



		First Year				Second Year				Third Year				Fourth Year														
		Fall		Spring	Fall		Spring		Fall		Spring		Fall	Spring														
	Orange designates the course supporting each standard.	DHM 110I: WICKED PROBLEMS OF INDUSTRIAL PRACTICE (AI)	DHM 112I: GRAPHICS FOR INTERIOR DESIGN I (LM)	DHM 100I: DESIGN THEORY & PROCESSES (LMP)	DHM 223I: GRAPHICS FOR INTERIOR DESIGN II (LM)	DHM 200I: PROBLEM SOLVING STRATEGIES (AI)	DHM 207I: COMPUTER AIDED INTERIOR DESIGN (EI)	DHM 210I: INTERIOR DESIGN STUDIO I - RESIDENTIAL (TC)	DHM 257I: TEXTILES (SM)	DHM 240I: RESEARCH METHODS (AI)	DHM 226I: INTERIOR DESIGN STUDIO II - SMALL SCALE (HC)	DHM 230I: SUPERVISED FIELD EXPERIENCE (HC)	DHM 317I: DIGITAL DESIGN COMMUNICATIONS (TC)	DHM 323I: HERITAGE OF INTERIOR DESIGN I (SD)	DHM 330I: MATERIALS AND FINISHES (PH)	DHM 334I: INTERIOR DESIGN STUDIO III - COMPONENTS & CONSTRUCTION DOCUMENTS (HC)	DHM 382I: PROFESSIONAL PRACTICES (TC)	DHM 345I: INTERIOR DESIGN STUDIO IV - ENVIRONMENTAL DESIGN (PH)	DHM 399I: PRE-INTERNSHIP SEMINAR (TC)	DHM 423I: HERITAGE OF INTERIOR DESIGN II (SD)	DHM 437I: ADVANCED COMPUTER AIDED DESIGN (TC)	DHM 443I: FACILITY MANAGEMENT & DESIGN (HC)	DHM 482I: PROFESSIONAL INTERNSHIP (TC)	DHM 303I: MATERIAL CULTURE (PH)	DHM 426I: INTERIOR DESIGN STUDIO V - LARGE SCALE (ER)	DHM 429I: INTERIOR DESIGN STUDIO VI - CAPSTONE (ER)	Spring	
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 Learning Expectations																												
Students <i>understand</i> that human and environmental conditions vary according to geographic location and impact design and construction decisions.																												
4a																												
Student work demonstrates <i>understanding</i> of:																												
how social, economic, cultural, and physical contexts inform interior design.																												
4b																												
how systems thinking informs the practice of interior design.																												
4c																												
Program Expectations																												
The interior design program provides:																												
exposure to current and emerging issues that are shaping contemporary society and the world.																												
4d																												
exposure to a variety of cultural norms.																												
4e																												
opportunities for developing multi-cultural awareness.																												
4f																												
Notes:																												
Standard 5. Collaboration - Interior designers collaborate and participate in interdisciplinary teams.																												
Student Learning Expectations																												
Students have <i>awareness</i> of the integration of multi-disciplinary collaboration in design practice.																												
5a																												
Students <i>understand</i> :																												
the terminology and language necessary to communicate effectively with members of allied disciplines.																												
5b																												
technologically-based collaboration methods specific to the problem solving process for built environment disciplines.																												
5c																												
the dynamics of team collaboration and the distribution and structure of team responsibilities.																												
5d																												
Student work demonstrates the <i>ability</i> to effectively collaborate with multiple disciplines in developing design solutions.																												
5e																												

Student Learning Expectations		
Students have <u>awareness</u> of the:		
contexts for interior design practice.	6a	
impact of regional and global markets on design practices.	6b	
breadth and depth of interior design's impact and value.	6c	
components and responsibilities of business practice.	6d	
Students <u>understand</u>:		
types of professional business formations.	6e	
elements of project management.	6f	
Instruments of Service.	6g	
professional ethics and conduct.	6h	
Program Expectations		
The interior design program provides exposure to:		
career opportunities an interior design education can afford and the options for advanced study.	6i	
role models who are qualified by education and experience in interior design.	6j	
The interior design program provides exposure to the role and value of:		
legal recognition for the profession.	6k	
professional organizations.	6l	
life-long learning.	6m	
public service.	6n	
Notes: 6l (other) - students are exposed to the role and value of professional organizations through class presentations by chapter officers and student chapter participation.		
Standard 7. Human-Centered Design - Interior designers apply knowledge of human experience and behavior to designing the built environment.		
Student Learning Expectations		
Student work demonstrates <u>understanding</u> of:		
theories related to the impact of the built environment on human experience, behavior, and performance.	7a	
the relationship between the natural , built, virtual , and technological environments as they relate to the human experience, wellbeing, behavior, and performance.	7b	
Student work demonstrates the <u>ability</u> to:		
gather and apply human-centered evidence.	7c	
analyze and synthesize human perception and behavior patterns to inform design solutions.	7d	
apply human factors, ergonomics, inclusive, and universal design principles to design solutions.	7e	
apply wayfinding techniques to design solutions.	7f	
Notes:		

Standard 10. History - Interior designers are knowledgeable about the history of interiors, architecture, decorative arts, and art.									
Student Learning Expectations									
Students <u>understand</u> the basic context and framework of history as it relates to:									
interior design.	10a								
furniture, decorative arts, and material culture.	10b								
architecture.	10c								
art.	10d								
Students <u>understand</u> the social, political, and physical influences affecting historical changes in design of the built environment.	10e								
Notes:									
Standard 11. Design Elements and Principles - Interior designers apply elements and principles of design.									
Student Learning Expectations									
Students <u>understand</u> the elements and principles of design, including spatial definition and organization.	11a								
Student work demonstrates the <u>ability</u> to:									
explore a range of two- and three-dimensional design solutions using a variety of media.	11b								
Students effectively <u>apply</u> the elements and principles of design and related theories throughout the interior design curriculum to:									
two-dimensional design solutions.	11c								
three-dimensional design solutions.	11d								
Notes:									
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.									
Student Learning Expectations									
Students are <u>aware</u> of the environmental impact of illumination strategies and decisions.	12a								
Students <u>understand</u> :									
the principles of natural and artificial lighting design.	12b								
strategies for using and modulating natural light.	12c								
Students competently select and <u>apply</u> luminaires and light sources.	12d								
Students have <u>awareness</u> of a range of sources for information and research about color.	12e								
Students <u>understand</u> how light and color impact health, safety, and wellbeing in the interior environment.	12f								
Student work demonstrates <u>understanding</u> of:									
color terminology.	12g								
color principles, theories, and systems.	12h								

