the overarching value of interior design. Students were then asked to complete a follow-up assignment that further explored this topic. In Professional Practice (IDT 3025), students completed an assignment called could you be at fault, in which they discussed the importance of the safety of end users.

Students demonstrated awareness of the components and responsibilities of business practice. In Professional Practice (IDT 3025), students prepared personal mission statements, professional goals, and resumes and cover letters. Later they prepared business plans with business design (name, motto, description entity type, and logo); marketing analysis (market research, target market); planning (advertising plan, organizational/management plan); and financial analysis (startup costs, 1st – 3rd year projections). In the you could be at fault assignment from Professional Practice (IDT 3025), students discussed the importance of recognizing liability and maintaining appropriate insurance and the importance of clarity in contractual documents. Additionally, the interior design program shares several courses with the department of professional sales. In Customer Service Techniques (PS 3203) students analyzed the customer service provided by various companies and wrote strategies for improvement. In Contracts and Sales Negotiations (PS 3363), students learned negotiation strategies and techniques. Students wrote a report about the experience and outcome of negotiating an agreement/contract with a prospective client.

Students understand types of professional business formations. In Professional Practice (IDT 3025) students prepared a business plan that detailed whether they planned to form a general partnership, sole proprietorship or Limited Liability Corporation (LLC). One student selected sole proprietorship; most selected an LLC entity. When asked about this during student

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.

interviews, students talked about the potential unrest partnerships posed and the security limited liability LLCs afforded.

Students demonstrated understanding of elements of project management. In Professional Practice (IDT 3025), final specification booklets for the Habitat for Humanity project included budget projections for all finishes, materials, fixtures, and appliances. Additionally, final specification booklets for the NEXT project included a concept statement, floor plans, an estimated project schedule, an estimated project budget, a critical path timeline, finishes and furniture budgets, a breakdown of labor costs, as well as a report of business expenses and income for the design team.

Students understand instruments of service. In the Driftwood hotel adaptive reuse project from Sustainability II: Hard Materials (IDT 2060), deliverables included a site plan, sustainability index, floor plans, room and suite plans, and extensive finish, lighting and furniture schedules. In Professional Practice (IDT 3025), students prepared sample letters of agreement and contracts for interior design services. For kitchen and bath projects and in Professional Practice (IDT 3025), students prepared proposals which included extensive survey forms, project estimate forms, and specifications forms.

Students understand professional ethics and conduct. Student prepared essays in the ethics and behaviors assignment from Professional Practice (IDT 3025) which demonstrated their understanding of general ethical conduct between professional interior designers and their clients. Students discussed a designers' responsibility to their client, fiduciary duties, and legal consequences in various circumstances.

The interior design program provides exposure to career opportunities an interior design education can afford and options for advanced study. In Professional Practice (IDT 3025) students wrote reflections on various guest speakers including professional interior designers from residential and commercial interior design firms and architectural firms as well as interior designers from the entertainment/hospitality industry and A&D product reps. In Interior Design Seminar (IDT 2990), students wrote reflections about additional guest speakers including architects, model home designers, and a designer for historical re-design projects. In Interior Design Seminar (IDT 2990) and during interviews, students discussed opportunities within the construction industry and related professions that they learned about during design build days. Students also talked about opportunities for and the benefits of advanced study during interviews.

The interior design program provides exposure to role models who are qualified by education and experience in interior design. For the informational interview assignment in Professional Practice (IDT 3025), students conducted detailed interviews with selected professionals including architects and designers in architectural firms, a kitchen and bath designer, a lead designer for a property management firm, an in-house designer for a construction firm, and a designer for a Mexican furniture company, and wrote reports about these interviews. The program also brought in professional role models as guest speakers. Finally, students reported on their experiences with valued role models at internships for Interior Design (IT 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.

The interior design program provides exposure to the role and value of legal recognition for the profession. For part 1 of the what is interior design assignment from Introduction to Interior Design (IDT 1010), students identified the two accredited interior design programs in Utah and articulated the requirements of NCIDQ (IDFX, IDPX, PRAC). There is considerable emphasis by the program on NCIDQ recognition, which students acknowledged in interviews. However, students had no knowledge of title acts or practice acts and were unsure of the interior designer certification process in Utah.

The interior design program provides exposure to the role and value of diversity, equity, and inclusion in workplace practices. In Professional Practice (IDT 3025), students wrote reflections on a guest speaker from Miller Knoll who described their DEI program and how it can be practiced in the design industry. Project booklets for a Habitat for Humanity project in Professional Practice (IDT 3025) stated, "Habitat Homes welcomes all occupants no matter their background, race, gender."

The interior design program provides exposure to the role and value of professional organizations. Part 1 of the what is interior design project from Introduction to Interior Design (IDT 1010) discussed the importance of professional organizations as well as professional qualification. During interviews, students voiced considerable esteem for NCIDQ recognition as well as professional organizations, and many students are already members of ASID and NKBA.

The interior design program provides exposure to the role and value of life-long learning. In Interior Design Seminar (IDT 2990), students prepared reports on the importance of life-long learning to the interior design/build profession. One student defined the concept as "...ongoing, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons." Other students discussed the importance of gaining new knowledge and staying up to date on technological advancements. Students pointed out how life-long learning could have professional benefits as well, including career advancement and higher salary.

The interior design program provides exposure to the role and value of public service. The best-known and longest-established opportunity for public service is the program's charitable chair auction in which historical chairs are redesigned/refurbished by students and auctioned at a public gala. The proceeds benefit a different charitable organization each year. During interviews with the visiting team, students said that opportunities to participate in public service are always available, and honors students have a 200-hour requirement for public service. Additionally, required seminar classes have a 6-hour public service requirement and students take 1-4 seminar classes during the course of the program. The interior design program embraced the university's community engaged learning objectives and all seniors select a public service project. A recent example was a design charette for the Salt Lake Empowered Living Competition in which students designed dwellings with the goal of offsetting housing shortages.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) the relationship between the designed environment and human experience, wellbeing, behavior, and performance. 2a 2b 2c	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student work demonstrates the ability to:				
c) gather and apply human-centered evidence. ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) analyze and synthesize human perception and behavior patterns to inform design solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions. ^{4a} ^{4b} ^{4c} ^{4d}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) apply wayfinding techniques to design solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Narrative Assessment

Student work demonstrated understanding of theories related to the impact of the built environment on human experience, behavior, and performance. In Introduction to Interior Design (IDT 1010), students reflected on a reading from *Interiors: Design, Process and Practice* by Stephanie Clemons that discussed different theories related to human impact and interior design. Student reflections discussed the significance of behavior-setting theory, control theory, stimulation theory, sense of self, sense of place, third-place theory, privacy regulation theory, attention restoration theory, anthropometrics, and sustainable practices (specifically LEED). As part of their presentations from Commercial Design (IDT 4020), students explored design theories that impact human experience, behavior and performance in the built environment. One student focused on biomimicry and its relationship to resilient performance and discussed sustainable ecosystems and products and materials inspired by nature. Other examples included Gestalt theory, how humans interpret designs visually, and the role of pattern language with human experience, behavior, and performance. Concept statements from the IIDA health clinic project in Commercial Design (IDT 4020) demonstrated thoughtful consideration of diverse patient populations and their needs. Students discussed how their solutions supported the experience, behavior, and performance of specific populations/stakeholders. Final project books for the museum project consistently discussed pre-design research on theories impacting human experience, behavior, and performance within the built environment. Theories included third-place theory, a study focused on music's impact on the mind, Gestalt design theory, biophilia, and biomimicry. Additional evidence of student understanding was found in the residential project from Practicum (IDT 2860); the farmhouse project from Lighting Design (IDT 3000); the Miller's house project from Residential Design (IDT 3045); the NKBA kitchen and bath from Kitchen and Bath Design (IDT 3060); and article review summaries from Senior Project Program Development (IDT 4025).

Student work demonstrated understanding of the relationship between the designed environment and human experience, wellbeing, behavior, and performance. Student research papers from Residential Design (IDT 3045) explored criteria such as the performance of acoustical systems, active/passive thermal systems, and indoor air quality within residential design and connected this to human experience and wellbeing. Student analyses clearly discussed the connection between designed systems in the built environment, building orientation, etc. and their impact on the environment and end-users. Chapter synopses from Commercial Studio (IDT 4020) focused on building codes and the design process, and consistently connected the implementation of standards like LEED and WELL certification within the designed environment to increased performance and wellbeing for end-users. In the self-research assignment from Senior Project Program Development (IDT 4025), students gathered information and considered how environmental designs could influence behavior. Topics included supporting sustainable behaviors among building occupants as well as crime prevention through environmental design.

Student work demonstrated the ability to gather and apply human-centered evidence. In Practicum (IDT 2860), students collected information about human-centered issues and shared synthesized information in online discussion posts. Students used the most relevant evidence gathered to guide solutions for commercial and residential projects. Students gathered and applied human-centered evidence in Residential Design (IDT 3045) for the evidence-based

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

design research assignment and the subsequent Miller house project. Students gathered and analyzed research regarding barrier-free design, Parkinson's disease, and design considerations for those with Parkinson's disease. One student also interviewed someone with Parkinson's disease and included anecdotal information as part of the analysis. Examples of students' final solutions for the Miller house project demonstrated their' ability to apply the evidence they gathered to support a client with special needs. In the senior year, several final museum projects from Commercial Design (IDT 4020) demonstrated the ability to gather human-centered evidence and apply it in final design solutions. For example, a student that focused on sustainability and biophilia clearly communicated within annotative plans, material selections, and overall final solution how the design incorporated pre-design research. Other examples that focused on third place theory clearly illustrated application of pre-design research in annotations for final solutions. Senior projects documented peer-reviewed articles that were reviewed to inform the project program (IDT 4025/30).

Student work demonstrated the ability to analyze and synthesize human perception and behavior patterns to inform design solutions. The final project from Practicum (IDT 2860) included short discussions on human perception and behavior pattern considerations in programming for final submissions. Students followed up with annotations in final plans and dimensions that aligned with programming. One project also applied evidence regarding the support of sustainable behavior patterns within the final solution to encourage recycling through convenient adjacencies. In Kitchen and Bath Design (IDT 3060), the NKBA student competition submissions demonstrated the analysis and application of space requirements for different activities based on ergonomics and anthropometrics. Student work consistently included user analysis charts for different project spaces that identified considerations for the activity, users, frequency, FF&E components, and spatial relationships.

Student work demonstrated the ability to apply human factors, ergonomics, inclusive, and universal design principles to design solutions. Final projects from Practicum (IDT 2860) highlighted human factors, universal design principles, inclusive design, and aging-in-place considerations in programming documentation. These considerations were evident in annotations and dimensions from final solutions. Junior-level students considered anthropometrics and ergonomics during the programming stages, and application was evident in dimensioned plans and elevations for NKBA bathroom design projects from Residential Design (IDT 3045). In addition to meeting codes and standards, the design solutions for these bathroom projects also showed empathy for the user experience and demonstrated the ability to apply inclusive and universal design features and standards. For example, the solutions provided a comparable experience to non-ADA restrooms and did not suffer in design composition in order to satisfy accessibility standards. The bathroom solutions were well designed and gave a broad range of users the control to independently enjoy the space. Similarly, project work for the NKBA student design competition clearly identified user needs and analyzed spatial requirements/needs for different activities and spaces during the programming phase. This analysis was applied within final solutions.

Student work demonstrated understanding of but not the ability to apply wayfinding techniques. In programming and schematic design for the bookstore project from Design Process (IDT 2035), students described using consistent signage as a wayfinding technique. This understanding was also evident during student interviews when they identified

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

wayfinding strategies such as signage and the use of motifs. Application of wayfinding strategies was not consistently evident in student work from subsequent courses. Communication and/or wayfinding plans from Senior Project (IDT 4030) typically consisted of color-coded zoning diagrams that emphasized the main path of travel for egress. Strategies included floor changes and exit signs at every change of direction. These plans appeared to be keyed floor finish pattern plans and/or zoning diagrams as opposed to communicating application of a clear and thorough wayfinding strategy. This is a program weakness.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
a) Student work demonstrates the ability to apply space planning techniques throughout the design process. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student work demonstrates the ability to apply knowledge and skills learned to:				
b) solve progressively complex design problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) identify and define issues relevant to the design problem. ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) synthesize information to generate evidenced-based design solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) use precedents to inform design concepts or solutions. ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) explore and iterate multiple ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g) design creative and effective solutions. ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions. ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Program Expectations	No	Yes		
The interior design program includes:				
j) exposure to a range of problem identification and problem solving methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
k) opportunities for innovation and risk taking. ⁶	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
l) exposure to methods of idea generation and design thinking.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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

Narrative Assessment

Students employed all aspects of the design process to creatively solve a design problem. Final project books clearly labeled process work and final drawings created during different stages of student projects.

Student work demonstrated the ability to apply space planning techniques throughout the design process. Students began developing space planning techniques in Design Process (IDT 2035) through readings, exercises, and projects. Students read “The Interior Plan: Concepts and Exercises” by Roberto Rengel which addressed bubble, spider, and blocking diagrams that also gave thought to circulation flows. The other three projects in this course built upon one another and students refined space planning techniques while working through residential and small commercial design problems. The Miller residential remodel project from Residential Design (IDT 3045); the NKBA kitchen and bath project from Kitchen and Bath Design (IDT 3060); the IIDA competition project from Commercial Design (IDT 4020); and work from Project Program Development (IDT 4025)/Senior Project (IDT 4030) included exploration of different bubble diagrams in order to define the space planning direction.

Student work demonstrated the ability to apply knowledge and skills learned to solve progressively complex design problems. Students first developed the ability to solve design problems in chapter exercises from the course textbook in Design Process (IDT 2035). Students then completed a series of skill-building projects that further developed their knowledge and skills. Project 1 challenged students to work through the programming and schematic phase of a design problem. Student examples included concept statements, information gathered about the problem and human factors, and a variety of space planning tools such as adjacency/criteria matrix, bubble diagrams, and parti diagrams. Student work from project 2 demonstrated careful analysis of the problem and relevant information within the programming phase. Students used various space planning techniques and provided schematic sketches of specific furnishings and details. Students produced mood boards for materials and furniture before moving into construction documentation. Ideation was demonstrated by a word cloud. The third project contained more complex space and equipment needs. Students moved from programming to contract drawings. As students advance in the program, each studio course challenges them with solving design problems that become progressively more complex. During the third year, students work on smaller residential projects in Kitchen and Bath Design (IDT 3060) and then they progress to larger commercial and capstone projects during the senior year in Commercial Design (IDT 4020) and Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030).

Student work demonstrated the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem. This was evident in three design projects from Design Process (IDT 2035) that challenged students to identify and define relevant issues for a specific design scenario. For example, the second project required students to design a condo for different client profiles. In programming documentation, students clearly identified and defined issues relevant to their specific client’s needs. Students clearly identified and communicated specific space and equipment needs. This continued throughout the program and was evident in key projects from the senior year. In Commercial Design (IDT 4020), students demonstrated the ability to explore reliable literature to define relevant issues to

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

support design objectives. Final project examples for the museum project clearly synthesized issues relevant to the design problem. For their final senior project, students demonstrated the ability to explore and identify issues relevant to their topic and develop refined problem statements.

Student work demonstrated the ability to apply knowledge and skills learned to synthesize information and generate evidenced-based design solutions. This was evident in post occupancy evaluations from Design Process (IDT 2035) where students synthesized observational and survey data to generate design recommendations. Key design projects throughout the curriculum including the final residential project from Practicum (IDT 2860); the farmhouse from Lighting (IDT 3000); Miller's house from Residential Design (IDT 3045); the museum project from Commercial Design (IDT 4020); and the project program and abstract from Senior Project Program Development (IDT 4025) incorporated findings from peer-reviewed sources in programming documentation and annotations in design documentation. During interviews, students talked about beginning their design process by talking to the resource librarian about reliable sources of information for evidence-based solutions.

Student work demonstrated the ability to apply knowledge and skills learned to use precedents to inform design concepts or solutions. Examples of project 3 from Design Process (IDT 2035) included precedent in the form of functional office layouts to inform final design solutions. In Practicum (IDT 2860), students collected and analyzed historical precedents within the programming phase of their final project to identify design characteristics of the selected design style. Some of these characteristics were applied in final solutions. Another example of the use of precedent to inform design solutions was observed in the midterm chair project from American and Modern Interiors (IDT 3020). Students were tasked with combining three iconic chair precedents into a new solution. The finals clearly retained the most iconic characteristics of each of the three precedent pieces.

Student work demonstrated the ability to apply knowledge and skills to explore and iterate multiple ideas. Design Process (IDT 2035) introduces students to a variety of space planning tools and assessment of different iterations. All three projects in this course required students to analyze several space planning diagram iterations. In upper-level courses including Residential Design (IDT 3045) and Senior Project Program Development (IDT 4025), students included multiple iterations of space planning diagrams along with pros/cons before refining plans. Outside of space planning, student work typically showed the elaboration of single concept and FF&E ideas. However, in the rug project from Sustainability I: Textiles (IDT 2010), students initial sketches explored three to five different ideas before moving towards a refined final solution. During interviews, students said they value stepping back and reevaluating their design strategy if things are not working the way they thought it would. Students communicated the importance of staying flexible, even within the production phases, to develop stronger solutions.

Student work demonstrated the ability to apply knowledge and skills learned to design creative and effective solutions. For the midterm chair project in American and Modern Interiors (IDT 3020), students were challenged to develop a chair inspired by three different chairs and time periods. Students created solutions that demonstrated cross-pollination of three inspirational sources. Another example was found in the RBT lighting contest

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

submissions from Commercial Design (IDT 4020). Students developed unique concepts for their lighting design and carefully considered materiality, lamp type, color rendering, color temperature, and maintenance. One example also incorporated photocell technology to adjust with daylighting. Students produced rendered views of their digital prototype along with detailed construction drawings communicating the feasibility of their solutions. Fluency and flexibility within ideation were evident in student space planning ideas throughout the program. The senior project provided students with the opportunity to develop original programs within adaptive reuse building sites in community-based projects. The same can be said for portfolio packages where student work was displayed in a variety of formats and approaches.

Student work demonstrated the ability to apply knowledge and skills learned to execute the design process. Design projects across the curriculum clearly documented the pre-design phase. Qualitative and quantitative data was collected through observations and surveys and used to inform the design process. This was evident in the post occupancy evaluation assignment from Design Process (IDT 2035). The Miller's house project from Residential (IDT 3045) incorporated interview data and the review of peer reviewed articles as part of the programming phase. For a number of projects, students completed multiple space planning diagrams during the schematic phase and then analyzed the strengths and weaknesses of their ideas before working towards a refined solution. The program documents design development as lighting and furniture schedules within studio projects and moves into construction documentation. Often, rendered perspectives were featured as part of construction documentation. Work labeled as ideation typically included a word cloud and/or inspirational image. Student work from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) demonstrated the culmination of the design process from programming through construction documentation.

Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions. Student research papers from Lighting Design (IDT 3000) clearly demonstrated thoughtful review and analysis of peer-reviewed sources to support design recommendations in course projects. Likewise, design theory presentations from Commercial Design (IDT 4020) included analysis of information from peer-reviewed sources which informed the commercial design project. This continues into Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030), where all projects incorporated reviews of relevant peer-reviewed articles into final solutions. Student interviews confirmed that the materials librarian is viewed as a valued resource who helps to find reliable information and research that can be used to inform design solutions.

The interior design program exposes students to a range of problem identification and problem-solving methods. In Design Process (IDT 2035), students are introduced to a variety of space planning tools (e.g., adjacency diagrams, bubble/spider diagrams, blocking diagrams, parti diagrams) to help them generate functional space planning solutions. Projects from this course also provided students with a client profile to focus on individualized problem identification. Students are introduced to pre-design methods that help identify relevant issues and considerations to integrate into the problem-solving process. The required interdisciplinary charrette exposed interior design students to interdisciplinary problem solving. For the senior project, students were provided with a building site and loose

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

parameters and identified their own problem during the pre-design research phase to support unique project development in Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030).

The interior design program includes opportunities for innovation and risk taking. For the 48-hour interdisciplinary charrette, students are challenged to develop holistic solutions for a real end-user. They can take a riskier route or fall back on safe solutions. Students were also faced with the creative challenge of working within interdisciplinary teams. During interviews, students expressed that instructors often encourage them to take risks in project work versus repeating solutions that students know will function. The charitable chair challenge created an opportunity for risk-taking as students were required to find an old chair and have it ready for a charity auction meeting specific budget and time restraints.

The interior design program includes exposure to methods of idea generation and design thinking. This was evident in Design Process (IDT 2035), which introduced several tools for idea generation such as parti diagrams as well as bubble, blocking, and spider diagrams. Sketches were also part of final projects across the curriculum. Some projects were based on information collected during the programing phase from peer-reviewed articles and reliable sources. Other projects allowed students to identify client needs based on a client profile as well as ideas generated from inspiration boards. The interdisciplinary charrette challenged students to engage with team members from different disciplines in addition to end-users. This interdisciplinary approach exposed students to new perspectives and different ways of approaching problems. Required internships also exposed students to a variety of idea generation and design thinking methods used in practice.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
Students are able to effectively:				
a) interpret and communicate data and research. 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) express ideas in oral communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) express ideas in written communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) express ideas developed in the design process through visual media: Ideation drawings and sketches. 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences. 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Program Expectations				
The interior design program provides opportunities for:				
f) exposure to evolving communication technologies. 4a 4b	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
g) students to develop active listening skills in the context of professional collaboration. 5a 5b	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

Standard 9. Communication. Interior designers are effective communicators.

Narrative Assessment

Students demonstrated the ability to effectively interpret and communicate data and research. This was evident in the peer reviewed paper assignment from Lighting Design (IDT 3000) which demonstrated students' ability to interpret and communicate data and research from a peer-reviewed source and distill implications for design recommendations. Examples of research summaries from Senior Project Program Development (IDT 4025) also illustrated that students are able to interpret and communicate data/research as part of the programming phase.

Students demonstrated the ability to effectively express ideas in oral communication. Students were required to orally present and defend ideas in courses like Presentation Techniques (IDT 1020), Professional Practice (IDT 3025), and as part of the interdisciplinary charrette. A recording of a final presentation, which included a screen share and voice over narration, was provided as evidence. Additionally, students take Sales Presentation Strategies (PS 3903), which includes a one-on-one sales presentation and a presentation focused on selling to a group. Interviews with students confirmed their ability to clearly express ideas verbally. Seniors were asked to share what they were working on for the senior projects and they clearly and effectively communicated about their work.

Students demonstrated the ability effectively express ideas in written communication. Growth from introductory courses to the final senior project was evident in the student work display. Papers, presentations, and final project books from Lighting Design (IDT 3000) clearly and efficiently communicated analysis and/or design intent. The written components of projects in Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) included project abstracts and problem statements as well as summaries of peer-reviewed articles and written annotations. These examples typically demonstrated professional level writing that communicated and supported ideas.

Students demonstrated the ability to effectively express ideas developed in the design process through visual media including ideation drawings and sketches. Student work from Design Process (IDT 2035) included sketches of parti diagrams and loose floor plan drawings as ideation. In Presentation Drawings (IDT 1020), examples of hand drawn perspective sketches were provided to communicate detailed ideas developed in the design process. Final project books for the Miller's house from Residential Design (IDT 3045) also included sketches of final ideas.

Students demonstrated the ability to effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences. Students developed both physical and digital final presentation boards. Most physical boards also included actual materials, while others communicated materials with images. Students created hand-drawn perspectives in Presentation Techniques (IDT 1020) as well as photorealistic renderings in 3Ds Max in Perspective Rendering (IDT 3040). Examples of the tiny house from Senior Project (IDT 4030) used tagged and color-coded annotations to communicate how final solutions satisfied identified design drivers.

Standard 9. Communication. Interior designers are effective communicators.

The interior design program provides opportunities for exposure to evolving communication technologies. Some students used 3D printing for charrette project work and in Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030). During interviews with the team, students discussed using Enscape with Revit and how learning 3ds Max in the curriculum helped them understand rendering strategies that could be applied in other software. Additionally, the annual design build day exposed students to a variety of construction technologies including the use of robotics and drones in construction.

The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration. For the interdisciplinary charette, students actively listened and engaged with students from allied professions as part of the 48-hour design challenge. Guest speakers were included in courses throughout the curriculum and students wrote short reflection papers that focused on how lessons-learned could be incorporated into future design work. Sales Personalities and Profiles (PS 3103) also included assignments focused on active listening skills. For the pre and post sales form assignment, students considered differences in personality and how that impacts a sales interaction. Students created a proposed plan of action for talking with the client based personality profile and then completed a post sales call assessment to reflect on lessons learned. In Sales Presentation Strategies (PS 3903), the active listening skills assignment focused on the development of questioning techniques and learning to to select the appropriate questioning techniques and sales strategies.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
Students demonstrate awareness of the basic context and framework of history as it relates to:				
a) art.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) decorative arts and material culture. ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students understand the basic context and framework of history as it relates to:				
c) interior design.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) furniture.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) architectural styles and movements.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program Expectations	No	Yes		
g) The program provides opportunities for exposure to diverse historical perspectives. ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

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

Narrative Assessment

In the final project from Historical Interiors (IDT 2820), students created a book of historical periods from ancient history through the 18th century. The books were compiled all semester long as students worked through the sequential history of the built environment. Each week, students reviewed material in the textbook and summarized important elements of each period, movement, or culture through a series of slides which included cultural history, architecture, interior design, furniture design, decorative arts, symbolism, vocabulary and, in some cases, art, sculpture and ceramics. Students shared and discussed their summaries in class. At the end of the semester, students combined their presentations into a printed spiral bound book. The historical periods included references inclusive of Western Europe, Asia, Islamic, and North American traditions of design.

Students demonstrated awareness of the basic context and framework of history as it relates to art. In Sustainability I: Textiles (IDT 2010), students completed a rug design for a 20th century boutique hotel. Students researched an artist or period and created an original design inspired by the research. Students wrote a brief historical sketch about the artist as part of this project. In Historical Interiors (IDT 2820), students created a book of historical periods from ancient history to the 18th century. References to art and its role in the built environment were sporadic and inconsistent, often lacking attribution to the artist who created the work. The Owens powder room remodel project from Residential Design (IDT 3045) was inspired by a print called "The Milkmaid" by Johannes Vermeer. Students used the painting as a design driver for materials, finishes, feel, and color palette and provided a historical summary of the Dutch Golden Age and the characteristics of Dutch painting including still lives, landscapes, interior scenes, and portraiture.

Students demonstrated awareness of the basic context and framework of history as it relates to decorative arts and material culture. In Historical Interiors (IDT 2820), students created a book of historical periods beginning with ancient history and continuing through the 18th century and provided visual examples of decorative arts and material culture from the period. Examples included vessels, earthenware, tableware, torchers, ceramics, and porcelain decorative objects. In completed tests from Historical Interiors (IDT 2820), students identified common design motifs including Guilloche, Fret, Egg & Dart, acanthus leaves, dentils, and grille work from China. In test 3, students identified motifs such as cup and cover, the salamander, the porcupine, the Tudor Rose, and grisaille. In test 4, students identified examples of boiserie, singerie, ormolu mounts, ear motifs, shell motifs, sun king, pineapples, and eagles for decorative motifs. In American and Modern Interiors (IDT 3020), students created a book of historical periods that focused on the 19th-21st centuries. For each period, students provided visual examples of decorative arts and material culture. Examples included Victorian candlestick holders, Italianate drapery and chandeliers, and Shaker peg boards and round boxes. From the Aesthetic period, students included Oriental porcelain bowls, figurines, tiles, and sunflower andirons.

Students understand the basic context and framework of history as it relates to interior design. In the midterm project from Historical Interiors (IDT 2820), students designed textile patterns for a historic period studied in class. Projects included a mood board, original pattern designs derived from the period(s) of choice, and a rendered interior perspective of the patterns in a

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

room. In the final project in Historical Interiors (IDT 2820), students consistently related historical attributes, motifs, and styles to the history of interior design linking customs, fashions, design motifs, color palettes, room volume and decoration to the elaboration of interior space. Throughout American and Modern Interiors (IDT 3020), students gathered images of interior spaces from the historical periods covered in the course. For the final assignment, students related the historical attributes, motifs, and styles in these images to the history of interior design.

Students understand the basic context and framework of history as it relates to furniture. For the charitable chair project from Historical Interiors (IDT 2820), students purchased a historic chair to rehabilitate for a charitable auction. Once the chair was acquired, students researched the historical context and details of the design and wrote about the history and social influences of the chair design. In the final project from Historical Interiors (IDT 2820), students collected images of furniture beginning in ancient times and continuing through the 18th century. Furniture forms such as cabinets, armoires, chests, chairs, tables, and desks were included. Images were provided and defined. In tests from this course, students identified historic furniture pieces. In American and Modern Interiors (IDT 3020), students were tested furniture from the 19th-21st centuries. Students also participated in the Beinstock chair design competition and designed a new chair form inspired by three historical styles.

Students understand the basic context and framework of history as it relates to architectural styles and movements. The final project from Historical Interiors (IDT 2820) was especially thorough in identifying and sharing examples of architectural styles and details. In multiple choice tests from Historical Interiors (IDT 2820), students identified architectural structures, including the Parthenon, Pantheon, hypostyle halls, a mastaba, and the Torii Gate. Test 2 focused on the Middle Ages, and students identified architectural elements including domes, vaults, apse, narthex, buttresses, tracery, mosaics, and minarets. Students also looked at images and identified architectural periods including Gothic, Byzantine, Islamic, and Romanesque. Students identified interior elaboration including linenfold paneling, heraldic devices, and window shapes and iconic structures from this period including the Basilica San Vitale, St. Mark's Cathedral, the Alhambra, the Milan Cathedral, the Taj Mahal, and the Doge's Palace. In tests 3 and 4, students identified additional images and buildings. Students were tested on more modern architectural periods, vocabulary and images in American and Modern Interiors (IDT 3020). Students identified significant architecture including Castle Neuschwanstein, Old State Building in Baton Rouge, Hotel del Coronado, the New Palace of Westminster, and Lolani Palace. Students also answered questions about Frank Lloyd Wright's distinctive design style along with William Morris and the Greene Brothers. Students were able to identify styles including Art Nouveau, Destijl, Vienna Secession, Bauhaus, and the Chicago School.

In Practicum (IDT 2860), there were several examples of the use of historical and design precedents. Senior projects were developed in existing buildings, and students gathered information on the history of the building and final documentation included a historical brief.

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

Students understand the social, political, and physical influences affecting historical change in the design of the built environment. As part of the final project from Historical Interiors (IDT 2820) which was a collection of images from different historic periods, students included brief bullet points addressing social, political, and physical influences. In American and Modern Interiors (IDT 3020) students answered a number of discussion questions focused on historical change. Projects from Residential Design (IDT 3045) also demonstrated understanding of the social, political, and physical influences affecting historical change in the design of the built. For example, the student who completed the telegraph hill apartment researched the historic importance of Telegraph Hill, the origin of the name, and the historical architectural styles represented in the neighborhood. The student elected to develop the design consistent with a Parisian style because he felt that this particular style would enhance the architectural details of the apartment design. Materials, furniture, lighting and decorative accessories were consistent with the designated design concept. In final renderings of the space, the student illustrated the historical millwork, parquet floors, a neutral color palette, and stylistically appropriate luminaires. Another example was the Miller remodel design where the student designed an extensive renovation and addition to an existing historic home in Salt Lake City. In preliminary research, the student noted the unique qualities of Salt Lake City, its history, and its proximity to the Wasatch Mountains and its climate. The student chose to be inspired by the Art Deco movement, consistent with homes in the neighborhood chosen by the client. The student provided a brief historical description of the movement and also included appropriate inspiration images from Art Deco sources. In the presentation of the design solution, the student illustrated furniture and material selections consistent with the Art Deco movement. Another student working on the Miller's house reported on the culture and history of the Salt Lake City area in preliminary design research.

The program provides opportunities for exposure to diverse historical perspectives. Students in Historical Interiors (IDT 2820) were exposed to a number of diverse historical perspectives, which was evident in the final project, which addressed Japanese, Chinese, and Islamic traditions of art, architecture, and design as well as Western traditions. In American and Modern Interiors (IDT 3020) students were introduced to Latin American and Eastern European perspectives.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
a) Students understand the elements and principles of design and related theories, including spatial definition and organization. 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student work demonstrates the ability to:				
b) explore a range of two- and three-dimensional design solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:				
c) two-dimensional design solutions. 1a 1b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) three-dimensional design solutions. 1a 1b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Narrative Assessment

Students understand the elements and principles of design and related theories, including spatial definition and organization. The elements and principles quiz from Introduction to Interior Design (IDT 1010) included multiple choice questions about the definitions of various elements and principles of design. An additional test from this course covered theories related to spatial definition and organization. Test questions went beyond defining terms and required students to think critically about scenarios. This course also included an elements and principles assessment that required students to photograph commercial spaces and analyze the design through the lens of design elements and principles. For each photograph, students identified and explained how the element or principle of design was used. Additionally, the chapter 2 theories assignment required students to explain related theories in order to inform spatial definition and organization.

In Presentation Techniques (IDT 1020), a test and an elements and principles reflection for the final project both demonstrated understanding of the elements and principles of design as well as spatial definition and organization. The design of presentation boards, project book layouts, and portfolio packages used elements and principles of design to organize presentation material that communicated project content. This was evident in final projects from Design Process (IDT 2035); the final residential project from Practicum (IDT 2860); final projects from Kitchen and Bath Design (IDT 3060); and student portfolio packages from Portfolio Design (IDT 4040).

Student work demonstrated the ability to explore a range of two- and three-dimensional design solutions. This was evident in projects from Residential Design (IDT 3045), Commercial Design (IDT 4020), and Senior Project (IDT 4030). Students explored and developed two-dimensional design solutions in plans and elevations in addition to three-dimensional solutions that holistically considered elements and principles of design communicated through rendered perspective drawings. A few physical models were also provided near senior project work and the interdisciplinary charrette as a tool to illustrate three-dimensional solutions. The midterm chair project from American and Modern Interiors (IDT 3020), demonstrated students' ability to explore a range of 2 and 3-dimensional design solutions. Final solutions included models that considered color and materiality as well as dimensioned plans and elevations that communicated design details.

Students effectively applied the elements and principles of design and related theories throughout the curriculum to two-dimensional design solutions. In Presentation Techniques (IDT 1020), students effectively applied elements and principles of design in final presentation boards. Students also wrote a reflection essay that clearly communicated design strategies using elements and principles in 2D presentation board design. The application of elements and principles in two-dimensional design solutions demonstrated growth as students progressed through Design Process (IDT 2035), Residential Design (IDT 3045), Kitchen and Bath Design (IDT 3060), Commercial Design (IDT 4020), and Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030). This was evident in 2-dimensional plans and elevations within projects and in presentation boards and project books. The duplex and farmhouse projects from Lighting Design (IDT 3000) demonstrated thoughtful application of elements and principles in reflective ceiling plans as well as floor and furniture plans.

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

Students effectively applied the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions. The application of elements and principles in three-dimensional design solutions demonstrated growth as students progressed through Design Process (IDT 2035), Residential Design (IDT 3045), Kitchen and Bath Design (IDT 3060), Commercial Design (IDT 4020), and Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030). This was primarily observed in three-dimensional renderings from final projects. In Perspective Rendering (IDT 3040), students applied elements and principles in 3-dimensional digital models with photorealistic rendering software. Final projects illustrated thoughtful application of elements and principles of design and related theories, and also developed renderings that considered the interaction between materials, finishes, color and lighting. The chair project from American and Modern Interiors (IDT 3020) included an analysis of characteristics of three iconic chairs, including elements and principles of their designs. Based on this analysis, students created a three-dimensional solution that thoughtfully combined those characteristics into a new solution.

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.

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- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
a) Students are aware of the environmental impact of illumination strategies and decisions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students understand :				
b) the principles of natural and artificial lighting design. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) strategies for using and modulating natural light.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) Students appropriately select and apply luminaires and light sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) Students understand how light and color impact health, safety, and wellbeing in the interior environment. ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) Students have awareness of a range of sources for information and research about color.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student work demonstrates understanding of:				
g) color terminology.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h) color principles, theories, and systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
i) color in relation to materials, textures, light, and form.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student work demonstrates the ability to appropriately:				
j) select and apply color to support design purposes. ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
k) use color solutions across different modes of design communication. ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

Narrative Assessment

Students demonstrated awareness of the environmental impact of illumination strategies and decisions. This was evident in completed tests from Lighting Design (IDT 3000), which included true/false questions on green illumination strategies. These tests also included multiple choice questions on the impact that lighting decisions have on energy cost and use of natural resources as well as fill-in-the-blank questions on natural daylighting strategies and measuring energy efficiency. In the stranger duplex project from Lighting Design (IDT 3000), student programming explained green lighting design strategies involving energy-efficiency and controlling daylighting through orientation and different lighting controls. Several examples communicated the importance of using energy efficient sources and lighting controls and maximizing natural daylighting within a layered lighting plan. Students also completed a lamp ratings assignment and evaluated different lamps and their impact on various illumination decisions including energy efficiency, longevity, and cost. Three examples included a cost comparison between incandescent, CFL, halogen, fluorescent tube, and LED lamp types with both wattage and lamp life details. In Commercial Design (IDT 4020), statements from the lighting competition project clearly communicated student consideration of luminaire's environmental impact through energy efficiency and sustainable lifecycle.

Students understand the principles of natural and artificial lighting design. In Introduction to Interior Design (IDT 1010), quizzes included multiple choice questions on lighting fundamentals. The color and light project included a critique of lighting within a home. Student examples provided analysis focused on ambient, task, and accent lighting layers within a space at home. All examples included images of the space being assessed. Most annotated the images to support written analysis. Students went beyond identifying issues and discussed changes that could be made to improve the design. The lighting research paper from Lighting Design (IDT 3000) analyzed a selected design and lighting principles related to color rendering index and layering of light. This was later developed in the duplex and farmhouse project where student integrated these principles in a design solution.

Students understand strategies for using and modulating natural light. This was evident in the natural light assignment from Lighting Design (IDT 3000) which required students to analyze different strategies and considerations for modulating natural light within different scenarios. Students concluded by explaining how they incorporated these strategies within a design project. Similarly, in the farmhouse project, students were tasked with developing a lighting design solution for a New York artist looking to renovate a farmhouse property to house his studio and gallery. Multiple examples showed that students investigated the daylighting and orientation of the site through references of typical daylighting characteristics and cloud coverage throughout the year. Several also noted special considerations regarding the relationship between direct sunlight and artwork placement. In Perspective Rendering (IDT 3040), students rendered photorealistic perspective drawings that considered natural lighting as well as layers of artificial lighting. 3DsMax allowed students to set particular geographic locations and consider daylighting simulations throughout different times of the day.

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.

Students appropriately select and apply luminaires and light sources. Several student examples for the duplex project in Lighting Design (IDT 3000) provided clear communication of design justification and considerations informing final lighting design solutions. Documentation showed that students considered the management of daylighting and lighting controls within the programming stage. Design development and construction documentation stages showed students considered switching and coordination with other aspects of their design. Layered drawings were provided over the floor plan showing switching and lighting plans. Two examples very clearly communicated strategies regarding the layering of light (ambient, task, and accent) through color coded diagrams. Student examples of the farmhouse project from Lighting Design (IDT 3000) demonstrated thoughtful lighting design specifications for the renovation of a farmhouse property to house an art studio and gallery. Multiple examples discussed special considerations regarding color temperature, CRI and lighting angles to reduce glare for this art gallery context. These considerations were applied within final specifications. Several students noted that lights should be focused between 25-40 degrees to reduce glare on artwork and specify lamps with high CRI within their specifications.

Other assignments from Lighting Design (IDT 3000), including the luminaire chapter 6 assignment and the lighting calculations exercise, demonstrated students' ability to appropriately select and apply luminaires and light sources. The luminaire search assignment asked students to specify luminaires for a themed restaurant and bar by providing a spreadsheet that detailed luminaire information, details, and requirements. Under the luminaire details section and/or a justification column, several student examples communicated the strategy behind their selection for each area within the restaurant. The lighting calculations exercise also illustrated that students can complete and interpret lighting calculations to consider appropriateness of lighting solutions given a particular context or task (e.g., large family room for game and movie nights and entertaining guests).

Students understand how light and color impact health, safety, and wellbeing in the interior environment. Specifically, the peer reviewed journal research assignment from Lighting Design (IDT 3000) required students to research a topic regarding the physical, psychological, or physiological effects lighting can have on health from a peer-reviewed journal. Student assignment submissions illustrated analysis of one peer-reviewed article and reflected on implications for design strategies. Topics ranged from reducing stress and supporting circadian rhythms in hospital design to lighting design for restaurants and retail. Also, the farmhouse project from Lighting Design (IDT 3000) consistently demonstrated students considering the impact of lighting issues on health and safety issues such as glare. During senior year, several senior project examples referenced peer-reviewed articles within the programming phase to assess color's impact on health, safety, and wellbeing in the built environment.

Students demonstrated awareness of a range of sources for information and research about color. In Introduction to Interior Design (IDT 1010), students were tested on color fundamentals from assigned readings and completed color theory exercises from the Munsell color book. The light and color project included a component where students compare at least two different color systems. All of the student examples reviewed discussed the Munsell color system. Other systems discussed included the natural color system, Johannes Itten's 12-pointed star, and Joseph Albers' simultaneous color. In Senior Project Program Development

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.

(IDT 4025), students selected a peer-reviewed article and discussed lessons-learned for design application within a one-to-two-page paper.

Student work demonstrated understanding of color terminology. In Introduction to Interior Design (IDT 1010), students learn basic color terminology. The light and color project from this course required students to mix colors to create tints, tones, and shades of a selected hue. Each student example also included two painted color palettes illustrating different color harmonies (e.g., analogous, triadic, complementary). Project examples also include an explanation of their understanding of different color systems and theories such as the Munsell Color System, Natural Color System, Johannes Itten's 12-pointed star, and Joseph Albers' simultaneous color. For the Munsell color book from this course, students completed a metamerism experiment that explored how the perception of four different objects could be influenced by different light sources. This experiment was followed by a short analysis of the differences they perceived. Students discussed how objects appeared to shift in hue or perceived shifts in contrast under different light sources. The color assignment from this course also demonstrated student understanding of hue, value, and chroma within the Munsell color system through the completion of hue, value, and chroma charts. Students accurately placed hue chips aligned with the Munsell hue designation indicated on the worksheet hue circle as well as neutral value chips from black to white and six red chips from grayish to strong chroma. Their understanding was further illustrated in the completion of Munsell hue charts for 5R, 5YR, 5Y, 5GY, 5G, 5BG, 5B, 5PB, 5P, and 5RP where students placed the weakest chroma to the left and strongest chroma to the right-hand side of the color three while arranging the chips within the proper value sequence (low value at the bottom and high value at the top). Examples included a painted exercise where students mixed grays to match with the Munsell grey scale N1-N9. One illustrated the matching by also placing the Munsell value strips next to their painted swatches.

Student work demonstrated understanding of color principles, theories, and systems. This was demonstrated within the color assignment in Introduction to Interior Design (IDT 1010) where students clearly communicated an understanding of color principles, theories and systems through an extensive color exercise from the Munsell color book. This color assignment also included an exercise exploring the Brewster color wheel. Several students painted hue swatches to align with the hue designations of the Brewster color wheel. One example explored this color wheel through a collage approach and glued magazine cutouts illustrating the appropriate hue around the color wheel. The rug and textile design project from Sustainability I: Textiles (IDT 2010) also demonstrated understanding of color principles, systems and color harmonies. Students created original rug designs and paired them with coordinating wallcovering. This was executed with consideration to color harmonies and interaction with shapes and pattern to communicate identified objectives.

Student work demonstrated understanding of color in relation to materials, textures, light, and form. For instance, in the hand-made textile design project from Sustainability I: Textiles (IDT 2010), students created their own textiles that thoughtfully considered inspiration to select final motifs and color palette. The projects demonstrated students completing the color dyeing and printing process with photographs documenting the respective student's process. Final textile examples were also provided. One example was completed at a workshop in Africa (Ghana) called Global Mamas where the student incorporated local African motifs. Likewise, in

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.

the rug project from Sustainability I: Textiles (IDT 2010), students design solutions coordinated clear objectives to color palette selections, carpet design, and a coordinating wall feature. For example, one project board stated the objective of connecting to the style of the Arts & Crafts movement. The student explained the rationale between the patterns selected and the muted, split-complementary palette developed that included a warm rust color with a deep green and a dusty blue. They described the material for the rug as 100% wool Turkish weave and provided yarn samples along with their rendered rug design and coordinating William Morris wallpaper exhibiting a similar color palette and style. Other examples demonstrated a similar understanding within their final rug design boards and concept statement.

Student work demonstrated the ability to appropriately select and apply color to support design purposes. In Introduction to Interior Design (IDT 1010), students completed a color means and associations assignment where they explored color's function as a communicator through color meanings and associations. Students selected one hue and explored different color associations from readings and outside sources. Students also completed a color palette creation assignment in Introduction to Interior Design (IDT 1010) where they created color palettes to communicate concepts such as beachy casual, autumn equinox, forest, and California Coast. Each student created four palettes using physical paint swatches as well as four digital palettes.

Student work demonstrated the ability to appropriately use color solutions across different modes of design communication. *Project material boards for the Blakely residence renovation project from Presentation Techniques (IDT 1020)* clearly communicated color design intent in concept statements along with rendered floor plans, physical materials, and digital renderings. The use of appropriate color solutions across different modes of communication was evident in upper division studios, including project boards for the Miller house in Residential Design (IDT 3045). These boards included physical and digital materials as well as digital perspective renderings that cohesively told the story of the shared design concept. One example communicated color solutions through three digital renderings while another set of project boards included five supporting digital renderings. Examples without boards were showcased in project books that also illustrated the ability to communicate color solutions through digital rendered perspectives. Likewise, in Kitchen and Bath Design (IDT 3060), the NKBA student design competition project included examples of hand-rendered perspectives communicating schematic color solutions. One example included four hand-renderings while another included two illustrating color planning intent. Senior project renderings and presentation boards in Senior Project (IDT 4030) also carefully considered color planning strategies beginning in the programming phase, which fueled color composition within schematic-final renderings.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

Student Learning Expectations	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student work demonstrates understanding of:				
a) how furnishings, objects, materials, and finishes work together to support the design intent.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) typical fabrication process, installation methods, and maintenance requirements for products and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) the life cycle cost of products and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Narrative Assessment

Student work demonstrated understanding of how furnishings, objects, materials, and finishes work together to support the design intent. In Professional Practice (IDT 3025), final specification booklets for the Habitat for Humanity project included specifications and cost projections for all furnishings, objects, materials, finishes, plumbing and light fixtures, doors, hardware, trim, and appliances. In Commercial Design (IDT 4020), final booklets for the health clinic project illustrated how furnishings, custom-fabricated objects, materials, finishes, millwork, artwork, plants and water features supported the design intent, which focused on patient and staff wellbeing.

Student work demonstrated understanding of typical fabrication processes, installation methods, and maintenance requirements for products and materials. In Interior Design Seminar (IDT 2990) guest speakers presented on upholstery and furniture refinishing. In the spa project from Sustainability II: Hard Materials (IDT 2060), students prepared detailed spec packages containing tile samples, accessory samples, specifications, installation methods and materials and maintenance requirements. Students also wrote a reflection on a video which detailed three installation methods for engineered hardwood flooring. The tiny house project from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) cited "low maintenance" as the criteria for selecting concrete floors.

Student work demonstrated understanding of the life cycle cost of products and materials. Students were introduced to life cycle cost in Sustainability I: Textiles (IDT 2010) and a written assignment from this course demonstrated understanding of life cycle cost analysis being dependent on information about product performance. The tiny house project from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) cited durability as the criteria for selection of quartz countertops, carpet tile for easy replacement of trouble spots without total replacement, and leather upholstery in high-traffic seating areas. In Lighting Design (IDT 3000) students researched various lamp types and showed comparisons of respective initial costs as well as subsequent energy consumption and life expectancies.

Student work demonstrated understanding of appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing. In Sustainability II: Hard Materials (IDT 2060), students researched various finishes and materials including wood, metal, glass, plastic, and paint. Students wrote final reports that referenced this research and discussed appropriate product use for various project types and the impact on environmental wellbeing. For example, reports on paint listed paint types and appropriate use based on specific criteria as well as a survey of toxic/environmentally-harmful vs. non-toxic/ environmentally-friendly paints.

Students selected and applied products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety. For the duplex apartment project in Lighting Design (IDT 3000), a student report proposed ergonomic light switches. The Miller home project in Residential Design (IDT 3045) was designed for a resident with Parkinson's disease. Products selected for ergonomics included touch or button controls for fixtures and appliances and lever millwork and door hardware. Lever door handles were also specified for the tiny house from Senior Project Program Development (IDT 4025)

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

for ergonomic reasons. During the interview with the team, one student described an LGBT+ community facility project. Because the community welcomed children, the student was researching ergonomics in order to specify furniture and equipment with proper sizing and features to suit various ages and body types. Students also selected materials based on environmental attributes. In Sustainability II: Hard Materials (IDT 2060), the Driftwood Hotel adaptive reuse hotel project included finish, lighting and furniture schedules with sustainability selection criteria for the majority of the specifications. In the Salt Lake hardware building project from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030), paint, hardwood flooring, tile flooring, and wallcoverings were specified on the basis of environmental attributes (i.e.: toxin-free). For various tiny house projects from Senior Project Program Development (IDT 4025), finishes, appliances, fixtures, counters, furniture, solar panels, tankless water-heaters and many other products and materials were selected on the basis of their environmental attributes. Students also considered life safety. In the airport atrium ceiling project from Architectural Detailing (IDT 2040), students specified gyp board and other ceiling materials to comply with codes.

Students were able to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent. Through a series of exercises in Advanced Interior Architectural Drafting (IDT 2080), students gradually built a vocabulary of products, materials, furniture, fixtures and elements. Then using Revit, students incorporated flooring, various ceiling types, lighting, stairs and railings, millwork and furniture into commercial spaces. Their original design concepts were supported by finished plans and renderings. For the Miller home project in Residential Design (IDT 3045), students selected and specified furnishings, materials, finishes, millwork, appliances, artwork, lighting and plumbing fixtures to support the design intent. In Commercial Design (IDT 4020), final booklets for the health clinic project illustrated selection and specification of furnishings, custom-fabricated objects, materials, finishes, millwork, artwork, plants and water features to support the design intent appropriate for patient and staff wellbeing.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
a) Students understand that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students understand :				
b) the principles of acoustical design. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) appropriate strategies for acoustical control. ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) the principles of thermal design. ³	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) how active and passive thermal systems and components impact interior design solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) principles and strategies for plumbing. ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g) strategies for waste management. ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h) the principles of indoor air quality. ⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
i) how the selection and application of products and systems impact indoor air quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.

Narrative Assessment

Students demonstrated understanding that design decisions related to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment. In the decibels and designers' acoustic considerations reports from Sustainability II: Hard Materials (IDT 2060), students reported on design decisions which impact privacy and speech intelligibility. Students wrote about avoiding parallel and reflective surfaces; circular plans and domes; incorporating reflectors (convex surfaces); absorptive materials (acoustical panels, drapes); adding diffusers (angled and curved elements); and decoupling (use of isolation channels). In Sustainability II: Hard Materials (IDT 2060), both the wetland discovery point and architectural nexus projects showed students understand that building orientation, roof materials, windows and doors, finishes, materials, furnishings and accessories all impact design decisions related to thermal comfort and indoor air quality. The environmental systems and human well-being reports from Residential Design (IDT 3045) contained extensive research on how design decisions related to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.

Students demonstrated understanding of the principles of acoustical design. In the decibels and designers' acoustic considerations reports from Sustainability II: Hard Materials (IDT 2060), students reported on elements including reflection absorption, diffusion, loudness, pitch, timbre, reverberation, and intelligibility. Students also reported on acoustical problems in buildings, including parallel and reflective surfaces, circular plans, and domes. Responding to a guest speaker on acoustics in Sustainability II: Hard Materials (IDT 2060), students learned how NRC's are calculated for acoustical products such as wall treatments, ceiling treatments and dividers. The environmental systems and human well-being reports from Residential Design (IDT 3045) demonstrated student understanding of the principles of acoustical design including sound measuring, STC, NRC and OITC rating; sound absorption; blocking; and trapping. Some students referenced the IRC (International Residential Code) appendix K covering sound transmission.

Students demonstrated understanding of appropriate strategies for acoustical control. In the decibels and designers' acoustic considerations reports from Sustainability II: Hard Materials (IDT 2060), students articulated various strategies for acoustical control, including avoiding parallel and reflective surfaces; circular plans and domes; incorporating reflectors (convex surfaces); adding absorptive materials (acoustical panels, drapes); adding diffusers (angled and curved elements); and decoupling (use of isolation channels). The environmental systems and human well-being reports from Residential Design (IDT 3045) illustrated student understanding of appropriate strategies for acoustical control including selection of finishes and materials which absorb, insulation, sealing and gasketing; sound isolation; and decoupling. The prevail spa from Senior Project Program Development (IDT 4025)/Senior Projects (IDT 4030) included a comprehensive matrix of materials for acoustical control listing flooring selections, wall finish selections, acoustical plan, insulation and soundproofing, adjacencies and justification for each room. The roots tiny home senior project from Senior Project Program Development (IDT 4025)/Senior Projects (IDT 4030) called for additional baffles and ceiling treatments throughout for more acoustical control.

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.

Students demonstrated understanding of the principles of thermal design. In Sustainability II: Hard Materials (IDT 2060) after a field trip to wetland discovery point, students cited building orientation, thermal mass, heat gain, heat exchange, and ventilation. The environmental systems and human well-being reports from Residential Design (IDT 3045) demonstrated student understanding of the principles of thermal design including building orientation and form, daylighting and solar gain, mass, insulation, building envelope, thermal bridges, natural and forced ventilation. Some students referenced the IRC (International Residential Code) section 31 covering ventilation.

Students demonstrated understanding of how active and passive thermal systems and components impact interior design solutions. The wetland discovery point reports addressed passive thermal systems and components, including building orientation, roof orientation (a highly reflective butterfly roof), and eave design. These reports also addressed active systems and components including PV panels with a sun-tracking platform, solar water heater, and a ground-source heat pump that exchanges temperatures between earth and building. In Sustainability II: Hard Materials (IDT 2060), students participated in a field trip to Architectural Nexus and learned about the firm's efforts to push their LEED™ Platinum building into a Living Building designation with thermal considerations including the use of large solar panels to minimize heat buildup in the building and courtyard; the use of large accordion-type doors and other operable openings to facilitate cross-ventilation; and ensuring low HVAC use by adopting essentialism, the decision to avoid using what is not needed. The environmental systems and human well-being reports from Residential Design (IDT 3045) demonstrated student understanding of how active and passive thermal systems and components impact interior design solutions. The history of the Passive Haus Standard was described, along with its basic principles including building orientation, properly insulated building envelope, Low-E windows, and HRV systems.

Students understand principles and strategies for plumbing. Student reports about the Architectural Nexus field trip cited the use of a greywater cistern to collect rain and snow. This water was used for some plumbing fixtures and to water the building's extensive indoor and outdoor plants. Students explained that only clear water was emptied into the building's sinks and that all other liquids were separated in order to avoid contaminating downstream water systems. Student reports on the wetland discovery point field trip cited the use of a solar water heater and a ground-source heat pump that exchanges temperatures between earth and building. The environmental systems and human well-being reports from Residential Design (IDT 3045) demonstrated student understanding of principles and strategies for plumbing including stacked plumbing trees, correct material and size of piping, tankless water heaters, low-flow fixtures, and recycling of greywater. Some students referenced the IRC (International Residential Code) Section 26, which covers plumbing.

Students understand strategies for waste management. In reports about the Architectural Nexus field trip, students noted the strict recycling program, collection of greywater for the plants, the use of ultra-low flow plumbing fixtures, and the release of only clear water into the building's sewer to avoid contaminating downstream water systems. The environmental systems and human well-being reports from Residential Design (IDT 3045) demonstrated student understanding of strategies for waste management, rainwater harvesting, and

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.

recycling of greywater. Some students referenced the IRC (International Residential Code) Section 30 covering waste management.

Students understand the principles of indoor air quality. The sustainability research reports and the LEED™ Certified Building reports from Sustainability II: Hard Materials (IDT 2060) noted indoor air quality as an essential component of LEED™, Well Building, and Green Building Initiative certification. The reports also listed the following goals related to air quality: adequate building ventilation; maintenance of acceptable temperature and humidity; and the reduction/elimination of airborne contaminants including, but not limited to, VOCs. The environmental systems and human well-being reports from Residential Design (IDT 3045) demonstrated student understanding of the principles of air quality and referenced odor, moisture and CO2 levels, and ventilation.

Students understand how the selection and application of products and systems impact indoor air quality. The sustainability research reports from Sustainability II: Hard Materials (IDT 2060) discussed promoting healthy air quality by selecting finishes and products that do not add VOCs to the air or encourage the growth of molds, mildew, or other microbes. Student reports about the Architectural Nexus field trip from Sustainability II: Hard Materials (IDT 2060) discussed the extensive use of indoor plants, including a living (green) wall to enhance IAQ and the use of large accordion-type doors and other operable doors and windows to facilitate cross-ventilation. The environmental systems and human well-being reports from Residential Design (IDT 3045) discussed products and systems that impact indoor air quality including high performance/adjustable windows and doors, HRVs (Heat Recovery Ventilators), and ERVs (Energy Recovery Ventilators).

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
a) Students have awareness of the environmental impact of construction. ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student work demonstrates understanding that design solutions affect and are impacted by:				
b) base-building structural systems and construction methods. ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) interior systems, construction, and installation methods. ³	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) detailing and specification of interior construction materials, products, and finishes. ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) building controls systems. ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g) vertical and horizontal systems of transport and circulation such as stairs, ramps, elevators, or escalators.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h) Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students are able to:				
i) read and interpret construction documents. ⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Narrative Assessment

Students demonstrated awareness of the environmental impact of construction. In Sustainability II: Hard Materials (IDT 2060), students watched and reported on the video “The Climate Toolkit for Interior Designers” developed by Metropolis Editor in Chief Avinash Rajagopal. Student reports talked about calculating the carbon footprint of buildings and the impact that builders, architects and interior designers have on emissions. Students also discussed the environmental impact of products, including where and how they are sourced, installation, and the removal of old materials and products.

Student work demonstrated understanding that design solutions affect and are impacted by base-building structural systems and construction methods. In the airport atrium ceiling project from Architectural Detailing (IDT 2040) students created an original ceiling for an airport atrium. Programming started with students identifying structural elements that needed to be considered - a concrete roof and concrete structural columns. One student decided to clad the columns in hexagonal “tubes” and referenced them as a design element. Another student added a storefront window system at the building perimeter to counter the diminished daylight due to the concrete roof. In Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030), the Salt Lake hardware building project cited working within the historic base-building structure of brick and heavy timber.

Student work demonstrated understanding that design solutions affect and are impacted by interior systems, construction, and installation methods. As students continued the airport atrium ceiling project, they considered other interior systems. One student added a storefront window system for increased daylight. Other students added acoustical ceiling systems above suspended elements, while other students used a gyp board ceiling system. All students referenced fire sprinkler systems and HVAC system registers in final plans. Likewise, all students added lighting systems with supporting details, such as recessed installation, suspended installation, cove installation. Finally, many students added custom-constructed and mounted specialty elements such as suspended vertical acoustical baffles, suspended translucent panels, suspended organically-shaped acrylic rings, and suspended custom light fixtures.

Student work demonstrated understanding that design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes. The airport atrium ceiling project from Architectural Detailing (IDT 2040) included custom-constructed and mounted specialty elements, complete with material callouts, sections, and mounting details. The NKBA kitchen competition projects from Kitchen and Bath Design (IDT 3060) contained elevations, details and specifications for custom interior millwork as well as custom millwork and metalwork working together within designs for custom hoods.

Student work demonstrated understanding that design solutions affect and are impacted by the integration of building systems including electrical and mechanical (such as HVAC, plumbing, and sprinklers). The airport atrium ceiling project from Architectural Drawing (IDT 2040) incorporated lighting and mechanical systems, including HVAC and sprinklers. The NKBA kitchen competition projects in Kitchen and Bath Design (IDT 3060) included complete plans to

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

illustrate the integration of electrical, data, lighting, mechanical and plumbing elements into millwork and walls for comprehensive designs of custom kitchens.

Student work demonstrated understanding that design solutions affect and are impacted by building controls systems. Senior projects from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) included manual fire alarm boxes. One senior project also included doors equipped with a locking device that automatically released in the event of a fire. Additionally, the community center in the tiny home project in Senior Project Program Development (IDT 4025) specified security cameras.

Student work demonstrated understanding that design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, ramps, elevators, or escalators. In Architectural Detailing (IDT 2040), students created various stair layouts including linear, circular, with landings, and without landings. Final project submissions included sections, handrail, and railing details. Similarly, in Architectural Detailing (IDT 2040) students used Revit to examine various stair configurations between floors, including linear, circular, with landings, and without landings. Senior projects from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) included elevators with wheelchair access to multiple floors.

Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents. Projects from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) included dimensioned floor plans, ceiling plans, extensive elevations, demolition plans, electrical/communication/switching plans, and some construction details. All of these were appropriate in terms of scale and formatting. Students demonstrated the ability to read and interpret construction documents. This was evident in completed quizzes from Architectural Drafting (IDT 1050) and in plans, elevations and details for the kitchen and bath projects in Kitchen and Bath Design (IDT 3060); the Miller home project in Residential Design (IDT 3045); and in senior projects from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030).

Students demonstrated the ability to contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope. Final documents for the Miller home project from Residential Design (IDT 3045) were comprised of extensive booklets with detailed floor and ceiling plans, elevations and detailing, finish schedules with budgets and final renderings that were appropriate to project size and scope. The NKBA kitchen competition projects from Kitchen and Bath Design (IDT 3060) included drawings, detailing, finish and fixture schedules, and specifications appropriate to project size and scope. Specifications included many custom elements including kitchen hoods and mirrors with integrated lighting. Interior contract documents for Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) contained dimensioned floor plans, ceiling plans, extensive elevations, demolition plans, electrical/communication/switching plans, finish schedules, and construction details that were appropriate for the project size and scope.

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.

- Compliance
- Partial Compliance
- Non-Compliance

The following expectations contributed to the overall assessment of the Standard:

	Inadequate Evidence	Awareness	Understanding	Ability/ Application
Student Learning Expectations				
a) Students have awareness of the origins and intent of laws, codes, and standards. 1a 1b	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student work demonstrates understanding of:				
b) standards and guidelines related to sustainability and wellness. ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) sector-specific regulations and guidelines related to construction, products, and materials. 3a 3b	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) detection such as active devices that alert occupants including smoke/heat and alarm systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) compartmentalization such as fire separation and smoke containment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) suppression such as devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student work demonstrates the ability to apply federal, state/provincial, and local codes ⁴ including:				
g) occupancy group and load calculations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h) movement, travel distance, and means of egress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i) barrier-free and accessibility regulations and guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Narrative Assessment

Students demonstrated awareness of the origins and intent of laws, codes, and standards. Student reports on a chapter they read in Codes (IDT 2050) demonstrated awareness of the origin of the Americans with Disabilities Act (ADA) and its intent to offer equal accessibility for people with disabilities. Students also discussed the earliest known code, that of Hammurabi in Babylonia, as well as early codes in the United States enacted for fire protection. These reports also demonstrated student awareness of the formation of the American National Standards Institute (ANSI) in 1918 to establish methods by which standards are developed.

Student work demonstrated understanding of standards and guidelines related to sustainability and wellness. The sustainability research reports and the LEED™ Certified Building reports from Sustainability II: Hard Materials (IDT 2060) all noted LEED™, Well Building, and Green Building Initiative standards and guidelines. The decibels and designers' acoustic considerations reports from Sustainability II: Hard Materials (IDT 2060) also noted that the US Department of Labor's Occupational Safety and Health Administration (OSHA) has standards and limits for occupational noise exposure and hearing protection.

Student work demonstrated understanding of sector-specific regulations and guidelines related to construction, products, and materials. In the decibels and designers' acoustic considerations reports from Sustainability II: Hard Materials (IDT 2060), students cited guidelines by the Facilities Guidelines Institute (FGI). Acoustically-absorbent finishes and white noise machines were specified in the health clinic project from Commercial Design (IDT 4020), to help meet HIPAA requirements. The Salt Lake hardware building project from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) cited IBC Sec. 1203.1 - .3, Fire Safety for Historic Buildings.

Student work demonstrated understanding of detection such as active devices that alert occupants including smoke/heat and alarm systems. Senior projects from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) included smoke detectors in all rooms and stairways, audible/visible fire alarms, and manual fire alarm boxes. The NKBA kitchen competition projects from Kitchen and Bath Design (IDT 3060) also included smoke detectors.

Student work demonstrated understanding of compartmentalization such as fire separation and smoke containment. In reports from Codes (IDT 2050), students described the main concepts of fire separation and smoke containment. In chapter 5 of the study problems workbook from Codes (IDT 2050), students calculated fire separation and smoke resistant assemblies for various wall assemblies, openings, and building occupancies per various sections, tables and appendices of IBC. The Salt Lake hardware building project from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) divided the base-building structure divided into 4 sections for fire protection/smoke containment. Another senior project called for doors that were equipped with an automatic locking device that released in the event of a fire.

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

Student work demonstrated understanding of suppression such as devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, and extinguishers. In reports from Codes (IDT 2050), students described the main requirements for fire sprinkler systems. Senior projects from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) included fire extinguisher cabinets every 75 feet and the Salt Lake hardware building project described the requirements for an automatic fire-extinguishing system within historic buildings from IBC Sec. 1203.2. The NKBA kitchen competition projects from Kitchen and Bath Design (IDT 3060) also contained fire extinguishers.

Student work demonstrated the ability to apply federal, state/provincial, and local codes including occupancy group and load calculations. In the airport atrium ceiling project from Architectural Detailing (IDT 2040), students specified materials and assemblies based on the A-3 occupancy group as described in the International Building Code (IBC). In the study problems workbook from Codes (IDT 2050), students worked out load calculations for 6 buildings for differing occupancy groups, per IBC Sec. 1004 and NFPA Life Safety Code.

Student work demonstrated the ability to apply federal, state/provincial, and local codes including movement, travel distance, and means of egress. In the study problems workbook from Codes (IDT 2050), students calculated movement, travel distance, and means of egress for 5 buildings of various, differing occupancy groups, per IBC Sec. 1004 and NFPA Life Safety Code. Senior projects from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) also contained dimensioned travel distances for egress routes per IBC regulations.

Student work demonstrated the ability to apply federal, state/provincial, and local codes including barrier-free and accessibility regulations and guidelines. Although not legally required for the Miller home project in Residential Design (IDT 3045), the client who was diagnosed with Parkinson's Disease would gradually lose motor skills; therefore, the project program specified that ADA principles needed to be seamlessly integrated into the space. Students incorporated ADA guidelines including turnarounds, clearances, accessible reach heights throughout the project deliverables. In senior projects from Senior Project Program Development (IDT 4025)/Senior Project (IDT 4030) cited general accessibility criteria such as 60" turnarounds, clearances, accessible reach heights. The roots tiny home senior project incorporated ADA and the Salt Lake hardware building project cited ADA Sections 402 – 403 regarding accessible routes.

Recommendation for Accreditation

The visiting team has reached unanimous agreement and makes the following recommendation for accreditation status for the interior design program at Weber State University.

- Accreditation
- Denial of Accreditation (the program does not comply or partially comply with all standards)
- Interim Visit