

INTERIOR DESIGN

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INTERIOR DESIGN

STATEMENT OF PURPOSE

Interior Design education in the state of California prepares students to become professionals within the Interior Design field. Interior designers identify, research, and creatively solve problems pertaining to the function of Interior Design environment in order to protect the health, safety, and welfare of the public. This dynamic field, pertinent to the California and global economies, addresses function, aesthetics, lifestyles, technology, historical perspectives, environmental issues and needs, demographic changes, legislative issues, universal, and sustainable design. Academic and technical preparation essential to the profession include analysis, synthesis of user needs, industry, technical and communication skills, as well as creative expression and development.

Goals

The goals of the Interior Design educational programs are to:

- Prepare students for professional employment and career advancement.
- Prepare students to identify and analyze the physical, psychological and cultural needs of people in relation to the built environment.
- Provide competencies for addressing health, safety and welfare issues.
- Promote creative and critical thinking skills.
- Promote awareness of global influences as they affect the interior design industry.
- Instill awareness and respect of ethical and legal business practices.
- Prepare students to meet the requirements for professional certifications.
- Prepare students for transition to higher levels of education.
- Integrate relevant work based learning experiences through partnerships with design practitioners and industry professionals.
- Integrate academic and career technical skill sets.
- Promote interdisciplinary collaboration.
- Develop career pathways and promote transition opportunities.
- Provide continuing education and life-long learning opportunities.

CAREER OPPORTUNITIES

Career Paths

The profession of Interior Design offers a variety of specializations including, but not limited to:

- Commercial Design
- Computer Aided Drafting
- Contract Design
- Design Education
- Environmental Design
- Facility Management
- Health Care Design
- Historic Preservation/Restoration
- Home Staging
- Hospitality Design
- Industry Representative
- Institutional Design
- Journalism in Interior Design
- Kitchen and Bath Design
- Lighting Design
- Product Design/Development
- Product Librarian
- Project Manager
- Residential Design
- Retail Store Design
- Space Planning
- Spa Design
- Specification Writing
- Universal Design
- Textile Design
- Wholesale/Retail Showroom

Jobs within these areas can relate to design, sales, merchandising, management, research, and product development.

Working conditions and hours can be varied and may involve travel. Salaries are based on education, experience and job responsibilities. Incomes of experienced professionals vary greatly depending on location, volume of business and their reputation. The greatest number of job opportunities and highest wages generally exist in larger urban areas. Employment opportunities range from sole practitioner to working for a corporate firm.

Certificate/Degrees

Certificate – The certificate provides students with an option for entry-level employment in the areas specified above.

AA/AS Degree - The AA/AS degree provides students with an option for a career or the requisite foundation for transfer to a four-year college or university.

BA/BS or Advanced Degree - Advanced degrees provide students with The qualifications for professional employment usually after completion of 120 semester credit hours in Interior Design, including a minimum of 30 semester credit hours in Liberal Arts and Sciences

Note: Refer to the *Dictionary of Occupational Titles* (DOT), **O*NET OnLine** at online.onetcenter.org or consult your campus career information center for additional job titles and information.

Future Outlook

The future of Interior Design will be influenced by global conditions, legislation, technological advances, sustainability, growth and changes in populations, the economy and public awareness, as well as an increasing emphasis on professionalism. Therefore, designers need to have current knowledge in specialized design areas, possess skills to work as a team member, work more closely with related professions and must be prepared to accept ethical and legal responsibility and accountability for the environments they shape.

The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college and on the Internet.

- Projections for Occupations
<http://www.labormarketinfo.edd.ca.gov/?pageid=1011>
- Projections for Wages
<http://www.labormarketinfo.edd.ca.gov/?pageid=1009>
- For Educators and Trainers, the occupations for which you should provide training
<http://www.labormarketinfo.edd.ca.gov/?pageid=112>

CURRICULUM: PROGRAMS, CERTIFICATES AND COURSES

Programs

The Interior Design curriculum is designed to provide a multi-level program of study for students interested in pursuing employment and careers in Interior Design and related fields. Courses within the curriculum provide part of the undergraduate requirements necessary for students transferring credits to a program of study in Interior Design at a four year college or university. Courses provide students with lifelong learning experiences, consumer skills and continuing education. Departmental designation and unit value may vary among institutions.

Regionally Articulated Programs

Regional programs may be developed through collaboration of efforts between colleges in a centralized geographic area. The mission of a Regionally Articulated Program is to offer courses at participating colleges thereby enhancing flexibility for students.

Advantages of a Regionally Articulated Program include:

- Students may complete a program in a shorter time due to greater variety of dates, times, locations and courses offered.
- Participating colleges have full articulation with one another, ensuring consistent curriculum and transfer of credits.
- Students are exposed to a variety of teaching styles and opportunities for interaction with faculty.
- Faculty enjoys the stimulation of sharing professional information and teaching strategies with colleagues from different educational institutions.
- Curriculum becomes richer and broader-based with specialized classes at each of the participating colleges.

Course Classifications

TOP Classification: The TOP (Taxonomy of Programs) Code classification for Interior Design is:

1302.00 – Interior Design and Merchandising

Design and its functional application to the environment, housing, furnishings, accessories, and equipment to provide commercial and residential environments that meet the psychological, sociological, emotional, and physical needs of the users and protect the health, safety, and welfare of the general public.

Career Technical: Many courses included in the Interior Design program are considered to be career technical education. Some courses are also general education.

Transfer: Transfer courses have a course content that is either currently articulated as an equivalent course at a four-year transfer institution or perceived to be a potential equivalent course.

Lifelong Learning, Continuing and Adult Education: Many of the courses within the program provide knowledge and skills which enhance the quality of life and develop more knowledgeable consumers. These courses are offered to students seeking career education or with general interest in the subject area.

Professional organizations and certification require continuing education. There is opportunity for community colleges to develop continuing education courses and workshops to meet the needs of practicing professionals.

Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs.

Levels: There are three identified levels for Interior Design programs. Courses for each level are indicated on the *Interior Design Course Matrix (on page 211)*.

Electives: Recommended courses from which students might select to complement their associate degree or certificate requirements, or to develop job-specific skills and/or prepare for university transfer requirements – See page 225 for suggestions.

Work Experience/Internship/Field Studies: Students benefit from having work-site experiences within their subject area and related to their educational goal. Students are encouraged to participate in supervised/monitored field experience and travel study courses to gain a deeper understanding of the relationships between classroom and practical application.

General Education: California community college philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with

the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

Interdisciplinary: It is recommended that colleges develop strong interdisciplinary connections. The courses identified in the Interior Design program involve Family and Consumer Sciences, Art, Business, Drafting, Computer Sciences, Architecture, and Behavioral and Social Sciences.

Curriculum Integration and Implementation

To utilize this *Family and Consumer Sciences Program Plan*, faculty needs to take the *Curriculum: Programs, Certificates and Courses* and the *Course Description, Core Components and Student Learning Outcomes* sections of each chapter and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, and certain national educational issues must be addressed. Some of these issues discussed below relate to federal legislation, others closely affect the delivery of education. Family and Consumer Sciences courses and programs encompassing these issues will be positioned to stay in the forefront of educational reform. See the *Family and Consumer Sciences Program Plan Introduction* for more details.

Core Indicators: The Core Indicators are the accountability requirements that measure the performance of career technical programs and were significantly changed by The Carl Perkins Career and Technical Education Improvement Act (Perkins IV). Under the new Act local districts and agencies must either accept the State's established performance target or negotiate a local performance target with the State. Core indicators were modified or added:

- Core Indicator 1 measures Technical Skill Attainment
- Core Indicator 2 measures Certificate or Degree Attainment
- Core Indicator 3 measures Student Retention or Transfer
- Core Indicator 4 measures Student Placement
- Core Indicator 5 measures Non-traditional Participation and Completion

Core Indicators data and detailed information can be downloaded from the Chancellor's Office website at: http://misweb.cccco.edu/voc_ed/vtea/vtea.htm and the Joint Special Populations Advisory Committee website at: <http://www.jspac.org>

Career Technical Education (CTE) deans and researchers on individual campuses can help faculty to access and analyze the Core Indicators data for each Family and Consumer Science program at the 2, 4, and 6 digit TOP codes. Campuses can compare their performance data to statewide 1300 TOP code programs. FCS programs in 1300 TOP code should use the Core Indicators data for purposes of program improvement and to ensure student success. The Core Indicators can also be used as one set of data for program review and setting funding priorities at the campus level. It is important for all

Interior Design program coordinators/directors to monitor the Core Indicators data for their programs and ensure that the information being reported is accurate and reliable.

Soft Skills: Besides technical and academic skills, employers demand personal self-developed skills that transfer from one workplace setting to another. The number one quality that employers want is communication skills, both written and verbal. Other priorities include critical thinking, a strong work ethic, initiative, and problem solving skills. Interpersonal skills such as teamwork, negotiation skills, and emotional intelligence play an important role in job retention and promotion. Career success is largely attributable to these soft skills.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. Perkins IV states that curriculum should reflect “all aspects of the industry” including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Sufficient Size and Scope: Perkins IV also requires campuses to support students with programs and services of “sufficient size and scope,” to enhance the likeliness of student success. Examples include having a program-specific counselor, literature in a campus career center, and program-specific tutors. Campuses need to support programs with research into job placement and persistence.

Integrated Academics: CTE guidelines clearly identify the need to have an educational curriculum that integrates academic and career technical learning. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop its own model. Examples of how integration can be achieved include: paired teaching of academic and career technical courses, team teaching a singular course which combines the acquisition of career technical and academic competencies, certifying a career technical course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

Work-Based Learning: The School to Work Opportunities Act of 1994 (California uses the term School to Career) encourages all states to develop systems that help students transition from school to the workplace. Our educational systems must ensure that we are preparing students with the skills and knowledge that allow them to enter and advance within a career. To do this, the following components need to be at the basis of an educational frame:

- An integration of work-based learning and school-based learning;
- A coherent sequence of courses that prepares a student for a first job, typically including one or two years of post secondary education, a high school diploma, a skill certificate or post secondary certificate or diploma;

- A program incorporating work-based learning, school-based learning and connecting activities.

Educational programs can provide work-based learning through such methods as cooperative work experience, internships, field work placement, job shadowing, service learning, volunteering, and mentoring. Faculty also has the opportunity to experience work-based learning through grants which allow their return to a work site for a limited period of time.

Distance Education: One important educational trend is distance learning that allows students to learn at time schedules and locations that meet their needs. The most common delivery method is where portions or all of a course are presented online via the Internet utilizing school learning platforms, podcasts or through telecourses.

Articulation and System Alignment: This *Family and Consumer Sciences Program Plan* supports the importance of creating the "seamless" curriculum that allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level, and among and between educational segments. As Tech Prep programs, ROCPs and Career Pathway agreements expand, it is critical that Interior Design courses clearly state Student Learning Outcomes. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.

Equal Access and Learning Success: Interior Design programs must focus on recruitment of students and ensure that equal access is provided to all. This includes, but is not limited to students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, students with disabilities, and those who select gender imbalanced programs. Faculty must ensure that bias in instruction and instructional materials has been avoided and that all students have the opportunity to succeed.

Faculty needs to work cooperatively with college student support programs/services. Instructional development is critical to allow faculty to learn and engage in strategies which complement individual student success in learning. Collaborative assignments, multimedia presentations, self paced learning, and module learning are just a few of teaching modalities which are important in today's classroom. Recruitment and marketing materials for equal access should also address these issues.

INTERIOR DESIGN COURSE MATRIX
(FOR ADVISING AND COUNSELING)

COURSES	LEVELS*		
	Cert	AA/ AS	BA/ BS
Business & Professional Practices for Interior Design	X	X	X
Codes and Specifications		X	X
Color Theory and Application	X	X	X
Computer Aided Design and Drafting	X	X	X
Fundamentals of Lighting Design		X	X
Graphic Communication I	X	X	X
Graphic Communication II			
History of Interior Architecture and Furniture I & II	X	X	X
Interior Design Careers	X	X	
Interior Design Fundamentals		X	X
Interior Design Internships/Field Experience	X	X	X
Interior Design Studio I - Residential	X	X	X
Interior Design Studio II- Commercial		X	X
Interior Design Studio III- Advanced Specialty		X	X
Interior Design Studio IV- Advanced Specialty		X	X
Interior Finishes and Materials	X	X	X
Kitchen and Bath Design		X	X
Space Planning	X	X	X
Textiles	X	X	X
Universal Design	X	X	X

***LEVELS:**

Certificate - 30 units of Interior Design related study

AA/AS Degree – 60 units, to include 24 units of general education and 30 units of Interior Design related study

BA/BS Degree – 120 units, to include 60 units of general education in addition to individual program requirements of the institution

COURSE DESCRIPTION, CORE COMPONENTS AND STUDENT LEARNING OUTCOMES

The following course descriptions and core components delineate the content of the courses identified in the Course Matrix. Implementation may reflect individual instructor and institutional needs. Student Learning Outcomes suggest specific skill sets as they relate to the course content and student qualifications upon course completion.

Business and Professional Practices for Interior Design

The business and professional management of an Interior Design practice includes legal and ethical issues, project management and business practices.

Core Components

How to establish an Interior Design practice
Advice and counsel
Business formations
Legal filings
Legal responsibilities
Managing the business finances
Product pricing considerations
Determining design fees
Preparing design contract documents
Marketing and business development
Promoting the Interior Design practice
Selling techniques
Project management
Working with trade resources
Contract documents and specifications
Order processing
Delivery and installation
Ethics
Taxes
Business plan
Public relations
Proposal writing

Student Learning Outcomes:

- Complete the requisite paperwork required for executing an interior design installation
- Design and create professional quality business card and stationery

Codes and Specifications

Explores federal, state, and local regulations, codes and specifications concerning life-safety issues, barrier free access (Americans with Disabilities Act [ADA]), universal design, and basic building codes as they apply to interior design.

Core Components

Professional and product liabilities

Regulations,
standards and codes
federal, state, and local regulations
standards organizations
model building codes
plumbing and mechanical codes
life safety codes
national electrical codes
one and two family dwelling codes
construction types and building sizes
Occupancy classifications and load
Means of egress
Smoke and fire protection
Universal design Specification format and content
Coordination of drawings, schedules and specifications
Interior Design performance criterion
Health/safety factors, universal design applications,
estimating and specifications

Student Learning Outcomes:

- Apply the basic tenets of universal design to a specific scenario
- Implement a commercial design project utilizing life safety codes

Color Theory and Application

Basic color theory and application to Interior Design and other related fields.
Exploration of cultural heritage and psychological implication of color.

Core Components

Introduction to the design process using the elements and principles
Nomenclature
Color attributes
hue/value/chroma
Color systems
Munsell
Ostwald
CIE
Prang
Brewster
Color schemes
interpretations of design and color
cultural/historical
symbolism

religious
geographic location
Application of color theory in related fields of:
design apparel
industrial design
architectural
graphic
interior design
Color forecasting/trends

Student Learning Outcomes:

- Formulate a color scheme/story for a detailed interior design project integrating cultural aspects
- Apply one of the color systems to a specific scenario

Computer Aided Design and Drafting

Hands-on instruction in the use of computer aided design and drafting (CADD). Software Programs include, but are not limited to: AutoCAD, Vizio, Sketch-Up, 20/20, Icovia and Revit.

Core Components

Software applications overview
Drawing and manipulation commands
Screen display
Edit drawings
Creating and manipulating text
Dimensioning

Student Learning Outcomes:

- Generate a set of presentation-style drawings for a specific design scenario
- Draw and prepare a set of construction drawings for presentation

Fundamentals of Lighting Design

An overview of lighting design fundamentals to include both aesthetic and technical considerations. Emphasis on properties of light, color and visual perception, terminology, light sources, luminaries and controls, lighting techniques, lighting graphics and specifications, calculations and photometrics, energy issues and legislation, codes and standards and building construction and support systems.

Core Components

Color and light
Building construction and support systems
 codes and standards
 materials selection and specifications electrical
 structural system
 energy considerations
Types of luminaires
Lighting techniques
Specification skills calculations
Cost analysis
Lighting software programs reading lighting catalogues
Reading and interpreting photometric charts
Communication skills
Project analysis
Drafting lighting plans line quality
Interior materials
Reflectance and absorption
Vision and perception
Aging factors
Design application
New technologies

Student Learning Outcomes:

- Generate a viable lighting plan for a design scenario to include proper symbols and a legend
- Formulate a lighting specification sheet for a design scenario utilizing California Title 24 energy and lighting standards

Graphic Communication I

Introduction to tools and techniques necessary for interior architectural drafting. Includes development of construction and installation drawing sets.

Core Components

Drafting
Perspective methods
The cube
Ellipses, cones, spheres, cylinders
Line weights
Line quality
Measuring techniques
Scale drawings

Design graphic standards
Components of drawing sets
Building construction and support systems
Plans, elevations, and section drawings
Finish schedules
Detail drawings
Quick sketch

Student Learning Outcomes:

- Complete a perspective drawing from a given scaled floor plan
- Identify tools and utilize techniques necessary for architectural drafting by hand-drawing a set of two-dimensional plans

Graphic Communication II

Creative expression and communication through the use of various drawing media. Emphasis is placed on basic drawing methods and skills, graphic structure, composition and exploration of drawing.

Core Components

Quick Sketch drawing techniques
Rapid visualization
Perspective drawings
Advanced rendering techniques
Light sources, shading and shadowing
Techniques for adding details and realism to a perspective drawing
Visual presentation techniques
Presentation techniques

Student Learning Outcomes:

- Complete a series of color rendered perspective drawings
- Complete a full drawing set to include floor plan, layout, elevations, electrical and lighting plan

History of Interior Architecture and Furniture I

Foundations of architecture and furniture styles of the world from antiquity to the Empire period. Covers social, cultural, political and physical factors affecting the design and development of specific styles and periods. Description of dominant influences and characteristics of historical Interior Design, furniture, ornamental design, decorative arts, architecture and textiles.

Core Components

Antiquity
Asian
Egyptian
Greek
Roman
Medieval
Byzantine
Early Christian
Romanesque and Norman
Gothic
Renaissance
Italian
Spanish
French
English
French Periods
Louis XIV - Baroque /Versailles, Rococo, Neoclassic
Louis XV - Rococo
Louis XVI - Neoclassic
Directoire
Empire

Student Learning Outcomes:

- Distinguish specific styles, motifs, and design attributes from various periods
- Identify economic, cultural and social aspects which influenced design evolution

History of Interior Architecture and Furniture II

Architecture and furniture styles of the world from the 16th century to the present. Includes Asian influences, minor art periods which have affected these styles and decorative arts.

Core Components

Countries and Periods
16th Century England
Jacobean
William and Mary
17th Century
Asian

Queen Anne
 Chippendale
 Adams Brothers
 Hepplewhite
 Sheraton
 Regency
 American
 Early Colonial
 Shaker
 Biedermeier
 17th century/18th century
 Queen Anne
 Georgian
 Federal Period
 19th century
 American Empire
 Victorian
 Revival Styles (Rococo, Gothic, Greek etc.)
 Arts and crafts
 Art Nouveau
 20th century
 Art deco/Expressionism/de Stijl
 Bauhaus/International style
 Modern Scandinavian/Post modern
 Contemporary designers 1950's to present

Student Learning Outcomes:

- Distinguish specific styles, motifs, and design attributes from various periods
- Identify economic, cultural and social aspects which influenced design evolution in a written essay form

Interior Design Careers

Survey of the Interior Design profession, industry, related occupations and work sites. Emphasizes personal, educational and professional qualifications required for entry into the Interior Design and related professions.

Core Components

Definition of Interior Design/Designer
 History of design profession
 Career opportunities
 Professional associations, certification and licensing
 Career search

Future of the profession
Work-based experience
Informational Interviews
Job shadowing
Introduction to design portfolios

Student Learning Outcomes:

- Identify personal, educational, and professional qualifications required for entry level design careers
- Complete job shadow and informational interview

Interior Design Fundamentals

Introduction to design principles and elements in planning of total interior environments that meet individual, functional, legal and environmental needs. Selection of all materials and products used in interior environments will be emphasized for the functional aesthetic quality.

Core Components

Color
theory and application coordination
Design
elements and principles
cultural, physiological, psychological and
environmental factors
Space planning and floor plan evaluation
Furniture selection and arrangement
Basic building construction and support systems
communication skills
client analysis
presentation to client
written design concept statements
universal design
codes and legal requirements
Interior furnishings, finishes, materials and accessories
all components
Detailing

Student Learning Outcomes:

- Identify symbols used on floor plans and working drawings
- The effects of color and color schemes used in an interior
- Identify design principles and elements as they are used in an interior
- Complete a functional furniture arrangement for a given space

Interior Design Internship/Field Experience

Supervised internship related to classroom based learning at an interior design work-site. Field experience and internship classes should meet Title V guidelines.

Core Components

Student Response form
Employer Response form
Faculty Response form
Student & Employer Evaluation
Reflection

Student Learning Outcomes:

- Complete a field experience/internship under the direct supervision of a design or industry professional
- Identify employability/ soft skills required to be successful in the workplace

Interior Design Studio I – Residential

Expanded studio experiences that develop, analyze and apply design concepts to interior environments.

Core Components

Space planning
Graphic communication
Residential zoning
Function/Aesthetics
Programming
Estimating materials
Cultural awareness
Sustainability

Student Learning Outcomes:

- Estimate materials used in a residential design project and compile a detailed specification sheet for each room
- Design and draft a residential presentation package to include layout, elevations, lighting plan, and perspective

Interior Design Studio II—Commercial

Application of design principles and elements and selection of materials in planning and design of commercial environments that meet user, functional, legal and environmental needs.

Core Components

Drafting
all components

Color
all components

Design
design process
elements and principles

Space planning
programming all components

Commercial building, construction and support systems
all components

Sustainability
LEED Certification

Communication skills
client analysis
presentation to client
written design concept statements

Interior materials
all components

Business skills
measurements
calculations
contracts
budgeting
knowledge of sources

Selection & specification of furnishings, fixtures & equipment

Student Learning Outcomes:

- Design a commercial space that integrates life safety codes, standard building codes, universal, and sustainable design
- Complete a finish schedule, specification sheet, cost analysis and client contract

Interior Design Studio III, IV – Advanced Specialties

These are suggested additional specialized courses depending on community needs.

Universal Design
Child Care Facilities Design
Corporate Facility Design
Design for Educational Spaces
Facilities Management
Health Care Facility Design
Hospitality Design
Elder Care Facilities Design
Trans-generational Design
Model Home Design
Project Management
Retail Design
Spa Design
Institutional Design
Entertainment Design
Housing for the Aging Population
Office Design
Historic Restoration/ Preservation
Product Design/Research & Development
Acoustics
Multi-Media Design
Home office Design
Garage & Closet Design

Student Learning Outcomes:

- Design a detailed series of drawings for any of the above facility types
- Engage a local community agency and work toward the development of a design concept which addresses the needs of the serviced population

Interior Finishes and Materials

Analysis, application and evaluation of the materials and components of Interior Design and Architecture. Emphasis will be placed on the selection of finish materials in relation to construction materials and methods. Resources for products and finishes in wall, floor, window and furniture will be explored.

Core Component

Basic Building Materials

Performance evaluation of interior furnishings, finish materials & products
Professional and product liability
Textiles
Cabinetry Construction
Interior materials and finishes
Furniture Construction and Maintenance
Installation Methods and Maintenance

Student Learning Outcomes:

- Select interior products, materials, and finishes including safety, cost, performance, sustainability, and maintenance for end use
- Write product specifications and illustrate installation details using manufacturer provided requirements

Kitchen and Bath Design

Analysis and application of the design process to include kitchens and bathrooms. Space planning, selection and specification of materials, finishes and specialized equipment unique to kitchens and baths. Codes and building systems are addressed.

Core Components

Functional needs of kitchens and baths
industry standards
Space planning for kitchen and bath
universal design
equipment clearances
codes
storage
Mechanical considerations
Materials and finishes
environmental issues
health/safety maintenance
aesthetics
specification writing
Lighting
energy needs (Title 24)
task needs
aesthetics
Careers and certification in kitchen and bath

Student Learning Outcomes:

- Design a kitchen utilizing professional guidelines and standards

- Specify all cabinetry, appliances, and materials required to execute a kitchen plan
- Design and specify all bathroom furnishings, fixtures, and equipment for a specific scenario

Space Planning

Research and development of design solutions based on human factors, codes, and interior environmental issues. Skills in drafting and presentation techniques are emphasized.

Core Components

Introduction to space planning
 Human factors: anthropometrics, ergonomics, proxemics
 Psychological factors
 Diversity: ethnic, age, cultural, gender
 Evaluating floor plans
 Service spaces and space efficiency, storage
 Social and private zones
 Furniture arrangements
 Lighting interior systems and furnishings that impact health, safety and welfare of occupants
 Universal design
 Communication of design concepts: oral, written, graphic
 Design solutions
 Field measure
 Codes

Student Learning Outcomes:

- Generate a design solution for a residential space utilizing the appropriate programming and building shell
- Generate a design solution for a commercial space utilizing the appropriate programming and building shell

Textiles

An introductory analysis of textile fibers, yarns, fabrications, dyestuffs and finishes. Emphasis is placed on selection, use, performance, suitability and care of textile products for various end uses. Government legislation, labeling and sample testing, evaluation of performance and new technologies.

Core Components

Historical background
Fiber classification, theory and identification
Textile legislation, labeling, import regulation, consumer protection and environmental issues
Yarn structure and construction
Fabric construction
Fabric finishes
Color, dyestuffs, printing and other applied design
Fabric characteristics, performance and suitability
Fabric selection, use and care
Fabric testing and evaluation
New technologies
Sustainability

Student Learning Outcomes:

- Identify textile fibers, yarns, fabrication, dyes, and finishes for interior textile products
- Select textile products based on end use, performance, sustainability, and care

Universal Design

Global design decisions related to environmental, social, cultural, economic and physiological needs.

Core Components

ADA guidelines
materials selection and specification
structural systems
energy considerations: solar, computer
site plans
landscaping
storage
Space planning
anthropometrics
proxemics
universal access
human factors and behavioral needs
aging population/life style

Student Learning Outcomes:

- Design a functional kitchen for a elderly couple, one of whom is a wheelchair user
- Design a functional bathroom for an individual with special needs

Recommended Interdisciplinary Courses (Electives):

2D Design	Digital Media Arts
3D Design	Foreign Language
Architecture	Gerontology
Basic Accounting	History of Art
Beginning Drawing	Landscape Design
Business Management	Life Management
Business Math	Marketing
Cabinet Making	Photography
Construction Classes	Psychology
Construction Documents	Theater Arts
Cultural Anthropology	Visual Merchandising
Cultural Design	Written Communication

PROGRAM DEVELOPMENT AND REVIEW**Professional Standards for College Faculty**

Dedicated, enthusiastic and innovative faculty is the major resource in Interior Design education. They must provide the education and guidance for students and direction of programs to meet the challenge of the fast-paced, changing world of Interior Design. They must be aware of legal, technological, global, sustainable, and ethical issues. California's diverse population should be considered in preparation and selection of faculty for Interior Design courses and programs.

Interior Design faculty must meet AB 1725 hiring guidelines for community colleges as established by the State of California. A BA/BS degree in Interior Design or closely related major plus a minimum of two years of experience in the design field, are the minimum qualifications for full-time positions in these programs as identified in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document. A MA/MS degree in Interior Design or a related field is desired. In addition, it is strongly recommended that faculty has a minimum of two years of current full-time work experience directly related to the courses which they teach, and meet the current California professional certification standards. Evaluation of faculty should be conducted on a regular basis, and faculty should be encouraged to participate in staff development and continuing education activities.

Close working relationships among faculty, counselors, placement, other support staff, administration and the business community enhance the services to Interior Design students on campus.

Legal Recognition/Certification

The profession of Interior Design is currently undergoing national evaluation by professional organizations and professionals related to the field. Uniform standards are being developed throughout the nation for the profession of Interior Design which has resulted in Self-Certification Legislation in the State of California. These standards include minimum requirements for education and experience, examination of minimum competency, a code of ethics and a requirement for continuing education.

Educational standards have been established by CIDA, which accredits programs throughout the nation. CIDA Standards and Guidelines address:

- Definition of the interior designer
- Eligible institutions
- Program objectives
- Faculty
- Interior design students
- Administration
- Physical facilities
- Educational programs for interior design
- Relations to the outside community

Program Review

Colleges and faculty have the obligation to keep programs current and relevant. Many campuses have individual Program Review formats and processes that allow local colleges to assess program strengths and to target areas for improvement. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

One way to assess the effectiveness of a course or program is the use of Student Learning Outcomes. Faculty can create SLOs for each course of a Program of Study, as well as for the program as a whole. Then assessment tools and course assignments should be created to measure the effectiveness of the sum total of the course. Research departments can provide invaluable assistance with evaluation, and can work with faculty to make improvements.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Family and Consumer Sciences Program Plan*.

Faculty membership and participation in related Interior Design professional/trade organizations is encouraged. These include:

AAHID	<u>American Academy of Healthcare Interior Designers</u>
AAFCS	<u>American Association of Family and Consumer Sciences</u>
AAFCS-CA	<u>American Association of Family and Consumer Sciences, California Affiliate</u>
AAHE	<u>American Association of Housing Educators</u>
ACEC	<u>American Consulting Engineers Council</u>
AHFA	<u>American Home Furnishing Alliance</u>
AIA	<u>American Institute of Architects</u>
ANSI	<u>American National Standards Institute</u>
ASID	<u>American Society of Interior Designers</u>
ASLA	<u>American Society of Landscape Architects</u>
ADPSR	<u>Architects, Designers and Planners for Social Responsibility</u>
AWI	<u>Architectural Woodwork Institute</u>
ARIDO	<u>Association of Registered Interior Designers of Ontario</u>
BOMA	<u>Building Owners and Managers Association</u>
BIFMA	<u>Business and Industry Furniture Manufacturer's Association</u>
CCIDC	<u>California Council for Interior Design Certification</u>
CLCID	<u>California Legislative Coalition for Interior Design</u>
CEIDL	<u>Coalition for Equity in Interior Design</u>
CPSA	<u>Consumer Product Safety Commission</u>
CIDA	<u>Council for Interior Design Accreditation</u> (formerly FIDER)
CLARB	<u>Council of Landscape Architectural Registration Board</u>
CQRID	<u>Council for Qualification of Residential Interior Designers</u>
<u>DESIGN ASSOCIATION (U.K.)</u>	
DLF	<u>Designers Lighting Forum</u>
EELA	<u>Energy Efficient Lighting Association</u>
EDRA	<u>Environmental Design Research Association</u>
GBCI	<u>Green Building Certification Institute</u>
HERA	<u>Housing Education and Research Institute</u>
IESNA	<u>Illuminating Engineering Society of North America</u>
IAQA	<u>Indoor Air Quality Association, Inc.</u>
IDCEC	<u>Interior Design Continuing Education Council</u>
IDEC	<u>Interior Design Educators Council</u>
IDEP	<u>Interior Design Experience Program</u>
IDS	<u>Interior Design Society</u>
IDC	<u>Interior Designers of Canada</u>

IALD	<u>International Association of Lighting Designers</u>
IFMA	<u>International Facilities Management Association</u>
IFI	<u>International Federation of Interior Designers</u>
IFDA	<u>International Furnishings and Design Association</u>
IIDA	<u>International Interior Design Association</u>
IWPA	<u>International Wood Products Association</u>
NAHB	<u>National Association of Home Builders</u>
NARI	<u>National Association for the Remodeling Industry</u>
NASAD	<u>National Association of Schools of Art and Design</u>
NCARB	<u>National Council of Architectural Registration Boards</u>
NCIDQ	<u>National Council for Interior Design Qualification</u>
NCQLP	<u>National Council on the Qualification for the Lighting Professional</u>
NHFA	<u>National Home Furnishings Association</u>
NKBA	<u>National Kitchen and Bath Association</u>
NSPE	<u>National Society of Professional Engineers</u>
RDI	<u>Retail Design Institute</u>
SBLC	<u>Small Business Legislative Council</u>
SAH	<u>Society of Architectural Historians</u>
USGBC	<u>U.S. Green Building Council</u>

Many of the above professional associations support student activities, student membership and scholarship.

Advisory Committee

The purpose of Interior Design advisory committees is to review, recommend and support curriculum which reflects the skills and competencies required for today's global workforce. In addition, a committee can be used as a valuable resource for student placement and recruitment, scholarships, equipment and as a resource for adjunct faculty. Committees should reflect the diversity of the campus, community and the interior design field.

An advisory committee is vital to an Interior Design program. Advisory committees involve community members and representatives from business and industry and professional organizations in developing programs which address the needs of the community as well as prepare students for meaningful and productive careers.

Interior Design advisory committees should draw members from a broad spectrum of professionals and include interior designers, managers of retail stores, environmental specialists, professors of interior design programs from four-year institutions and representatives from college, state and local placement services, secondary institutions and industry.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Equipment and Facilities

Interior Design courses are taught in lecture modes, lecture and studio modes and internship modes. Therefore, it is imperative that programs have adequate classroom facilities, including a studio facility with equipment comparable to that used in industry. A well-equipped studio should be spacious, have optimal lighting conditions, provide individual work stations for all students, have adequate storage space for samples, have a sink and water and include the following design equipment:

- CAD system
- Digital and Video Cameras
- Individual computer work stations
- Drafting tables, 24" X 36"
- Drafting stools, posture swivel
- Lectern/podium
- Display boards
- Whiteboards/interactive whiteboards
- Portable media players
- Audio visual equipment (VCR/DVD, LCD Projector, screen, digital media storage, multi-sensory, computerized presentation equipment)
- Standard file, flat files and storage cabinets
- Display cases with specialized lighting
- Light box
- Paper cutter
- Reprographic Equipment
- Plotter
- Easels
- Mat cutter
- Miscellaneous supplies such as drafting tools, art media
- Catalogs, periodicals, product samples and other reference material
- Presentation supplies
- WiFi Classrooms
- Document reader/scanner/printers

It is strongly recommended that the studio facility be limited to Interior Design classes and be available for student use beyond scheduled class time.

Marketing and Recruitment

Marketing and recruitment of Interior Design can accomplish the following:

- Describe and illustrate the benefits of Interior Design to both traditional and non-traditional student populations.
- Promote the contribution of the Interior Design program to members of the college community and other educational institutions including instructional, counseling and support staff.
- Increase links with community agencies, businesses and organizations in order to expand educational opportunities and the employment potential for Interior Design students.

Techniques for marketing and recruitment of the Interior Design Program include the following:

Marketing:

- Use advisory committee connections
- Develop and distribute brochures and posters
- Use faculty business cards
- Participate in community projects
- Participate in high school career days
- Use telecommunication technology
- Participate in industry career days
- Support students by forming and advising student clubs/organizations
- Provide programs/lectures for community groups

Student Clubs: A student club within Interior Design can provide enhanced opportunities for students to network with one another, strengthen cohort ties, develop leadership and organizational skills, and mentor one another in program requirements. The bonds that develop may carry over into the workplace. Marketing opportunities expand dramatically with student club involvement. In fact, a student club often becomes the strongest advocate for the program itself.

Student club activities can also augment curricula offerings by sponsoring guest speakers on campus, coordinating tours of community programs, and staffing information booths at local resource and job fairs. Former student club members will often be an information pipeline with regard to prospective job openings.

Recruitment:

- Increase gender equity. Incorporate complete lists of career opportunities in brochures

- Develop articulation agreements with secondary Regional Occupational Centers/ Programs (ROC/Ps)
- Establish interdisciplinary connections
- Provide Continuing Education Units (CEUs) for professional interior designers
- Use campus resources: counselors, reentry programs, other disciplines

Placement and Follow-up

The college's responsibility is to provide programs and courses, making sure that those courses help students develop job skills necessary in the profession. Transfer courses should be articulated with four-year institutions.

Interior Design faculty should work closely with student support services and should publicize their programs at every opportunity so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program and other colleges, striving to meet the goals identified in this *Family and Consumer Sciences Program Plan*.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Student questionnaires and/or surveys also provide accountability and can be administered to students. Data covering job placement and relevancy of program should be collected. The Interior Design instructional staff should cooperate in collecting Core Indicator data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups that are a useful resource for tracking former students and for promoting programs.