

Section 1. Institutional and Program Data

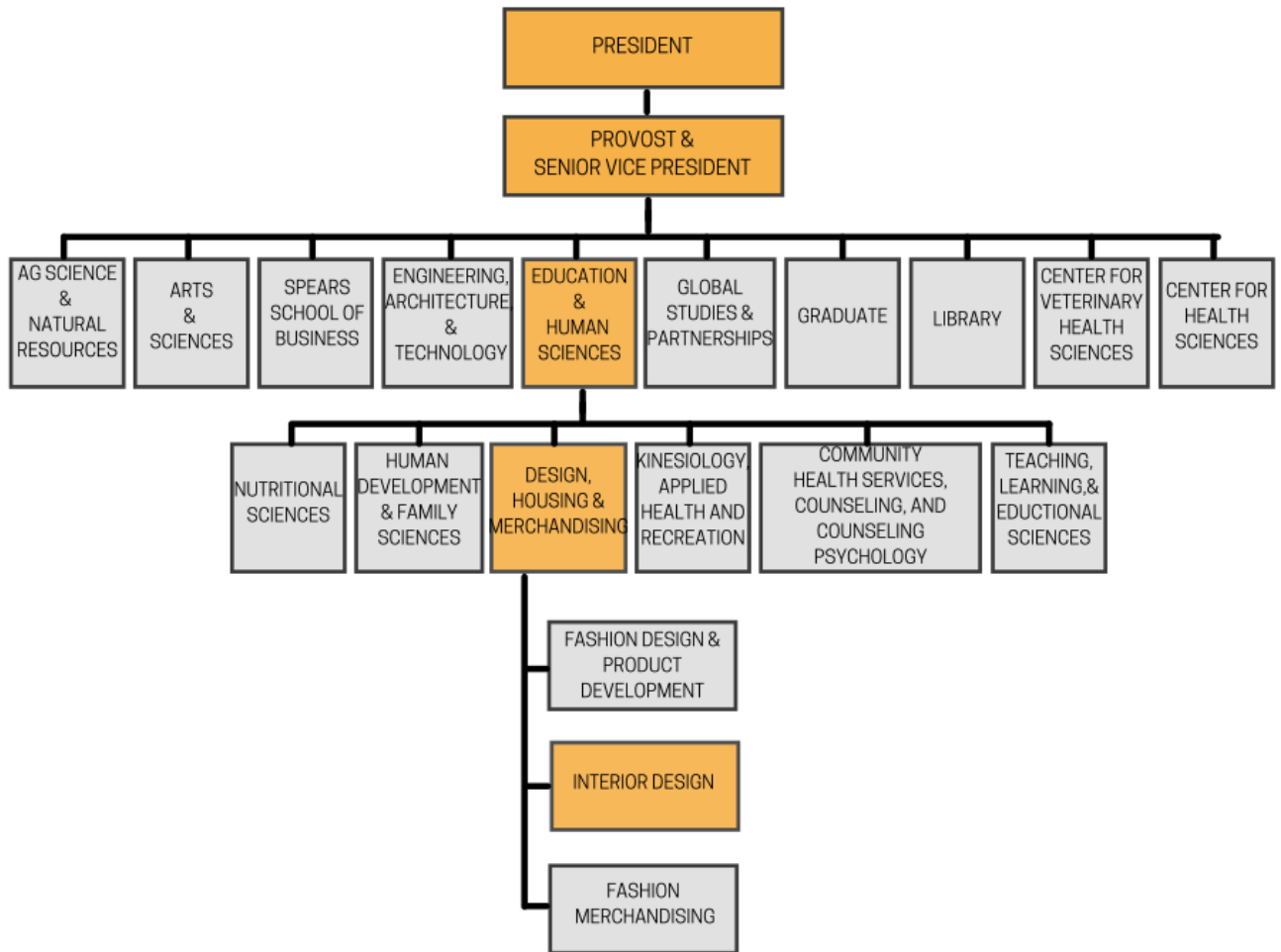
1) List the names, titles, phone numbers, and e-mail addresses of administrators who will receive a copy of the final Accreditation Report. CIDA distributes **1 complimentary hard copy** of the Accreditation Report to the first individual listed below (physical address required). Other individuals listed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

Chancellor, president, provost, or chief academic officer of the university or school <i>*must be a physical address for FedEx delivery</i>	Gary Sandefur, Provost
	101 Whitehurst Hall
	Oklahoma State University
	Stillwater, OK 74078
	405-744-5627
	provost@okstate.edu
Dean of the college or school	Stephan M. Wilson, Interim Dean
	405-744-9805
	stephan.m.wilson@okstate.edu
Chair of the department	Dr. Lynn M. Boorady, Department Head
	405-744-6552
	lynn.m.boorady@okstate.edu
Head of the interior design program	N/A
Other	Leslie Moore, CIDA Contact
	918-935-5394, Cell
	lesmoor@okstate.edu

Report submitted by (signature and date)

General Instructions

- 2) Insert the organization chart showing the program's relationship to the department and/or administrative unit in which it is located, any allied departments, and the institution as a whole here.



Type of institution
(Check one)

☒ Public

☐ Private, non-profit

☐ Private, for-profit

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

☐ Population of 250,000 or more persons

☒ Population of 50-250,000 persons

☐ Population under 50,000

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

24,405-As of Fall 2020

General Instructions

Academic year of this report	2020/2021
Current Council for Interior Design Accreditation status (Check one)	☒ Accredited ☐ Not accredited ☐ On probation
Check all institutional (university/ college) accreditation(s)	☐ Accrediting Commission of Career Schools and Colleges of Technology ☐ Accrediting Council for Independent Colleges and Schools ☐ Distance Education and Training Council ☐ Middle States Association of Colleges and Schools ☐ North Central Association of Colleges and Schools ☐ New England Association of Schools and Colleges ☐ Southern Association of Colleges and Schools ☐ Western Association of Schools and Colleges ☐ National Association of Schools of Art and Design ☐ Provincial Ministry of Education ☒ Other (specify) <u>Higher Learning Commission</u>
Check other specialized accreditations or endorsements for the interior design program and/or unit	☐ National Association of Schools of Art and Design ☐ National Kitchen and Bath Association ☐ American Association of Family and Consumer Sciences, Council for Accreditation ☐ National Architectural Accrediting Board ☐ Other (specify)
Which classification best describes your institution:	☒ Doctoral/Research Universities ☐ Master's Colleges and Universities ☐ Baccalaureate Colleges and Universities ☐ Baccalaureate/Associates Colleges ☐ Associates Colleges ☐ Not applicable
Primary institutional mission (Check one)	☐ Teaching ☐ Service ☒ Research
Academic unit housing program (Check one)	☐ Architecture ☐ Art ☐ Design ☐ Fine Arts

General Instructions

- ☒ Interior Design
☐ Human Ecology
☐ Engineering/Technology
☐ Other (specify)
-

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

College of Education and Human Sciences

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

N/A

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

Design, Housing and Merchandising

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

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

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

Bachelor of Science in Design, Housing and Merchandising / option Interior Design

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

Master of Science in Design, Housing and Merchandising, Interior Design emphasis.

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

120	Semester hours
	Quarter hours
	Trimester hours

General Instructions

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

40 Semester hours
____ Quarter hours
____ Trimester hours

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

6 Semester hours
____ Quarter hour
____ Trimester hours

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

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

Rate whether the number of practicing professionals who participate in the program is adequate (check one)

Inadequate Adequate
☐ ☐ ☐ ☐ X
1 2 3 4 5

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

X Yes ☐ No

275 hours.
The goal is 8 weeks and 320 hours. The minimum to pass is 275 hours.

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

____ %

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

☐ Yes X No

Does the curriculum include a service learning or community service requirement?
If yes, indicate the required clock hours or measure of participation.

☐ Yes X No

General Instructions

Is any of the curriculum provided through distance learning?

☒ Yes ☐ No

If yes, list the courses and indicate whether required (R) or elective (E). Indicate with an * the courses that are also offered on site.

DHM 3033 Material Culture * Due to COVID, some courses have temporarily moved online in part or in whole.

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

_____ Semester hours
_____ Quarter hours
_____ Trimester hours

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

22.8 %

Do you have any formal articulation agreements in place with those institutions?

☐ Yes ☒ No

General Instructions

Number of students who are enrolled in the interior design program in the **current** academic year:

	Full Time	Part Time
First year/freshmen	25	2
Second year/sophomores	29	
Third year/juniors	31	
Fourth year/seniors	39	
Fifth year if applicable	N/A	
Total enrollment for the current academic year	124	2

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

Residents of the state/province	71.7	%
Nonresidents of the state/province	25.2	%
Nonresident aliens (international students)	3.1	%
Total	100%	
Male	3.9	%
Female	96.1	%
Total	100%	
Black, non-Hispanic	3.1	%
American Indian or Alaskan Native	3.9	%
Asian or Pacific Islander	1.6	%
Hispanic	9.5	%
White, non-Hispanic	68.5	%
Other	13.4	%
Total	100%	

General Instructions

Traditional age students 94.5 %

Returning adult students 5.5 %

Total **100 %**

Students with previous baccalaureate degrees 0.8 %

Students with previous associate degrees 3.9 %

How many students completed the program and graduated in each of the last three academic years?

<u>23</u>	2019-20
<u>22</u>	2018-19
<u>17</u>	2017-18

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

<u> </u>	Health care
<u> </u>	Hospitality
<u> </u>	Retail
<u>8</u>	Corporate
<u>4</u>	Residential
<u> </u>	Unknown, but interior design

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

<u>3</u>	Interior design
<u> </u>	Architecture
<u> </u>	Business
<u> </u>	Other (specify)

What is the average student to faculty ratio in interior design studios?

<u>32</u>	:	<u>1</u>
Students		Faculty

Total full-time faculty members for the interior design program 5

Total adjunct, part-time, and support faculty members or instructional personnel for core courses of the program (If there is change from year to year, provide an average of the past three years and indicate that the total is an average.) 3 average

General Instructions

Salary **range** for full-time faculty in the program (annual salary) \$ 49,500 to \$ 97,151

Full-time faculty
members

Name	Highest Degree MA, MS, Ph.D.	Discipline of degree	Passed NCIDQ	Full-time practitioner and/or faculty experience (specify number of years for each)		Professional Society Memberships (list all)
				FT Practice	FT Faculty	
Heather Carter	Ph.D.	Architectural Studies / Human Environmental Studies	Yes	30	11	ASID, IIDA, IDEC, EDRA, NEWH
Tilanka Chandrasekera	Ph.D.	Digital Media / Architecture	No	5	6	EDRA, IFMA, IEEE
Paulette Hebert	Ph.D.	Human Ecology / Merchandising	No	40	33	IALD, MPMA, IFMA
Leslie Moore	MS	Interior Design	Yes	38	2	TFA, IIDA, IFMA
Emily Roberts	Ph.D.	Environment and Behavior / Human Environmental Studies	No	8	5	EDRA

Does the state or province in which the program is located regulate the interior design profession and/or require licensing of interior designers? ☒ Yes ☐ No

Oklahoma has Voluntary Registration with no permitting.

Section 2. Introduction

Recommended page limit: 2 pages

- 1) State the mission of the institution and describe the impact that significant institutional characteristics have on the teaching and learning environment.

Mission: Building on its land-grant heritage, Oklahoma State University promotes learning, advances knowledge, enriches lives, and stimulates economic development through teaching, research, extension, outreach and creative activities.

Since 1890, Oklahoma State University has grown to become a premier modern land-grant university preparing more than 35,000 students for success. Through leadership and service, OSU improves the lives of people in Oklahoma, the nation and the world. Built on the value of high-quality instruction, research and outreach, OSU gives students the resources and education they need to make a difference in the world.

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

The history dates back to 1910, teaching courses in household management and home furnishings. After home management was required for vocational home economics certification, it was transferred from household science to home economics education in 1936. By 1950, courses such as furniture renovation, textile selection, and applied design for the home were added to the curriculum. In 1955, the department split into: Housing and Interior Design (HID) and Clothing, Textiles, and Merchandising (CTM). By servicing both majors and non-majors, the department was devoted to helping students understand and appreciate planning, furnishing, and decorating the home. The department initiated and hosted the first national conference on art and home economics that later became the American Association of Housing Educators (AAHE). In 1975, the department became known as Housing, Design and Consumer Resources (HDCR), resulting from combining housing, interior design and home management, equipment, and family economics. Course content included Housing for Contemporary Living, Heritage of Housing and Interior Design, Socio-economic Aspects of Housing, Family Financial Security, Housing in Other Cultures, Housing for Special Groups, and Planning Kitchen, Work Areas, and studio courses.

By 1984, the department changed its name to Housing, Interior Design and Consumer Studies (HIDCS), with the largest number of undergraduates enrolled in the interior design program. In 2020, the College of Education and the College of Human Sciences combined to form what is now the College of Education and Human Sciences which is home to nearly 4,000 students and includes the Department of Design, Housing and Merchandising. "Our graduates are service-focused health professionals, educators, counselors, psychologists, creative thinkers and problem solvers who apply social and tactical knowledge," Dean Wilson states.

The progression of this program, since its inception in 1910, is influenced by socio-economic factors of the interior design profession and continues to impact our program mission.

Interior Design Program Mission: To contribute to the advancement of professionalism in the interior design field through the development of skilled entry-level interior designers promoting health, safety, welfare and innovation in the built environment.

Today, the accredited program is built on a strong curriculum that has evolved over the decades teaching students technical skills, creative thinking, problem solving, and other aspects related to well-being in the built environment. Students working on real-world projects throughout the program experience outreach

Section 2. Introduction

opportunities within the community as well as national and global experiences. With access to the department's state-of-the-art Mixed Reality Lab, students experience research opportunities utilizing augmented and virtual reality. The recent addition of the department's Human Environmental Factors Lab focuses on functional and social systems as predictors of well-being in older adults. Students and faculty perform adaptable, state-of-the-art human factors research, as well as receive support in new pedagogical approaches in order to prepare a new generation of professionals.

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

The philosophical base for the Interior Design Program rests upon a multi-disciplinary education that includes accounting, anthropometry, biomechanics, business, computer-based technical expertise, creative design, environmental design, human factors and ergonomics, textiles and visual and oral communication to prepare students for a professional career in interior design. Quality interior design provides increased opportunity to strengthen and improve human beings' relationship with their environments and to enhance their quality of life. Health, safety and welfare components are emphasized. The program promotes an understanding of sustainability, diversity and inclusion, human activities across the life course, mobility, social interaction, psychology, cultural differences, and university general education courses in history, art history, philosophy, and literature. Furthermore, a successful interior design career requires knowledge of sound business practices and consumer behaviors influencing design solutions. This broad multidisciplinary education is made feasible and effective because of the Interior Design Program's affiliation with the broader university which is part of the land-grant system. Further, the college, and other programs and options within the department, including facility management, provide additional opportunities for career preparation. The program is designed to develop and implement superior instruction that is globally oriented, scientifically based, technologically focused and that enhances the quality of life in a socially and environmentally responsible manner. The program encourages built-environment exploration in a variety of geographic locations. Students are required to complete a faculty-led study tour and a faculty-guided professional interior design summer internship. These experiences encourage and lead students to critically think beyond their own life experiences and consider the life experiences of diverse groups of people who will use the designed environments the students, as designers, will generate.

The program development is largely influenced by CIDA standards as well as guidance from industry professionals. The Council for Interior Design Accreditation (CIDA) standards and accreditation process is explained and discussed with students initially and subsequently reinforced throughout course work during the remaining years. The preparation and self-study for repeating accreditation reviews ensures the program is progressing in accordance to CIDA standards. Advisory board members, interior design professionals and alumni are instrumental in providing guidance and direction to the program. Practitioners are involved as visiting and/or guest studio critics, lecturers, and as advisors for professional standards. Alumni of the program provide anecdotal feedback on their educational experiences and their transition into the profession. Interior design students are required to complete at least two Sustainable Design Modules. Sustainable design is a philosophy that guides design practice to ecologically benign, socially equitable and economically viable outcomes. The intention is to use designed spaces, objects or messages to prompt meaningful behavioral changes that advance a sustainable society. Our program offers curriculum opportunities for students that will prepare practitioners to mobilize their industry for a sustainable future.

The required professional interior design internship provides an essential experience for students as well as valuable feedback for the program development. Rubric evaluations are used to obtain feedback from mentors evaluating the student interns' performance and, also, self-evaluation feedback from the student intern. Their reviews are considered for program impact. In addition, each department within the university participates in the institutional accreditation process with the North Central Association of Colleges and Universities.

Section 3. Program Goals and Self-study

Recommended page limit: 4 pages

- 1) Provide the goals of the interior design program.

Interior Design Program Goals (2021):

1. **Problem solving, and use of technology.**
 - a. Ongoing faculty and student collaboration
 - b. Team projects
 - c. Undergraduate research
 - d. Ideation in the design process
 2. **Engagement with the broader community and industry networks**
 - a. Real-world projects
 - b. National and international travel experiences
 - c. Professional speaker engagements and project critiques
 - d. Leadership opportunities
 - e. Access to Industry resources
 3. **Prepare students for their professional career**
 - a. Multi-disciplinary collaboration
 - b. Freehand and digital visual communication
 - c. Knowledge of real-world budgeting experiences
 4. **Maintain CIDA standards**
 - a. Ongoing interior design faculty program discussions
 - b. Internal self-study review every three (3) years
- 2) Describe the self-study process your program completed in preparation for the CIDA accreditation review, including:
- The methods used to determine whether the program meets CIDA Standards and program goals.
 - Who was engaged in the self-study process (e.g., faculty members, students, advisory boards, or employers) and how these individuals or groups were involved.
 - Any unique characteristics of your self-study process (e.g., overlap with a self-study activity undertaken for institutional or other purposes).

The program's self-study process continues to be guided by the review of compliance with the Council for Interior Design Accreditation (CIDA). In preparation for the 2021 CIDA review, our self-study was launched by the attendance of the department head and the CIDA program coordinator at the CIDA Workshop (Tulsa, March, 2020). This workshop was valuable in understanding the 2020 changes to standards and an opportunity to compare experiences of other programs.

COVID-19 guidelines brought about unique and unexpected changes at the onset of our self-study process. Steered by the CIDA curriculum matrix, our interior design faculty met regularly and virtually to identify the course-to-standard alignment and to evaluate levels of compliance within course content and deliverables. Our review preparation pivoted in May of 2020 as CIDA approved a virtual review. The department secured two of its own interior design graduate students to assist with the development of our comprehensive CIDA website and a 360 degree facility walk-through tour. Two faculty retreats and monthly interior design faculty virtual meetings continued self-study discussions to identify program strengths and weaknesses, as well as updates to the program mission and goals. Departmental administration was instrumental in gathering statistics related to our program and recent alumni. Interior design faculty, in conjunction with administration, worked at length updating course information, student work curation, the program mission, goals, website and literature.

Section 3. Program Goals and Self-study

Interior design professionals of the departmental Advisory Board provided program and course feedback to the department head via a questionnaire during the self-study process. These questionnaire responses are reviewed by faculty and evaluated for potential program/course adjustment needs if applicable. [REDACTED]

As a separate initiative, but overlapping with the program's self-study efforts in Fall 2020, the department engaged the services of Magellan Executive Partners to lead the entire department in envisioning its future and mapping out a strategy to achieve the overall department goals. As part of this process, we developed three main tracts - increasing undergraduate enrollment and retention, developing money streams to support a strong graduate program and identifying/creating memorandum of understanding with other universities to increase cultural exchanges and enhance the pool of graduate student applicants.

The analysis of the self-study and evidence revealed that the program continues to follow CIDA compliance standards and prepares students to enter the professional workforce or a related graduate program. The various types of assessment are adequate to address periodic review of the program through the support of its faculty, administration, alumni, and practitioners in order to change, adapt, and/or improve the content and educational experience of the students.

3) Describe the results of the program's self-study by addressing the following:

- What evidence was collected and what did analysis of evidence reveal?
- What strengths did the program identify?
- What gaps did the program identify?
- What led to strengths or gaps?
- What observations about the program mission and goals were made in relation to the self-study process?
- Were any changes made to the program mission or goals as a result of the self-study?

The in-depth course alignment evaluation was critical to understanding the comprehensiveness of the program and the evidence of standard compliance. Upon completion of the CIDA matrix and with a cohesive understanding of the course-to-standard alignment, faculty embarked on the task of gathering comprehensive course information. Faculty and program graduate students worked together to build a CIDA review website including course information, recent student works, and a facility tour, among other pertinent information helpful during a virtual evaluation. With the target achievement of collecting five student work examples and not less than three for each evidence source, faculty reviewed student deliverables over the past three years. Student deliverables and achievements presented in the built CIDA website reveal strong evidence to the program's curriculum support of the standards.

The strengths of the program are competencies that include fundamental design and understanding the related aspects of environmental design and sustainability. Technical knowledge of interior construction and building systems has been strongly emphasized as evidenced in the creation and understanding of construction documents in studio work spanning all four years of the program. Introducing students to special aspects of interior design career paths remains significant. Students experience opportunities to study entrepreneurship, lighting and technology, human factors, specialized design problems and the field of facility management. Visual, verbal, and written communication skills continue to be an important focus as students experience professional networking and leadership opportunities. A required internship experience exposes students to professional practice in various interior design related industries.

Program Strengths:

- CIDA Accreditation longevity
- Student/teacher ratio
- Student employment upon graduation
- Professional experiences (required professional internship)
- Strong alumni, professional and industry relationships
- Technology (Mixed Reality Lab)
- Research opportunities

Section 3. Program Goals and Self-study

- Real-world community engagement projects
- Student leadership opportunities
- Service learning opportunities
- Sustainability requirements and minor degree opportunity
- Facility management emphasis opportunity
- Leevera Pepin Endowment artifact collection
- Grant funded teaching technology
- Student scholarship opportunities
- Strong relationship with OSU Museum of Art and professional designers

With leadership and faculty changes over the years, as well as changes to the CIDA standards, the self-study process has been valuable to ensure we remain on target and should be addressed annually. The self-study and matrix exercise focused on the value of course content compliance and faculty discussions around these issues brought to light potential program gaps.

Opportunities for improvement:

- Add a third NCIDQ certified instructor
- Maintain annual evaluation of course-to-standard alignment with evidence updates
- Increase student freehand sketching throughout the program
- Increase evidence of the student's design process.
- Thorough knowledge of available industry resources.

Pedagogic objectives for interior design courses are predicated on CIDA *Professional Standards* and informed by areas of professional practice while incorporating concern for the program and institutional missions. The self-study process reinforced the program's mission. Changes made to the mission simplified the wording while maintaining the core message. The program continues to focus on preparing students for a professional entry-level career in interior design or related fields promoting health, safety, welfare, and innovation in the built environment.

The review of goals during the self-study process emphasized the strength of the program direction and identified areas for concentrated efforts. Root goals were preserved with additional verbiage to address perceived gaps identified above. Although the department continues monthly faculty meetings and retreats, the need for interior design faculty collaboration was identified and added as a goal. The following goal-oriented action steps are the result of faculty discussions during the self-study process:

- Expanding students ideation in the design process
 - include graded documentation process steps in project assignments
 - require freehand sketches
- Promoting creative thinking
 - include freehand sketch requirements in project submittals
 - require multiple design solutions
- Preparing students for realisting budgeting
 - expand realistic budgeting requirements
 - require value engineering options
- New Goal 4 support verbiage: Develop interior design faculty discussion platform
 - continue ongoing (monthly) interior design faculty focused program discussions
 - perform internal self-study review every three (3) years

Section 3. Program Goals and Self-study

Section 4. Course Progression Plan

DHM 1123: Graphics for Interior Design I
DHM 1101: Wicked Problems of Industrial Practice
DHM 2233: Graphics for Interior Design II (prerequisite DHM 1123: Graphics for Interior Design I)
DHM 1003: Design Theory & Processes
DHM 2103: Interior Design Studio I - Residential (prerequisite DHM 2233: Graphics for Interior Design II)
DHM 2073: Computer-Aided Interior Design
DHM 2573: Textiles
DHM 2403: Research Methods (prerequisite MATH 1483 or 1513)
DHM 2003: Problem Solving Strategies
DHM 2263: Interior Design Studio II - Small Scale (prerequisite DHM 2103: Interior Design Studio I)
DHM 2302: Supervised Field Experience - Dallas Study Tour
DHM 3173: Digital Design Communication (prerequisite DHM 2073: Computer-Aided Interior Design)
DHM 3343: Interior Design Studio III - Components & Construction Documents (prerequisite DHM 2263: Interior Design Studio II)
DHM 3303: Materials and Finishes for Interior Design (prerequisite DHM 2263: Interior Design Studio II & DHM 3303 after Fall 2021)
DHM 3823: Professional Practices (prerequisite DHM 2263: Interior Design Studio II)
DHM 3233: Heritage of Interior Design I (prerequisites DHM 2103: Interior Design Studio I; ENGL 1113 & 1213; Freshman Composition 1 & 2)
DHM 3453: Interior Design Studio IV - Environmental Design (prerequisite DHM 3343: Interior Design Studio III)
DHM 3991: Pre-Internship Seminar (prerequisites DHM 2073 Computer-Aided Interior Design;
DHM 3343 Interior Design Studio III & DHM 3823 Professional Practices)
DHM 4323: Heritage of Interior Design II
DHM 4373: Advanced Computer Aided Design (prerequisite DHM 2073: Computer-Aided Interior Design)
DHM 4433: Facility Management and Design
DHM 4824: Professional Internship (Prerequisites DHM 3453: Interior Design Studio IV
DHM 3991 Pre-Internship Seminar; DHM 4373 Advanced Computer-Aided Design)
DHM 4264: Interior Design Studio V - Large Scale (prerequisites DHM 3453 Design Studio IV;
DHM 4373 Advanced Computer-Aided Design; DHM 4824 Professional Internship)
DHM Sustainable Modules
DHM 3033: Material Culture
DHM 4294: Interior Design Studio VI - Capstone (prerequisite DHM 4264 Interior Design Studio V)

Standard 1. Program Identity and Curriculum

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 ongoing 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.*

Recommended page limit: 2 pages

Integral to the program's ongoing self-study process in relation to its ability to achieve its goals are the series of internal and external standing and ad hoc committees that systematically assess various aspects of each program's performance in the college. Each semester students complete an *Instructor/Course Evaluation Form* for each course in which they are enrolled. This is designed to generate an information base relevant to the continuous improvement of instruction. Information from these forms is compiled and is made available for review by the instructor and the program coordinator and forms a part of the annual review of each instructor by the school and college administration.

Alumni and practitioners share feedback with junior-level students and faculty during pre-internship mock interviews each spring semester regarding the quality of student interviews and portfolio content. Mentors at host design firms during summer internship experiences provide candid evaluation commentary on student performance and program educational instruction. Each semester, graduating seniors complete a *Senior Exit Survey* in order to provide additional feedback regarding their educational experience within the interior design program, the college, and the institution. The survey assists the program in validating the quality of instruction and experiences of the students as well as identifying opportunities for improvement. Leading up to graduation, the department of Career Development and Student Engagement begins collecting direct data via an email survey link sent to all graduating seniors. This information is included in the data bank managed by OSU Career Services. Beginning in 2019, the survey was included in the college commencement reception, significantly improving the response rate. On average, we attain a 60% response rate for the college; however, individual programs may be higher or lower on a given semester.

Part 2: Evidence List a *minimum of 1 and a maximum of 3 sources of evidence* for each of the program expectations in this Standard. This will assist your program in organizing for the site visit and the visiting team in conducting the onsite portion of the review. Sources of evidence could include institutional communications (e.g., website, course catalog, etc.), program policies or documentation, faculty interviews, etc.

- a) The program mission statement clearly identifies the intent and purpose of the interior design program.
 - 1. Program section of department website
<https://go.okstate.edu/undergraduate-academics/majors/interior-design.html>
 - 2. Program Description - Slick Sheet Handout
http://okstatedesign.com/CIDA/assets/files/Interior-Design2020_SLICKSHEET.pdf

Standard 1. Program Identity and Curriculum

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 ongoing 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.

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- 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.
 - 1. Department Website under "Career Paths"
<https://go.okstate.edu/undergraduate-academics/majors/interior-design.html>
 - 2. Graduate interview discussions:
<https://drive.google.com/drive/folders/1SD32QKxNm095m8m2-2QRM0D49BSDsuTD>
- 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.
 - 1. Program self-study process 2020
- d) The curriculum follows a logical sequence, is structured to achieve the program mission and goals, and prepares graduates ready for entry-level practice and advanced study.
 - 1. CIDA curriculum matrix 2020 - course / standard alignment
- e) The program has documented procedures to monitor the placement of graduates, and uses the data for program assessment, strategic planning, and program improvement.

Graduation survey link:

https://okstateches.az1.qualtrics.com/jfe/preview/SV_080zHmZbEeDvzJH?Q_CHL=preview

Graduate employment locations interactive map:

<https://www.google.com/maps/d/u/1/viewer?mid=1GV9rmZaGE4xOQIRKPXH2yZS5JPJRCptI&ll=39.40977783614032%2C-98.52559074999999&z=4>

- 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
 - 1. Student surveys - program + course + instructional feedback
 - 2. Industry professional evaluation - project review + internships + mock interviews
 - 3. Industry advisor board members survey for program input
- 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.

Standard 1. Program Identity and Curriculum

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 ongoing 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.*

Mission and Program Overview: (Mission - see "Career Paths")

<https://go.okstate.edu/undergraduate-academics/majors/interior-design.html>

Program Curriculum:

<https://education.okstate.edu/site-files/documents/academicprogramsservices/2019-2020/dhm-id-4-yr-plan.pdf>

Department Overview:

<https://education.okstate.edu/departments-programs/design-housing-merchandising/index.html#top>



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

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

Recommended page limit: 2 pages

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

The Department Head is the program coordinator for all three program areas (Fashion Design and Product Development, Fashion Merchandising, and Interior Design), in consultation with the faculty within each of these areas. The Department Head supervises the execution of each program area and ensures that the faculty have everything they need to complete their tasks. The Department Head also manages communications, schedules and organizes meetings within each program area and the department as a whole. Our relative strengths include the breadth and width of industry experience among the Interior Design faculty as well as their areas of expertise which include technology, lighting, commercial/contract, textiles and gerontology. The research foci of the faculty are solidly within the scope of the consumer in keeping with the land grant mission. We currently have 5 full time Interior Design faculty and 2 crossover faculty (focus areas of ergonomics/anthropometrics and textiles). In addition to the Department Head the department has an Administrative Associate who is responsible for course scheduling and other duties and an Administrative Assistant who works with faculty on obtaining textbooks, submitting for reimbursements and other routine activities. The department also has a dedicated Accounting Specialist in the college's accounting department.

The one area identified for opportunity was to increase the number of Interior Design faculty as well as hire someone with NCIDQ certification. This would bring our faculty:student ratio to 1:26. We recently completed a faculty search and will be onboarding a new faculty member in the fall of 2021 who will have NCIDQ certification. In the future, we anticipate additional hires requiring the certification.

Part 2: Evidence *List a **minimum of 1 and a maximum of 3 sources** of evidence for each of the program expectations in this Standard. This will assist your program in organizing for the site visit and the visiting team in conducting the onsite portion of the review. Sources of evidence could include institutional communications (e.g., website, course catalog, etc.), faculty interviews, faculty data forms, etc.*

Program Expectations

- a) The number of faculty members and other instructional personnel is sufficient to implement program objectives.¹
 - 1. Five full time faculty teaching 2 -3 courses a semester to cover ID curriculum
 - 2. Faculty annual reviews - workload policy
 - 3. Spring and Fall Student Surveys of Instruction - course + instruction

A majority of faculty members and other instructional personnel with interior design studio supervision have:

- b) earned a degree in interior design.
 - 1. Faculty data forms
 - 2. Faculty overview:
<https://education.okstate.edu/departments-programs/dhm/research-specializations.html>

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

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

- c) passed the complete National Council for Interior Design Qualification exam.
 - 1. Faculty data forms
 - 2. Faculty overview:
<https://education.okstate.edu/departments-programs/dhm/research-specializations.html>
- d) Faculty members and other instructional personnel have academic or professional experience appropriate to their areas of responsibility.
 - 1. Faculty data forms
 - 2. Faculty overview:
<https://education.okstate.edu/departments-programs/dhm/research-specializations.html>

The individual with primary responsibility for program coordination:

- e) is full-time and qualified by education and experience to administer an interior design program.

Lynn M. Boorady, Ph.D.

<https://education.okstate.edu/departments-programs/dhm/directory/images/cv-boorady.pdf>

- f) participates in the recruitment, evaluation, and retention of program faculty and instructional personnel.
OSU Policies and Procedures 2-0112, Annual Faculty Appraisal and Development Program.
<https://adminfinance.okstate.edu/site-files/documents/policies/annual-faculty-appraisal-and-development-program.pdf>
- g) ensures that the program engages in ongoing planning and assessment.
 - 1. Monthly departmental faculty meetings
 - 2. Departmental retreats - Fall and Spring
 - 3. 2020 Magellan - departmental strategic planning process

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

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

Recommended page limit: 2 pages

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

The interior design program has four dedicated classrooms: two with drafting tables, a computer classroom with 24 computer stations with the technology to support automated design processes and a dedicated classroom which can seat up to 67 students and houses our lighting display. All instructional spaces have dedicated computer access for the instructor to be able to teach in person and remotely (if needed). There is also a room dedicated to a resource library of hundreds of rug, textile, tile and additional types of samples to be used by students in their course projects. The department also houses a laser cutter, 3 regular scale (produces approximately 6" X 6" models) and two large scale 3D printers. The department has a Mixed Reality Lab which allows students to research utilizing equipment such as augmented reality, virtual reality, and digital prototyping. This includes a 3D projector system, mobile head-mounted display systems, interactive screens, gesture based control devices and joy sticks as well as 3D mobile scanners. In addition, it houses psychophysiological equipment such as eye-tracking devices, a Functional Near Infrared optical imaging system as well as ECG and EDA amplifier systems.

The Human Environmental Factors Lab is another specialty space in the department. This 800 sq. ft. lab space has a movable wall system which allows for multiple space configurations depending on the teaching or research need. The lab is designed for testing and innovations in assistive and adaptive technologies, lighting, engineering and anthropometrics, space planning and design pedagogy. The lab is currently in use for a National Institute of Health (NIH) funded research project for the development of an assistive wearable device for dementia homecare, therefore the current configuration is a one bedroom fully furnished apartment with a living room, dining room, kitchen, bedroom and half-bath. Separately, years ago the department was gifted with a large collection of household artifacts from different decades, books on architecture and design, full size and miniature examples of furniture and other items to develop the Pepin Collection. This collection is utilized for hands on learning so that students not only read about different designers and their era but can also touch and see actual items. We rotate the collection between our gallery space and five specially-built display cases housed in the college. The department has a dedicated gallery space and a large corridor to allow for student work presentations and displays. All classrooms are large enough to support distancing guidelines as required this past year due to COVID and additional course sections were also added.

Part 2: Evidence *List a minimum of 1 and a maximum of 3 sources of evidence for each of the program expectations in this Standard. This will assist your program in organizing for the site visit and the visiting team in conducting the onsite portion of the review. Sources of evidence could include facility tours, program documentation, electronic library holdings, etc.*

- a) Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, project evaluation, administrative activities, and meetings.
 - 1. Faculty private offices accommodate one-on-one meetings while large classrooms support large department meetings.
 - 2. Equipment provided for faculty use and instruction is supported by on-campus Instructional Technology (IT) group.
 - 3. Designated meeting rooms with technology are available for reserve in the building.
- b) Instructional facilities and workspaces support program objectives and course goals.¹
 - 1. Large classrooms accommodate lighting lab, a resource library, lecture and studio courses.
 - 2. Mixed Reality Lab provides state-of-the-art technology experiences.

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.

- 3. Human Factors Lab promotes hands-on learning relating to health, wellbeing, codes, etc.
- c) The program provides a constructive and respectful learning environment that encourages professionalism and engagement across faculty, staff, and students.
 - 1. Private faculty offices adjacent to classrooms support easy access between faculty and students.
 - 2. Staff offices conveniently located near faculty offices.
- d) Equipment and technological support is available and appropriate to support program objectives and course goals.²
 - 1. Studio classrooms equipped with drafting tables and parallel bars.
 - 2. Computer lab available in building to supplement as needed.
 - 3. Instructional Technology support staff are housed within the college and able to immediately take care of issues or concerns.
- 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.
 - 1. Resource library for interior design program - Studio Rm 333.
 - 2. University campus library - physical and/or on-line access to books and specialized databases.
 - 3. Vendor rep presentations, sample updates and industry connections.

Curriculum Matrix - Oklahoma State University

 Orange designates the course supporting each standard.		First Year		Second Year				Third Year						Fourth Year												
		Fall		Spring		Fall		Spring		Fall			Spring			Fall		Spring								
		DHM 1101: WICKED PROBLEMS OF INDUSTRIAL PRACTICE (AJ)	DHM 1123: GRAPHICS FOR INTERIOR DESIGN I (LM)	DHM 1003: DESIGN THEORY & PROCESSES (LMP)	DHM 2233: GRAPHICS FOR INTERIOR DESIGN II (LM)	DHM 2003: PROBLEM SOLVING STRATEGIES (AJ)	DHM 2073: COMPUTER AIDED INTERIOR DESIGN (EJ)	DHM 2103: INTERIOR DESIGN STUDIO I - RESIDENTIAL (TC)	DHM 2573: TEXTILES (SM)	DHM 2403: RESEARCH METHODS (AJ)	DHM 2263: INTERIOR DESIGN STUDIO II - SMALL SCALE (HC)	DHM 2302: SUPERVISED FIELD EXPERIENCE (HC)	DHM 3173: DIGITAL DESIGN COMMUNICATIONS (TC)	DHM 3233: HERITAGE OF INTERIOR DESIGN I (SD)	DHM 3303: MATERIALS AND FINISHES (PH)	DHM 3343: INTERIOR DESIGN STUDIO III - COMPONENTS & CONSTRUCTION DOCUMENTS (HC)	DHM 3823: PROFESSIONAL PRACTICES (TC)	DHM 3453: INTERIOR DESIGN STUDIO IV - ENVIRONMENTAL DESIGN (PH)	DHM 3991: PRE-INTERNSHIP SEMINAR (TC)	DHM 4323: HERITAGE OF INTERIOR DESIGN II (SD)	DHM 4373: ADVANCED COMPUTER AIDED DESIGN (TC)	DHM 4433: FACILITY MANAGEMENT & DESIGN (HC)	DHM 4824: PROFESSIONAL INTERNSHIP (TC)	DHM 3033: MATERIAL CULTURE (PH)	DHM 4264: INTERIOR DESIGN STUDIO V - LARGE SCALE (ER)	DHM 4294: INTERIOR DESIGN STUDIO VI - CAPSTONE (ER)

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

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

Recommended page limit: 2 pages

Part 1: Analysis

In at least seven courses across the curriculum, students are provided the opportunity to experience global context during each of the program's four years. By completing projects and assignments incorporating various functions, cultures and geographic locations, students learn about the impact of environmental conditions on decisions throughout the project scope. In our "Wicked Problems" course during year one, design students are introduced early to global issues such as energy, environment, resources, wellbeing, economics, and sustainability. Awareness of these issues establishes a strong launch and is emphasized as students address sound arguments relating to the characteristics of such "wicked problems".

By engaging in multiple project types and stages, students gain an understanding of the multi-layered context of an interior designer's work. Projects incorporating lighting, security, HVAC, and mechanical systems provide students the conduit to develop an understanding of systems thinking. With projects ranging from a dorm room to an Ethiopia Museum to the Capstone project, students broaden their thinking to incorporate global aspects of various significance impacting their design solutions.

Part 2: Evidence**Student Learning Expectations**

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

DHM 4294 Studio VI - Student Work/Capstone Project

DHM 4433 Facility Management - Student Work/Case Study

Student work demonstrates **understanding** of:

- b) how social, economic, cultural, and physical contexts inform interior design.²

DHM 3453 Studio IV Environmental Design - Student Work/Project 1: Ethiopia Museum

DHM 4433 Facility Management - Student Work/Case Study

DHM 3033 Material Culture - Student Work/Final Paper

DHM 4264 Studio V Large Scale - Student Work/PACE Project

DHM 4294 Studio VI Capstone - Student Work/Capstone Project

- c) how systems thinking informs the practice of interior design.³

DHM 3453 Studio IV Environmental Design - Student Work/Project 1: Ethiopia Museum

DHM 4264 Studio V Large Scale - Student Work/PACE Project

DHM 4294 Studio VI Capstone - Student Work/Capstone Project

Program Expectations

The interior design program provides:

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

DHM 1101 Wicked Problems - Student Work/Investigative Report

DHM 2103 Studio I Residential - Lecture 13/Smart Homes

DHM 3033 Material Culture - Textbook - What Objects Mean: An Introduction to Material Culture - Chapter 16/Diffusion (Bagels)

DHM 4264 Studio V Large Scale - Student Work/PACE Project

DHM 4994 Studio VI Capstone - Student Work/Capstone Project

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

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

e) exposure to a variety of cultural norms.

DHM 2103 Studio I Residential - Project 1/Designing Small Spaces - A Dorm Room of the Future

DHM 3453 Studio IV Environmental Design - Project 1: Ethiopia Museum

DHM 3033 Material Culture - Textbook - What Objects Mean: An Introduction to Material Culture - Chapter 17/Narratives (Manga)

f) opportunities for developing multicultural awareness.⁴

DHM 2103 Studio I Residential - Project 1/Designing Small Spaces - A Dorm Room of the Future

DHM 3453 Studio IV Environmental Design - Project 1: Ethiopia Museum

DHM 3033 Material Culture - Lecture/Oklahoma: Reclaiming Native America? (Audio Recording)

Curriculum Matrix - Oklahoma State University

 Orange designates the course supporting each standard.		First Year		Second Year				Third Year						Fourth Year												
		Fall	Spring	Fall		Spring		Fall		Spring				Fall	Spring											
		DHM 1101: WICKED PROBLEMS OF INDUSTRIAL PRACTICE (AJ)	DHM 1123: GRAPHICS FOR INTERIOR DESIGN I (LM)	DHM 1003: DESIGN THEORY & PROCESSES (LMP)	DHM 2233: GRAPHICS FOR INTERIOR DESIGN II (LM)	DHM 2003: PROBLEM SOLVING STRATEGIES (AJ)	DHM 2073: COMPUTER AIDED INTERIOR DESIGN (EJ)	DHM 2103: INTERIOR DESIGN STUDIO I - RESIDENTIAL (TC)	DHM 2573: TEXTILES (SM)	DHM 2403: RESEARCH METHODS (AJ)	DHM 2263: INTERIOR DESIGN STUDIO II - SMALL SCALE (HC)	DHM 2302: SUPERVISED FIELD EXPERIENCE (HC)	DHM 3173: DIGITAL DESIGN COMMUNICATIONS (TC)	DHM 3233: HERITAGE OF INTERIOR DESIGN I (SD)	DHM 3303: MATERIALS AND FINISHES (PH)	DHM 3343: INTERIOR DESIGN STUDIO III - COMPONENTS & CONSTRUCTION DOCUMENTS (HC)	DHM 3823: PROFESSIONAL PRACTICES (TC)	DHM 3453: INTERIOR DESIGN STUDIO IV - ENVIRONMENTAL DESIGN (PH)	DHM 3991: PRE-INTERNSHIP SEMINAR (TC)	DHM 4323: HERITAGE OF INTERIOR DESIGN II (SD)	DHM 4373: ADVANCED COMPUTER AIDED DESIGN (TC)	DHM 4433: FACILITY MANAGEMENT & DESIGN (HC)	DHM 4824: PROFESSIONAL INTERNSHIP (TC)	DHM 3033: MATERIAL CULTURE (PH)	DHM 4264: INTERIOR DESIGN STUDIO V - LARGE SCALE (ER)	DHM 4294: INTERIOR DESIGN STUDIO VI - CAPSTONE (ER)

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																											
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Students ***understand*** :

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																											

Notes:

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

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

Recommended page limit: 2 pages

Part 1: Analysis

With many team projects and a strong internship program, it is evident our program places high importance on exposing students to team collaboration. As students work through problem-solving processes, they discover the challenges and importance of performing effectively on a project team. Peer evaluations incorporated into team assignments encourage individual contribution, accountability and the sharing of responsibilities.

The program requires team projects and introduces opportunities for interdisciplinary collaboration. As society and industry evolve and technology eliminates communication boundaries, the importance of student exposure to collaboration challenges during project development is essential. Recent social distancing requirements have provided unexpected opportunities for students to experience the importance of remote communication skills. Students are encouraged to utilize technology to support their team collaboration whether it be an organized group meeting or on-the-fly connections.

Part 2: Evidence

Student Learning Expectations

- a) Students have **awareness** of the integration of multi-disciplinary collaboration in design practice.¹

DHM 2263 Studio II Small Scale - Multi-disciplinary Collaboration Essay

DHM 2302 Supervised Field Experience - Assignment 2

DHM 4824 Professional Internship - Assignment 2

DHM 4264 Studio V Large Scale - Course Syllabus

DHM 4294 Studio VI Capstone - Capstone Project

Students **understand**:

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

DHM 2103 Studio I Residential - Student Works / Project 3 Design Reviews

DHM 4264 Studio V Large Scale - Student Works / PACE Project

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

DHM 4373 Advanced Computer Aided Design - Student Works / Project 2

DHM 4824 Professional Internship - Assignment 5a

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

DHM 4264 Studio V Large Scale - Student Works / PACE Project

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

DHM 4373 Advanced Computer Aided Design - Student Works / Project 2

DHM 4824 Professional Internship - Student Works / Assignment 4 Portfolio

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

DHM 2003 Problem Solving Strategies - Student Works / Final Project Report

DHM 2263 Studio II Small Scale - Additional Experienced / WK1M Reflecting on Team Collaboration

DHM 3303 Materials and Finishes - Student Works / Exercise 3 - Healthcare

DHM 4264 Studio V Large Scale - Student Works / PACE Project

- e) Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions.⁵

DHM 2103 Interior Design Studio I - Student Works / Project 2

DHM 4264 Studio V Large Scale - Student Works / PACE Project

Curriculum Matrix - Oklahoma State University

 Orange designates the course supporting each standard.		First Year		Second Year				Third Year				Fourth Year														
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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.

Student Learning Expectations																										
Students have <i>awareness</i> 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 <i>understand</i> :																										
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 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

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

Recommended page limit: 3 pages

Part 1: Analysis

As supported by the program mission and goals, students are prepared to enter the interior design profession with the skills required to support their chosen career path. The curriculum educates students on basic business practices and professionalism throughout multiple courses. Students are provided exposure to the profession via industry speakers and supervised student internships where they experience hands-on opportunities to interact with interior design professionals. The ability to work with recognized firms through a required internship after their junior year helps students gain the understanding and the confidence needed to enter the design profession upon graduation.

Students are exposed to various project types and project sizes throughout the program which familiarizes students with various aspects of the interior design field. Students working individually and as part of a team through the design process provides significant experience to help them succeed in the profession. Projects incorporate the various aspects of the design process requiring students work with lighting, project management and other features that affect career path flexibility. Students interact with professionals and experience leadership opportunities through involvement opportunities with student chapters of professional organizations such as IIDA, ASID, IFMA and USGBC.

Part 2: Evidence

Student Learning Expectations

Students have awareness of the:

a) contexts for interior design practice.¹

DHM 3823 Professional Practices - Exam / Mid-Term Test

DHM 4433 Facility Management & Design - Student Works / Case Study Assignment

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

DHM 4264 Studio V Large Scale - Lectures / 5-International Examples

DHM 4294 Studio VI Capstone- Lectures / International Design

c) breadth and depth of interior design's impact and value.³

DHM 3823 Professional Practices - Mid Term Test

DHM 4264 Studio V Large Scale - Lecture / Evidence Based Design

d) components and responsibilities of business practice.⁴

DHM 2003 Problem Solving Strategies - Lecture / Problem solving Tools

DHM 3823 Professional Practices - Mid Term Test

Students understand:

e) types of professional business formations.⁵

DHM 3823 Professional Practices - Final Test

DHM 4433 Facility Management - Student Works / Guest Speaker Assignment 2 - Types of Professional Business Formations

f) elements of project management.⁶

DHM 2003 Problem Solving Strategies - Student Works / Final Report

DHM 3823 Professional Practices - Final Test

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

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.

g) Instruments of Service.⁷

DHM 3823 Professional Practices - Final Test

DHM 4264 Studio V Large Scale - Student Works / PACE Project

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

h) professional ethics and conduct.⁸

DHM 3823 Professional Practices - Final Test

DHM 4264 Studio V Large Scale - Student Works / PACE Project

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

Program Expectations

The interior design program provides exposure to:

i) career opportunities an interior design education can afford and the options for advanced study.

DHM 2302 Supervised Field Experience - Assignment 2

DHM 3823 Professional Practices - Lecture / Pro_Prac_01

DHM 3991 Pre-Internship Seminar - Additional Experiences / Guest Speakers

DHM 4824 Professional Internship - Assignment 5a

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

j) role models who are qualified by education and experience in interior design.

DHM 3823 Professional Practices - Additional Experiences / Guest Speakers

DHM 3991 Pre-Internship Seminar - Additional Experiences / Guest Speakers

DHM 4824 Professional Internship - Student Works / Host Evaluations

The interior design program provides exposure to the role and value of:

k) legal recognition for the profession.

DHM 3823 Professional Practices - Lecture / Pro_Prac_01.5

DHM 3343 Studio III Components and Construction Documents - Lecture/ Taking the NCIDQ: Jillian Lieke lecture notes

l) professional organizations.

DHM 3823 Professional Practices - Lecture / Pro_Prac_01.5

Student Experiences - Professional Organizations / Student Chapters

m) life-long learning.

DHM 3823 Professional Practices - Text "Professional Practice for Interior Designers" / Chapter 2 / Professional Advancement

DHM 3343 Studio III Components and Construction Documents - Student Works / Unit 4 Assignment 1

n) public service.

DHM 4433 Facility Management & Design - Guest Speaker Assignment 1 / The Value of Public Service

DHM 4264 Studio V Large Scale - Student Works / PACE Project

Curriculum Matrix - Oklahoma State University

 Orange designates the course supporting each standard.		First Year		Second Year				Third Year						Fourth Year												
		Fall		Spring		Fall		Spring		Fall			Spring			Fall		Spring								
		DHM 1101: WICKED PROBLEMS OF INDUSTRIAL PRACTICE (AJ)	DHM 1123: GRAPHICS FOR INTERIOR DESIGN I (LM)	DHM 1003: DESIGN THEORY & PROCESSES (LMP)	DHM 2233: GRAPHICS FOR INTERIOR DESIGN II (LM)	DHM 2003: PROBLEM SOLVING STRATEGIES (AJ)	DHM 2073: COMPUTER AIDED INTERIOR DESIGN (EJ)	DHM 2103: INTERIOR DESIGN STUDIO I - RESIDENTIAL (TC)	DHM 2573: TEXTILES (SM)	DHM 2403: RESEARCH METHODS (AJ)	DHM 2263: INTERIOR DESIGN STUDIO II - SMALL SCALE (HC)	DHM 2302: SUPERVISED FIELD EXPERIENCE (HC)	DHM 3173: DIGITAL DESIGN COMMUNICATIONS (TC)	DHM 3233: HERITAGE OF INTERIOR DESIGN I (SD)	DHM 3303: MATERIALS AND FINISHES (PH)	DHM 3343: INTERIOR DESIGN STUDIO III - COMPONENTS & CONSTRUCTION DOCUMENTS (HC)	DHM 3823: PROFESSIONAL PRACTICES (TC)	DHM 3453: INTERIOR DESIGN STUDIO IV - ENVIRONMENTAL DESIGN (PH)	DHM 3991: PRE-INTERNSHIP SEMINAR (TC)	DHM 4323: HERITAGE OF INTERIOR DESIGN II (SD)	DHM 4373: ADVANCED COMPUTER AIDED DESIGN (TC)	DHM 4433: FACILITY MANAGEMENT & DESIGN (HC)	DHM 4824: PROFESSIONAL INTERNSHIP (TC)	DHM 3033: MATERIAL CULTURE (PH)	DHM 4264: INTERIOR DESIGN STUDIO V - LARGE SCALE (ER)	DHM 4294: INTERIOR DESIGN STUDIO VI - CAPSTONE (ER)

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 <i>understanding</i> 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 <i>ability</i> 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 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.

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

Recommended page limit: 2 pages

Part 1: Analysis

Throughout the interior design curriculum, students are led to adopt a human-based perspective with consideration of a wide range of end-users. Projects in studio courses, as well as exercises in DHM 3303 Materials and Finishes and DHM 2403 Research Methods, expose students to the design processes for various types of environments with well-being as an integral consideration. Evidence-based design assignments involve students in the processes of identifying a problem, evaluating options and providing a solution based on findings. Students apply their knowledge of human experiences to the built environment in project design solutions.

Students experience the relationships among built environments, technology and human behavior through the department's state-of-the-art Mixed Reality Lab. The recently added Human Environmental Factors Lab focuses on functional and social systems as predictors of well-being in older adults. The lab is designed to accelerate the development, validation and adoption of advances in environments and technology for older adults and individuals living with physical and cognitive challenges. Students and faculty perform adaptable, state-of-the-art human factors research, as well as receive support in new pedagogical approaches in order to prepare a new generation of professionals in design, health care and the social sciences.

Part 2: Evidence

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

DHM 2103 Studio I Residential - Student works / Project 1: Dorm Room of the Future

DHM 2263 Studio II Small Scale - Student Works / Assignment 1- Healthcare Patient Room

DHM 4264 Studio V Large Scale - Student Works / Pace Project

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

- b) the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.²

DHM 2103 Studio I Residential - Student Works / Project 3: Senior Living

DHM 3303 Material Finishes - Student Works / Exercise 3 Healthcare

DHM 3453 Studio IV Environmental Design - Student Works / Project 1: Ethiopia Museum

DHM 4264 Studio V Large Scale - Student Works / PACE Project

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

Student work demonstrates the ability to:

- c) gather and apply human-centered evidence.³

DHM 2103 Studio I Residential - Student Works / Project 3: Senior Living Students apply knowledge of human experiences and their effects on design of the built environment.

DHM 2403 Research Methods - Student Works / Final Report

DHM 2263 Studio II Small Scale - Student Works / Assignment 1 - Healthcare Patient Room

DHM 4264 Studio V Large Scale - Student Works / PACE Project

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

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

Evidence

DHM 2103 Studio I Residential - Student works / Project 1: Dorm Room of the Future

DHM 2263 Studio II Small Scale - Student Works / Assignment 1 - Healthcare Patient Room

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.*

DHM 4264 Studio V Large Scale - Student Works / PACE Project
DHM 4294 Studio VI Capstone - Student Works / Capstone Project

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

DHM 2103 Studio I Residential - Student Works / Project 3: Senior Living
DHM 2263 Studio II Small Scale - Student Works / Assignment 2 Senior Living Apartment
DHM 3343 Studio III Components & Construction Documents - Student Works / Unit 4
DHM 3453 Studio IV Environmental Design - Student Work /Final Project: Atherton Hotel Renovation
DHM 4264 Studio V Large Scale - Student Works / PACE Project

f) apply wayfinding techniques to design solutions.

DHM 4264 Studio V Large Scale - Student Works / PACE Project
DHM 4294 Studio VI Capstone - Student Works / Capstone Project

Curriculum Matrix - Oklahoma State University

 Orange designates the course supporting each standard.		First Year		Second Year				Third Year						Fourth Year												
		Fall		Spring		Fall		Spring		Fall			Spring			Fall		Spring								
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Standard 8. Design Process - Interior designers employ all aspects of the design process to creatively solve a design problem.

Student Learning Expectations																									
Student work demonstrates the ability to <u>apply</u> space planning techniques throughout the design process.	8a																								
Student work demonstrates the ability to <u>apply</u> knowledge and skills learned to:																									
solve progressively complex design problems.	8b																								
identify and define issues relevant to the design problem.	8c																								
synthesize information to generate evidenced-based design solutions.	8d																								
use precedents to inform design concepts or solutions.	8e																								
explore and iterate multiple ideas.	8f																								
design creative and effective solutions.	8g																								
execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.	8h																								
Students <u>understand</u> the importance of evaluating the relevance and reliability of information and research impacting design solutions.	8i																								
Program Expectations																									
The interior design program includes:																									
exposure to a range of problem identification and problem solving methods.	8j																								
opportunities for innovation and risk taking.	8k																								
exposure to methods of idea generation and design thinking.	8l																								

Notes:

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

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

Recommended page limit: 3 pages

Part 1: Analysis

Students exhibit the ability to apply problem solving methods throughout the design process while developing design solutions. Working both independently and within teams, students conduct research, explore ideas, and apply evidence as they execute the design process. Coursework and projects are selected specifically to introduce students to various cultural and societal issues. Students explore various methods of identifying core issues as well as multiple techniques of programming for discovery of needs. Projects concentrated on various generation sectors require students to assess societal issues and their effect on the built environment.

Students are exposed to many approaches to explore the design process and creative problem solving. Studio courses throughout the program allow students to collaborate and explore ideas with peers as they explore the design process and develop solutions. Courses such as Design Theory and Processes as well as Problem Solving Strategies expose students to a range of problem identification and problem solving methods. While working through self-study, faculty discussed incorporating additional opportunities for students to develop and document multiple options during the design process, enhancing idea generation and creative thinking.

Part 2: Evidence

Student Learning Expectations

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

DHM 2103 Studio I Residential – Student Works / Project 2

DHM 2263 Studio II Small Scale – Student Works / Assignment 1 - Healthcare Patient Room

DHM 4264 Studio V Large Scale – Student Works / PACE Project

DHM 4294 Studio VI Capstone – Student Works / Capstone project

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

b) solve progressively complex design problems.

DHM 2103 Studio I Residential – Student Works / Project 2

DHM 2263 Studio II Small Scale – Student Works / Assignment 1 - Healthcare Patient Room

DHM 4264 Studio V Large Scale – Student Works / PACE Project

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 2103 Studio I Residential – Student Works / Project 2

DHM 4264 Studio V Large Scale – Student Works / PACE Project

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 2103 Studio I Residential – Student Works / Project 2

DHM 2263 Studio II Small Scale – Student Work / Assignment 1 - Healthcare Patient Room

DHM 4264 Studio V Large Scale – Student Works / PACE Project

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 1003 Design Theory & Processes – Student Works / Project 9: From concept to 3D

DHM 2103 Studio I Residential – Student Works / Project 1: Dorm Room

DHM 3233 Heritage of Interior Design I – Student Works / Autobiography Assignment

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.

DHM 4264 Studio V Large Scale – Student Works / PACE Project
DHM 4294 Studio VI Capstone – Student Works / Capstone Project

f) explore and iterate multiple ideas.

DHM 1003 Design Theory & Processes – Student Works / Project 9
DHM 2263 Studio II Small Scale – Student Work / Assignment 2 - Senior Living Apartment
DHM 4264 Studio V Large Scale – Student Works / PACE Project
DHM 4294 Studio VI Capstone – Student Works / Capstone Project

g) design creative and effective solutions.⁴

DHM 1003 Design Theory & Process – Student Works / Project 9: From concept to 3D
DHM 2103 Studio I Residential – Student Works / Project 2
DHM 2263 Studio II Small Scale – Student Work / Assignment 1 - Healthcare Patient Room
DHM 4264 Studio V Large Scale – Student Works / PACE Project
DHM 4294 Studio VI Capstone – Students Works / Capstone Project

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

DHM 2263 Studio II Small Scale – Student Work / Assignment 2 - Senior Living Apartment
DHM 4264 Studio V Large Scale – Student Works / PACE Project
DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 4264 Studio V Large Scale – Student Works / PACE Project
DHM 4294 Studio VI Capstone – Student Works / Capstone Project

Program Expectations

The interior design program includes:

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

DHM 2003 Problem Solving Strategies – Lecture 1: Problem Solving Tools
DHM 4264 Studio V Large Scale – Projects / PACE Project
DHM 4294 Studio VI Capstone – Projects / Capstone Project

k) opportunities for innovation and risk taking.

DHM 2003 Problem Solving Strategies – Assignment 1 / Final Report
DHM 4264 Studio V Large Scale – Projects / PACE Project
DHM 4294 Studio VI Capstone – Projects / Capstone Project

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

DHM 2003 Problem Solving Strategies – Lecture 3: Design Thinking Documentary
DHM 4264 Studio V Large Scale – Projects / PACE Project
DHM 4294 Studio VI Capstone – Projects / Capstone Project

Curriculum Matrix - Oklahoma State University

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Standard 9. Communication - Interior designers are effective communicators.

Student Learning Expectations																									
Students are <i>able</i> to effectively:																									
interpret and communicate data and research.	9a																								
express ideas and their rationale in oral communication.	9b																								
express ideas and their rationale in written communication.	9c																								
express ideas developed in the design process through visual media: ideation drawings and sketches.	9d																								
express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.	9e																								
Program Expectations																									
The interior design program provides opportunities for:																									
exposure to evolving communication technologies.	9f																								
students to develop active listening skills in the context of professional collaboration.	9g																								

Notes:

Standard 9. Communication. Interior designers are effective communicators.

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

Recommended page limit: 2 pages**Part 1: Analysis**

The program requires students to develop all aspects of their communication skills in preparation for the profession. Students learn the importance of critical listening skills as they identify needs, collaborate amongst project teams, and communicate both visually and orally their design solutions. The Capstone project requires students to develop active listening skills as they reach out to state and local entities, building owners, architects, interior designers, developers and real estate brokers, gathering information about the project site, building type and programming of needs. Students conduct information gathering meetings via evolving communication technologies and are able to express project solutions using in-person, video and a variety of graphic communication methods. Senior Capstone design students express their ideas and rationales in one-on-one oral communication as well as team critiques through the project process. Final design presentations have been held at the LIFE Senior Day Center where the center participants and administrators attend the student presentations.

In the Atherton Hotel Renovation, students prepare written design concept statements and written manifestations of the concept specifically explaining “how” they accomplished the design concept. Visual presentations consist of preliminary diagrams (bubble, zoning, adjacency diagrams), sketches, plans, sections and elevations of their designs. Design students express project solutions using in-person, video, and a variety of graphic communication methods. Various courses and projects allow students the valuable opportunity to practice presentation styles and oral communication skills when presenting to faculty, peers, guests, and design professionals. Skills are honed and confidence is built as students communicate design solutions visually and orally to design review teams.

Part 2: Evidence**Student Learning Expectations**

Students are **able** to effectively:

a) interpret and communicate data and research.

DHM 2403 Research Methods – Student Works / Final Project Report

DHM 4264 Studio V Large Scale – Student Works / PACE Project

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

b) express ideas and their rationale in oral communication.

DHM 2103 Studio I Residential – Student Works / Project 3

DHM 3303 Materials & Finishes – Student Works / Exercise 3

DHM 4264 Studio V Large Scale – Student Works / PACE Project

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

c) express ideas and their rationale in written communication.

DHM 1101 Wicked Problems of Industrial Practice – Student works / Investigative Report

DHM 3453 Studio IV Environmental Design – Student Works / Final Project: Atherton Hotel

DHM 4824 Professional Internship – Student Works / Assignment 5b

DHM 3033 Material Culture – Student Works / Final Paper

DHM 4264 Studio V Large Scale – Student Works / PACE Project

d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.¹

DHM 2103 Studio I Residential – Student Works / Project 3

DHM 2263 Studio II Small Scale – Student Works / Assignment 1

DHM 4373 Advanced Computer Aided Design – Student Works / Project 2

DHM 4264 Studio V Large Scale – Student Works / PACE Project

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.

- e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.²

DHM 2263 Studio II Small Scale – Student Works / Assignments 3: Pocket Door

DHM 3173 Digital Design Communications – Student Works / Project 3

DHM 4373 Advanced Computer Aided Design – Student Works / Project 2

DHM 4264 Studio V Large Scale – Student Works / PACE Project

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

Program Expectations

The interior design program provides opportunities for:

- f) exposure to evolving communication technologies.³

DHM 3173 Digital Design Communications – Project 3

DHM 4373 Advanced Computer Aided Design – Project 2

DHM 4264 Studio V Large Scale – PACE Program

DHM 4294 Studio VI Capstone – Capstone Project

- g) students to develop active listening skills in the context of professional collaboration.⁴

DHM 4264 Studio V Large Scale – PACE Program

DHM 4294 Studio VI Capstone – Capstone Project

DHM 4433 Facility Management and Design - Student Works / Guest Speaker Assignment 1

Curriculum Matrix - Oklahoma State University

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

Student Learning Expectations																										
Students <i>understand</i> 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 <i>understand</i> the social, political, and physical influences affecting historical changes in design of the built environment.	10e																									

Notes:

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

Recommended page limit: 2 pages

Part 1: Analysis

Students understand the social, political, and physical influences affecting historical changes in design of the built environment. Heritage of Design courses focus on movements and traditions in architecture, decorative arts, furniture, and art. Through the creation of journals and autobiography reports, students build a base of design history knowledge. Various courses throughout the program incorporate the application of design history awareness with projects calling for students to address historical preservation and design concept statements as they develop design solutions.

Through the signature course, Supervised Field Experience, students are introduced to various museum venues and required to analyze and compare various historic and contemporary elements. The department's Pepin Collection, consisting of a number of design related artifacts, continues to be a valuable resource available for the program. The Pepin Online Collection was compiled by 3D scanning allowing students and educators convenient access to these artifacts through an online platform. Artifacts are exhibited in the corridor display cases and stored in the studio classroom for use during student's sketching exercises..

Part 2: Evidence

Student Learning Expectations

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

a) interior design.

DHM 3233 Heritage of Interior Design I – Student Works / Autobiography Research Paper

DHM 4323 Heritage of Interior Design II – Student Works / Autobiography Research Paper

b) furniture, decorative arts, and material culture.¹

DHM 2302 Supervised Field Experience – Student Works / Assignment 1

DHM 3233 Heritage of Interior Design I – Student Works / Autobiography Research Paper

DHM 4323 Heritage of Interior Design II – Student Works / Autobiography Research Paper

c) architecture.

DHM 3233 Heritage of Interior Design I – Student Works / Autobiography Research Paper

DHM 4323 Heritage of Interior Design II – Student Works / Autobiography Research Paper

d) art.

DHM 3233 Heritage of Interior Design I - Student Works / Journal Assignments

DHM 4323 Heritage of Interior Design II – Student Works / Journal Assignments

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

DHM 3233 Heritage of Interior Design I – Student Works / Autobiography Research Paper

DHM 4323 Heritage of Interior Design II – Student Works / Autobiography Research Paper

Curriculum Matrix - Oklahoma State University

[illegible]

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

Student Learning Expectations		
Students <i>understand</i> the elements and principles of design, including spatial definition and organization.	11a	
Student work demonstrates the <i>ability</i> to:		
explore a range of two- and three-dimensional design solutions using a variety of media.	11b	
Students effectively <i>apply</i> 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 11. Design Elements and Principles. Interior designers apply elements and principles of design.

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

Recommended page limit: 2 pages

Part 1: Analysis

Students are introduced early in the curriculum to the elements and principles of design and continue to apply this understanding throughout the program. Students exhibit their understanding as they create various compositions in courses such as Design Theory and Processes and create design solutions using various computerization tools in studio course projects.

Design solutions reflect the student's understanding of elements and principles of design as they navigate spatial definition and organization, visual representation, color rendering and finish selections. Using manual techniques and a diverse technological skillset, students manipulate design elements and principles and related theories as they develop two- and three-dimensional design solutions, renderings, construction drawings, compositions and presentation boards. In the program's concluding studio courses, project deliverables represent a culmination of the student's ability to apply this knowledge throughout the many layers of the design process.

Part 2: Evidence

Student Learning Expectations

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

DHM 1003 Design Theory & Processes – Student Works / Project 9

DHM 2103 Studio I Residential – Student Works / Project 3

DHM 3343 Studio III Components & Construction Documents – Student Works / Unit 1 Assignment 1

DHM 4264 Studio V Large Scale – Student Works / PACE Program Project

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

Student work demonstrates the ability to:

- b) explore a range of two- and three-dimensional design solutions using a variety of media.¹

DHM 1123 Graphics for Interior Design I – Student Works / Project 4: Presentation Board

DHM 2233 Graphics for Interior Design II – Student Works / Project 5: Branding Package

DHM 3173 Digital Design Communications – Student Works / Project 1

DHM 4373 Advanced Computer Aided Design – Student Works / Project 2

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:

- c) two-dimensional design solutions.²

DHM 1003 Design Theory & Processes – Student Works / Project 9

DHM 2233 Graphics for Interior Design II – Student Works / Project 4 - Rendered Plan and Elevation

DHM 2073 Computer Aided Interior Design – Student Works / Final Project

DHM 4264 Studio V Large Scale – Student Works / PACE Program Project

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

- d) three-dimensional design solutions.²

DHM 2233 Graphics for Interior Design II – Student Works / Project 6: Photoshop

DHM 2263 Studio II Small Scale – Student Works / Assignment 3: physical model of pocket door

DHM 3343 Studio III Components & Construction Documents – Student Works / Assignment 2: design and spatial organization of coworking space

DHM 4264 Studio V Large Scale – Student Works / PACE Program Project

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

Curriculum Matrix - Oklahoma State University

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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 <i>aware</i> of the environmental impact of illumination strategies and decisions.	12a																								
Students <i>understand</i> :																									
the principles of natural and artificial lighting design.	12b																								
strategies for using and modulating natural light.	12c																								
Students competently select and <i>apply</i> luminaires and light sources.	12d																								
Students have <i>awareness</i> of a range of sources for information and research about color.	12e																								
Students <i>understand</i> how light and color impact health, safety, and wellbeing in the interior environment.	12f																								
Student work demonstrates <i>understanding</i> of:																									
color terminology.	12g																								
color principles, theories, and systems.	12h																								
color in relation to materials, textures, light, and form.	12i																								
Student work demonstrates the <i>ability</i> to appropriately:																									
select and apply color to support design concepts.	12j																								
select and apply color to multiple design functions.	12k																								
use color solutions across different modes of design communication.	12l																								

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.

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

Recommended page limit: 2 pages

Part 1: Analysis

Early courses expose students to knowledge of color combinations and palettes, psychological, physiological and socio-cultural application of color. Students learn basic lighting strategies and the various aspects relating to natural and artificial light. In Studio IV, they utilize the technique of “light mapping” to identify and communicate targets to illuminate in horizontal and vertical planes in a museum environment. Students create reflected ceiling plans and learn about modulating light through window treatment solutions.

Part 2: Evidence

Student Learning Expectations

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

DHM 2103 Studio I Residential – Assignments / Project 2

DHM 2302 Supervised Field Experience – Assignments / Assignment 1

DHM 3453 Studio IV Environmental Design – Student Works / Final Project: Atherton Hotel

Students **understand**:

b) the principles of natural and artificial lighting design.¹

DHM 3453 Studio IV Environmental Design – Exams / Outcome / Tests 1, 2, 3

DHM 4264 Studio V Large Scale - Student Works / PACE Program Project

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

c) strategies for using and modulating natural light.

DHM 3453 Studio IV Environmental Design – Exams / Outcome Test 1

DHM 4264 Studio V Large Scale – Student Works / PACE program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

Evidence

DHM 2103 Studio I Residential – Student Works / Project 2

DHM 3453 Studio IV Environmental Design – Student Works / Final Project: Atherton Hotel

DHM 4264 Studio V Large Scale – Student Works / PACE program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 2103 Studio I Residential – Course Input / Lecture 05_Color

DHM 3453 Studio IV Environmental Design – Course Input / Handouts / DHM 3453 Color Information

DHM 4264 Studio V Large Scale – Student Work / PACE: Project Requirements

DHM 4294 Studio VI Capstone – Key Evidence Capstone student designs including color research and mood boards.

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

DHM 3453 Studio IV Environmental Design – Student Work / Final Project: Atherton Hotel

DHM 4264 Studio V Large Scale – Key Evidence: PACE program design documents

DHM 4294 Studio VI Capstone – Key Evidence Capstone student design documents

Student work demonstrates **understanding** of:

g) color terminology.

DHM 1003 Design Theory & Processes – Student Works / Project 6

DHM 2103 Studio I Residential – Student Work / Project 1

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.

DHM 3453 Studio IV Environmental Design – Student Works / Final Project: Atherton Hotel

h) color principles, theories, and systems.

DHM 1003 Design Theory & Processes – Student Works / Project 6

DHM 3453 Studio IV Environmental Design – Student Works / Final Project: Atherton Hotel

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

DHM 2233 Graphics for Interior Design II – Student Works / Project 2: Materials and Finishes

DHM 2573 Textiles – Student Outcome / Final Exam Statistics

DHM 3453 Studio IV Environmental Design – Student Works / Final Project: Atherton Hotel

DHM 4264 Studio V Large Scale – Student Works / PACE program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

j) select and apply color to support design concepts.

DHM 1003 Design Theory & Processes – Student Works / Project 9

DHM 2103 Studio I Residential – Student Works / Project 1

DHM 3453 Studio IV Environmental Design – Student Works / Final Project: Atherton Hotel

DHM 4264 Studio V Large Scale – Student Works / PACE program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

k) select and apply color to multiple design functions.³

DHM 2103 Studio I Residential – Student Works / Project 1

DHM 2263 Studio II Small Scale – Student Works / Assignments 1 - Healthcare Patient Room

DHM 3453 Studio IV Environmental Design – Student Works / Final Project: Atherton Hotel

DHM 4264 Studio V Large Scale – Student Works / PACE program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 1003 Design Theory & Processes – Student Works / Project 9

DHM 2103 Studio I Residential – Student Works / Project 1

DHM 3173 Digital Design Communications – Student Works / Project 1

DHM 4264 Studio V Large Scale – Student Works / PACE program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

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

Notes:

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

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

Recommended page limit: 2 pages

Part 1: Analysis

Project design solutions show students' ability to integrate a broad range of products and materials appropriately in various environments. Assignments include the selection of furnishings, materials, fixtures and equipment for residential, commercial, hospitality, and healthcare projects. Students explain and justify choices of materials and finishes in support of a particular project criteria with regard to human and environmental well-being. Students explore material and product applications with regard to suitability for the specific type of environment and the design intent.

Students evaluate properties, performance criteria, environmental aspects, life safety and life cycle cost. They develop design solutions and effectively communicate their solutions through design documents, explaining installation methods and maintenance requirements for interior materials and/or finishes specifically applicable to the application. Students create design documents specifying appropriate elements in support of the design for nursing home eligible older adults in a variety of contexts (social activities, institutional kitchen, dining, social services, occupational and physical therapy, medical clinic, administrative offices). The program's strong industry partner relationships are important channels for student access to professionals and up-to-date products and materials.

Part 2: Evidence

Student Learning Expectations

Student work demonstrates understanding of:

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

DHM 2573 Textiles - Student Outcome / Final exam_Statistics

DHM 2263 Studio II Small Scale - Student Works / Assignment 2: Senior Living Apartment

DHM 3303 Materials and Finishes - Student Works / Exercise 3: Healthcare

DHM 4264 Studio V Large Scale - Student Works / PACE Program

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

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

DHM 2573 Textiles - Student Outcome / Midterm Exam 2_Statistics

DHM 3303 Materials and Finishes - Student Works / Exercise 3: Healthcare

DHM 2263 Studio II Small Scale - Student Works/ Assignment 3: Pocket Door

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

DHM 2302 Supervised Field Experience - Student Works / Assignment 2

DHM 3303 Materials and Finishes - Student Works / Exercise 3: Healthcare

DHM 4264 Studio V Large Scale - Student Works / PACE Program

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

d) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.

DHM 2573 Textiles - Student Works / Lab Presentation

DHM 3303 Materials and Finishes - Student Works / Exercise 3: Healthcare

DHM 4264 Studio V Large Scale - Student Works / PACE Program

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

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.

- e) 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

DHM 2573 Textiles - Student Work / Lab Presentation

DHM 2263 Studio II Small Scale - Student Works / Assignment 1: Healthcare Patient Room

DHM 3303 Materials and Finishes - Student Works / Exercise 3: Healthcare

DHM 4264 Studio V Large Scale - Student Works / PACE Program

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

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

Student Learning Expectations																									
Students are <i>understand</i> that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.	14a																								
Students <i>understand</i> :																									
the principles of acoustical design.	14b																								
appropriate strategies for acoustical control.	14c																								
the principles of thermal design.	14d																								
how active and passive thermal systems and components impact interior design solutions.	14e																								
the principles of water systems and waste systems.	14f																								
strategies for integrating water systems and waste systems.	14g																								
the principles of indoor air quality.	14h																								
how the selection and application of products and systems impact indoor air quality.	14i																								

Notes:

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

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

Recommended page limit: 2 pages

Part 1: Analysis

Courses including the studio courses, Materials and Finishes, and Facility Management, expose students to elements and strategies influencing wellbeing and the impact of design selections on the built environment. Students are exposed to aspects of acoustic principles, indoor air quality, water and waste management, environmental systems and thermal design.

Students engage industry professionals across disciplines and manufacturer specialists as they research materials and applications relating to special needs and end-user requirements unique to each project. Product and material specifications, and applications of such, reflect the student's understanding of the impact these elements have on various types and scales of interior environments. In addition to the required curriculum, students select three modules from an offering of various sustainability seminar courses. In these modules, students explore aspects of sustainability, influences related to their field of study, and global impact. Opportunity for improvement discussions will address increasing passive thermal system applications in student outcome.

Part 2: Evidence

Student Learning Expectations

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

DHM 3303 Materials and Finishes - Student Works / Exercise 2: Residential

DHM 3453 Studio IV Environmental Design - Student Output / Test 3 Chart

DHM 4433 Facility Management & Design - Student Works / Assignment 1: Case Study

Students understand:

- b) the principles of acoustical design. ¹

DHM 3303 Materials and Finishes - Student Works / Exercise 3: Healthcare

DHM 3453 Studio IV Environmental Design - Student Output / Test 3 Chart

- c) appropriate strategies for acoustical control. ²

DHM 3303 Materials and Finishes - Student Works / Exercise 3: Healthcare

DhM 3453 Studio IV Environmental Design - Student Output / Test 3 Chart

- d) the principles of thermal design. ³

DHM 3303 Materials and Finishes - Student Works / Exercise 3: Healthcare

DHM 3453 Studio IV Environmental Design – Student Output / Modified quiz - Environmental Systems Test Chart

- e) how active and passive thermal systems and components impact interior design solutions.**

DHM 3453 Studio IV Environmental Design – Student Output / Modified quiz - Environmental Systems Test Chart

- f) the principles of water systems and waste systems. ⁴

DHM 3453 Studio IV Environmental Design – Student Output / Modified quiz - Environmental Systems Test Chart

DHM 4264 Studio V Large Scale - Student Works / PACE Program

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, and water and waste systems 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.

g) strategies for integrating water systems and waste systems.⁴

DHM 3453 Studio IV Environmental Design – Student Output / Modified quiz - Environmental Systems Test Chart

DHM 4264 Studio V Large Scale - Student Works / PACE Project - design documents

DHM 4294 Studio VI Capstone - Student Works / Capstone Project - design documents

h) the principles of indoor air quality.⁵

DHM 3303 Materials and Finishes - Student Works / Exercise 3: Healthcare

DHM 4264 Studio V Large Scale - Student Works / Assignment 1: evidence based design (biophilia)

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

DHM 3303 Materials and Finishes - Student Works / Exercise 3: Healthcare

DHM 4264 Studio V Large Scale - Student Works / PACE Program

DHM 4294 Studio VI Capstone - Student Works / Capstone Project

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

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

Notes:

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

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

Recommended page limit: 2 pages

Part 1: Analysis

Projects expose students to building systems and construction documents enhancing their understanding of interior construction and the built environment. Students develop construction drawings to include lighting, power and telecommunication plans. They select security systems and moisture control components related to museum environments. Students produce construction documents, animated walkthroughs and renderings for comprehensive deliverables of their design solutions.

Students produce performance specifications for ceiling systems, acoustical systems, paint and/or lighting system products and justify how these products support their design intent. They create reflected ceiling plans addressing the integration of various systems and the manifestation of these systems in their drawings. Students are aware of environmental impact for a wide range of materials and their application in the built environment.

Part 2: Evidence

Student Learning Expectations

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

DHM 3303 Materials & Finishes – Textbook / Materiality and Interior Construction by Nancy Gesimondo and Jim Postell, 2011

DHM 3343 Studio III Components & Construction Documents – Student Work / Assignment / Unit 3 - Assignment 2

DHM 4433 Facility Management & Design – Student Work / Assignment 1 - Case Study

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

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

DHM 2263 Studio II Small Scale – Student Work / Assignment 1 - Hospital Patient Room

DHM 3343 Studio III Components & Construction Documents – Student Works / Unit 5 - Assignment 3

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

DHM 2263 Studio II Small Scale – Key Evidence: Student Work / Assignment 3 - pocket door

DHM 3343 Studio III Components & Construction Documents – Student Works / Unit 5 - Assignment 5

DHM 3453 Studio IV Environmental Design – Student Works / Project 3: Atherton Hotel

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 3303 Materials & Finishes – Student Works / Exercise 3 Healthcare

DHM 3343 Studio III Components & Construction Documents – Student Works / Unit 4 Assignments 1-3

DHM 3453 Studio IV Environmental Design – Student Works / Project 3: Atherton Hotel

DHM 4264 Studio V Large Scale – Student Works / PACE Program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 3453 Studio IV Environmental Design – Student Works / Project 3 Atherton Hotel

DHM 4264 Studio V Large Scale – Student Works / PACE Program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

- f) monitoring systems pertaining to energy, security, and building controls systems.⁵

DHM 3453 Studio IV Environmental Design – Student Works / Project 1 Ethiopia Museum

DHM 4433 Facility Management & Design – Student Work / Assignment 1 - Case Study

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.

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

DHM 2263 Studio II Small Scale – Student Works / Assignment 3a - Coworking Space physical model

DHM 3343 Studio III Components & Construction Documents – Student Works / Unit 5 - Assignment 5

DHM 4264 Studio V Large Scale – Student Works / PACE Program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 3343 Studio III Components & Construction Documents – Student Output / Key Evidence: Unit 5 Quiz

DHM 4373 Advanced Computer Aided Design – Student Works / Project 2 - Construction Documents

DHM 4264 Studio V Large Scale – Student Works / PACE Program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

Students are **able** to:

i) read and interpret construction documents.⁶

DHM 3343 Studio III Components & Construction Documents – Student Works / Unit 2 Assignment 3

DHM 4373 Advanced Computer Aided Design – Student Works / Project 2 - Construction Documents

DHM 4264 Studio V Large Scale – Student Works / PACE Program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 2263 Studio II Small Scale – Student Work / Assignments 1 - Healthcare Patient Room

DHM 3343 Studio III Components & Construction Documents – Student Works / Unit 5 - Assignment 5

DHM 3453 Studio IV Environmental Design – Student Works / Project 3 Atherton Hotel

DHM 4373 Advanced Computer Aided Design – Student Works / Project 2 - Construction Documents

DHM 4264 Studio V Large Scale – Student Works / PACE Program

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 Orange designates the course supporting each standard.		First Year		Second Year				Third Year						Fourth Year												
		Fall		Spring		Fall		Spring		Fall		Spring				Fall		Spring								
		DHM 1101: WICKED PROBLEMS OF INDUSTRIAL PRACTICE (AJ)	DHM 1123: GRAPHICS FOR INTERIOR DESIGN I (LM)	DHM 1003: DESIGN THEORY & PROCESSES (LMP)	DHM 2233: GRAPHICS FOR INTERIOR DESIGN II (LM)	DHM 2003: PROBLEM SOLVING STRATEGIES (AJ)	DHM 2073: COMPUTER AIDED INTERIOR DESIGN (EJ)	DHM 2103: INTERIOR DESIGN STUDIO I - RESIDENTIAL (TC)	DHM 2573: TEXTILES (SM)	DHM 2403: RESEARCH METHODS (AJ)	DHM 2263: INTERIOR DESIGN STUDIO II - SMALL SCALE (HC)	DHM 2302: SUPERVISED FIELD EXPERIENCE (HC)	DHM 3173: DIGITAL DESIGN COMMUNICATIONS (TC)	DHM 3233: HERITAGE OF INTERIOR DESIGN I (SD)	DHM 3303: MATERIALS AND FINISHES (PH)	DHM 3343: INTERIOR DESIGN STUDIO III - COMPONENTS & CONSTRUCTION DOCUMENTS (HC)	DHM 3823: PROFESSIONAL PRACTICES (TC)	DHM 3453: INTERIOR DESIGN STUDIO IV - ENVIRONMENTAL DESIGN (PH)	DHM 3991: PRE-INTERNSHIP SEMINAR (TC)	DHM 4323: HERITAGE OF INTERIOR DESIGN II (SD)	DHM 4373: ADVANCED COMPUTER AIDED DESIGN (TC)	DHM 4433: FACILITY MANAGEMENT & DESIGN (HC)	DHM 4824: PROFESSIONAL INTERNSHIP (TC)	DHM 3033: MATERIAL CULTURE (PH)	DHM 4264: INTERIOR DESIGN STUDIO V - LARGE SCALE (ER)	DHM 4294: INTERIOR DESIGN STUDIO VI - CAPSTONE (ER)

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

Student Learning Expectations																									
Students have <u>awareness</u> of the origins and intent of laws, codes, and standards.	16a																								
Student work demonstrates <i>understanding</i> of :																									
standards and guidelines related to sustainability and wellness.	16b																								
sector-specific regulations and guidelines related to construction, products, and materials.	16c																								
Student work demonstrates the ability to <i>apply</i> :																									
federal, state/provincial, and local codes including fire and life safety.	16d																								
barrier-free and accessibility regulations and guidelines.	16e																								

Notes:

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

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

Recommended page limit: 2 pages

Part 1: Analysis

Students learn the importance of regulations and guidelines impacting the design of an interior space. They are exposed to the intent of various laws and codes relating to multiple types of built environments and apply this knowledge in design solutions. Students participate in evidence-based research on biophilia, sustainability, universal design and wayfinding. They consider occupancy factors and/or egress plans in multiple applications including commercial, retail, hospitality, and healthcare applications.

The departments' Human Factors Lab provides students with hands-on experience as they learn about Life Safety Codes and Americans with Disabilities Act accessibility guidelines. The program has strengthened support of this standard by incorporating students' exposure to codes and regulations in multiple courses across the four year curriculum. Students effectively demonstrate how to apply their understanding of codes, regulations, and guidelines to their project design solutions.

Part 2: Evidence

Student Learning Expectations

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

DHM 3343 Studio III Components & Construction Documents – Course Input / Exams & Quizzes - Unit 3

DHM 3453 Studio IV Environmental Design – Course Input / Exams - Test 2 & 3

DHM 4264 Studio V Large Scale – Course Input / Lectures - 6 Egress & 7 ADA

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

Student work demonstrates **understanding** of:

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

DHM 3303 Materials & Finishes – Student Output / Final Exam chart

DHM 4433 Facility Management & Design – Student Works / Assignment 1: Case Study

DHM 4264 Studio V Large Scale – Student Works / Assignment 1 - Evidence Based Design

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

DHM 3303 Materials & Finishes – Student Output / Quiz 2 chart

DHM 4264 Studio V Large Scale – Student Works / PACE Program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

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

d) federal, state/provincial, and local codes including fire and life safety.⁴

DHM 3343 Studio III Components & Construction Documents – Student Works / Unit 4 - Assignment 3

DHM 4264 Studio V Large Scale – Student Works / PACE Program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

e) barrier-free and accessibility regulations and guidelines.

DHM 2263 Studio II Small Scale – Student Works / Assignment 1 - Healthcare Patient Room

DHM 3343 Studio III Components & Construction Documents – Student Works / Unit 2 - Assignment 3

DHM 4264 Studio V Large Scale – Student Works / PACE Program

DHM 4294 Studio VI Capstone – Student Works / Capstone Project

Recommended page limit: 2

1) *Provide a brief description of the conclusions you have drawn about overall program quality.*

- *In what ways are your students especially well prepared to enter professional practice as interior designers?*

Senior interior design students graduate with a strong, interdisciplinary design education that includes design thinking, sketching, pre-programming, schematic design, design development, presentation drawings and construction documents. They have been introduced to factors of evidence-based design and the importance of user-centered practices as well as the impact of the physical environment on well-being for individuals of all ages and abilities. Students are required to participate in a structured summer internship program that helps them acquire valuable skills from the industry. This faculty lead summer internship program is preceded by a professional practice course and a pre-internship course in preparation for their internships. Our students graduate with a strong set of technology tools which allow them flexibility in the types of positions to which they can apply. Our students are ready for projects of various types including residential, small scale commercial tenant improvements, large scale institutional and healthcare and are able to work with pre-programmed projects as well as developing the needs, wants and goals of a new project.

- *What areas could be further strengthened to support current or future preparation of program graduates?*

Students would benefit from hands-on work in building information modeling (BIM) to better understand the intricacies of design in terms of structure, HVAC, and energy efficiency in both existing and new construction. Although we teach Building Information Modeling (BIM) concepts in Revit and students are encouraged to use those skills in Studio 4, more emphasis could be placed on student awareness of BIM to analyze Energy Performance.

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

- *What changes to curriculum or resources have been planned and/or implemented to improve gaps in the educational program identified through self-study?*

We have recently hired a new faculty member for fall 2021 to enhance the digital design and media component of our program and increase the number of NCIDQ instructors teaching studio classes. This will help to bring to the curriculum a stronger emphasis on Building Information Modeling. Also, we have added a prerequisite for DHM 3033 Material Culture which will help to attain a more level knowledge base for students taking the course.

- *When are these changes likely to occur?*

DHM 3303 Material Culture prerequisite: Fall 2021

Faculty new hire: Fall 2021

Curriculum adjustment to include BIM: targeted by 2022

- *What changes in the program, institution, higher education, the profession, or society may impact the program in the future?*

As of April, 2021, we have a new Dean for our college, as well as a new President for our University. We will soon welcome a new Provost as well. We are onboarding a new interior design faculty member, Fall 2021, which will impact the development of the digital design agenda of the program. Our department's strategic mapping process of 2020/2021 has initiated focus groups on key issues moving forward. Our industry is facing an extreme shift post pandemic, with new and pressing challenges for our students as they embark on their careers. As we emerge from this experience, our industry will be challenged to make better places and to better design for human experience.

Students will continue to experience the ripple effect of an increasing aging population and the impact on the built environment moving forward. More projects focus on aging in place and consumers are more open to experimenting with new ways of living, commuting and consuming, impacting how spaces are being transformed.

The economic downturn has impacted company budgets and hiring. The industry has become more nimble with the increase of remote communication, however, the ability to network with peers and clients is more difficult. New hires working from home offices may develop at a different pace without the informal learning opportunities typically experienced in the office/studio environment. The big issues of our time, climate crisis and racial justice,

Section 5. Conclusions

drive a huge push to determine how we can attract more diversity into the design profession. This speaks to career discovery and increasing awareness about design careers.

- *What is being done to address emerging issues, trends, or challenges?*

Charged by the CIDA 2020 Future Scan documents, our department (DHM) has implemented design charrettes to make students aware of and understand how interior designers can take an active role in issues that the community is facing. In the 2020 Fall Designathon, the students were asked to design focusing on the COVID-19 pandemic and provide solutions for designing environments for offices, hospitality, healthcare, education, retail as stated in the CIDA Future Scan Document 2020 (www.osuhack.com). In the Fall of 2019 Designathon, students were asked to design considering topics such as Housing for the Displaced (migrant populations), Housing the Urban Homeless, Housing for Disasters, Housing in Space etc. in accordance with themes and topics stated in the CIDA Future Scan Document 2019. Furthermore, these documents (and previous future scans such as CIDA Future Scan Document 2018) state the importance of emphasizing and training students on the use of emerging technologies such as Virtual Reality (VR), Augmented Reality (AR) and 3D printing and their use in the ID profession. In this regard DHM has developed the mixed reality lab (www.mxrlab.org) and a VR classroom (with 25 VR dedicated computer stations- the only one of its kind in a design school).

Within the programs' Sustainable Design modules and the Human Factors Lab and the Mixed Reality Lab, students experience global and societal issues they will face during their careers. The interior design students have learned to adapt to the academic and studio challenges brought on by COVID-19. *Our students have been incorporating much about Covid-19-related mitigation into DHM 3453 ID Studio IV Atherton Hotel project.* While most classes have been online or hybrid for the last year, our students have persevered, learning how to work in teams virtually, sharing information through online document sharing platforms and presenting their progress work and final presentations via Zoom.

Faculty Data Forms Link:

http://okstatedesign.com/CIDA/assets/files/Faculty-DataForms_Combined.pdf

Curriculum Matrix Link:

[Curriculum_Matrix_04.16.2021](#)

Faculty Data Form

Name: Aditya Jayadas

Check one:

☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

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

Individual has completed a degree in interior design:

Individual has passed the complete NCIDQ exam:

Check one:

☐ Yes ☒ No

☐ Yes ☒ No

☐ Yes ☒ No

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

0% of time spent in administration

75% of time spent in teaching

25% of time spent in research

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

Bachelor's Degree - Industrial Engineering, Bangalore Institute of Technology, Bengaluru, India, 2000

Master's Degree – Industrial Engineering, St. Mary's University, San Antonio, TX, 2003

Doctoral Degree – Industrial Engineering, Texas Tech University, Lubbock, TX, 2013

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

Assistant Professor, Design, Housing and Merchandising Department, Oklahoma State University (Since Fall 2014)

Courses taught in the past two years:

DHM 1101 - Wicked Problems in Industrial Practices

HS 20280 - Introduction to international study abroad: Costa Rica – centered around Biomimicry

DHM 2003 - Problem Solving Strategies

DHM 2403 - Research Methods

DHM 3103 - Anthropometry and Ergonomics in Design

DHM 4031 - Empathic Design (taught Fall 2017 – will be teaching again Fall 2020)

OLLI Classes - Ergonomics and Aging (Spring 2018) and Blue Zones (Fall 2019)

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

None

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

Publications

1. **Jayadas, A.** (2019). Problem solving in teams in virtual environments using creative thinking. *International Journal of Virtual and Augmented Reality*, 3(2), 41-53.
2. Hebert, P.R., **Jayadas, A.**, Clare, G. and Subramanian, M. (2018). Tunable white light system for mission critical control room and anti-fatigue room for shift workers: A case study. *IEEE PES APEC*, 24-28.
3. **Jayadas, A.** and Kang, M. (2017). Improving Ergonomics for the Safety, Comfort and Health of Caregivers. *Family Caregiving: Fostering Resilience Across the Life Course*, Springer Publications, 63-80.

Presentations

1. Ferreira, A.S., Coston, C. and **Jayadas, A.** (2019). Role of ergonomics and biophilic design on perceived comfort in workstations. *10th International Conference on Applied Human Factors and Ergonomics*, July 24-28, Washington, DC.
2. Knowles, V., Marquez, K., Pei, Y. and **Jayadas, A.** (2019). The case for biodegradable furniture. Educational partnerships and education in higher education. *TCC 5th Annual Sustainability Conference*, February 20th, Tulsa, Oklahoma.
3. Hebert, P. R., **Jayadas, A.** & Chandraskera, T. (2018). "Light reveals the built environment: "A Pictorial sample of students' lighting fixture design projects." Western Social Studies (WSSA) Conference (Juried) (Urban Studies Section), April, 4 – 7, 2018, San Antonio, TX.

Awards, recognitions, grants, competitions:

Faculty Data Form

Jayadas, A. and Kang, M. (2019). moveSIT: A seating solution to help improve blood flow. I-Corps National Program (Award #1924772), *National Science Foundation*: \$50,000.
Jayadas, A. and Kang, M. (2017). moveSIT: A seating solution to help improve blood flow: Funding Organization: I-Corps Site Team Award (#154803), *National Science Foundation*: \$3,000.
Chandrasekera, T., **Jayadas, A.** (2017). sitAND: A seating solution to move from sit to stand. Funding Organization: I-Corps Site Team Award (#154803), *National Science Foundation*: \$3,000.
Jayadas, A. and Kang, M. (2015). Addressing the Needs of Patients and Caregivers in Rural Areas. *Center for Family Resilience, Oklahoma State University*: \$3,500.

Professional memberships and service:

PROFESSIONAL MEMBERSHIP

2013 - Member of the American Society of Biomechanics
2013 - Member of the Human Factors & Ergonomics society
2014 - Research Associate, Center for Family Resilience

REVIEWER

Human Factors and Ergonomics Society Conference *March 2018*
Reviewed two submissions for the conference

EDRA Conference *December 2017, 2018 & 2019*
Reviewed four, six and eight submissions for the three years for the conference

International Journal of Industrial Ergonomics *2018-current*
Reviewed two manuscripts

SERVICE AT THE UNIVERSITY

Safety Officer for the Department (College level committee) *October 2014 to current*

Reinstatement Appeals Committee *Summer 2015 to Fall 2019 – Filled in; Officially serving - Fall 2019 to Current*

Assessment committee *October 2015 to current*

Undergraduate advisor *Since Fall 2015*

Honor's contract advisor *Spring 2015, Spring 2016, Fall 2017 and Spring 2018 & Fall 2019*

Academic Integrity Officer at the University Level *August 2016 to current*

Adviser/Co-adviser for the United States Green Building Council Student Chapter *Jan 2018 to current*

Member of the OSU Fire council *August 2017 to current*

Served as a mentor for one Undergraduate Student as part of Leadership OSU *Fall 2018*

Serving as a faculty associate for four Undergraduate Students who reside at Eco House LLP *Fall 2019*

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

2015

- Met with program officers at the National Institute of Justice and the National Institute of Nursing Research

2016

- Attended the Environmental Design Research Conference in Raleigh, NC

2017

- Attended the NIH regional seminar in New Orleans, LA
- Attended the Applied Ergonomics conference in Los Angeles, CA

2018

- Attended a sustainability workshop at the University of Kansas
- Visited a LEED certified building in Stillwater with the United States Green Building Council students

2019

- Participated in the National Science Foundation I-Corps Workshops in Boston, MA
- Attended a LEED workshop on March 2nd and 9th

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Ebony Jackson _____

Check one:
_____ full-time ☒ adjunct _____ part-time _____ support
_____ other (please indicate):

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

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

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

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

University: University of Missouri, Columbia MO
Degree: MS Architectural Studies
Major: Environment & Behavior
Grad Date: May 2015

University: University of Missouri, Columbia MO
Degree: BS HES Architectural Studies
Major: Interior Design/ Interior Design program accredited by Council for Interior Design Accreditation
Minor: Art
Grad Date: May 2012

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

Adjunct Professor- Interior Design Department	
Art Institute of Dallas	Dallas TX/ October 2015 - June 2020
Teaching Assistant	
Architectural Studies Department/ University of Missouri	Columbia MO/ January 2013 - May 2014
AutoCAD Instructor	
Architectural Studies Department/ University of Missouri	Columbia MO/ August 2012 - December 2013

Courses taught in the past two years:

Digital Modeling 1
Digital Modeling 2
Architectural Drafting
Hospitality Design
Global Design
Residential Design
CAD 2
Introduction to Interior Design

Faculty Data Form

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

Designer III

NELSON

Dallas TX/ July 2019 - Present

Interior Designer

Duncan Design Group

Dallas TX/ August 2016 - July 2019

Project Manager/ FF&E Purchaser

Benjamin West

Dallas TX/ July 2014 - August 2016

Interior Design Assistant

Student Unions/ University of Missouri

Columbia MO/ January 2012 - June 2014

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

Awards, recognitions, grants, competitions:

Professional memberships and service:

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

BDNY

HD Expo

ASID NCIDQ Exam Prep Course

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Emily Roberts

Check one:
☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

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

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

 % of time spent in administration

75 % of time spent in teaching

25 % of time spent in research

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

Ph.D **University of Missouri-Columbia, 2012**
Environment and Behavior Architectural Studies -Human Environmental Sciences

M.A. **University of Missouri-Columbia, 2012**
Gerontology-Human Development and Family Studies

M.Arch **University of New Mexico, 1987**
Architecture, with Distinction

B.A. **California State University Fullerton, 1982**
Environmental Design

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

Assistant Professor **Spring 2015-Present** **Oklahoma State University**
Interior Design Faculty-Department of Design, Housing and Merchandising

Adjunct Professor **2014-2105** **University of North Carolina, Charlotte**
Department of Gerontology

Courses taught in the past two years:

DHM 2233 Graphics for Interior Design II

DHM 4264 Interior Design Studio V-Large Scale Commercial

DHM 4294 Interior Design Studio VI-Capstone

DHM 4810 Problems in Design, Housing, and Merchandising

DHM 4533 Diversity Issues in Facility Management and Design

DHM 5003 Theoretical Perspectives for DHM

DHM 5810 Problems in Design, Housing, and Merchandising

HS 5543 Environments and Aging (Great Plains IDEA)

HONOR 1000 Active Aging for L.I.F.E.: Longevity, Independence, Fitness and Engagement

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

Cunningham Group Architects- Construction Administrator- 2014-2015

Praxis Partners- Project Administrator- 2009-2014

Cauwels and Stuve Development- Facility Manager- 2007-2008

Siena Group- Project Administrator- 2005-2007

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

- Struckmeyer, K., **Roberts, E.**, Gordon, S., Raczowski, B. (2019). Barriers to and strategies for engaging extension educators in family caregiving education. *Journal of Extension*. In print

Faculty Data Form

- Clare, G., Jayadas, A., & **Roberts, E.** (2018). Lessons learned from the Active Aging for L.I.F.E. Intergenerational Programming: College-Age Student and Older Adult 65+ Focus Group Perspectives. *Journal of International Relationships* 17(2) (In Press)
- **Roberts, E.** & Struckmeyer, K. (2018). Ours is the strangest situation, ours is different than most peoples: Spousal caregiver perspectives on the complex challenges of dementia caregiving in late-life marriage. *Marriage and Family Review* (In Press)
- **Roberts, E.** & Pulay, A. (2018). Examining the nursing home physical environment though policy-driven culture change. *Journal of Housing for the Elderly*, 32(1), 1-22.
- **Roberts, E.**, & Struckmeyer, K. (2018). The impact of respite programming on caregiver resilience: Perspectives of primary family caregivers of individuals with dementia. *Inquiry-The Journal of Health Care Organization Provision and Financing*. 55,1-11
- **Roberts, E.**, Bishop, A., Ruppert-Stroescu, M., Clare, G., Hermann, J., Singh, C., Balasubramanan, M., Struckmeyer, K., Kang, M., Slevitch, L. (2017). Active aging for L.I.F.E.: An intergenerational public health initiative addressing perceptions and behaviors around longevity, independence, fitness, and engagement. *Topics in Geriatric Rehabilitation*. 33(3), 211-222.

Awards, recognitions, grants, competitions:

- Fan, G. (PI), **Roberts, E. (Co-PI)** CATcare: Cognitive Assistive Technology for Dementia Homecare March 2019-February 2022 (3 Years) National Institute of Health (\$437,757) **(funded)**.
- **Roberts, E.** (PI) Repurposing urban mall environments for innovation in dementia programs and services- Jan 2019- Dec 2020 (2 Years) NextFifty Initiative (\$111, 917) **(funded)**.
- **Roberts, E.** (PI) Convergence: Transform Grant-Oct 2018-June 2019 (9 months). American Society of Interior Designers (ASID) Foundation (\$30,000) **(funded)**.
- **Roberts, E.** (PI) Student-led designs laying the groundwork for repurposing vacant urban malls into Dementia Friendly City Centers. January 2019-December 2019.(1 Year) Research Project Grants in Humanities, Arts and Design (\$10,000) **(funded)**.

2018/2019 Riata Faculty Fellow: Riata Center for Entrepreneurship, Oklahoma State University

2018 DaVinci Creativity Education Assessment Fellow: The DaVinci Institute: Oklahoma's Creativity Think Tank

Professional memberships and service:

Journal of Aging Studies

Manuscript Reviewer, 2014-present

Journal of Aging and the Environment

Editorial Board Member 2015-present

Manuscript Reviewer, 2012-present

Journal of Applied Gerontology

Manuscript Reviewer 2018-present

Indoor and Built Environment

Manuscript Reviewer 2018-present

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

- **Roberts, E.** (2019) *Laying the Groundwork for Dementia Friendly City Centers: Community Visioning Outcomes*. Environmental Design Research Association, Brooklyn, New York May 2019 (Oral Presentation)
- **Roberts, E.** (2019). *Outcomes from a student led design charrette focused on innovative dementia programs and services*. Southern Gerontological Society Conference, Sandestin, Florida. April, 2019. (Oral Presentation)
- **Roberts, E.** (2018). *New models of wellness care for individuals with dementia: Leading Age Wellness Network Conference*. Midwest City, Oklahoma March 2018. (Oral Presentation)

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: **Gabriela Fonseca Pereira** _____

Check one:
_____ full-time ☒ adjunct _____ part-time _____ support
_____ other (please indicate):

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

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

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

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

2018 **Doctor of Philosophy, Oklahoma State University (OSU), Stillwater, OK.**
 Major: Human Sciences (Interior Design)

2012 **Master of Science, Rio Grande do Sul Federal University (UFRGS), Porto Alegre, RS, Brazil.**
 Major: Design (Design & Technology)

2007 **Bachelor of Arts, Pelotas Federal University (UFPel), Pelotas, RS, Brazil.**
 Major: Visual Arts

2007 **Associate Degree, Sul-rio-grandense Federal Institute, Pelotas, RS, Brazil.**
 Major: Furniture Design

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

2020-present **Assistant Professor (Tenure Track)**
 Illinois State University, Normal, IL.
 Department of Family and Consumer Sciences
 Interior Design Program

2019 **Visiting Professor**
 Oklahoma State University, Stillwater, OK.
 Department of Design, Housing and Merchandising

2017-2018 **Instructor of Record**
 Oklahoma State University, Stillwater, OK.
 Department of Design, Housing and Merchandising

Faculty Data Form

Courses taught in the past two years:

- **DHM 2073 – CAD for Interior Design**
 - **DHM 2263 – Interior Design Studio II: Small Scale Contract**
 - **DHM 3233 – Heritage of Interior Design I**
 - **DHM 4323 – Heritage of Interior Design II**
-

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

2014 **Furniture and Interior Designer**
Ferreira & Britto LTDA, Porto Alegre, RS, Brazil

- Residential and Commercial Design

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

Pereira, G. F., Kang, M., & Sample, R. (2019). Older adults' perceptions on accessibility in a senior cohousing community. *International Journal of Constructed Environment*, 10(2), 9-25. doi: 10.18848/2154-8587/CGP/v10i02/9-25.

Pereira, G. F., Lies, M., & Kang, M. (2019). A case study of place attachment in rural and urban senior cohousing communities. *Housing & Society*, 46(1), 3-22. doi: 10.1080/08882746.2019.1580945

Pereira, G. F., Kang, M., Amaral, F. G., & Batista, V. J. (2018). Brazilian older adults' considerations on bed design features: using the importance-performance matrix and painful areas diagram. *International Journal of Designed Objects*, 12(2), 35-50. doi: [10.18848/2325-1379/CGP/v12i02/35-50](https://doi.org/10.18848/2325-1379/CGP/v12i02/35-50)

Awards, recognitions, grants, competitions:

2019 Jayadas, A., Kang, M., **Pereira, G. F.**, & Sevadjan, M. (2019). moveSIT: A seating solution to help improve blood flow. I-Corps National Program (Award #1924772), National Science Foundation: \$50,000.

2018 **2018 Women's Research Award**
The Women's Faculty Council, Oklahoma State University, Stillwater, OK, USA.

2017 **1st place – IDEC Students Design Competition – Graduate Student Level**
Pereira, G. F., & Hill, S. (2017). H2GO. Interior Design Educators Council, Chicago, USA

Professional memberships and service:

REVIEWER IN PEER-REVIEWED JOURNAL

Pereira, G. F. (2019) *Journal of Environmental Psychology*.

REVIEWER IN PEER-REVIEWED CONFERENCE

Pereira, G. F. (2020) *Interior Design Educators Council (IDEC)*.

Pereira, G. F. (2018-2020). *Environmental Design Research Association (EDRA)*.

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

2020 **IDEC Annual Conference**
Tulsa, OK.
Organized by the Interior Design Educators Council.

2020 **EDRA51**
Tempe, AZ (online).
Organized by the Environmental Design Research Association.

2019 **ASID Oklahoma State Convention**
Oklahoma State University
Organized by the American Society of Interior Designers, Oklahoma Chapter

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Gina Peek _____

Check one:
x ☐ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate): _____

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

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

_____ % of time spent in administration

10 % of time spent in teaching

10 % of time spent in research

BA Art History & French (double major)
M.H.P. Master's in Historic Preservation
Ph.D. Housing and Consumer Economics

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

Oklahoma State University
Associate Prof (present)

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

Spring 2020. DHM 4323. Heritage of Interior Design II.

Fall 2018. DHM 3233. Heritage of Interior Design I.

Courses taught in the past two years:

N/A

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

- Struckmeyer, K., Peek, G., Tripp, P., Bishop, A., & Gordon, S. (2019). Family and Consumer Sciences Extension agent receptiveness to innovative caregiving programming. *Journal of Extension*, 57 (6).
- Peek, G., & Carswell, A. (March, 2018). Older homes, associations, and owner satisfaction. *Housing and Society*, 45 (1).
- Galford, G., & Peek, G. (March, 2018). Miasma: A contextual view of air quality with implications for the home environment. *Housing and Society*, 45 (1).
- Hebert, P., Peek, G., Kang, M., & Zhang, X. (2017). Illuminance levels in social spaces of an older adult facility. *Industrial and Systems Engineering*, 2(2), 21-27.
- Galford, G., & Peek, G. (November, 2016). A contextual view of surveillance with implications for the home environment. *Housing and Society*, 43 (2).
- Peek, G., & Bishop, A. J. (April, 2016). Keeping it safe: Aging in place among rural older adults. *Journal of Extension*, 54 (2).

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

Faculty Data Form

2018-2020

- Royer, T., & Peek, G., ... et al. (2019). IPM Training for Anthropophilic Pests in Housing. Proposal submitted to USDA-NIFA. Role: Co-Principal Investigator. Status, Funded, \$24,303. Note: represents final yr. of 3-yr project.
- Peek, G. (October 17, 2018). Healthy Homes Apps: 1) Everyone Deserves a Safe and Healthy Home Google Play App and 2) Help Yourself to a Healthy Homes Tribal Publication iOS (Apple) App. Proposal submitted to the USDA-NIFA/HUD. Role: Principal Investigator. Status: Funded, \$22,000.
- Chandrasekera, T., & Peek, G. (March 14, 2018). STEM through design: Digital media workshops for Native American middle school girls. National Center for Women & IT (NCWIT) Academic Alliance Seed Fund. Status: Funded, \$10,000.
- Royer, T., & Peek, G., ... et al. (2018). IPM Training for Anthropophilic Pests in Housing. Proposal submitted to the USDA-NIFA. Role: Co-Principal Investigator. Status, Funded, \$24,303. Note: represents yr. 2 of 3-yr project.

Awards, recognitions, grants, competitions:

Professional Organization Offices Held

- Executive committee: Housing Education and Research Association (HERA)
 - President, 2018-2019; President elect, 2017-2018

Professional memberships and service:

2019 Activities

- Housing Education and Research Association (HERA) annual conference
- OSU Institute for Teaching and Learning Excellence. (September 29 – November 9, 2019). Preparing online instructors. Oklahoma State University.
- North Central Regional Directors Leadership Program. (June 25 - June 27, 2019). Kansas City, MO.
- OSU Institute for Teaching and Learning Excellence: OSU Faculty Reads. (Spring 2019). How humans learn: the science and stories behind effective college teaching.
- ASTM International F-11 committee on vacuum cleaners. (February 2016 – Present)

2018 Activities

- Housing Education and Research Association (HERA) annual conference
- Institute for Teaching and Learning Excellence: OSU faculty reads: The spark of learning. (Spring 2018).

2017 Activities

- Housing Education and Research Association (HERA) annual conference
- ASTM International Annual Member Meeting. (May 7 - 10, 2017). Toronto, Canada.

2016-2017 Activities

- Housing Education and Research Association (HERA) annual conference
- OSU Inaugural Academic Leadership Academy. (September 2016 – April 2017). 6 sessions x 3 hours = 18 contact hours. Stillwater, OK.

2015 Activities

- Housing Education and Research Association (HERA) annual conference
- OSU Institute for Teaching and Learning Excellence (ITLE). (September 25). Graduate faculty workshop: Best practices in mentoring graduate students – setting the stage for satisfactory degree progress. Stillwater, OK.
- Oklahoma Cooperative Extension Service (OCES) Statewide Family and Consumer Sciences/4-H Biennial In-Service. (January 20-21). Stillwater, OK.

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

Faculty Data Form

Name: Heather Carlile Carter

Check one:

☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

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

Check one:

☒ Yes ☐ No

Individual has completed a degree in interior design:

☒ Yes ☐ No

Individual has passed the complete NCIDQ exam:

☒ Yes ☐ No

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

 % of time spent in administration

75 % of time spent in teaching

25 % of time spent in research

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

- 2018: Ph.D. Human Environmental Sciences (emphasis – Architectural Studies), University of Missouri, Columbia, MO
- 2012: M.S. Architectural Studies (emphasis – Environment and Behavior) University of Missouri, Columbia, MO
- 1984: B.S. Interior Design, Abilene Christian University, Abilene, TX

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

- Assistant Professor, Oklahoma State University Dept. Design Housing and Merchandising, August 2019 – Tenure Track
- Visiting Assistant Professor, Oklahoma State University Dept. Design Housing and Merchandising, January-May 2019, Non-Tenure
- Adjunct Instructor, Department of Architectural Studies University of Missouri – Columbia, January-May 2019, Non-Tenure
- Program Coordinator of Interior Design, The Art Institute of Dallas, Dallas, TX April 2015 to October 2018, Non-Tenure
- The Art Institutes International – Kansas City, Lenexa, KS Program Coordinator of the Design Department (previously Academic Director of Interior Design) October 2008 to March 2015, Non-Tenure

Courses taught in the past two years:

DHM 2263	Interior Design Studio 2: Small Commercial	Spring 2020	OSU
DHM 4433	Facility Management & Design	Spring 2020	OSU
DHM 4081	Design Activism	Fall 2019	OSU
DHM 3343	Interior Design Studio 3: Construction Documents	Fall 2019	OSU
DHM 2302	Supervised Field Experience: Dallas Architectural Firm Study Trip	Spring 2019	OSU
DHM 4433	Facility Management & Design	Spring 2019	OSU
ARCH ST 2620	People, Places and Design	Spring 2019	MU

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

i.d. Synthesis, LLC (formerly, Heather Carter Interiors), Countryside, KS; Interior Designer/Owner; April 1987 to March 2015

Faculty Data Form

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

SUBMITTED

Roberts, E., Carter, H. (original article submitted April 2020). Re-thinking Dementia Care in the time of the Corona-Virus Outbreak. *Inquiry: The Journal of Healthcare Organization, Provision and Financing*. Manuscript ID is INQ-20-0080.

Roberts, E., Carter, H. (original article submitted April 2020). Laying the Groundwork for the Adaptive Re-Use of Closed Malls for Dementia Friendly City Centers: Outcomes from a Student-led Design Charrette. *Gerontology and Geriatrics Education*. Manuscript ID is GGE-2020-0031.

Stafford, G., Carter, H. (original article submitted April 2020). Late-life accumulation, proliferation, and stagnation of home contents: A phenomenological study of ten aging in place dwellers. *Journal of Aging and Environment*. Manuscript ID is WJHE-2020-0013.

CONFERENCE PROCEEDINGS

Refereed by abstract

Stafford, G.E., Carter, H. (2019). Aging in place alone: Exploring perseverance within long-occupied family homes [Abstract]. *Proceedings of the 2019 Annual Conference of the Housing Education and Research Association*, 31-32.

CREATIVE PROJECTS

Shudy, P., Inman, R., Carter, H. (1993, June). *Special section: Window and walls. Better Homes and Gardens*, 71(6)

Awards, recognitions, grants, competitions:

- Conference Fellow Caring for the Frail Elderly (August 2017), University of Missouri
- Honor's College Visitation Team Member (2012, 2013), Abilene Christian University, Abilene, TX, USA
- College of Education and Human Sciences; Start-up Grant: Survey development of possession meaning for older adults in household transition \$10k; 09/19 – 06/22

Professional memberships and service:

- Workshop facilitation for pre-professionals and senior interior design students to prepare for their NCIDQ (2019-2020)
- Interior Design Educator Council (IDEC). Total of five (5) manuscripts reviewed for the 2020 Annual Conference.
- American Society of Interior Designers (ASID), 2006-present
- International Interior Design Association (IIDA), 2008 - present
- Interior Design Educator Council (IDEC), 2008 - present
- Environmental Design Research Association (EDRA), 2020-present
- Missouri Coalition for Interior Design, Board Member (MCID) (2011- 2015)
- ASID Missouri West Kansas Chapter Board Member 2007 International Interior Design

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

- EDRA Annual Conference 2018, 2019
- Family & Consumer Sciences Teachers Association of Texas (FCSTAT) Professional Development 2016
- Caring for Frail Elderly Annual Conference 2017
- HERA Annual Conference 2019
- IDEC Annual Conference 2015, 2016, 2020
- IDEC Southwest Regional Conference 2015, 2017, 2019
- Metrocon (Dallas) 2015, 2016, 2017

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Leslie Moore _____

Check one:
X ☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate):

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

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

_____ % of time spent in administration

100 % of time spent in teaching

_____ % of time spent in research

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

Bachelor of Science, Interior Design, Oklahoma State University, 1980
Master of Science, Interior Design, Oklahoma State University, 1982

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

Adjunct Instructor, 1982, 1983
Visiting Faculty, 2019, 2020

Courses taught in the past two years:

DHM 1123 Graphics for Interior Design I
DHM 2233 Graphics for Interior Design II
DHM 2302 Supervised Field Experience
DHM 4850 Design and Merchandising Speakers Colloquium

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

Gilliam Design Associates, Designer, 1980 – 1982
Gilliam Weber Design Associates, Senior Designer, 1983-1984
Scott Rice, Steelcase Tulsa Dealer Design Manager, 1985-1990
Scott Rice / Herman Miller Mcquiddy Memphis, Manager of Sales and Design, 1991-1993
Dekalb Office Environments, Atlanta Steelcase Dealer Manager of Design and Project Management, 1994-1997
Scott Rice / Oklahoma City Steelcase Dealer Branch Manager, 1998 – 2000
Baldwin Design Group, Owner, 2001 – 2007
Herman Miller / Workplace Solutions, Oklahoma City Branch Manager, 2008-2010
Scott Rice / Tulsa, Steelcase Dealer Account Manager, 2011 – 2015
Bauhaus / Knoll Dealer Launch and Branch Manager, 2016-2018
45 Design, Owner, 2019 to Present.

Faculty Data Form

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

Choctaw Nation of Oklahoma – Tribal Headquarters, 2017 (Associate message mapping and orientation program)
Choctaw Nation of Oklahoma – Cultural Center, 2020
Cingular Wireless (AT&T) – Regional Headquarter projects nationally (decommission, build + asset allocation)
Stillwater Nation Bank; “SNB Remodeling More Than Just A Paint Job” Stillwater Business News, 1982
Thrifty World Headquarters Project, Tulsa Oklahoma, 1989
Movie set furniture provider for ‘The Firm’: Memphis Commercial Appeal, 1993 ‘Harvester Plant Gets New Role as The Firm’

Awards, recognitions, grants, competitions:

Max Lewis Lee Scholarship, 1980
NCIDQ, 1982
Herman Miller Outstanding Sales Award, 1994
Recognition of Design Excellence, site plaque, Moore Baptist Church Expansion Project, 2005

Professional memberships and service:

IIDA
IFMA – Past Board Member + Events Chair
TFA – Tulsa Foundation for Architecture, Board of Trustee + Building Committee + Event Committee Chair

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

Neocon 2017, 2018
Continuing Education – meet requirements annually for state registration with the Oklahoma Board of Architects, Interior Design and Landscape Architects.

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Luis Mejia Puig _____

Check one:
_____ full-time _____ adjunct _____ part-time _____ support
_____ Xother (please indicate): Graduate associate

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

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

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

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

2017 – Present Ph.D. Student, Design, Housing and Merchandising, Oklahoma State University
2003 MA, Universidad Politécnica de Cataluña. Barcelona, Spain Major: Design and Product Development
1999 BS, Universidad Pontificia Bolivariana. Medellin, Colombia Major: Industrial Design

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

2019 – Present Instructor of Record DHM, Oklahoma State University.
2017 – Present Teaching Assistant DHM, Oklahoma State University.
2018 – 2019 Research Assistant DHM, Oklahoma State University
2006 – 2017 Industrial Design Program Head, Icesi University. Colombia
2004 – 2017 Faculty Assistant Professor, Icesi University. Colombia
2003 – 2004 Adjunct Professor, Icesi University.

Courses taught in the past two years:

2019 – Present Instructor of Record. Design Principles course for freshmen Students. Course offered each semester. Oklahoma State University.
2019 – Present Teaching Assistant. Studio I course for Sophomore Students. Course offered annually. Oklahoma State University.
2018 – 2019 Teaching Assistant. Textiles course for Sophomore Students. Course offered each semester. Oklahoma State University.
2017 – 2018 Teaching Assistant. Design Principles course for freshmen Students. Course offered each semester. Oklahoma State University.

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

2003 – 2004 Packaging Professional, Corn Products International. Colombia
2001 – 2002 Packaging Professional, Corn Products International. Colombia
1999 – 2001 Packaging Engineer, The Gillette company. Colombia

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

Faculty Data Form

2019 Mejia, L. A., & Arango, H. D. (2019). Primary Generators: The Influence of Digital Modeling Environments in the Creative Design Process. *International Journal of Virtual and Augmented Reality (IJVAR)*, 3(2), 11-22. doi:10.4018/IJVAR.2019070102

2019 Chandrasekera, T., Fernando, K., & Puig, L. (2019). Effect of Degrees of Freedom on the Sense of Presence Generated by Virtual Reality (VR) Head-Mounted Display Systems: A Case Study on the Use of VR in Early Design Studios. *Journal of Educational Technology Systems*, 0047239518824862.

2018 Mejia, L. A., Arango, H. D., & Chandrasekera, T. Unexpected Discoveries and Their Enhancement of the Design Process. In *DS 93: Proceedings of the 20th International Conference on Engineering and Product Design Education (E&PDE 2018)*, Dyson School of Engineering, Imperial College, London. 6th-7th September 2018 (pp. 230-235).

2019 Mejia Puig, L. A., Moy Arcila, R., Lozada Cuadros, A. "Development for mushroom vertical growing system." Patent Resolution N° 33784. From the Colombian Superintendence of Industry and Commerce.

2013 Mejia Puig, L. A., Betancourt, M. C. Perspectives in competencies-based education: A curricular experience to form a new industrial design profile. In *DS 76: Proceedings of the 15th international conference on Engineering & product Design Education (E&PDE 2013)*, Dublin, Ireland E&PDE 2013 (pp. 52-57).

Awards, recognitions, grants, competitions:

2020 Recipient for College's Outstanding Doctoral Student Award. College of Human Sciences, Oklahoma State University.

2020. Nomination for College's Excellence in Mentoring undergraduates in research Award. College of Human Sciences, Oklahoma State University.

2020 IDEC Foundation graduate scholar award.

2019 Best Graduate Paper Presentation. IDEC Regional Conference. University of Baylor. Waco, Texas.

2019 D. E. Jorgenson Professional Development Award. College of Human Sciences, Oklahoma State University.

2018 Mejia Puig, L. A., "Irma Dobkin Universal Design Grant." International Furnishing and Design Association.

2016 3rd place for the teacher mentoring the academic process, Masisa contest.

Professional memberships and service:

2019 – Present. Graduate Student Association for Design Housing and Merchandising (DHM) president.

2019 Graduate Student Representative for the Regent Distinguished Award (RDRA) Committee.

2019 – Present DHM Graduate Student Representative for the College of Human Sciences Technology Committee.

2018 – Present GPSGA Liaison for department of Design Housing and Merchandising

2020 – Present Interior Design Educators Council (IDEC).

2019 – Present Phi Beta Delta, Epsilon Upsilon Chapter. Honor Society for International Scholars. Oklahoma State University

2006 – Present Colombian Design Web Association "RAD Colombia". 2016 – 2018. Elected Chair.

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

2020 IDEC National conference. Tulsa, OK.

2020 EDRA National Conference, Tempe, AZ.

2019 Biopac T4 Conference. Santa Barbara, CA.

2018 Seminar in Grant Proposal Writing, Oklahoma State University.

2017 CiTi Training. IRB Social, Behavioral & Educational Research, Oklahoma State University.

2017 Seminar in Academic Integrity for International Students, Oklahoma State University.

2017 Institute for Teaching and Learning Excellence (ITLE) Teaching Training, Oklahoma State University.

Faculty Data Form

Name: Paulette R. Hebert ☒ full-time ☐ adjunct ☐ part-time ☐ support
 Individual has been responsible for ID studio supervision in past 2 academic years: ☒ Yes ☐ No
 Individual has completed a degree in interior design: ☒ Yes ☐ No
 Individual has passed the complete NCIDQ exam: ☐ Yes ☒ No

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

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

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

Louisiana State University	Ph.D. in Human Ecology (Merchandising) with Minor in Marketing	08/1997
Louisiana State University	Master of Science in Human Ecology (Merchandising)	05/1992
Louisiana State University	Bachelor of Interior Design	12/1979

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

Institution	Rank/Role	Appointment Period	Oklahoma
State University (OSU)	Professor with Tenure	01/07-present	
	Don & Cathey Humphreys Chair in International Studies	07/01/15- present	
	Chris Salmon Endowed Professor	08/07-12/11	
	Visiting Chris Salmon Professor (UL Sabbatical)	08/05-09/05	
The University of Louisiana at Lafayette (UL)	Professor with Tenure	08/05-12/06	
	Associate Professor	08/01-08/05	
	Tenure	08/01-12/06	
	Assistant Professor	08/95-08/01	
Louisiana State University (LSU)	Assistant Professor	08/93-08/95	
	Professional-in-Residence -Instructor	08/86-08/93	

Administrative Experience (Academic):

Oklahoma State University		
Design, Housing & Merchandising:		
Study Away Coordinator		05/17-5/18
Department Head		01/07-07/08
University of Louisiana at Lafayette		
School of Architecture and Design		
Director, Facility Design & Management Studio:		01/02-12/06
Founder, Facility Design & Management Studio:		01/02
By Invitation of President of UL		
Coordinator, Interior Design Program:		01/01-12/03
Acting Dean (as needed)		Summers 00, 01
Assistant Dean for Recruiting and Research, College of the Arts:		08/99-08/02
Acting Director, School of Architecture & Design:		Summers 99, 00
Assistant-to-the-Dean College of the Arts:		1996-1999

Courses taught in the past two years: DHM 3033 Material Culture, DHM 3303 Materials and Finishes for Interior Designers, DHM 3453 ID Studio IV: Environmental Systems

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

Paulette Hebert /Ph.D.design Inc.	Interior & Lighting Designer	1998-2006
	Principal/Owner	
Marrero, Couvillon & Associates,	Lighting Design Specialist/	1998-2003

Faculty Data Form

Consulting Engineers	Interior Designer	
Paulette Hebert Lighting Consultants, Inc.	Interior & Lighting Designer	1988–1998
LeBlanc and Assaf and Associates	Head Lighting Designer/	1981-1988
Consulting Engineers	Interior Designer	
Levy-Kramer and Associates	Lighting Designer/	1979-1981
Consulting Engineers	Interior Designer	

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

Journal Examples:

- Hebert, P.R.**, Clare, G., Jayadas, A. & Balasubramanian, M., (2018). "Tunable White Light System for Mission-Critical Control Room and Anti-Fatigue Room for Shift Workers: A Case Study", *2018 IEEE PES Asia-Pacific Power and Energy Engineering Conference Proceedings*. (SCOPUS indexed).
- Hebert, P. R.**, Clare, G. & Jacobs – Gray, N. (2016). In Situ case studies of two operation-critical control rooms at the same facility: With Comparison to industry recommendations, *Industrial and Systems Engineering* 1(1), 16-21.
- Summers, T. & **Hebert, P. R.**, (2001). Shedding some light on store atmospheres: Influence of illumination on consumer behavior. *Journal of Business Research*, 54, (2) 145-150.
(Work was based on Hebert's dissertation. Over 200 citations as of March 2020 according to ResearchGate.)

Book Chapter Examples:

- Hebert, P. R.**, Kang, M., Peek, G. & Frazier, R. (2014). Environmental impact of workplace lighting choices in rural Oklahoma, In Passerini, G. & Brebbia, C. A. (Eds.) *Environmental Impact II*. 421-433. Southampton, UK: WIT Press.
- Lighting Applications, Part IV, (Book) Chapter 18 *Lighting for Merchandise Areas*, Illuminating Engineering Society of North America (IESNA) Lighting Handbook, 8th Ed., 1993. (Book developed by IESNA Merchandise Lighting Subcommittee, **Hebert, P. R.** as a contributing member.)

Books:

- National Retail Lighting Committee, Illuminating Engineering Society of North America (IESNA) Recommended Practices in Merchandise Lighting: A Store Lighting Guide, 2001. (Committee of fifteen (15), including **Hebert, P. R.**, wrote recommendations for retail lighting. IESNA is considered to be "The International Lighting Authority".)

Awards, recognitions, grants, competitions examples:

Don and Cathey Humphreys (Endowed) Chair in Global Studies, 2015 to present, Medal received 2017.

Chris Salmon (Endowed) Chair in Interior Design, 2007- 2011. Medal received 2011.

Fulbright Specialist Grantee, Khon Kaen University, School of Architecture, Khon Kaen Thailand, 08/10/16 – 09/20/16.

Japan Studies Institute Fellow, San Diego State University, 2014.

American Public and Land-Grant Universities (APLU) Board on Human Sciences (BoHS) Undergraduate Research Mentor (National) Award, 2013.

Mentored (6) Undergraduate Facility Management/Interior Design Interns at Argonne National Laboratory, Chicago, IL, 10 week summer sessions in 2010 & 2011. Funded by DOE, NSF and Argonne National Laboratory

Professional memberships and service:

International Association of Lighting Designers (IALD), Educator Member
International Facility Management Association (IFMA); Member, Current OSU Student Chapter President
Mountains and Plains Museum Association, Member

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

Enlighten Europe (Spain); Passive & Low Energy Architecture (Hong Kong); Institute of Electrical & Electronics Engineers (Malaysia); Mountains and Plains Museum Association (New Mexico); International Conference on Studies, Repairs and Maintenance of Heritage Architecture (Spain); Building Information Modeling (BIM) (Spain); Coalition for Advancing Digital Research & Education (Oklahoma Virtual)

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Shannon Darnell

Check one:

____ full-time ☒ adjunct ____ part-time ____ support
____ other (please indicate):

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

Check one:

☐ Yes ☒ No

Individual has completed a degree in interior design:

☒ Yes ☐ No

Individual has passed the complete NCIDQ exam:

☒ Yes ☐ No

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

____ % of time spent in administration

____ % of time spent in teaching

____ % of time spent in research

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

1995-University of Nevada, Las Vegas, B.S. in Business Administration

Majors: Business Management & Marketing

2009-Tulsa Community College, Associate of Applied Science

Major: Interior Design

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

Tulsa Community College-Adjunct faculty

Courses taught in the past two years:

Codes for Interior Design

Design III-Construction Documents

Faculty Data Form

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

Carlyn & Co, Interior Designer, 2005-2007
KKT Architects, Interior Designer, 2009-2013
KKT Architects, Sr. Interior Designer, 2013-2017
KKT Architects, Associate, 2017-2019
KKT Architects, Associate & Interior Design Lead 2019-2020

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

Awards, recognitions, grants, competitions:

Professional memberships and service:

NCIDQ
WELL Accredited Professional
Leed Green Associate
Professional Member of IIDA
CIDQ Item Writing Committee (Help write exam questions for NCIDQ Exam)

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

My registration requires at least 24 CEU hours every (2) years. See attached transcripts.

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Sumit Mandal _____

Check one:
*full-time _____ adjunct _____ part-time _____ support _____
_____ other (please indicate):

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

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

_____ % of time spent in administration

75 % of time spent in teaching

25 % of time spent in research

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

- PhD; Human Ecology – Textile and Apparel Science; University of Alberta, Canada; 2016
- Post Graduate Certificate in Higher Education; Textile Teaching and Learning; Nottingham Trent University, UK; 2010
- MPhil; Textile and Apparel Technology; The Hong Kong Polytechnic University, Hong Kong; 2008
- Bachelor of Science in Technology; Textile Technology; Calcutta University, India; 2001

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

- Oklahoma State University, USA; Assistant Professor; 2019- Present
- Swiss Federal Laboratories for Materials Science and Technology, Switzerland; Postdoctoral Scientist; 2016-2019
- University of Alberta, Canada; Teaching Assistant; 2011-2012
- Pearl Academy of Fashion, India; Assistant Professor; 2008-2011
- The Hong Kong Polytechnic University, Hong Kong; Principal Teaching Assistant; 2007-2008
- National Institute of Fashion Technology, India; Assistant Professor; 2005-2006
- Laxmi Devi Institute of Engineering & Technology, India; Assistant Professor; 2004-2005
- The Technological Institute of Textile and Sciences, India; Lecturer; 2003-2004

Courses taught in the past two years:

- DHM 2573 – Textiles
- DHM 4121 – Sustainable Textile Innovation

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

- Not Applicable

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

Book

- Song, G., **Mandal, S.**, & Rossi, R. (2016). Thermal protective clothing for firefighters. United Kingdom: Woodhead Publishing

Book Chapter

- **Mandal, S.**, Gaan, S., Camenzind, M., Annaheim, S., & Rossi, M. R. (2020). Thermal characterization of fire protective fabrics. In M. Jaffe & J. Menczel (Eds.), Thermal Analysis of Textiles and Fibers (pp. 355-387). United Kingdom: Woodhead Publishing.

Faculty Data Form

- **Mandal, S.**, Annaheim, S., Camenzind, M., & Rossi, M. R. (2019). Clothing and personal protective textiles. In R. Paul (Ed.), *High Performance Technical Textiles* (pp. 159-195). United Kingdom: John Wiley & Sons Ltd.

Journal Paper

- **Mandal, S.**, Annaheim, S., Capt, A., Greve, J., Camenzind, M., & Rossi, M. R. (2019). A categorization tool for fabric systems used in firefighters' clothing based on their thermal protective and thermo-physiological comfort performances. *Textile Research Journal*, 89(16), 3244-3259.
- **Mandal, S.**, Annaheim, S., Greve, J., Camenzind, M., & Rossi, M. R. (2019). Modeling for predicting the thermal protective and thermo-physiological comfort performances of fabrics used in firefighters' clothing. *Textile Research Journal*, 89(14), 2836-2849.

Conference Paper

- **Mandal, S.**, Batcheller, J., Song, G., & Grover, I. B. (abstract accepted). Modeling of hot-water and steam protective performance of fabrics used in firefighters' clothing. *9th European Conference on Protective Clothing*, Stuttgart, Germany, May 10-12, 2021.

Awards, recognitions, grants, competitions:

- Technology Seed Fund from College of Human Science, Oklahoma State University, USA
- Nominated for Outstanding Graduate Mentor Award from College of Education and Human Sciences, Oklahoma State University, USA
- International Postdoctoral Fellowship from Swiss Federal Laboratories for Materials Science and Technology, Switzerland
- Andre Stewart Fellow from University of Alberta, Canada
- Betty Crown Scholarship in Textile and Apparel Science from University of Alberta, Canada
- Killam Laureate from Killam Educational Trust, Canada
- Alberta Innovates Graduate Scholarship from Government of Alberta, Canada
- Joanne A. Vincent Fellow from Alberta Centre for Injury Control & Research, Canada
- FS Chia Fellow from University of Alberta, Canada

Professional memberships and service:

- International Textile and Apparel Association (ITAA), USA
- ITAA Graduate Education Committee, USA
- American Association for Textile Chemists and Colorists (AATCC), USA
- US Department of Agriculture, NC 170 Protective Clothing Committee, USA
- Oklahoma State University, College of Education & Human Sciences Faculty Development and Research Committee Representative
- Oklahoma State University Fire Council, USA
- Journal Reviewer - Textile Research Journal, AATCC Journal of Research, Clothing and Textile Research Journal, Applied Thermal Engineering, Frontiers in Medicine, Materials Research Express, Energy and Fuels Journal, Fire and Materials Journal

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

- Institute of Teaching and Learning 9 Workshops from September-December 2019 at Oklahoma State University, USA.
- 2019-2020 Faculty Scholar Program 3.0 at Oklahoma State University, USA.
- International Fire Service Training Association Executive Board Meeting, Fire Protection and Safety Engineering Technology, Oklahoma State University, USA, July 13, 2019
- Small Angle X-ray Scattering Workshop, Swiss Federal Laboratories for Materials Science and Technology, Switzerland, July 7, 2017.
- Immerging Materials and Design, Swiss Federal Laboratories for Materials Science and Technology, Switzerland, August 23, 2016.

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Tilanka Chandrasekera _____

Check one:
X ☒ full-time ☐ adjunct ☐ part-time ☐ support
☐ other (please indicate): _____

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

Check one:
X Yes ☐ No

Individual has completed a degree in interior design

☐ Yes X No

Individual has passed the complete NCIDQ exam:

☐ Yes X No

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

_____ % of time spent in administration

75 _____ % of time spent in teaching

25 _____ % of time spent in research

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

Ph.D. (2015)

Department of Architectural Studies, University of Missouri-Columbia (MU)

Research Emphasis: Design with Digital Media/Architecture

M.Sc. (2007) - Recognized by the Royal Institute of British Architects (RIBA Part II)

Architecture, Department of Architecture, University of Moratuwa, Sri Lanka

B.Sc. (2004) - Recognized by the Royal Institute of British Architects (RIBA Part I)

Built Environment, Department of Architecture, University of Moratuwa, Sri Lanka

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

Associate Professor, Department of Design, Housing and Merchandising (Tenured)

Oklahoma State University (2019-Present)

Assistant Professor, Department of Design, Housing and Merchandising (Tenure track)

Oklahoma State University (2013-2019)

(more)

Courses taught in the past two years:

DHM 2103	Interior Design Studio I: Residential
DHM 3173	Digital Design Communication
DHM 3823	Professional Practices for Interior Design
DHM 3991	Interior Design Pre-Internship Seminar
DHM 4373	Advanced CAD/ Revit Architecture
DHM 4824	Professional Internship in Interior Design.

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

Architect, Surath Wickramasinghe Associates, Sri Lanka (Jan. 2009-Jul.2009)

Architect, Design Group Five International, Sri Lanka (Jul. 2007-Jan 2009)

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

- "Emergency preparedness in the hospitality industry in Sri Lanka", International Journal of Disaster Resilience in the Built Environment, Vol. 10 No. 2/3, pp. 167-174.
- Effect of Degrees of Freedom on the Sense of Presence Generated by Virtual Reality Journal of Educational Technology Systems
- The Effect of Augmented and Virtual Reality Interfaces in the Creative Design Process. International Journal of Virtual and Augmented Reality (IJVAR), 2(1), 1-13.
- Augmented Reality, Virtual Reality and their effect on learning style in the creative design process. Design and Technology Education: An International Journal, 23(1), 55-75.
- Application of Virtual Visualization Tools in Hospitality Environments, International Journal of Electronic

Faculty Data Form

Engineering and Computer Science, Vol.2, No.4, Nov. 2017, Pages: 23-27.

- Chandrasekera, T., Kang, M., Hebert, P., & Choo, P. (2017). Augmenting space: Enhancing health, safety, and well-being of older adults through hybrid spaces. *Technology and Disability*, 29(3), 141-151.

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

Peer reviewed full paper publications in conference proceedings (2010 – 2018)

- Mejia Puig, L., Arango, H., **Chandrasekera, T.** (2018) Unexpected Discoveries and their Enhancement of the Design Process, International Conference on Engineering & Product Design Education, London UK, Sept. 6-7, 2018.
- Chandrasekera, T., Hebert, P., (2017) Emergency Preparedness in the Hospitality Industry in Sri Lanka, Faculty of Architecture Research Unit (FARU) Annual Conference, Sri Lanka. Dec 7-8, 2017

Peer reviewed abstracts, short papers and presentations in symposia and conferences

- Colston, N., Zackery, S., Jacobs, S., **Chandrasekera, T.**, Mays, B. (2019) From Low Tech to High Tech: Hands-On Activities for Early Age Engineering. 40th Annual Oklahoma Council for Indian Education (OCIE), Shawnee, Oklahoma, December 9-10, 2019
- Chandrasekera, T. (2019) Studio Z: Hybrid design studios that combine Virtual Reality and Rapid Prototyping. Southwest Regional Conference of the Interior Design Educators Council, Waco, Texas. October 3-4, 2019
- Hebert, P. R., **Chandrasekera, T.** & Clare, G. (2019) Displaying a University's Frank Lloyd Wright Artifact reproductions: Physical and virtual environments. 16th International Conference on Studies, Repairs and Maintenance of Heritage Architecture (STREMAH), Seville, Spain, October 7-9, 2019.
- Islam, Md., **Chandrasekera, T.** (2019) The Effect of Creative Design on Consumer Behavior: A Study on Designing Window Displays in Retail Environments. Environmental Design Research Association conference 2019, New York. May 22-26, 2019.
- Hebert, P. R., Jayadas, A., **Chandraskera, T.** & Chaiyakul, Y. (2018) "No tech to low tech to high tech!" Luminaire designs inspire." International Association of Lighting Designers (IALD) Enlighten Europe 2018, November 7-9, 2018, Barcelona, Spain.