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3000 Landerholm Circle SE • Bellevue, WA 98007-6484 • [www.bellevuecollege.edu](http://www.bellevuecollege.edu)

May 26, 2009

Ann Daley, Executive Director  
Higher Education Coordinating Board  
917 Lakeridge Way, P.O. Box 43430  
Olympia, WA 98504-3430

Dear Ms. Daley:

Bellevue Community College requests authority to offer a new credential, the Bachelor of Applied Arts in Interior Design. We hereby submit our completed application to the Higher Education Coordinating Board for consideration.

At this time, we are also requesting waiver of submission of the HECB Notice of Intent for the Interior Design BAA program. Due to the very tight timeline dictated by Washington State Bill ESHB 1244 mandating that this program is reviewed and approved by July 31, 2009, there is insufficient time for the standard program approval process. After discussion with representatives from the HECB, it was recommended that we move directly to the development of the HECB full proposal in lieu of the submission of a Notice of Intent.

We appreciated the opportunity to speak with HECB staff members who provided advice and counsel for preparation of our proposal. We have incorporated in our application a discussion of the issues that were raised.

Our proposal will be considered by the State Board for Community and Technical Colleges at their meeting on June 10-11, 2009. Michelle Andreas will notify you of the board's decision concerning our proposal. A proposal for substantive change will be submitted to the Northwest Commission on College and Universities once the college has received both the SBCTC and HECB approvals.

I look forward to providing any additional information you require. If you have any questions or concerns, please don't hesitate to contact me.

Best regards,

B. Jean Floten  
President

Enclosure: HECB Application (Word and PDF formats)

c: Randy Spaulding, Director, Academic Affairs, HECB  
Tom Nielsen, Interim Executive Dean, BC



APPLICATION TO THE  
HIGHER EDUCATION COORDINATING BOARD  
FOR  
**BACHELOR OF APPLIED ARTS  
IN  
INTERIOR DESIGN**

BELLEVUE COLLEGE  
MAY 22, 2009

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**FORM 2**

**COVER SHEET - NEW DEGREE PROGRAM PROPOSAL**

**Part I requires the completion of the following forms: Appendices B-4, B-5, and B-6.**

Program Information

Program Name: Interior Design

Institution Name: Bellevue College

Degree Granting Unit: Bellevue College

Degree: B.A.A. Level: Bachelor Type: Applied Arts

Major: Interior Design CIP Code: 50.0408

Proposed Start Date: Jan 2010

Projected Enrollment (FTE) in Year 1: 44 FTE; At Full Enrollment by Year 4: 83 FTE

Proposed New Funding: the program is self support, expenses are based on revenues. Projections are for revenues of \$399,664 (Year 1); \$708,523 (Year 2); and \$706,643 for Years 3 and 4.

Funding Source:  State FTE  Self Support  Other

Mode of Delivery / Locations

Single Campus Delivery Bellevue College – Main Campus

Distance Learning On-line and blended or hybrid formats

Other

Scheduling

Day Classes  Evening Classes  Weekend Classes

Other (describe)

Attendance Options

Full-Time

Part-Time

Total Credits: 94  Quarter  Semester

Contact Information (Academic Department Representative)

Name: Tom Nielsen, M.Arch.

Title: Interim Executive Dean of Instruction

Bellevue Community College

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May 22, 2009

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Endorsement by Chief Academic Officer

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Date

## **INTRODUCTION**

Bellevue College (BC) is seeking authority from the Higher Education Coordinating Board to offer a Bachelor of Applied Arts (BAA) in Interior Design. Its purpose is to effectively meet the needs of local and regional employers for a skilled interior design workforce, and address the changing nature of the field. The new program will also answer the increasing demand from students enrolled in associate degree interior design programs who want more advanced skills and a local, affordable path to a baccalaureate degree. In documenting the need and designing the curriculum, BC surveyed students and working interior design specialists, all of whom endorse and support the need for this degree. The degree has been approved by the BC Curriculum Advisory Committee, college administration, and the BC Board of Trustees.

The current BC associate degree in Interior Design is a three-year program and is accredited by CIDA (Council for Interior Design Accreditation), the national accrediting body for interior design educational programs. CIDA accreditation is an important validation of program quality and is recognized by the interior design industry throughout the US and Canada. The program is one of only two accredited programs in the state; it is the largest associate degree program in the state of Washington and has been highly successful in recruiting students and graduating professional practitioners who are sought by local and regional employers. Starting in 2004, CIDA changed its accreditation standards to require that accredited programs must culminate in a minimum of a bachelor's degree. To maintain its eligibility, the BC program must offer a baccalaureate level program by CIDA's January 2010 deadline.

At the same time, changes in industry requiring increased skills and knowledge from its professionals in all areas of interior design, including green and sustainable design, are creating a rising demand from practitioners for bachelor's degree programs in their field. Most architectural and large interior design firms will not hire interior designers who hold less than a bachelor's degree.

To respond to these external pressures and to answer the expressed desires from program students, Bellevue College has developed a proposal for a Bachelor of Applied Arts in Interior Design built as a 2+2 program upon the foundations of its current three-year associate program. The first two years of the BAA will culminate in an Associate of Arts Degree in Interior Studies as an option for students who prefer a two-year track or who already have a bachelor's degree. The new BAA program also leverages curriculum from the Green and Sustainable Design certificate recently developed as part of the BC Interior Design program and that will launch in Fall 2009.

The primary program outcome is the preparation of bachelor's degree graduates in the field of interior design who can adapt to substantial changes in their field, including changing industry and client expectations; continuous advances in technology, regulations and best practices; increased employer and professional society demand for bachelor's degrees; and the need for new approaches to design that focus on sustainability.

## **RELATIONSHIP TO INSTITUTIONAL ROLE, MISSION AND PROGRAM PRIORITIES**

The Bellevue College mission states:

*Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The*

*college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region. (The BC Mission was approved by the BC Board of Trustees, June 11, 2008.)*

By offering an educational path that provides career advancement opportunities and professional education to working specialists and graduates of interior design associate degree programs, the proposed program supports the college mission to advance the life-long educational development of its students and strengthen the economic life of our community.

The new bachelor's degree program also supports the college's mission of *providing high-quality, flexible, accessible educational programs and services*. In addition to traditional day courses, the program will offer evening and online courses, making it accessible to working students. The program location also makes it accessible to place-bound students who cannot relocate to earn this degree.

Moving to a baccalaureate level is a necessary step for the current three-year program to maintain its CIDA accreditation, and therefore retain its reputation and standing in the local, regional and national interior design community.

BC reaffirms its purpose, defined by WAC28B.50.020, as a two-year college that provides high-quality workforce programs that address the needs of its community, and views the applied baccalaureate program as a logical extension of serving that defined need.

The applied bachelor's degree will strengthen the college's mission by creating a new pathway that better serves the needs identified by the college's constituents. The comprehensiveness of this program will expand service to students and is a significant addition to meeting the changing needs of the interior design industry.

## **DOCUMENTATION OF NEED FOR PROGRAM**

Bellevue College conducted extensive research to validate industry demand for the proposed interior design BAA program. Sources included (1) national and regional Bureau of Labor Statistics reports; (2) professional accreditation organization program recommendations; (3) Washington Higher Education Coordinating Board reports; and (4) Workforce Training and Education Coordinating Board reports. Moreover, BC conducted direct research through an employer focus group, a survey of interior design professionals and a survey of students currently enrolled in the associate degree program. All sources contributed to forming a picture of strong and sustained demand for graduates from the proposed program.

### **Employment Outlook**

Employment of interior designers in the United States is expected to grow 19% from 2006 to 2016, faster than average for all occupations. In Washington State, the profession is projected to experience even more rapid growth of 28%.

## State and National Trends

United States	Employment		Percent Change	Job Openings <sup>1</sup>
	2006	2016		
Interior designers	71,900	85,900	+ 19 %	3,310
Washington	Employment		Percent Change	Job Openings <sup>1</sup>
	2006	2016		
Interior designers	1,200	1,520	+ 28 %	70

<sup>1</sup>Job Openings refers to the average annual job openings due to growth and net replacement.

Source: Career OneStop [www.careerinfonet.org/](http://www.careerinfonet.org/)

The state is estimated to have 33 openings annually due to new positions and 36 openings annually from workers leaving this occupation. *The estimated average growth for all occupations in Washington between 2006 and 2016 is 14.8%.* Rapid growth of the elderly population should create a demand for designers of health and elderly care facilities. Source: WOIS/The Career Information System [www.wois.org/](http://www.wois.org/)

In the Seattle-King County area, employment is projected to grow 21% between 2006 and 2016, with an estimated 45 openings annually. Source: Washington State Labor Market [www.workforceexplorer.com/](http://www.workforceexplorer.com/)

Postsecondary education, especially a bachelor's degree, is recommended for entry-level positions in interior design. Source: United States Bureau of Labor Statistics, *Occupational Outlook Handbook, 2008-09 Edition* [www.bls.gov/oco/](http://www.bls.gov/oco/)

## Distribution of Educational Attainment

Occupation	Percent of employees aged 25 to 44 in the occupation whose highest level of educational attainment is-		
	High School or Less	Some College	Bachelor Degree or More
Interior designers	13.9%	31.4%	54.6%

Source: Career OneStop [www.careerinfonet.org/](http://www.careerinfonet.org/)

Based on the current employment outlook for faster than average growth in projected employment for interior design specialists and the increasing trend for the requirement of a bachelor's degree for specialists to effectively compete in the field, the proposed program is well positioned to meet the specific employment needs in the region and the state.

## Accreditation and Certification

**Council for Interior Design Accreditation (CIDA)** [www.accredit-id.org/](http://www.accredit-id.org/)

The current BC Associate Degree in Interior Design is a three-year program and is one of only two in the state that are accredited by CIDA (Council for Interior Design Accreditation), the national accrediting body for interior design educational programs. The program is the largest associate degree program in the state of Washington and has been highly successful in recruiting students and graduating professional practitioners who are sought by local and regional employers. To reflect the changes in the industry, in 2004 CIDA changed its

accreditation standards to require that accredited programs must culminate in a minimum of a bachelor's degree. To maintain its eligibility, the BC program must offer a baccalaureate level program by CIDA's January 2010 deadline. CIDA accreditation is an important validation of program quality and is recognized by the interior design industry throughout the US and Canada. Throughout its 35+ year history, the Council for Interior Design Accreditation (formerly FIDER) has evaluated the interior design programs of hundreds of colleges and universities throughout North America.

The Council for Interior Design Accreditation (CIDA) continuously monitors the validity and reliability of standards to reflect the continuous development of the practice of interior design, the expanding body of knowledge in interior design, and changes in post-secondary education.

New technologies affect the skills and knowledge required of interior designers. The best preparation for the future is an education that will enable graduates to adapt to a changing world. Adaptation to change requires that graduates draw on history and on the experience of many cultures and apply the theories and methods of quantitative and qualitative investigation. A sound curriculum for professional interior design education must provide a balance between the broad cultural aspects of education, on the one hand, and the specialized practical content integral to the profession, on the other.

To ensure excellence, interior design programs must maintain high standards of student and institutional performance. The results must be measured against the Council for Interior Design Accreditation's established performance standards. Evaluation of these results is the responsibility of the Accreditation Commission.

As of January 1, 2004, a program applying for accreditation must demonstrate that it culminates in a minimum of a bachelor's degree. Currently accredited programs that do not culminate in a minimum of a bachelor's degree have until January 1, 2010 to comply.

*Source: CIDA Professional Standards Report July 2009 [www.accredit-id.org/](http://www.accredit-id.org/)*

### **National Council for Interior Design Qualification (NCIDQ) [www.ncidq.org/](http://www.ncidq.org/)**

Established in 1972, the core purpose of NCIDQ is to protect the health, life safety and welfare of the public by establishing standards of competence in the practice of interior design.

Qualifying to sit for the NCIDQ examination requires completion of a combined education and practice preparation called IDEP, or Interior Design Experience Program, "a monitored, documented experience program administered by the National Council for Interior Design Qualification (NCIDQ) for entry-level interior designers." The IDEP experience program encompasses six years of education and supervised professional practice.

Graduates from the current associate degree program are required to complete 5,280 hours of work experience after graduation to be eligible to take the NCIDQ examination, which equates to almost 3 years of full-time work experience. Graduates of the proposed BAA degree will be required to complete only 3,520 hours of work experience, half of which can be earned before their education is completed, to be eligible to take the NCIDQ examination. This equates to less than one year of full-time work experience after graduation. This option considerably decreases time for eligibility.

Accreditation and certification by professional organizations is particularly important in Washington State where no state certification exists for interior design professionals. Ongoing efforts by the Interior Design Coalition of Washington to create a professional practice act and



review board are likely to succeed in the near future. Should Washington State adopt a practice act creating minimum qualifications for practicing as a “Registered Interior Designer”, NCIDQ certification will become the benchmark qualification for licensing.

### **Employer Demand**

In March 2008, the BC Interior Design Advisory Committee was asked questions relating to the possibility of Bellevue College offering a baccalaureate degree program in interior design. The committee members showed enthusiastic support for the expansion of the current degree to a baccalaureate program. The list of Interior Design Program Advisory Committee Members is included in appendix I.

In light of the fact that the current BC Interior Design program will no longer be eligible for CIDA accreditation unless it becomes a baccalaureate program, advisory committee members were asked the following question: **“How important is it to have employees who have graduated from a CIDA accredited program?”** The committee members expressed strong concerns with the program continuing its reputation of high quality and standing without the CIDA accreditation. Answers included the following:

- BC has a strong reputation in the community; if the program accreditation goes away, this could be problematic from the community’s perception. A baccalaureate program would be a signifier of seriousness in the community.
- From the employers’ perspective four-year is important but so is accreditation – if BC loses its accreditation, companies will wonder if the program has slipped and is not as good.
- Shows that the student has a certain amount of background if they come from an accredited program.
- As a student looking for an interior design program, the assumption is that the program is accredited.

Committee members were asked **“How important is it for the people you hire or are hired by your firm to have a baccalaureate degree?”**

- When firms reply to RFP’s they list the credentials of the professionals working on the project. An AA graduate would not be listed.
- People want to be credentialed in interior design without having to make apologies for their degree – they need to have the BA.

The committee members also supported the claim that interior design as a profession is changing rapidly and becoming more complex. Some of the comments included:

- Boundaries in sub-discipline of design are changing – moving into the age of value added design.
- There is a growing realization of the value of interior design and it integrates architecture and interior design.

In addition, Bellevue College conducted an industry survey in 2007 to assess employer demand for baccalaureate graduates. Sixty three interior design specialists (82% from the Puget Sound area) responded to the survey; 45% responded that they hired exclusively interior designer with a baccalaureate degree, and 38% responded that they hired significantly more baccalaureate graduates than associate degree graduates. Reasons they cited for requiring or strongly preferring a baccalaureate degree included:

- Broader overall knowledge and more in-depth interior design skills;
- Better ability to grow with the company and adapt to the changes in the industry;

- Likely to receive more respect from peers, architects and clients;
- Exposure to a greater variety of design problems;
- More maturity and greater ability to deal with clients and problems that arise during interior design projects.

Survey respondents also reported that they experienced problems finding interior designers with four-year degrees (25% said “frequently” and 31% said “sometimes”). 24% saw this hiring problem as critical and 38% as moderate. 94% saw a benefit in having an accredited four-year interior design program in western Washington. For more details, please see complete employer survey information in appendix II.

### **Student Demand**

In spring 2008, students enrolled in the BC Interior Design program were surveyed regarding the possibility of BC developing a baccalaureate program in the field. 149 students responded to the survey. The students overwhelmingly supported such a proposal. Some of the highlights are included below.

- 134 students (90%) would consider participating in a BC interior design bachelor’s degree. Of the students who were not interested, 75% already had a bachelor’s degree.
- The reasons for enrolling in a bachelor’s degree were: “Career advancement” (88% rated highest on importance scale); “Graduate from a CIDA-accredited school” (80% rated highest on importance scale); “Personal satisfaction” (67% rated highest on importance scale).

When asked what benefits they saw in completing a bachelor’s degree, students listed many reasons focusing primarily on increased employment opportunities, better career advancement opportunities, portability of degree outside of the region, higher pay, flexibility of choosing projects, specialties and industries, ability to continue on to graduate studies, higher employer and client perception of capabilities, and higher personal sense of achievement.

The students were also asked questions regarding emphasis in the proposed program, and in curriculum design and delivery options. Their answers were taken into account throughout the development of the BAA program.

In an informal survey, 6 out of 7 students enrolled in the Interior Design 170 course replied that they were in the BCC interior design program because of its accreditation.

Please, refer to appendix III for details of the student survey results.

### **SUPPORT OF THE STATEWIDE STRATEGIC MASTER PLAN FOR HIGHER EDUCATION**

The proposed BAA program will help meet the high demand for bachelor’s degree education in King County identified in both the HECB *State Regional Needs Assessment Report* (February 2006, revised) and the *Baccalaureate Capacity Study Findings and Recommendations* published by the Washington State Board of Community and Technical Colleges (January 2005).

In the HECB *State Regional Needs Assessment Report*, King County was identified as one of the regions that will experience substantial enrollment pressure due to population increases by

2010, requiring an additional increase of 3,651 bachelor-level FTE to serve the region. The report went on to say that the “county has a solid institutional infrastructure in place that will likely need to be expanded to accommodate increased enrollments before 2010.”

The 2004 baccalaureate capacity study conducted by the Washington State Board of Community and Technical Colleges reported the following findings:

- Technicians moving from their specialty into management and those planning to work at a more advanced level in their professional/technical specialty need education beyond the initial associate degree. Industry representatives favor development of additional applied baccalaureate degrees in both management and professional technical specialization.
- The study documents the need for 3,000 additional FTE at the junior and senior level to meet current and future demand to 2010 for baccalaureate degree options for technical degree graduates. This demand will not be met entirely by the growth already planned in institutions currently grantors of baccalaureate degrees.

The proposed BAA degree in interior design also supports the goals outlined in the 2008 Strategic Master Plan for Higher Education in Washington. It will “provide upward mobility, foster creativity and innovation, and stimulate the growth of our economy.”

*Source: 2008 Strategic Master Plan for Higher Education in Washington*

[www.hecb.wa.gov/Research/masterplans/documents/2008MasterPlan-fromPRT.pdf](http://www.hecb.wa.gov/Research/masterplans/documents/2008MasterPlan-fromPRT.pdf)

**Goal 1: We will create a high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates, and apprenticeships.**

The proposed BAA interior Design program will support goal 1 of the Higher Education Master plan by:

- Increasing opportunities for students in Washington to complete a baccalaureate program;
- Offering students a high-quality interior design baccalaureate program, the only CIDA-accredited program in western Washington, that builds on a longstanding associate degree program which has received strong recognition and support from local and regional industry;
- Offering a more accessible and affordable pathway to a baccalaureate degree for graduates of existing associate degree interior design programs in Washington State;
- Offering increased options for place-bound students and incumbent workers through a range of delivery modalities, including on-campus, online and hybrid courses, and day and evening courses.

**Goal 2: We will create a higher education system that drives greater economic prosperity, innovation and opportunity.**

The proposed BAA interior Design program will support goal 2 of the Higher Education Master plan by:

- Creating an educated workforce that can address the projected needs of the local and regional economy for increased demand in residential and commercial design of elderly

care and healthcare facilities; and for increased demand in residential and commercial green and sustainable design.

## **RELATIONSHIP TO OTHER INSTITUTIONS**

No other colleges or universities have filed recent Notices of Intent with the Higher Education Coordinating Board for a bachelor's degree in interior design. The proposed program assumes a stable enrollment similar to the current associate's degree program. The degree is planned to primarily serve regional associate degree program graduates and will not aggressively compete with other related baccalaureate programs.

For a detailed comparison between the BC proposed BAA program and other programs in Washington State, please refer to appendix IV. Key differences can be summarized as follows:

- The proposed program will offer the only CIDA-accredited interior design baccalaureate program in western Washington.
- The proposed program will be the only one offered by a public higher education institution in Western Washington
- Because Puget Sound contains the majority of the state's large interior design employers, Bellevue College benefits from engagement by industry professionals who participate as guest lecturers, portfolio and project judges and as part-time faculty. Students also benefit from having access to a broader number of internship opportunities than is available in Eastern Washington where the only other CIDA-accredited program in the state resides.
- Through its close relationship with industry, the BC BAA degree requirements were designed to reflect the need expressed by industry professionals (in meetings and surveys) for graduates with greater depth in design, as well as breadth of knowledge in design and art history.
- The greater emphasis on art and design history helps students better understand how social, political and physical influences and historic precedents inform design decisions and aesthetic judgment. It also addresses CIDA accreditation outcomes for applying knowledge of interiors, architecture, art and the decorative arts within historical and cultural contexts.
- As an applied degree, the proposed program also includes more applied studio experiences than the other programs in the region.
- Generally speaking, Bellevue College students tend to be older and more place-bound than students attending the other interior design programs in the state. Many of them work and can afford to pursue their college education only on a part-time basis. The proposed BC program is designed to accommodate part-time and working students.

## **CURRICULUM**

### **Program Description and Outcomes**

Graduates of the BAA should have the skills and abilities to be employed by companies specializing in interior design services, architectural firms, office and interior space planning, furniture related design and green building and space design.

The goals of the program are to:

- Prepare interior design bachelor's degree graduates who can adapt to substantial changes in their field, including changing industry and client expectations; advances in technology, regulations and best practices.

- Address increased employer demand for bachelor's degree graduates with pragmatic skills and foundation knowledge who are well-rounded, creative problem-solvers;
- Address student demand for an affordable, regionally accessible bachelor's degree in interior design that offers strong design foundations along with critical thinking and problem solving skills to help prepare graduates to be competitive in their field.
- Provide an opportunity for graduates to gain new approaches to design that focus on sustainability.

Please, refer to appendix V for detailed program outcomes.

Today, the interior design profession is increasingly called upon to deliver environmentally responsible design solutions within the built environment. In order to support our community move towards its long term goals of environmental sustainability, the BC Interior Design Program started incorporating in the last year elements of sustainable practices and green design into many of its courses. In the next few months, program faculty and administration will conduct a systematic review of all AA and BAA Interior Design courses to further emphasize sustainable practices. Please refer to appendix VI for further details.

### **Credit Hour Requirements and Degree Completion Requirements**

The proposed BAA program is a 191-credit program developed as a 2+2 degree; students first complete an associate degree in interior design then apply to the BAA program to complete the last two years of the degree. The Bellevue College associate's degree requires completion of 97 credits, including 72 core credits in interior design-related courses. The associate's degree provides a solid foundation in interior design, fine art, drawing, and computer skills as well as requiring general education in communication, quantitative skills, science, humanities, social science and satisfying the cultural diversity requirement. The graduate is well prepared for advanced studies in interior design or can exit at this point with sufficient skills to be a productive member of the work force.

The +2 bachelor of applied arts degree program consists of an additional 94 credits, including 69 upper division core credits in interior design-related courses. When viewed as a whole, the BAA program comprises 191 credits, including 141 credits in interior design-related courses and 75 credits in general education courses — some of the interior design-related courses also qualify as general education courses. The four-year program offers the student a very strong art and design studio experience that provides design concepts, practical skills and project management along with problem solving, critical thinking, communication and other important general education skills necessary for success.

Please, refer to appendix V for upper division interior design course descriptions.

### **Degree Design and General Education**

BC has modeled the upper division curriculum design on: (1) a review of current literature; (2) successful interior design programs; (3) accreditation and certification standards for interior design programs and professionals; (4) identified regional employer needs; (5) general education requirements at Washington bachelor degree institutions; (6) general education requirements at the associate degree programs from other colleges; and (7) entrance requirements for master degree programs at Washington State University. The resulting curriculum incorporates discipline-based, general education, and elective courses that build progressive rigor and sophistication and are designed to develop the broad knowledge and focused field coursework characteristic of four-year degrees.

In designing the BAA degree, the college sought advice from working interior design professionals on course elements that would best prepare graduates for work in the field. Built into the curriculum are the core technical knowledge and foundational skills identified by this group as critical to the success of interior design specialists. These include specific courses in systems design, lighting and furniture design principles, and in-depth practicum experiences and capstone projects; and, as well, specific content that further develops skills in critical thinking, problem solving, communication, teamwork, cultural sensitivity, computation skills, among others.

The general education requirements for the BAA are an integral part of the degree and are similar to those of other bachelor degree programs, in that they offer breadth and depth, rigor and sophistication outside of the field. BC has a well-designed general education program of long-standing that was commended by the Northwest Commission of Colleges and Universities in BC's last accreditation review. BC's model was extended for the BAA design.

The BAA four-year general education requirements total 75 credits, 25 credits of which are part of the art-based interior design core; they include:

- 10 credits in communication;
- 40 credits in humanities, including 35 credits in arts;
- 5 credits in quantitative reasoning;
- 10 credits of social science, including 5 credits in cultural diversity;
- 10 credits in science (including one lab science).

In addition to the college associate degree-level general education course requirements, BC has established the following outcomes for graduates of the BC baccalaureate programs that serve as benchmarks for assessment of general education skills. Graduates will be able to: (1) research, analyze, synthesize, present and discuss information; (2) use independent study, self-motivation, creativity and critical thinking; (3) be actively involved in the selection of project topics and emphasis; (4) apply case studies and real-world scenarios to their fields; (5) interpret, critique, validate and debate information and different perspectives; (6) use business-level verbal and written communication and interactions; (7) reflect a respect for the dignity and individuality of every person; (8) interact in an effective goal-directed manner; (9) collaborate as a member of the design team to facilitate the creative and development process; (10) use adaptation theory in analyzing environmental influences; and, (11) commit to fulfill the responsibilities of a professional practitioner in contemporary society.

The BAA program design advances the student's technical expertise, provides breadth of knowledge through general education and elective courses, and meets the specific needs of the student's career plans through discipline-specific courses.

Upper-division studio courses give students choices that allow them to select a focus on residential, hospitality, workplace, learning environments, healthcare, and retail facilities. Other specialized topics respond to relevant societal needs and allow for partnership with experts from a wide range of design contexts.

A two-quarter capstone studio sequence begins with a research focus and problem identification process, and gives students the opportunity to address design research questions and apply their knowledge to specialized interior projects.

The 8-credit elective requirement also gives students a chance to develop skills and expertise in areas of individualized interest. Students may select topics that appeal to their professional interests such as green and sustainable design.

The curriculum has been approved by the college's curriculum advisory committee. In addition, two outside reviewers gave the new degree positive evaluations. One reviewer stated, "I agree that the program will prepare students for 'local and regional employers', but I would suggest that the program will prepare its students for national firms as well. The proposed program has the strength of admirably seeking to prepare profession-ready graduates." The other reviewer commented, "With expansion of the program from an AA in Interior Studies to a BAA in Interior Design, both the interior design curriculum and general education requirements offer a breadth, depth, rigor and sophistication exemplary of professional-level interior design baccalaureate education." Their recommendations for improvement have been incorporated into the final curriculum. Their full evaluations begin on page 29, and the college's response is on page 40.

Please refer to Form 4 for a complete list of coursework and to appendix V for a four-year course map along with course descriptions.

### **Requirements for Admission**

The college will continue to be an open door institution and will minimize admission criteria to the essential elements that will ensure incoming students are well prepared to begin bachelor studies, regardless of the origin of their preparation. The college will admit applicants who fulfill the following admission criteria, with consideration given to unique attributes of applicants as identified in a personal essay and letters of reference.

Applicants must have an associate's degree or the equivalent from an accredited college in interior design studies or architectural design with a cumulative grade point average of 2.0 or better.

Applicants will also be required to submit:

- An essay which documents specific and unique attributes that they will bring to the program such as, work experience; personal and professional goals; challenges or hardships they have overcome in pursuing educational or work goals; or other special considerations that will make them good candidates for the program.
- Two letters of recommendation from someone who is familiar with their design studio experience.
- A portfolio that documents their work in interior design, fine arts and/or creative endeavors which provides evidence of skills and attributes that contribute to academic and professional success, and foster a dynamic and supportive learning community:

The college will establish a committee to review the presented material and identify special attributes or skills that would bring diversity to each cohort and to the work force.

### **When, Where and How the Program Will Be Offered**

BC plans to offer the bachelor of applied arts degree in interior design beginning winter quarter 2010. The program is designed to address the time restrictions of working students by offering classes in the evening and online as well during the daytime. The associate degree program already offers many of their courses online and in the evenings to meet the needs of students who work or take care of families during the day. Design studios are open on the weekends to meet students' needs. This successful model will be extended for the bachelor's degree.

### **Articulation with other Associate Degree Programs**

In addition to Bellevue College, three Washington state community and technical colleges offer associate degree programs in interior design. They are: Clover Park Technical College, Highline Community College and Spokane Falls Community College. Communication has been initiated with these programs to develop an articulation pathway for their current and future graduates into the BC BAA program. To date, Highline and Spokane Falls Community Colleges have endorsed the new degree and are ready to begin working on articulation agreements. Highline Community College stated, “. . . it sounds like we can work out some options for Highline students to pursue their bachelor’s degree at Bellevue. This would be a great opportunity for them.”

### **Articulation with Master’s Degree Programs**

A longstanding relationship has existed between the BC Interior Design Program and the Washington State University (WSU) Interdisciplinary Design Institute programs. An articulation agreement between the current BC associate degree and WSU bachelor’s degree in Interior Design is in place but will need to be reevaluated given the proposed change from a three-year to a two-year associate degree. Preliminary discussions have started to explore the pathway from the proposed BAA degree at Bellevue College to the WSU Master’s Degree in Interior Design.

## **INFRASTRUCTURE REQUIREMENTS**

### **Library Resources**

The BC Library Media Center purchased a large number of art, architecture and interior design resources to supplement the library’s core arts collection when the college president allocated an additional \$100,000 for the library in 2006. The library also has an ample collection of art, architecture and design related periodical and electronic data-base subscriptions, as well as videos. There is also an excellent green design collection. The library collection is well positioned to support the proposed BAA in interior design and there are enough resources to continue the fine art collection into the future.

To further supplement the library resources, a plan has been initiated to increase:

- the collection of monographs of designers’ and architects’ portfolios/bodies of work
- the list of periodicals
- DVD holdings; replacing existing VHS holdings with DVDs, and adding newer titles in areas such as construction, life safety and energy codes
- the number of copies of code and technical publications (International Building Code, etc.)

Program faculty is conducting a comparison with holdings in the UW library to develop a specific list of recommendations.

When reviewing the Interior Design Resource Library, the 2006 CIDA Visiting Team commented: “The [Bellevue College] resource library was large, well stocked, and well maintained. The school employs a part-time librarian to aid in the maintenance of the resource library. This facility is a program strength.” Excerpts from the CIDA Visiting Team Report from 2006.



## **Technology Resources**

Bellevue College employs a full complement of online services through its SharePoint-hosted portal to assist students. Services include admissions, schedule planning, bookstore purchases, records and grades, financial aid, registration services, advising, communication with faculty, complete library services, degree audit, and general education program-requirement audit, among others.

BC also offers a full-enterprise web-based course management system courseware to manage course materials and content and facilitate group discussions in an online and blended environment. Students may use the site to converse with faculty, check course assignments, participate in threaded discussions, and participate in other interactive services.

A 200-computer, open laboratory is available on the college campus until 10:30 p.m. daily and on weekends, as are other laboratories and study centers should students want access to online resources.

## **Space Requirements and Equipment Needs**

Offering evening and online courses as well as on-campus courses, the BAA program will initially rely on classrooms and equipment used by the existing associate degree program. A committee of faculty members, administrators and industry representatives will study space and equipment needs required by the BAA program once fully launched, and make recommendations for additional resources. Funding has been earmarked in the budget to address anticipated needs once they are identified. Office space has been reserved for the program.

## **FACULTY**

The total number of student FTEs allocated to the program at full capacity (year two) is 83 FTE. To support this level of instruction, the full time equivalent faculty load is projected to be 3.34 FTEFs (Year 1), and 5.69 FTEFs (Year 2 through 4).

A profile of the anticipated faculty identified to support the program is provided in the Program Personnel form (Form 6) in the attachments. Percentage of effort in program was determined by calculating the percentage of credits taught in the BAA in Interior Design program in relation to credits taught for full-time annual course load (45 credits).

## **ADMINISTRATION**

The following administrative positions will support the BAA program: a half-time Administrative Assistant, a half-time Admissions Coordinator and a 50% resource coordinator. Total staff FTE is 1.5. For more details, please refer to the Program Personnel form (Form 6) in the attachments.

There will be a full-time program chair who will also teach one interior design course. In addition the BAA program will benefit from "in-kind" administrative support from Arts and Humanities and Office of Instruction.

## STUDENTS

The bachelor program is designed for graduates from interior design associate degree and transfer students from comparable associate or bachelor degree programs, whether they are recent graduates or are working professionals. Because courses will be offered at night and online, it will offer enough flexibility for those who must continue to work while they complete their degree.

The college expects to admit between fifty and sixty part-time and full-time students annually to meet its FTE target. In addition to full-time students, the program is also designed to serve part-time students such as working professionals throughout the state who need a bachelor's degree for career advancement. Five-year projected enrollments are included in Form 5.

Bellevue College is committed to student diversity and has worked to ensure that the college's existing programs attract a diverse population. The college's experience in recruiting targeted populations has been very effective. In the academic year 07-08, 23 percent of students who declared Interior Design as their major at the college were persons of color. It is also important to note that 92 percent of the program students are women. Many of them are homemakers returning to college after raising their children. The small classes and nurturing environment provided by the community college setting is ideal to help them overcome their college fears.

Building on diversity recruitment strategies implemented at the associate degree level, the BA degree completion program has developed and will continue to refine an effective plan to attract a diverse student population. The plan includes:

- Recruiting BC program graduates and professionals who are people of color to serve as role models and to make presentations to currently enrolled associate degree students to encourage them to pursue the bachelor's degree;
- Engaging in targeted marketing and through mailed marketing materials to encourage persons of color and from underserved population to apply to the program;
- Coordinating program diversity efforts with the institution's office of Multicultural Student Services, and office of Equity and Pluralism;
- Applying best practices for identifying potential hires from underrepresented groups;
- Working with industry and professional organizations to develop additional strategies to attract a diverse student body from specialists already in the field who lack a baccalaureate degree; and,
- Regularly assessing recruitment/retention efforts with regard to underrepresented populations, and continually monitoring and striving to improve the program's culture of appreciation and respect towards diversity.

## SERVICES THAT SUPPORT STUDENTS

As a community college, one of BC's strengths is the variety of student-focused support services that help students achieve success in accomplishing their goals. Students in the BAA program will be supported by the same high-quality student services. These services include:

**Financial Aid:** prepares and disburses federal, state, and institutional aid for baccalaureate and associate students. Students can monitor the process of their application online. The BC Foundation supports three scholarships specific to interior design students: Charlotte Field, Walter Baz, and Courter Family scholarships.

**Academic Advising:** The program chair and faculty have substantial expertise in the major to conduct academic advising and educational planning. Each student will get an individualized schedule and advising plan. Students can use internet advising services and degree planning worksheets to access information they need. This online degree planning web tool helps both faculty advisors and students evaluate, monitor and track the student's progress toward completion of a degree.

**Student Retention and Success:** Student retention and student success are the college's top priority. The BC interior design associate's degree program has a high retention and success rate (in 2006, interior design courses averaged 83% student retention and 81% student success) and the college wants to continue and improve this with the bachelor's program. Program faculty will work with students who may need additional assistance to develop personalized student success strategies.

**Job Placement:** Providing help with career advancement and job placement will be priorities for the new BAA. An effective advisory board comprised of the region's top employers help to identify jobs in the market. As well, the successful student placement office and career fairs help students identify internships and job opportunities.

**Credentials Evaluation:** Full-time credentials evaluators have extensive experience evaluating transcripts from accredited community and technical colleges and bachelor's institutions. They evaluate incoming students for compliance with admission standards and will evaluate student records when they are ready to graduate for general transfer courses, general education and degree requirements. Program faculty will evaluate all transfer or prior learning requests for program courses for interior design.

**Disability Resource Center (DRC):** provides assessment and accommodations for all students with documented disabilities. They provide testing space, coordinate testing for disabled students and assist faculty to provide appropriate accommodation.

**Multicultural Student Services:** offers advising and mentoring, tutoring, emergency financial assistance, and support for the BAA multicultural student population.

**Online Services:** provides services to online students for admissions, book store, records and grades, registration services, advising, communication with faculty, and library services, among others.

**TRiO:** provides academic and personal support to students who are first-generation college, low-income, or have a documented disability. Services include tutoring, study skills, advocacy, and laptop computer lending. The Department of Education has approved extension of this program to all bachelor's degree students who fit eligibility criteria.

## **ACCREDITATION**

The current associate program is CIDA (Council for Interior Design Accreditation) accredited. As mentioned earlier, in 2004 CIDA accreditation required that programs culminate in a bachelor's degree or higher to be eligible for CIDA accreditation. Current accreditation will be discontinued as of January 2010 for the associate degree program if it does not culminate in a bachelor's degree. If the BAA program is launched by January 2010, CIDA accreditation will continue. CIDA accreditation requires renewal every six years, and BC's will be in 2012.

CIDA accreditation is an important validation of program quality and is recognized by the interior design industry throughout the US and Canada. Throughout its 35+ year history, the Council for Interior Design Accreditation (formerly FIDER) has evaluated the interior design programs of hundreds of colleges and universities throughout North America.

## PROGRAM ASSESSMENT

Bellevue College has one of the largest interior design programs in the state of Washington. The curriculum for the BC Interior Design degree is carefully constructed to provide a strong foundation of knowledge on which graduates can build a professional career. It is designed to give students both methodology and skills that can be applied to the wide variety of employment situations that are encompassed within the field of interior design.

The program has worked closely with its professional advisory board and members of the design community to ensure that graduates are well prepared to enter the workforce. As such the program has an excellent reputation and graduates are sought out by employers throughout the region.

Program assessment and renewal is a priority and an ongoing initiative in the interior design program. Program staff benefits from the guidance provided by an outside agency – the Council for Interior Design Accreditation (CIDA) – composed of interior design educators and professionals recognized as a reliable authority by the Council for Higher Education Accreditation (CHEA). CIDA sets standards for postsecondary interior design education, evaluates and accredits college and university interior design programs, and facilitates outreach and collaboration with stakeholders in the interior design community. As CIDA states in its mission statement, “setting standards is a continuous cycle of monitoring, examining the important triggers for needed change, information gathering, validation, consensus building, adoption and, finally, implementation.” Achieving and maintaining a professional level accreditation from CIDA requires the program assessment process to follow the same rigor. Please refer to appendix VII for the 2009 CIDA Professional Standards.

In addition to meeting the CIDA required outcomes, assessment for the proposed BAA program will build upon the comprehensive student achievement and program assessment processes already in place at the college. At the associate level, these include: a set of Institutional Performance Indicators, the Five-Year Program Review, annual CAAP testing (College Assessment of Academic Proficiency), and the Authentic Assessment of General Education. The processes that are appropriate at a bachelor level will be extended, and others will be developed and implemented as needed, working closely with industry reviewers and an external independent consultant from a four-year institution that offers a related bachelor program. The Curriculum Advisory Committee provides an efficient, fair, and rigorous process to ensure consistency and quality in courses and program offerings. The Office of Institutional Research will regularly collect and present data to improve planning, effectiveness, assessment, and decision-making. In addition to the ongoing assessment and effectiveness processes in place for all educational programs at the college, a specific assessment plan will be developed and implemented for the proposed BAA program and the program faculty and staff will evaluate program success against identified program outcomes.

Industry will be closely involved in the ongoing review of the curriculum through advisory committee and expert review processes.

The following elements summarize the draft assessment plan for the BAA program.

<b>Effectiveness of curriculum/ program</b> — continuously refines the curriculum and program design, keeping the program current, including discipline-based, general education and electives using the same rubric format that BC uses to measure general education outcomes in the associate degree program	
• Course evaluations by	• Effectiveness of the curriculum and teaching methods for each course

students	<ul style="list-style-type: none"> <li>Effectiveness of the program in skills and knowledge progression</li> </ul>
<ul style="list-style-type: none"> <li>Internship and practicum evaluation by students and by employers</li> </ul>	<ul style="list-style-type: none"> <li>Adequate balance of knowledge and skills, theory and practice</li> <li>Effectiveness of program in meeting students' expectations</li> <li>Effectiveness of program in meeting employers' expectations</li> </ul>
<ul style="list-style-type: none"> <li>Student survey and/or focus group midpoint through the program and at graduation</li> </ul>	<ul style="list-style-type: none"> <li>Effectiveness of the program in skills and knowledge progression</li> <li>Adequate balance of knowledge and skills, theory and practice</li> <li>Effectiveness of program in meeting students' expectations</li> <li>Effectiveness of institutional and program resources and support</li> <li>Preparedness of faculty</li> <li>Preparedness of students upon entering individual courses</li> <li>Preparedness of students upon entering the program</li> </ul>
<ul style="list-style-type: none"> <li>Program statistics</li> </ul>	<ul style="list-style-type: none"> <li>Student retention</li> <li>Student course success</li> <li>Student progression through program</li> <li>Correlation of student success and training/ job experience prior to entry into the program</li> </ul>
<ul style="list-style-type: none"> <li>Survey of BAA program faculty</li> </ul>	<ul style="list-style-type: none"> <li>Preparedness of students upon entering individual courses</li> <li>Preparedness of students upon entering the program</li> </ul>
<ul style="list-style-type: none"> <li>Capstone studio</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of successful learning of program outcomes</li> </ul>
<b>Graduate follow-up and industry feedback</b> — assesses effectiveness of program in meeting career goals and employer expectations and use findings to refine curriculum and teaching methodologies	
<ul style="list-style-type: none"> <li>Survey of program graduates six months after graduation</li> </ul>	<ul style="list-style-type: none"> <li>Effect of program completion on career</li> <li>Effectiveness of program in meeting job expectations</li> <li>Wage and career progression</li> <li>Successful score in an advanced certification</li> </ul>
<ul style="list-style-type: none"> <li>Survey of employers of program graduates six months after graduation</li> </ul>	<ul style="list-style-type: none"> <li>Effectiveness of program in meeting job expectations</li> <li>Observed increased skills and performance</li> <li>Perceived strengths and weaknesses of current program</li> </ul>
<b>Oversight by a BAA Industry Advisory Committee</b> – provides ongoing support and review of the program	
<ul style="list-style-type: none"> <li>BAA Program Advisory Committee (meets quarterly)</li> </ul>	<ul style="list-style-type: none"> <li>Completeness and relevance of the curriculum to industry needs</li> <li>Trends in industry, technologies, practices and job markets</li> </ul>
<b>Survey of faculty satisfaction</b> —assesses adequacy of program support and faculty training	
<ul style="list-style-type: none"> <li>Survey of BAA program faculty</li> </ul>	<ul style="list-style-type: none"> <li>Effectiveness of institutional and program resources and support</li> <li>Preparedness to teach the curriculum</li> </ul>

## STUDENT ASSESSMENT

A graduate of the interior design bachelor's degree program will be able to:

- Effectively compete in the interior design industry.
- Apply state-of-the-art design principles and practices, including green and sustainable practices.
- Recognize the implications of globalization on design practices and demonstrate an understanding of how social, political and physical influences shape the design of built environments.
- Utilize the principles of lighting, acoustics, thermal comfort and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.
- Select and specify furniture, fixtures, equipment and finish materials on the basis of their properties and performance criteria, including environmental attributes, maintenance, installation, and life cycle cost.

- Apply ethical and accepted standards of practice for project management, project communication, and project delivery.
- Demonstrate leadership by engaging in multi-disciplinary teams representing a variety of points of view and perspectives collaborations, consensus building, and team-oriented activities.
- Demonstrate understanding of laws, codes, standards, and guidelines that impact the design of interior spaces and protect the health, welfare and safety of the public, including fire and life safety, accessibility guidelines, and industry-specific regulations in the design of interior spaces.

Graduates of the BAA program will be well positioned to complete qualification requirements towards NCIDQ professional certification.

In addition to a wide range of classroom assessments, students will be required to complete a capstone project and a 150-hour internship to demonstrate the breadth and depth of the student's cumulative learning experiences. Industry members will be closely involved in the student assessment process through reviews of students' projects and portfolios. The program is competency-based; students must demonstrate their abilities and knowledge in a wide variety of individual and team activities including hands-on practices, case studies, research and presentations, and knowledge-based assessments. The program and its students will be assessed as part of the BC's Authentic Assessment of General Education as applied to the baccalaureate degree level.

## **BUDGET**

The new BAA program is self support and as such no state support funds are expected for this program. The program expenses and expected revenue are detailed in Form 7.

Projections are for costs and revenues of \$399,664 (Year 1); \$708,523 (Year 2); and \$706,643 for Years 3 and 4. In addition the BAA program will benefit from "in-kind" administrative support from Arts and Humanities and Office of Instruction.

## **ATTACHMENTS**

REQUIRED COURSE WORK- Part I (Form 4)

ENROLLMENT AND GRADUATION TARGETS - Part I (Form 5)

PROGRAM PERSONNEL - Part II (Form 6)

SUMMARY OF PROGRAM COSTS AND REVENUE - Part II (Form 7)

EVALUATOR REVIEWS AND BIOGRAPHIES

## APPENDICES:

- I. Interior Design Program Advisory Committee Member list
- II. 2007 Industry survey details
- III. 2008 Student survey result summary
- IV. Comparison of BC proposed BAA program to other WA State-based Interior Design baccalaureate programs
- V. Program and course information
- VI. SUSTAINABLE AND GREEN DESIGN — Proposed Plan for Increased Emphasis in the BAA in Interior Design Program
- VII. 2009 CIDA Professional standards

**FORM 4****REQUIRED COURSE WORK- Part I**

Include this form with new degree program proposals. Staff will post this information and the program proposal on the HECB Web site during the public comment period.

<b>Associate in Arts in Design Studies Degree</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
ENVS& 100	Environmental Science	5
PSYC 250	Cross-Cultural Psych	5
Various	Quantitative Skills	5
ENG 101	Written Communication	5
ART 101	Modern Arch & Design	5
ART 108	Hand & Power Tools	2
ART 110	Two-D Design	5
ART 111	Design: Color	5
ART 112	Three-D Design	5
ART 120	Drawing I	5
INDES 140	Intro to Interior Design	5
INDES 167	Design Presentation 1	3
INDES 171	Design Studio 1	5
INDES 172	Design Studio 2	5
INDES 242	Textiles, Int. Matls & Sources	5
INDES 262	Intro to CAD	5
INDES 265	Design Illustration	5
INDES 267	Design Presentation 2	2
INDES 273	Design Studio 3	5
INDES 280	Contract Documents	5
Choice of ART 201/202/205/ INDES 350/351	Art or Interior Design History	5
<b>Total Credits</b>		<b>97</b>
The above course outline is mapped to the Bellevue College AA in Interior Studies. Course number and credits will be different for other colleges. Admission requirements into the BAA specify an associate degree in interior design or architectural studies from an accredited college.		

<b>Bachelor of Applied Arts in Interior Design Degree</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
Various	Written Communication	5
Various	Social Sciences	5
Various	Humanities	5
Various	Lab Sciences	5
ART 203	History of Western Art	5
INDES 340	Design Theory	3
INDES 350	Furniture History	5
INDES 351	Modern Furniture History	5
INDES 352	Furniture Design & Construction	3
INDES 370-379	Advanced Studio & Codes	15
INDES 390	Building Systems	5
INDES 391	Principles of Lighting	5
INDES 440	Design Research	2
INDES 471	Capstone Studio 1	5
INDES 472	Capstone Studio 2	5



INDES 480	Professional Practices	5
INDES 485	Practicum	3
Elective Requirement	Elective within major and from other disciplines	8
<b>Total Credits</b>		94

**FORM 5**

**ENROLLMENT AND GRADUATION TARGETS - PART I**

Include this form with a new degree program proposal or a Notification of Intent to extend an existing program. Staff will post this information to the HECB Web site during the comment period.

<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Headcount</b>	63	115	113	120	120
<b>FTE</b>	44	80	78	83	83
<b>Program Graduates</b>	0	42	34	38	36

**FORM 6**

**PROGRAM PERSONNEL - PART II**

Include this form with a new degree program proposal. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request

<b>Name</b>	<b>Credentials</b>	<b>Status</b>	<b>% Effort in Program</b>
Dan Beert Program Chair	BFA Interior Design N. IL U MA Facilities Mgmt. Mich. St. NCIDQ #015993	FT tenured	100%
Connie Wais	B.A. Art/Interior Design Cal. St. Northridge MA Education CWU	FT tenured	47%
Michael Culpepper	B.A. Architecture Miss. St. M.F.A. Cranbrook	FT tenured	41%
Peter Benarcik	B.S. Design, B.Arch. The Catholic Univ. of America M.S. Industrial Design (Env. D.) Art Center College of Design	FT tenure track	41%
Spencer deMille	*B. I-Arch. U Oregon	PT	41%
Sandra Wilson	B. Arch. Cornell	PT	36%
Angela Hildre	*B. I-Arch. U Oregon NCIDQ # 010147 / LEED AP	PT	27%
Alissa Sells	BA Communications Univ. Utah MA Education CWU	PT	31%
Ross Day	James Krenov Fine Woodworking Program, College of the Redwoods	PT	36%
Marilyn Ward	BA Liberal Arts AA Interior Design NCIDQ #011985	PT	11%
Greg Wharton	BS Arch / B Arch. WSU AIA/Royal Inst British Arch. LEED AP	PT	27%
Paul Wu	BS Civil Engineering M. Arch.	PT	22%
Rebecca Reid	BA Art History W WA Univ MA Hist. Dec. Arts. Parsons	PT	33%
Linda Cohen	BA-Art; MS Interior Design U Mass NCIDQ # #019166 / LEED AP	PT	27%
Mark Ward	*B. I-Arch. Kansas St. M. Arch. Univ. WA	PT	22%
Margaret Mazurkiewicz	M Arch Sch. of Arch., Cracow, Pol.	PT	27%
*Bach. of Interior Architecture – five-year degree			
			<b>Total Faculty FTEF 5.69</b>

<b>Administration and Staff</b>			
<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>% Effort in Program</b>
To be named	Administrative Assistant	Provides administrative support to chair, faculty and students	50%
To be named	Admissions Coordinator	Provides student services assistance to applicants and students	50%
To be named	Resource Coordinator	Manages and coordinates resource library	50%
<b>Total Staff FTE</b>			<b>1.5</b>

**FORM 7**

**SUMMARY OF PROGRAM COSTS AND REVENUE - PART II**

Include with a new program proposal or Notification of Intent to extend an existing program. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request.

<b>Program Expenses</b>						
See budget footnotes below		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 4 (full enrollment)</b>
1.	Administrative Salaries ( FTE) Benefits @ 34 %					
2.	Faculty Salaries (5.69 FTE – yr 2) Benefits @ 34 %	\$ 193,088 65,490	\$374,875 126,294	\$332,305 109,376	\$332,305 109,376	\$332,305 109,376
	TA/RA Salaries (# FTE) Benefits @ # %					
3.	Clerical Salaries (1 FTE) Benefits @ 30 %	43,333 13,156	52,000 15,600	52,000 15,600	52,000 15,600	52,000 15,600
4.	Other Salaries (.5 FTE) hourly @ 20 hrs/week Benefits @ 10%	7920 792	13,392 1,339	13,392 1,339	13,392 1,339	13,392 1,339
	Financial Aid specific to the program					
5.	Contract Services	2,500	2,500	2,500	2,500	2,500
6.	Goods and Services	35,885	56,023	56,023	56,023	113,631
	Travel	1,000	2,000	2,000	2,000	2,000
7.	Equipment	4,500	8,500	8,500	8,500	8,500
	Lease or Acquisition					
8.	Other – new lab build out			57,608	57,608	
	Indirect (if applied to program)	32,000	56,000	56,000	56,000	56,000
	<b>Total Costs</b>	<b>\$399,664</b>	<b>\$708,523</b>	<b>\$706,643</b>	<b>\$706,643</b>	<b>\$706,643</b>

Program Revenue						
		Year 1	Year 2	Year 3	Year 4	Year 4 (full enrollment)
9.	General Fund: State Support	0	0	0	0	0
10.	Tuition and Fees (total)	\$ 389,664	698,523	696,643	696,643	696,643
	Corporate Grants / Donations					
	Internal Reallocation					
11.	Other Fund Source (specify)	\$ 10,000	10,000	10,000	10,000	10,000
	<b>Total Revenue</b>	<b>\$399,664</b>	<b>708,523</b>	<b>706,643</b>	<b>706,643</b>	<b>706,643</b>

**BUDGET NOTES:**

1. *Program administration is undertaken by the interior design program chair, a fulltime faculty member.*
2. *Faculty Salaries:* combination of full- and part-time faculty that aligns with planned curriculum.  
Year 1 – 3.34 FTEF; Year 2 – 5.69 FTEF; Year 3 – 5.69 FTEF; Year 4 – 5.69 FTEF  
Year 2 – conversion of 9 sections PT faculty to full-time position; Year 3 – conversion of a second part-time position to full-time
3. *Clerical Salaries:* 50 percent program coordinator, 50 percent advisor
4. *Other Salaries:* hourly staff for resource lab coordination
5. *Contract Services:* consultants for curriculum development
6. *Goods and Services:* library collections and subscriptions; CIDA accreditation related costs; printing of marketing materials, program admissions information, student handbook, and course materials;
7. *Equipment:* computers for program faculty/staff; hardware and software for classes and distance learning
8. *Other:* funding to build and equip new lab beginning year 3
9. *No state support dollars*
10. Tuition collection at \$198 per credit
11. Application fees

**EVALUATOR REVIEWS AND BIOGRAPHIES, AND INSTITUTIONAL RESPONSE**

**Institutional response starts on page 40**

**20 May 2009**

RE: Bellevue College Interior Design Program review

To Whom It May Concern,

Based on materials provided by Mr. Dan Beert, IIDA, Program Chair of Interior Design, I have reviewed the proposal for the Bachelor of Applied Arts in Interior Design and have the following comments, concerns and suggestions.

*Program Design*

The proposed program description represents a logical combination of areas required to receive a balanced Interior Design education. Finding the right mix of foundation, studio, technical support, and general education, history and theory classes in an interior design curriculum is always a challenge, particularly in a rapidly developing profession with ever-increasing needs.

The “Four-Year Curriculum Plan” demonstrates a clear and concise sequencing of courses. I would hope that a fairly robust student advising component is part of the students’ individual progress planning and tracking.

*Comparison to Similar Programs*

The proposed program appears to be in line with many, if not most, programs of Interior Design within the United States. This is undoubtedly due to accreditation requirements imposed by the Council for Interior Design Accreditation (CIDA). It is in my opinion that this program has a significant focus towards preparing students to enter the profession of commercial interior design. It is strong in this regard.

*Response to Trends*

It is not readily apparent from the review of document if group activity (both within interior design and across disciplines) occurs, but the ever-resent need to work in the professional world with individuals from other areas of expertise is constantly increasing. The “delivering” of the interior solution to clients requires an ability to communicate and understand a wide variety of team members outside the discipline of interior design.

Significantly, offerings responding to the ever-increasing use of Building Information





Modeling (BIM) in the professional practice of Architecture and Interior Design appear as an elective in Special topics Courses. While expertise in this area may not be *required* upon graduation, knowledge of this project delivery method is critical.

Of critical importance is the program's genesis in response to market realities (CIDA Accreditation, eventual NCIDQ linkage with bachelor's degree as minimum, etc).

*Student Learning Outcomes*

The individual learning objectives, as described in the course catalog, are robust and extensive. In my opinion, they are on target and appropriate.

*Student Assessment System*

The "selective admission" process indicates a portfolio review or GPA review occurs prior to beginning upper level course work. This establishes a base-line performance level that would tend towards excellence. The standard studio evaluation of student work, compiled with guest critics will serve the assessment process well.

*Program Assessment System*

While many argue with the focus of CIDA Accreditation standards and indicators, the system of outside assessment is difficult to argue with. It is a well-respected organization, flexible in growing its process, and long established.

It is not stated how the program reacts to or modifies itself based on CIDA Accreditation Reports. I can only assume it has a system in place to react to recommendations arising from the CIDA Program Report.

Interim, internal program assessment, as described in documents provided, appears varied and strong. I would suggest that assessment of individual courses (perhaps targeted studios) by faculty review on a semester-to-semester basis would identify issues of concern early on, allowing for development within the 6-year accreditation process.

*Program Resources*

Space needs for the program appear to be leaning towards less-than-optimal. Class sizes (student-faculty ratio), based on the number of desks/stations available, appear significantly larger than optimum. I would look to short- and long-term administrative support to rectify this situation.

There appears to be an appropriate level of faculty resources, and the plan for staff support is complementary. Equipment resources are to be commended. Providing display space for student work is ideal.



### *Strengths and Weaknesses*

The logic of moving to a four-year program is inarguable, given both CIDA requirements and professional-preparation expectations. A number of programs throughout the country are investigating developing their current 4-yr bachelors into a 5-year master's degree.

I agree that the program will prepare students for "local and regional employers", but I would suggest that the program will prepare its students for national firms as well. The proposed program has the strength of admirably seeking to prepare profession-ready graduates.

While student flexibility in course selection is admirable, the necessity for faculty oversight of student progress is critical when this flexibility exists. The advising recommendation made early remains.

I question the lack of inclusion of PSYC 250 in the LA/GE Core, currently required of AA students. The ever-increasing "globalization" of society today requires that all levels of higher education increase exposure to issues arising from cultural collisions, and configuring the built environment is certainly an endeavor where these issues will confront the designer. It is not readily apparent whether these issues are reviewed in other classes.

I applaud the inclusion of a furniture course where actual building can take place. I consider this a strength of any program that is inherently limited in that the design of interior spaces is not complete until the space is realized: students of design rarely have the opportunity to see their vision realized in three dimensional reality.

Balancing hand/analog skills with digital manipulation abilities will continue to be a challenge for Interior Design programs. The balance evident in the documents provided speaks well in this regard.

### *Recommendations*

Providing an *option* to engage in issues of sustainability (INDES 345+INDES 376) appears to be problematic. In my opinion, the issue of sustainable design is not optional. It pervades the Architecture and Design industry to a point where it has become standard practice. Integrating LEED ratings into coursework is a good start, but robust instruction in this regard is critical.

I also will reiterate the suggestion, mentioned earlier, to integrate knowledge of Building Information Modeling (BIM) within the *required* course offerings.



SCHOOL OF FINE AND PERFORMING ARTS  
ART + DESIGN DEPARTMENT

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I would suggest that this issue, while relatively new to the academic milieu, requires integration into all studios across the curriculum.

I find it of concern that the history of Interior Design is not covered in the program's description. INDES 350 + 351 address issues of furniture history, but the history of the environment that the furniture is placed in is significantly absent. Furniture as objects is worthy of historical investigation, but for Interior design students, it is critical that the content of these objects (the interior) is considered equally important.

I laud the inclusion of professional practicum (INDES 485) in the curriculum. Realizing the limitations of program breadth and requisite credit hours, the limiting of professional experience to 3 credits/150 hours appears to be slim. This may very well be attempting to fit a professional experience within the academic structure (i.e. 10 week quarter @ 15 hours per week), and thus understandable. Often students will continue this experience beyond the minimum hours required, and the program's culture may very well maintain this convention.

I further complement the programs inclusion of design research (INDES 440) as a distinct experience. I would suggest that this class, if possible, should be placed earlier in the sequence, perhaps making it a 300 level course offering.

I appreciate the opportunity to act as an external review for this proposed program. I am impressed with the depth of involvement exhibited. Please feel free to contact me should any comments require clarification.

Sincerely,



Tim Cozzens, IDEC Art +  
Design Department



**Timothy G. Cozzens**  
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Oak Park, Illinois 60302  
708.386.4062  
tcozzens@colum.edu

## Education

M.F.A. 1997  
School for American Crafts  
Rochester Institute of Technology  
Rochester, New York  
Major: Furniture Design & Woodworking  
Minor: Metalworking & Jewelry

B.F.A. 1982  
Northern Illinois University  
DeKalb, Illinois  
Major: Interior Architecture  
Minor: Art History

## Teaching Appointments

<i>Columbia College Chicago</i> Chicago, Illinois Full Time Faculty- Interior Architecture Coordinator: BFA Program Director: MFA Programs	August 2002 - Present August 2004 – June 2008 February 2007 – August 2007
<i>The School of the Art Institute of Chicago</i> Chicago, Illinois Adjunct Assistant Professor	August 1994 - June 2002
<i>Penland School of Crafts</i> Penland, North Carolina Instructor	August 1993 July 1996
<i>University of Notre Dame</i> Notre Dame, Indiana Visiting Assistant Professor	August 1993 - May 1994
<i>Northern Illinois University</i> DeKalb, Illinois Visiting Instructor	January 1992 - May 1993
<i>Rochester Institute of Technology</i> Rochester, New York Graduate Teaching Assistant	May 1990 – May 1991

## Courses Taught

<i>Columbia College Chicago</i> -MFA Interior Architecture, MFA Architectural Studies Programs <i>Design Studio I: Concept</i> <i>Thesis I</i> <i>Thesis II</i>	<i>Design Studio II: Design Development</i> <i>Independent Study</i>
-BFA Interior Architecture Program <i>Design Studio II</i> <i>Design Studio IV: Adaptive Re-Use</i>	<i>Design Studio III: Code Compliance</i> <i>History of Furniture Seminar</i>

*Architectural Drafting & Detailing II*  
*Internship: Interior Architecture*  
*Senior Project "B"*  
-Art+Design  
*Furniture Construction: Beginning*

*Business Practice for Designers*  
*Senior Project "A"*  
*Independent Project*

*The School of the Art Institute of Chicago*  
*3D Studio –First Year Program*  
*Intermediate Interiors Studio*  
*Furniture Design*  
*Independent Study*

*Introduction to Interiors Studio*  
*Architectural Detailing*  
*Materials – visiting*  
*Graduate Advising*

*University of Notre Dame*  
*Introduction to Product Design*  
*Advanced Product Design*

*Introduction to Furniture*  
*Furniture Design + Construction II*

*Northern Illinois University*  
*Interiors Studio – Retail Design*  
*Interiors Studio – Office Design*

*Architectural Detailing*

## Professional Experience

workshop/ Cozzens, Inc.  
Chicago, Illinois  
*President*

July 1993 - Present

Perkins & Will  
Chicago, Illinois  
*Senior Designer*

June 1991 - July 1993

William Keyser Studio  
Honeoye Falls, New York  
*Studio Assistant*

May 1990 - August 1990

DesignBridge  
Chicago, Illinois  
*Senior Designer / Project Manager*

April 1987 - August 1989

The Environments Group, Inc.  
Chicago, Illinois  
*Senior Project Designer*

August 1985 - April 1987

Swanke Hayden Connell  
New York, New York  
*Project Designer*

November 1983 - July 1985

ISD Incorporated  
Chicago, Illinois  
*Project Designer*

December 1982 - November 1983

## Professional Organization Membership

Interior Design Educators Council  
The Furniture Society  
Chicago Furniture Designers Association  
The American Craft Council



**Review of Proposal by Diane Hurd, Applied Arts and Sciences Division Chair and former Interior Design Department Chair, Interior Design Department, West Valley College**

May 18, 2009

Bellevue College (BC) is to be commended for taking this significant step toward offering a Bachelor of Applied Arts (BAA) Degree in Interior Design in order to maintain its accreditation by the Council for Interior Design Accreditation (CIDA). As one of two post-secondary accredited programs providing professional-level interior design education in the state of Washington, BC will undoubtedly continue to be a key contributor in the advancement of the interior design profession in the region and the country.

***Depth and Breath of Curriculum***

With expansion of the program from an AA in Interior Studies to a BAA in Interior Design, both the interior design curriculum and general education requirements offer a breadth, depth, rigor and sophistication exemplary of professional-level interior design baccalaureate education. The overall sequencing of courses from the introduction to the interior design profession and design fundamentals; to introductory studio work; to art history, materials and drawing; to furniture history, lighting and codes; to second level studio work; to the study of modern furniture; to advanced studio work; to research; to finally the capstone studios and an in-depth study of professional practices provides students with a very logical, thorough and comprehensive examination of the profession.

***Comparison with Other Programs***

Although the BC Interior Design curriculum is similar in many ways to other programs of this nature in terms of breadth and scope, it is somewhat unique in two areas. By including courses such as Design Presentation I and II (INDES 167 and 267) that introduce students to the fundamentals of graphic design principles, digital imaging, digital file management, and branded identity and packaging, students are given the tools and skills necessary to begin the process of assembling portfolio materials, at the entry level.

Many programs offer advanced studio courses that involve the study a variety of design specialties, such as that offered in the INDES 370 to 379 series. The distinction with the BC program is the listing of specialties as separate "stand-alone" courses, rather than as a singular advanced studio where the specialty offered is dependent upon who teaches the course. Offering the specialties separately openly provides students with choices pertinent to their interests. An interesting clarification is how often each of the specialties would be offered.

***Response to Current Trends in the Profession***

Clear evidence that the BAA program addresses trends in the interior design field is that it currently conforms to CIDA accreditation requirements. Needless to say, the predominant topic permeating the built-environment industry today is sustainability. The BAA curriculum clearly addresses this throughout the design studio courses. Although course outlines and learning outcomes listed for courses related to materials, building systems, detailing, lighting, furniture design and construction, research, and professional practices do not state green design and sustainability, hopefully the intent is to include this topic in the course material delivered.

### ***Student Learning Outcomes***

Student learning outcomes for each course throughout the program are clear, appropriate and thoroughly outlined. It is apparent that much detailed thought has been given to establishing learning outcomes and appropriateness to the interior design profession.

### ***Student Assessment***

In a discipline such as interior design, learning occurs by engaging in project-based and lecture format courses, both of which regularly incorporate projects and assignments that allow for different methods of assessing student learning. In addition to the conventional learning assessment tools such as quizzes, examinations, research papers, and reports, the BAA program engages in oral presentations, presentation boards, design documentation submittals, case studies, team activities, and a practicum to assess a student's cumulative learning experience. This variety of assessment approaches can ostensibly ensure comprehensive measurement of student learning.

### ***Program Assessment***

The most effective way to assess the efficacy of a professional-level career-oriented program is to seek feedback from industry professionals. The BC BAA program faculty works closely with its professional advisory board and members of the design community to ensure that graduates are well-prepared to enter the workforce. In addition, the program engages in a variety of program measurement processes such as student evaluations of courses, student surveys of the program, faculty evaluations, internship evaluations by employers, and graduate surveys. Although programs regularly seek feedback from the faculty, it is usually on an informal basis. The BC program administers faculty satisfaction surveys as a more formal means to garner faculty comments. The program benefits also from its affiliation with CIDA, composed of interior design educators and professionals; and maintaining this professional-level accreditation requires a rigorous program assessment process.

### ***Resources - faculty, administrative, facility, equipment, etc.***

For what was once a community college, Bellevue College appears to have many amenities that adequately and appropriately support the interior design program as it transitions into offering a BAA. The design resource library is large, well-stocked, and well-maintained by a part-time librarian (according to the 2006 CIDA Visiting Team Report), which is definitely a plus. Student access to technology and a variety of appropriate software are fitting. The hours of operation of the computer-equipped studios provide more than adequate availability.

The faculty is comprised of full-time and part-time members with varied degrees and concentrations—interior design/architecture, architecture, industrial design, art, art history, engineering, English, and education. A few appear to have professional affiliations such as NCIDQ and LEED AP. The faculty appears to possess a broad range of education, skills and backgrounds to adequately and appropriately serve the program and students.

### ***Program Strengths and Weaknesses***

With the addition of the BAA in Interior Design as an offering, while maintaining the opportunity to offer an AA in Interior Studies, Bellevue College is in a unique position to cater to the community college-level student as well as those seeking baccalaureate degrees. By providing the bachelor's degree option, students who may not initially decide to pursue the BA degree could decide to do so at a later date and not have to transfer to another institution. This is a definite program strength and effective marketing tool. Also associated with the BAA is the ability for the program to maintain its CIDA accreditation—another undeniable strength.

If a weakness can be found, it would be related to physical resources and the need for additional classroom/studio space and faculty offices. However, the availability of three offices for the part-time faculty is enviable.



Although this may not be considered a weakness to some, it could be in some respects. Among the seventeen faculty members listed, it appears that less than half (seven or 41%) have degrees in interior design which, in some aspects, is low. Assuming that the four with degrees in architecture have practiced or are practicing interior design/interior architecture, 65% of the faculty is interior design-related, which is a better percentage. However, the extent and breadth of interior design-related professional experience could be much higher.

***Recommendations for Improvement***

- Professional Practices (12<sup>th</sup> Qtr.) is taken after Practicum in Interior Design (10<sup>th</sup> Qtr.) Perhaps this should be reversed.
- History of Furniture (8<sup>th</sup> Qtr.) and Modern Furniture & Design (9<sup>th</sup> Qtr.) seem more appropriate before Design Theory (7<sup>th</sup> Qtr.), since many design theories are discussed in the history courses, which could help students to “explore philosophical approaches to design and various aesthetic and judgmental concerns...” and then “apply critical thinking and creative problem-solving...”
- Show evidence of the study of green design and sustainability in appropriate courses throughout the program, in addition to the design studios, e.g. Textiles, Interior Materials & Sources, Furniture Design & Construction, Building Systems & Codes, Principles of Lighting, Design Research, Professional Practices, Practicum in Interior Design, etc.
- Incorporate an “affordability” component in one or more design studio courses, such as a residential design-related course.
- Show evidence of where historic preservation, historic restoration, adaptive re-use is addressed. Or, provide it as an emphasis in the Advanced Studio series.

Thank you for the opportunity to provide this review and assessment of the proposed Bachelor of Applied Arts in Interior Design at Bellevue College. What BC has accomplished is commendable and will serve as a role model for other community college-based interior design programs in the quest of providing students the opportunity to pursue baccalaureate degrees in interior design and other disciplines.

Sincerely,

Diane Tsukamoto Hurd, CID, ASID, IDEC  
Applied Arts and Science Division Chair  
CIDA Accredited Interior Design Program

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Saratoga, California 95070-5698  
408/867-2200



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## **DIANE TSUKAMOTO HURD**

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### **EDUCATION**

January, 1974      San Jose State University, San Jose, CA  
Bachelor of Arts, Interior Design

### **ACADEMIC EMPLOYMENT**

1993 – present      Full-time Faculty, West Valley College, Saratoga, CA  
Tenured, 1997  
Interior Design Department Chair, 1996 - 2008

1990 – 1993          Associate Faculty, West Valley College, Saratoga, CA

1992 – 1994          Part-time Faculty, San Jose State University, San Jose, CA

1988 – 1990          Part-time Faculty, College of San Mateo, San Mateo, CA

### **PROFESSIONAL EMPLOYMENT**

1989 – present      Principal, Hurd Design, San Jose, CA

1980 – 1989          Design Director, David Takamoto Associates, San Jose, CA

1978 – 1980          Designer, KBM/Facilities Planning & Design, San Jose, CA  
1977 – 1978

1978                  Designer, Habitec: Architecture/Planning, Santa Clara, CA

1974 – 1977          Designer, Design and Office Concepts, Cupertino, CA

1973 – 1974          John Bollman Franger Interiors, San Mateo, CA

### **PROFESSIONAL AFFILIATIONS**

1969 – present      American Society of Interior Designers, Professional, 1977

1977 – present      National Council for Interior Design Qualification, Certified

1990 – present      California Council for Interior Design Certification, Certified

1997 – present      Interior Design Educators Council, Professional

2002 – present      National Kitchen and Bath Association, Education Affiliate

## INSTITUTIONAL RESPONSE TO REVIEWERS' FEEDBACK

**Program faculty and staff addressed the issues raised by the external evaluators in the following way.**

Course Sequence Issues: Recommended Four-Year Curriculum Plan

1. *INDES 480 Professional Practices is recommended after INDES 485 Practicum in Interior Design. It seems that it should be the other way around.*
  - Professional Practices/Practicum Sequencing was reversed in the recommended four-year curriculum plan.
2. *INDES 150 History of Furniture and INDES 151 Modern Furniture & Design seem more appropriate before INDES 240 Design Theory.*
  - An advising and curriculum management issue: There are no restrictions on the order in which these classes are taken, so long as INDES 340 is taken before the fourth year. Current enrollment patterns suggest that students need the flexibility to choose among these classes as enrollment and scheduling needs dictate.
3. *INDES 440, if possible, should be placed earlier in the sequence, perhaps making it a 300 level course offering.*
  - As a distinct design research experience, students would surely benefit from taking this course earlier. However, design research topics are introduced throughout the curriculum as part of the design process. The placement of INDES 440 reflects its focus on preparing students for a comprehensive capstone research project.
4. *Include PSYC 250 Cross-Cultural Psychology in the BAA degree's Liberal Arts/General Education Core, as currently required of AA students.*
  - Students who have not completed a course that addresses cross-cultural concerns prior to acceptance to the BAA program will be required to complete PSYC 250.
5. *Concern that the precise sequencing of courses will require a fairly robust student advising component to address students' individual progress, planning and tracking.*
  - The addition of a 50% staff assignment to manage admission and other advising needs will help the full-time faculty and program advisors manage the complexity.

Course Content Issues

6. *Show evidence of the study of green design and sustainability in appropriate courses throughout the program*
  - Learning outcomes developed for the Sustainable Design certificate program will be integrated into INDES 340, 352, 390, 391, and 480, to address current needs of industry and community.
7. *History of Interior Design is not covered in the program's description. INDES 350 + 351 address issues of furniture history, ... but for Interior design students, it is critical that the context of these objects (the interior) is considered equally important.*
  - Interior Design history is included in INDES 140 Introduction to Interior Design, a first-year requirement. We included explicit reference to importance of interior design history in the program's course catalog description.
8. *Incorporate an "affordability" component in one or more design studio courses, such as a residential design-related course.*
  - Learning outcomes that address project budget and estimating will be added to select courses, as appropriate.
9. *Show evidence that historic preservation, historic restoration, adaptive re-use is addressed.*

- May be included as an INDES 377 Special Topic studio emphasis. Learning outcomes including historic and adaptive re-use issues will be included in appropriate courses.
10. *INDES 261 Design Detailing and INDES 345 Introduction to Sustainable Design are electives, [and] are important enough that they should be required.*
- Both courses may be taken to satisfy the elective requirement, and content from both courses is included – though in less depth and using different pedagogies – in other required courses. A Sustainable Design studio (INDES 376) is included in the third-year vertical studio options.
11. *Expertise in Building Information Modeling (BIM) may not be required upon graduation, but knowledge of this project delivery method is critical.*
- The Interior Design program has begun professional development of select faculty members to prepare for offering special topic BIM training courses. As familiarity with the software system increases, it will be introduced as an alternate project delivery method in select studio classes and survey courses, as well.
12. *It is not readily apparent from the proposal if group activity (both within interior design and across disciplines) occurs.*
- CIDA accreditation Standard 4, Collaboration, includes both student and program expectations that include learning experiences that engage students in collaboration and interdisciplinary interaction. These learning outcomes are addressed in our curriculum as noted in the course descriptions.

#### Program Management Issues





13. *The limiting of professional experience (INDES 485) to 3 credits/150 hours appears to be slim.*
- The program allows for the possibility of completing an internship experience within an eleven-week course structure by keeping the required hours manageable for a student taking a full-time course load. The program's location provides a source of connection to professional practice through active professional organizations, student organizations, and the abundance of practitioners in the classroom.
14. *Provide evidence of faculty collaboration regarding course sequencing—from one course to the next.*
- Course content/sequencing is an ongoing assessment tied to maintaining CIDA accreditation. The BAA Interior Design proposal reflects the collaboration of all Interior Design faculty members to address sequencing of knowledge and skills.
15. *It is not stated how the program reacts to or modifies itself based on CIDA Accreditation Reports.*
- The program determines the specific outcomes mentioned by CIDA and meets with the instructors responsible for achieving the assigned learning outcomes. The entire faculty participates in the overall response and plans improvements.
16. *Assessment of individual courses (perhaps targeted studios) by faculty review should be targeted on a semester-to-semester basis to identify issues of concern early on, allowing for development within the 6-year accreditation process.*
- The program does participate in ongoing processes similar to this suggestion.
17. *Space needs for the program appear to be leaning towards less-than-optimal.*
- A committee of faculty members, administrators and industry representatives will study space and equipment needs required by the BAA program once fully launched, and make recommendations for additional resources. Office space has been reserved for the program.

**APPENDIX I: INTERIOR DESIGN PROGRAM ADVISORY COMMITTEE MEMBER LIST**

<b>NAME</b>	<b>TITLE</b>	<b>COMPANY</b>	<b>LOCATION</b>
Julie Cooper	Principal	Forecast Design	Sammamish, WA
Karen Dahlstrom	Employee	IA Interior Architects	Seattle, WA
<b>Kyle C. Gaffney, Chair</b>	Employer	SkB Architects	Seattle, WA
Melanie Corey-Ferrini	President/Principal	Dynamik Space	Seattle, WA
Greg Wharton	Associate/Design Director	Studio Meng   Strazzara	Seattle, WA
Dave Kutsunai	Principal/Director of Design	IA Interior Architects	Seattle, WA
Gary Henderson	Employer	Henderson   Kelly	Seattle, WA
Spencer deMille	President-Elect/PNW Chapter	International Interior Design Assoc. (IIDA)	Seattle, WA
Phil Duff	Principal	NBBJ	Seattle, WA
Margaret Mazurkiewicz	Employer	Margaret Mazurkiewicz Design	Seattle, WA

## APPENDIX II: 2007 INDUSTRY SURVEY DETAILS

1. When hiring an interior designer what level of interior design degree do you look for?

		<b>Response Total</b>	<b>Response Percent</b>
Bachelor degree and above exclusively.		<b>24</b>	<b>45%</b>
Significantly more bachelor degree designers than associate degree designers.		<b>20</b>	<b>38%</b>
About the same number of bachelor degree and associate degree designers.		<b>3</b>	<b>6%</b>
Mainly associate degree designers.		<b>0</b>	<b>0%</b>
The designer's portfolio and creative problem-solving ability matters most, regardless of whether they have a bachelor or associate degree.		<b>16</b>	<b>30%</b>
		<b>Total Respondents</b>	<b>53</b>
		(skipped this question)	10

2. If you prefer to hire interior design bachelor degree graduates, please tell us why.

1. I'm not really in the position of hiring designers, however, the firm I look for puts more of an emphasis on skill, ability to think creatively, and personality- how they will mesh with the rest of the firm. I was hired with an associate degree from BCC and have found no limitations or inabilities compared to my bachelor degree colleagues. In fact, several of my colleagues who obtained a bachelor's degree from Cornish or AIS, wish they would have known about BCC's program and feel that BCC's program is superior.
2. A bachelor's degree is simply evidence of a broad education, not just training in a specific profession.
3. More miles on the road. 2 and 3 year programs just do not give them enough to be successful in this career outside of picking colors. I prefer the 5-yr programs because of the experience it provides that is more real-life: working with architects, engineers, landscapers, etc.
4. We have found their level of knowledge tends to be greater.
5. Although everyone we hire will eventually learn the ropes, we have found that the employees we have hired in the past with less than Bachelor's degrees do not have as much interest in learning about Corporate Design and are not nearly as adept with interpreting Building Codes and BOMA standards.
6. Designers need to be citizens of the world. They need to be educated in a wide variety of subjects, otherwise their designs will be too insular. Design is about working with whole people, not just graphics.
7. More thorough education and general knowledge base. More respect by peers and community with a minimum of a Bachelors degree, i.e. architects.
8. it depends on the age of candidate...if there is previous life experience or a previous degree, the bachelor degree in int design doesn't matter. Bachelor's degree graduates are at least exposed to more career fields

that, in commercial int. design, they may be serving in their future. Greater awareness of industry and how design fits in.

9. 2 - 3 years of education is not sufficient for a designer to work effectively, specifically in the commercial and hospitality market sectors.
10. feel this level of schooling has covered the range of disciplines needed. It also shows a level of commitment.
11. Even with a Bachelor's and a master's there is much information to learn so the extra time just covers more topics. Plus I think that most Bachelor programs cover contract documents better. The detailing and drawing portions that I have yet to find an AA cover well.
13. Designers with bachelor degrees tend to have a better overall view of all fields related to the built environment. I also find they have more architectural-based knowledge as well as stronger conceptual design skills.
14. 2 year programs sometimes lack the appropriate skill set needed.
15. Bachelor degree programs most often provide opportunities for interaction with architects and engineers through internships, group projects, and shared coursework. Because arctic design is highly technical and requires the designer to participate with these colleagues and consultants from the beginning of a project, the understanding of what each expertise has to offer and how to gather, manipulate and share information with these different fields is vital to success.
16. Tend to have a broader understanding of building issues, understand how to research materials and methods, and have taken classes in a broader range of subject matter which makes them more versatile in understanding concepts and history.
17. I look for graduates with a strong, broad base background in all related aspects of a 4-5 year degree program. A well educated designer is well versed in more than interiors.
18. I look for graduates with a strong, broad base background in all related aspects of a 4-5 year degree program. A well educated designer is well versed in more than interiors.
19. 4 years gives students more exposure to a greater variety of design problems, as well as internship opportunities. Also gives them longer time in which to become ACAD proficient.
20. Finally--it's a time saver when reviewing huge stacks of resumes...the degree is often the criteria for the first cut.
20. 4 years gives students more exposure to a greater variety of design problems, as well as internship opportunities. Also gives them longer time in which to become ACAD proficient.
20. I prefer to hire designers who have passed the NCIDQ. If they have not yet passed it when I hire them, I encourage and support their efforts to do so. I think the NCIDQ is a critical credential and you can achieve it far more quickly with a 4 year degree.
21. Finally—it's a time saver when reviewing huge stacks of resumes...the degree is often the criteria for the first cut.
21. Depending on the program from which the designer has graduated, those with bachelor degrees tend to be involved in more rigorous programs where they obtain the ability to understand competition, more training in CAD programs, more experience with construction, materials and sustainability.
22. They should have a good overview of the industry and its various aspects, and I would hope some training with a professional designer.
23. They should have a good overview of the industry and its various aspects, and I would hope some training with a professional designer.
24. A certain level of standard for interior designers have been set, and a entry level position into a high level design firm typically requires a bachelor degree. If someone's work experience and portfolio is excellent, then a bachelor degree would not absolutely be required. But in a highly completeive field like interior design, we would always talk to someone with a bachelor's degree over an associate degree.

25. The additional studio and classroom experience helps round out the skill set to meet the demands of our dynamic profession.
26. they seem to have wider based knowledge of current computer programs and have a better grasp of the design profession. they seem to be able to understand architecture a little better.
27. We feel that coming from a program with a Bachelor's they have received a more well rounded education. BCC's program is an amazing program, and locally we know that, but internationally we work with clients that look for that Bachelor degree behind our designers names.
29. It is a signal of academic accomplishment.
30. Shows dedication & commitment to the profession.  
Candidates with anything less than a bachelor degree are not skilled enough.
31. There is a higher level of education in regards to other skill sets such as writing, problem solving and verbal skills
32. It is an educational benchmark and commitment that we expect, and is taken more seriously than an Associate's degree.
33. Typically, they are better suited for commercial design with more relevance to the architectural field. This is important in an architecture firm such as ours. The portfolio and creative problem-solving ability expressed within are very important, as well.
34. Our company requires a Bachelor's degree for all permanent positions. It is very hard to get around this requirement.
35. Prefer to hire individuals with bachelor degrees because it shows a minimum competency level and a basic foundation to begin from in the profession.
36. The more design education someone has the better. Some bachelor degrees also offer collaboration with an architecture program and have a better understanding of an integrated approach.
37. Even with a bachelor degree, many graduates don't have the skills needed to work productively in the profession. Associate degree just puts these graduates even further behind.  
Also, we look for committed people who are in this as a career. Assoc degree does not necessarily weed out the people who are interested in dabbling.
38. Strongly feel that it takes a minimum of 4 years to obtain the introductory skills needed to be a professional interior designer.
39. The level of education is superior with a bachelor degree student. They usually get the technical aspect of design as well as the conceptual side of the design process.
40. I find bachelor degree students are more mature and suited to dealing with clients and problems for the commercial and hospitality design sector.

**3.** If you are willing to hire interior designers with an associate degree, please tell us why.

1. The way this question is worded is a disservice to interior designers with an associate degree. "If you are willing", referring to associate degree holders, versus "If you prefer", referring to bachelor degree holders, is persuasive and, I think, defeats the purpose of what you are trying to accomplish with this survey. That being said, I am pleased that BCC is getting the recognition it deserves and that firms, state wide are starting to lift the stigma of getting a degree from a "community college" and elevate the education and abilities of designers.

2. This is generally enough for someone to be an assistant to a more senior designer, but not enough to begin working in the field independently. This is not a career of just picking colors!
3. When a designer with an associate's degree comes to the firm with 2+ years of post college on the job experience they tend to perform on par with a designer with a bachelor's degree.
4. see above
5. If they are obviously talented, or for an ass't position.
6. If their portfolio and experience is great then I would not discriminate. Once someone has been in the field for 3-5 years then the difference is not as noticeable but fresh from school I would prefer more years experience.
8. Designers with associate degrees are usually very skilled with specific programs, such as autocad. I think an associate's degree can work very well for an older student (someone not directly out of high school) or when paired with a great internship.
9. I myself am an associate degree holder--it is a second degree for me. I am more interested in a portfolio than whether a designer had to suffer through extra classes when they are trying to learn a profession. I would rather see a first degree as a bachelor's, but truly, the portfolio is the thing.
10. Extended experience in project management, technical consulting and collaborative design processes; excellent references from colleagues, contractors and clients; and evidence of a strong work ethic and initiative are equally valuable to a bachelor's degree
11. If designer has experience in other firms and can show a portfolio of relevant work that matches our needs.
12. They will be hired, but at a lower entry level (typically). This truly relates back to the program and what they know.
13. They might be easier to train.
14. They might be easier to train.
15. Currently, there are not enough fresh designers joining the field to fill the number of positions available so associate degree designers are acceptable. If this were not the case, those with a bachelors degree would have top priority.
16. they have a creative portfolio, can speak well and are excited about the profession.
17. We are open to designers from associate degree programs, it is very helpful to know that a program like BCC's interior design program has the FIDER accreditation.
19. Problem solving ability, creativeness, rendering skills, presentation skills and interpersonal skills all all more important than the degree.
20. Would not.
21. It depends on their skill sets, maturity and portfolio.
22. We would consider it if they show a very high level of potential and professionalism, or if there are no higher-qualified candidates available.
23. They have demonstrated an ability to relate well in an architecture firm (typ from previous experience) and commercial work.
24. I hired Catherine Wells from your program last year as an intern for 3 months. Her skills are excellent and she quickly proved herself even with an Associate's Degree. We were able to waive the BA degree criteria and she was hired permanently as an entry level designer. However, for further progression in our firm, a BA may be required eventually.



- 25. I don't look at them.
- 26. We may hire someone who has an associate level degree because they show a great talent or a high level of potential for development and improvement.
- 27. Only if their skills stand above most bachelor degree candidates.
- 28. We do not disregard resumes from Associate degree applicants.
- 29. Students who have and show talent in creativity, color theory and outgoing personality and ones that blend with our staff. Can travel and want to be part of large, exciting, pressure jobs.

**4. Does your firm recruit interior design graduates from bachelor degree colleges in Washington State?**

		<b>Response Total</b>	<b>Response Percent</b>
Exclusively		<b>3</b>	<b>6%</b>
Frequently		<b>24</b>	<b>47%</b>
Sometimes		<b>20</b>	<b>39%</b>
Never		<b>5</b>	<b>10%</b>
<b>Total Respondents</b>		<b>51</b>	
(skipped this question)			12



**5. Have you experienced problems finding interior designers with a four-year degree to fill your employment needs?**

		<b>Response Total</b>	<b>Response Percent</b>
Frequently		<b>12</b>	<b>25%</b>
Sometimes		<b>15</b>	<b>31%</b>
Never		<b>21</b>	<b>44%</b>
<b>Total Respondents</b>		<b>48</b>	
(skipped this question)			15






**6. If you have had problems hiring interior designers with a bachelor degree, how serious do you think the shortage is?**

		<b>Response Total</b>	<b>Response Percent</b>
Critical		<b>9</b>	<b>24%</b>
Moderate		<b>14</b>	<b>38%</b>
Minor		<b>14</b>	<b>38%</b>
<b>Total Respondents</b>		<b>37</b>	
(skipped this question)			26

**7. Would it be a benefit to your firm to have an accredited four-year interior design program in western Washington?**

		<b>Response Total</b>	<b>Response Percent</b>
Yes.		<b>49</b>	<b>94%</b>
No.		<b>3</b>	<b>6%</b>
<b>Total Respondents</b>		<b>52</b>	
(skipped this question)			11

**8.** If you answered yes to the previous question, what do you believe those benefits would be?

		<b>Response Total</b>	<b>Response Percent</b>
Interns for our company		<b>30</b>	<b>62%</b>
Expanded pool of candidates from within the state for hiring		<b>42</b>	<b>88%</b>
More educational opportunities in state means better skilled employees		<b>41</b>	<b>85%</b>
Money saved in not having to recruit candidates from other states		<b>12</b>	<b>25%</b>
Other, please specify <a href="#">view</a>		<b>3</b>	<b>6%</b>
<b>Total Respondents</b>		<b>48</b>	

**8.** If you answered yes to the previous question, what do you believe those benefits would be?

1. WSU is currently accredited (4yr). FIDER no longer exists, its CIDA.
2. Expanded pool of candidates more familiar and comfortable with working and living in Alaska
3. The above are not because accredited professionals are necessarily better but because accredited programs will usually attract the better students.

### APPENDIX III: 2008 STUDENT SURVEY RESULT SUMMARY

1) If BCC offered a bachelor's degree in interior design would you consider participating?

Yes  No

q1BCC Degree	#	%
Yes	134	90
No	13	9
No Response	2	9
Total	149	100

2) If BCC arranged for interior design students to achieve a bachelor's degree through articulation with a *local* four-year school, would you consider participating?

Yes  No

q2_Oth Degree	#	%
Yes	104	70
No	39	26
No Response	6	4
Total	149	100

*IF YOU ARE NOT INTERESTED IN EITHER OPTION please skip to question 7.*

*IF YOU ARE INTERESTED IN A BACHELOR'S DEGREE,*

on a scale of 0 → 4, please rate the following items as to how they would influence your decision to enroll in an interior design bachelor's degree program.

3) Personal Goals

	Not Important				Important	
	0	1	2	3	4	
Personal Satisfaction						
Career Advancement						
Graduate from CIDA-accredited school						
Move from Puget Sound region after graduation						

	PerSat		CarAdv		Grad		Move	
	#	%	#	%	#	%	#	%
0-Not Important	2	2			1	1	51	38
1	2	2	1	1	1	1	8	6
2	14	10	1	1	11	8	21	15
3	25	18	11	8	11	8	10	7
4-Important	91	67	120	88	109	80	40	29
No response	2	2	3	2	3	2	6	4
Total	136	100	136	100	136	100	136	100

4) Factors that might influence your decision one way or another

	Not Important				Important
	0	1	2	3	4
On-line courses					
Evening courses					
Traditional daytime courses					
Convenient location					
Number of additional credits required for bachelor's degree					
Reputation of program / school					
Ability to take more design electives					
Increased emphasis on specialty areas					
Senior thesis project					
Affordability					

	Online		Eve		Day		Loc		AddCred		Rep		DesElect		Spec		SnrThesis		Afford	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0-Not Important	18	13	12	9	9	7	1	1	6	4			3	2	2	2	8	6	4	3
1	12	9	3	2	11	8	1	1	5	4	2	2	4	3	2	2	11	8	1	1
2	43	32	20	15	26	19	8	6	13	10	5	4	34	25	25	18	48	35	18	13
3	32	24	39	29	37	27	23	17	31	23	19	14	35	25	44	32	35	26	27	20
4-Important	30	22	61	45	52	38	101	74	78	57	109	80	59	43	62	46	32	24	84	62
No response	1	1	1	1	1	1	2	2	3	2	1	1	1	1	1	1	2	2	2	2
Total	136	100	136	100	136	100	136	100	136	100	136	100	136	100	136	100	136	100	136	100

5) Are there any benefits that you think a bachelor's degree would offer you that an associate's degree does not?

**[See responses at end of document]**

6) If you indicated that you are *not* interested in an *articulated baccalaureate degree*, please identify your reasons. Check all that apply.

- Cost
- Time constraints
- Already have a bachelor's degree
- Would prefer to get a bachelor's degree from a CIDA-accredited institution
- I would be more comfortable staying at BCC for my degree

	Cost		Time		HaveBA		Accred		StayBCC	
	#	%	#	%	#	%	#	%	#	%
No	26	67	31	80	33	85	25	64	21	54
Yes	13	33	8	21	6	15	14	36	18	46
Total	39	100	39	100	39	100	39	100	39	100

- Other (please describe)
  - I like smaller class sizes of BCC and quality of instructors.
  - I think it would benefit BCC and students

7) If you indicated that you were *not* interested in a baccalaureate degree program, please identify your reasons. Check all that apply.

- Cost
- Time constraints
- Already have a bachelor's degree
- Satisfied with the career path an associate's degree will give me

	Cost		Time		Have_BA		SatAA	
	#	%	#	%	#	%	#	%
No	10	83	9	75	3	25	8	67
Yes	2	17	3	25	9	75	4	33
Total	12	100	12	100	12	100	12	100

- Other (please describe)
  - Completing program this year
  - I've invested a lot of time to get this far, the thought of having to go any longer would be harder for me...
  - I have a Masters and BA
  - Too old

8) Whether or not you are interested in a bachelor's degree program, if BCC added more advanced specialty or elective courses to enhance your skills, would you consider taking them?

- Yes    No

	EnhSkill	
	#	%
Y	138	93
N	9	6
NR	2	1
Total	149	100

9) If you answered yes to # 8, what area or expertise or specialty might you consider important?

10) What is your current age?

- under 18
- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- over 65

	q10_Age	
	#	%
18-25	46	31
26-35	42	28
36-45	39	26
46-55	17	11
56-65	4	3
NR	1	1
Total	149	100

11) What is the highest level of education you obtained before coming to BCC?

- High school
- Some college
- Associate
- Bachelor's
- Master's
- PHD / post-doc

	q11_PriorEd	
	#	%
High school	25	17
Some college	48	32

Associate	20	13
Bachelor's	44	30
Master's	10	7
PhD/PostDoc	1	1
NR	1	1
Total	149	100

- 12) If you have a previous degree, please list the discipline or area of study
- 13) What was your main goal when you entered Bellevue Community College?
- Employment
  - Transfer to a 4-year college
  - To obtain an associate's degree
  - Other (specify):

	q13a Employ		q13b Transfer		q13c AA	
	#	%	#	%	#	%
No	83	56	119	80	89	60
Yes	66	44	30	20	60	40
Total	149	100	149	100	149	100

- 14) Are you currently planning to continue your design education beyond the Associate of Arts in Interior Design?

- Yes
- No
- Don't know

q_14ContinueEd	#	%
Don'tKnow	67	45
No	40	27
Yes	42	28
Total	149	100

- 15) What area of interior design are you planning to pursue after graduation?

- Residential Design
- Kitchen & Bath Design
- Hospitality Design
- Retail Design
- Corporate Design
- Health Care Design
- Sales / Manufacturer's Representative
- Design-Build/Remodeling
- Furniture/Product Design
- Other
- Don't know

	ResDes		KitBath		Hosp		RetDes		CorpDes		HlthCare		Sales		Remodel		Furn	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
No	83	56	126	85	104	70	115	77	114	77	138	93	144	97	124	83	130	87
Yes	66	44	23	15	45	30	34	23	35	24	11	7	5	3	25	17	19	13
Total	149	100	149	100	149	100	149	100	149	100	149	100	149	100	149	100	149	100

- 16) Are you currently employed in a field related to interior design?  Yes  No

q16_Currently		
Empld	#	%
No	105	71
Yes	44	30
Total	149	100

17) If you answered "yes" above, please list your job title and type of design practice.

18) Are you currently doing an internship in a field related to interior design?  Yes  No

q18Intern	#	%
No	117	79
Yes	32	22
Total	149	100

### q5\_Benefits

- Better career opportunity- Ability to work for larger firms ( ex- Genesler)
- a BA is look at better by employers
- A bachelors degree in general can help w/ getting hired anywhere, even if not in design field
- A bachelor's degree is more highly recognized, especially if I am interested in working outside Seattle where design firms are not familiar with the BCC program.
- A bachelor's degree shows higher education then an AA, a bachelor's degree is more professional.
- A bachelor's just seems to hold more "weight" in all industries. Shows more dedication.
- A better chance at getting a job and just the credibility of having a degree
- A chance at a better job
- A higher paid job! Flexibility in career field. Respect, ability to take on a master degree
- A job over another applicant at a firm out of Washington. Also if any licensing is involved or taking the NDCIQ
- A lot of jobs I see ask for bachelor's degree. I have a bachelor's degree, but not in Interior Design.
- Ability to concentrate on specific areas. Ability to take a variety of classes.
- Ability to get work in the design community. People laugh at me when I say I go to community college and I am getting an AA
- Accreditation
- Although many firms may bend their "bachelor degree only" policy, some may not. This would only make getting a job easier and let us learn more.
- An approved ability to compete in the job market outside of Puget Sound region, and to improve credentials
- Being able to get a job outside the Seattle area a little easier because a lot of places don't know BCC's reputation and require a four year degree
- Better Education and better job opportunities upon graduating with BA
- Better job opportunity
- Better job opportunity, more experience and knowledge and better sense of self accomplishment.
- Better knowledge, prestige over other schools, degree itself mans a lot
- Better preparation entering the field
- Business may take us more seriously for potential employees.
- career advancement and recognition
- Consideration for commercial jobs
- Credibility in the workforce foundation for continued education
- Credibility in the field, less experience required to obtain license.
- Earning potential, Knowledge, Skill
- Eligibility for the field, respectability
- Employment and resume

- Employment Opportunity
- Employer perception and client perception
- Further career advancement. More earning potential
- further career opportunity and advancement, better title, and better pay
- Further education and better credentials.
- Good for those who seek a master's degree.
- Greater Respect for the professional degree.
- Higher earning ability post graduation. Greater level of professional readiness. Public presentation-Speech
- Higher level opportunities, better pay, more rounded education
- Hopefully, better opportunities, need competitive edge
- I already have a BA and as of now, I believe the IDAA at BCC is sufficient for entering the field
- I already have an associate's degree and really would like a bachelors degree
- I don't know other than a chance to have skills and knowledge, also confidence
- I feel a Bachelors degree would give me a greater chance of advancement as an interior designer than an associate's degree would.
- I suppose it is better to have more education, but I already have a BA and this school has as much class work in the field as I had at the U.W. in English, it seems a bit of overkill(3-4yrs) Plus another year of general education courses.
- I think a Bachelors degree gives one more option when entering the workplace- and is more widely recognized by employers. Bachelors degree required
- I think for now it's more of a personal thing.
- I think having a BA would give me a better opportunity to practice outside of WA state
- I think it may offer better job options.
- I think it would assist in securing a position that had a high income
- I think you will have more job opportunities. People will also look at you at higher level.
- I would have a better job. More design "studio" classes specialized to the area of interest.
- I would reflect our effort and credibility.
- If I want any sort of career advancement, my AA will always be a negative when compared to others I work with. I may lose a promotion simply due to this.
- In the intellectual working world it's more reputable
- Increasing my knowledge about Interior design
- It's a competitive industry, a BA would help my resume and potential job opportunities.
- It is better perceived by the employers, it shows dedication to the profession.
- It may enhance career advancement- I.E. Pay, Seemingly more respect; though I have a BA in another field.
- It puts us at par with student graduating with a degree.
- It will have more employment or career achievement opportunities with a BA degree
- It would allow some students to go onto grad. School witch I plan to do by transferring to WSU. It would allow students to move on to a specialized field in Graduate studies. Also being able to explore design on a more academic level.
- It would be achieving a goal I've had for sometime
- It would make me feel more accomplished having a BA degree. Also it may help me with work and if I decided to get any further education I would get my Masters if I decided to.
- It would provide me with a better opportunity to get the career I want and not have the issue of only having an associate's degree keep me from getting the job.
- Job Availability
- Job opportunity and a step towards options like a master's degree. It would differentiate from less accomplished or learn at home programs.
- Just the fact that you have a four year degree, more businesses now are looking for that.
- Look better on resume, family wants bachelors, not associates
- Look better on the resume
- Looks better- not much more work than we are already doing



- Makes me feel more accomplished.
- Many companies expect a four year degree before looking at your resume.
- Many large firms require a four year degree. Locally those that know of the BCC Int. Design program will look at graduates due to the reputation of the program.
- More chance to specialize in a particular area
- More consideration in job searching, more opportunity to take special courses
- More credibility when seeking employment with firms.
- More credible when applying to jobs; therefore, may allow us to apply to more/ better jobs. Closer to criterion needed to pursue a Masters.
- More education- Increase chance of getting a job ( higher paying)
- More experience
- More extensive design experience.
- More job options
- More options and credibility
- More respect in the interior design field and possibly more pay.
- More time to develop skills. Focus on more specific aspects. Greater credibility in the work force.
- More work opportunity
- Most firms I have interviewed for strongly encourage a four year degree. I just want it! Designers need to be seen as educated people.
- Most firms require a four year degree. Plus, I like the idea of more experience.
- Most firms that would interest me require a BA
- Moving to an area that is not familiar w/ BCC program. The time and effort would pay off.
- N/A already have a B.S
- No- I already have a bachelors degree
- NO, other than ACAD certification
- Not for me because I already have a BA. I was told an associate's degree would help me get a great job. If I would want anything more, it would be a Masters Program.
- only if its accredited
- Personal
- Personal satisfaction, and job opportunity
- Professional credibility- ability to compete w/ other job candidates that have a BA in Interior Design. 0
- Recognition in the real world, extra studies
- Response when looking for work. BA is more expected / understood. BA is appropriate for the effort put into the program.
- Seen as more beneficial to employers.
- Some larger firms request a BA as a minimum education for hiring.
- Some respectable interior design firms wouldn't consider anything less than a Bachelors degree
- The ability to get a job out of the area- fulfill job requirements more easily.
- The ability to move to another state at any point in the future and have the type of degree necessary to get desirable employment.
- The advantages of competing with other graduates with the same degree, more chance to specialize
- The higher education would be beneficial for graduates who are moving outside of the Seattle area to somewhere else that may not be familiar with the level of excellence the BCC program has.
- When looking at jobs available around the country many places require a BA from a certified program
- Yes! Employers prefer a BA degree. We should get a BA here!!!
- Yes, a better education and therefore a better recognition of good design which emphasizes on interior design.
- Yes, additional education is always grounds for better equipped professionals. BCC already offers an extensive three year associate degree, so it makes sense to add one more year!
- Yes, BA is required for many jobs, just to be considered for an interview. Also gives the opportunity to study a particular subject more in depth.
- Yes, better job opportunities, more pay.

- Yes, by the time I graduate I will have spent five years in school only to get a two year degree, it does not seem like an AA is appropriate.
- Yes, I believe a bachelor's degree is just a stepping stone in education. An associate's to me is merely for personal knowledge or to prepare you for the next step.
- Yes, I believe I will be hired more quickly when I move out of the state, if I have a BA in Interior Design.
- Yes, I think a BA is important when looking for a job. A lot of design firms require a BA for an entry position. It's also important if I were to move to another city, where BCC might not be well- known. BCC has a good reputation in Seattle.
- Yes, I think a Bachelors degree is more marketable in this competing field.
- Yes, of course. I can apply for a different kind of job with a Bachelor's while I cannot with an AA.
- Yes, perhaps to teach or pursue an MA degree
- Yes. Pay scale, knowledge base, credibility

**APPENDIX IV: COMPARISON OF BC PROPOSED BAA PROGRAM TO OTHER WA STATE-BASED INTERIOR DESIGN BACCALAUREATE PROGRAMS**

	<b>Bellevue College</b>	<b>Washington State University</b>	<b>Cornish College of the Arts</b>	<b>Seattle Pacific University</b>	<b>The Art Institutes Seattle</b>	<b>International Academy of Design &amp; Technology</b>
Public/Private	Public	Public	Private	Private	Private	Private
Degree Granted	Bachelor of Applied Arts	Bachelor of Arts	Bachelor of Fine Art	Bachelor of Arts	Bachelors of Fine Art	Bachelor of Fine Art
College Accreditation	Northwest Commission on College and Universities	WA state Board of Education, Northwest Commission on College and Universities	Northwest Commission on College and Universities, National Association of Schools of Art and Design	WA state Board of Education, Northwest Commission on College and Universities	Northwest Commission on College and Universities	Accrediting Council for Independent Colleges and Schools
CIDA Accreditation 1 <sup>st</sup> professional degree	Yes	Yes	No	No	No	No
Location of School	Seattle	Pullman/Spokane	Seattle	Seattle	Seattle	Seattle
Total number of credits/units	191 Quarter Credits	120 Semester / 180 Quarter Units	122 Semester / 183 Quarter Units	180 Quarter Credits	180 Quarter Credits **	180 Quarter Credits
Core Credits	141 Quarter Credits *	80 Semester / 120 Quarter Units	86 Semester / 129 Quarter Units	84 Quarter Units	129 Quarter Units	112 Quarter Units
Design Studio Credits	40 Quarter Credits	23 Semester / 35 Quarter Units	24 Semester / 36 Quarter Units	17 Quarter Units	21 Quarter Units **	20 Quarter Units ***
Fine Arts Credits	22 Quarter Credits	0 Semester Units	15 Semester / 23 Quarter Units	5 Quarter Units	0 Quarter Units	0 Quarter Units
Art & Design History Credits	25 Quarter Credits	6 Semester / 10 Quarter Units	6 Semester / 10 Quarter Units	5 Quarter Units	9 Quarter Units	8 Quarter Units
Gen Ed Credits	50 Quarter Credits (87)*	40 Semester / 60 Quarter Units	30 Semester / 45 Quarter Units	86 Quarter Units	51 Quarter Units	56 Quarter Units

\* CORE CREDITS: classes including ART studios and history courses. BC curriculum would qualify w/out 47 qtr credits of ART 101, 108, 110, 111, 112, 120 (27 CR), and art history requirement: 201/202/205 (5) plus 203 (5).

GEN ED: not including 47 quarter credits of ART Courses listed above.

\*\* Art Institute of Seattle courses are 3 quarter credits each. Lab/studio meets 20 hours per credit hour (6hr/wk), roughly equivalent to BC studio courses.

\*\*\* IADT courses are 4 quarter credits each.

## **APPENDIX V: PROGRAM AND COURSE INFORMATION**

### **PROGRAM OUTCOMES**

Upon completion of the Interior Design Program graduates will be able to:

#### **PROFESSIONAL VALUES**

- Present and demonstrate the attitudes, traits, values and ethics of professional responsibility, accountability, and effectiveness
- Apply the ability to think creatively, critically, analytically and strategically in real world situations
- Recognize the implications of globalization on design practice, and respond thoughtfully to different socio-economic populations

#### **DESIGN FUNDAMENTALS**

- Effectively apply the elements, principles and theories of two- and three-dimensional design to all visual communication and design solutions
- Identify stylistic movements, periods, and traditions of art, interior design, furniture, urban design and architecture, and use these historical precedents to inform design solutions

#### **INTERIOR DESIGN**

- Define spatial and organizational relationships to meet client mission; address physical, cognitive and emotional needs of building occupants; and achieve performance criteria established by a project program
- Gather, analyze and synthesize appropriate and necessary evidence to generate responsively designed and universally accessible interiors
- Assess aesthetics in the built and furnished environment through the application of theory, principles of logic, and reasoning skills
- Demonstrate understanding of how social, political and physical influences shape the design of built environments

#### **COMMUNICATION**

- Apply good judgment and express ideas and information clearly, using a variety of artistic and technical skills across an appropriate range of communication modes, media, and technologies

#### **BUILDING SYSTEMS AND INTERIOR MATERIALS**

- Demonstrate understanding of how interior furniture, fixtures, and equipment interface with building distribution and construction systems
- Utilize the principles of lighting, acoustics, thermal comfort and indoor air quality to enhance the health, safety, welfare, and performance of building occupants
- Select and specify furniture, fixtures, equipment and finish materials on the basis of their properties and performance criteria, including environmental attributes, maintenance, installation, and life cycle cost

#### **REGULATIONS**

- Demonstrate understanding of laws, codes, standards, and guidelines that that impact the design of interior spaces and protect the health, welfare and safety of the public, including fire and life safety, accessibility guidelines, and industry-specific regulations in the design of interior spaces

#### **BUSINESS AND PROFESSIONAL PRACTICE**

- Apply ethical and accepted standards of practice for project management, project communication, and project delivery
- Demonstrate leadership by engaging in multi-disciplinary teams representing a variety of points of view and perspectives collaborations, consensus building, and team-oriented activities

#### CAREER PLANNING

- Appraise the job market in their chosen locale, create a search strategy and professional portfolio, and use the required internship experience as a foundation for career success
- Hasten their progress toward qualifying for NCIDQ professional certification, as graduates of a CIDA-accredited baccalaureate program (up to half the work experience necessary to qualify for certification may be earned while still in school)

## PROGRAM MAP 2 (AA) +2 (BAA) Design

### Proposed 2+2 Sequence Leading to Bachelor of Applied Arts in Interior Design FOUR-YEAR CURRICULUM PLAN

Bellevue College Interior Design Program  
May 20, 2009

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
FIRST QUARTER 15 credits	FOURTH QUARTER 17 credits	SEVENTH QUARTER 18 credits	TENTH QUARTER 13 credits
ART 110 (5) Two-D Design (su)	INDES 262* (5) Intro to CAD (su)	INDES 390* (5) Bldg. Systems**	INDES 440* (2) Design Research
INDES 140 (5) Intro to Interior Design (su)	INDES 267* (2) Design Presentation II	INDES 370-377* (5) Advanced Studio	INDES 352* (3) Furn. Design & Constr.**
Written Communication: Group A (5)	ART 112* (5) Three-D Design (su)	INDES 340* (3) Design Theory**	INDES 480* (5) Professional Practices**
(10) Core <i>plus</i> (5) Liberal Arts	Art 201/202/205/INDES 350/351 (5) History	Written Communication: Group B (5)	Elective within Major (5)
SECOND QUARTER 17 credits	FIFTH QUARTER 15 credits	EIGHTH QUARTER 18 credits	ELEVENTH QUARTER 15 credits
ART 108 (2) Hand & Power Tools (su)	INDES 242* (5) Textiles, Int. Matls. & Sources	INDES 391* (5) Principles of Lighting**	INDES 471* (5) Capstone Studio 1
ART 120 (5) Drawing I (su)	INDES 273* (5) Design Studio III	INDES 370-377* (5) Advanced Studio	Art 203 (5) Hist of Western Art - Modern
INDES 171* (5) Design Studio I (su)	INDES 265* (5) Design Illustration (su)	Elective within Major (3)	Social Sciences Distribution (5)
Quantitative Skills (5)	(15) Core	INDES 350 (5) Furniture History**	(5) Core <i>plus</i> (10) Liberal Arts
(12) Core <i>plus</i> (5) Liberal Arts	SIXTH QUARTER 15 credits	NINTH QUARTER 15 credits	TWELFTH QUARTER 15 credits
THIRD QUARTER 18 credits	ART 101 (5) Modern Arch & Design	INDES 351 (5) Modern Furniture History**	INDES 472* (5) Capstone Studio 2
INDES 172* (5) Design Studio II	INDES 280* (5) Contract Documents	INDES 370-377* (5) Advanced Studio	INDES 485* (3) Practicum**
ART 111* (5) Design: Color (su)	PSYC 250 Cross-Cultural Psych (5)	Lab Sciences Distribution (5-6)	Humanities Distribution (5)
INDES 167* (3) Design Presentation I (su)	(10) Core <i>plus</i> (5) Liberal Arts	(10) Core <i>plus</i> (5) Liberal Arts	(10) Core <i>plus</i> (5) Liberal Arts
ENVS& 100 Environmental Science (5)	TOTALS	TOTALS	TOTALS
(13) Core <i>plus</i> (5) Liberal Arts	(37) Core Credits (10) Liberal Arts / GER Credits (47) TOTAL 2nd YEAR	(41) Required Credits (10-11) Liberal Arts / GER Credits (51-52) TOTAL 3rd YEAR	(28) Core Credits (15) Liberal Arts / GER Credits (43) TOTAL 4th YEAR
TOTALS (35) Core Credits (15) Liberal Arts / GER Credits (50) TOTAL 1st YEAR	Year One and Two: Open Admission with Prerequisites Associate of Arts in Interior Studies: 97 Credits = 72 Core & 25 GER	Year Three and Four: Selective Admission to Upper-Division Studio/Research Upper-Division Credit Totals: 94-95 Credits = 69 Core & 25-26 GER BAA Interior Design Credit Totals: 191-192 Credits = 141 Core & 50-51 GER	

\* Indicates courses with prerequisites. Consult Course Catalog: <http://bellevuecollege.edu/catalog/>  
(su) = typical summer, fall, winter, spring offering; unless noted, all classes offered (f,w,s)

\*\* Priority: BAA-ID Students; Open to non-BAA-ID by prerequisite, permission & entry code

## **INTERIOR DESIGN COURSE DESCRIPTIONS FOR BAA DEGREE**

**INDES 340 Design Theory 3 CR** — Explores philosophical approaches to design and various aesthetic and judgmental concerns. Students apply critical thinking and creative problem-solving to the enclosure and systematic organization of space.

**INDES 350 History of Furniture 5 CR** — Surveys the main characteristics and motifs of Western furniture from antiquity to the 19th century. Students examine how people, social conditions, and technology influenced furniture design in each period. Class format includes illustrated lectures and discussions.

**INDES 351 Modern Furniture & Design 5 CR** — Continues INDES 150, covering furniture designers and movements from the Victorian period to the present. Students analyze the furniture of each period in terms of human values, social conditions, technology, and design criteria.

**INDES 352 Furniture Design & Construction 3 CR** — Gives practical experience in designing and building furniture. Students combine knowledge of design theory and processes, materials, and drawings with hands-on experience in the shop. Topics include engineering basics, manufacturing processes, joinery, and finishes.

**INDES 390 Building Systems & Codes 5 CR** — Introduces the physical components of building construction. Topics include industry-wide classification systems, standards and resources, basic physical properties of building materials, typical building construction systems, mechanical and electrical systems, and building codes related to Interiors.

**INDES 391 Principles of Lighting 5 CR** — Introduces lighting design for interior environments. Students explore human visual perception, properties of natural and artificial light, lighting devices and controls, energy issues, and visual communication of lighting designs. Includes application to specific design problems.

**INDES 370-379 Advanced Studio 5 CR** — Focuses on the problem-solving discipline of the design process and its application to various types of interior spaces. Students develop concepts to achieve design goals and apply theoretical knowledge and technical skills to their design solutions as they work on a variety of professionally relevant interior design projects. Students select any three courses from offerings within this vertical studio sequence, choosing from residential (INDES 370), hospitality (INDES 371), workplace (INDES 372), learning environments (INDES 373), healthcare (INDES 374), retail (INDES 375), sustainability (INDES 376), or special topics (INDES 377-379).

**INDES 394/395/396/397 Special Topics in Interior Design V1-5 CR** — Allows specialized or in-depth study of a subject supplementing the interior design curriculum. Student interest and instructor expertise help determine the topic, to be announced in the class schedule. May be repeated for a maximum of 10 credits.

**INDES 399 Individual Studies in Interior Design V1-5 CR** — Allows in-depth study or approved work experience in the field of interior design. May be repeated for a maximum of 10 credits.

**INDES 440 Design Research 2 CR** — Focuses on methods for research, problem identification, site identification and analysis, and definition of user needs in preparation for developing an independent course of study for interior design projects. Work from this class is carried forward to INDES 471, 472. Must be taken in the academic term preceding INDES 471. Lecture format.

**INDES 471 Capstone Studio I 5 CR** — Focuses on the problem-solving discipline of the design process and its application to interior design. Students develop concepts that achieve design goals, and apply theoretical knowledge and technical skills to their design solutions as they work on a variety of professionally relevant self-directed interior design projects. This studio builds on research begun in INDES 440. Students use research and concepts developed in INDES 471 as the foundation of their design development process in INDES 472. Studio format.

**INDES 472 Capstone Studio II 5 CR** — Focuses on the problem-solving discipline of the design process and its application to interior design. Students develop concepts that achieve design goals, and apply theoretical knowledge and technical skills to their design solutions as they work on a variety of

professionally relevant self-directed interior design projects. This studio builds on research and design concepts developed in INDES 440, and 472. Studio format.

**INDES 480 Professional Practices 5 CR** — Prepares students to work as professional interior designers. Students learn about managing interior design projects, legal and contractual issues, resources and services, and working with showrooms, service personnel, and clients.

**INDES 485 Practicum in Interior Design 3 CR** — Offers additional work-study experience relevant to a student's future employment plans in interior design.



## **APPENDIX VI: SUSTAINABLE AND GREEN DESIGN — Proposed Plan for Increased Emphasis in the BAA in Interior Design Program**

An area of high growth for the profession of interior design is the design of new and retrofit of existing buildings that emphasize green and sustainable design. *Source: [www.bls.gov/oco/](http://www.bls.gov/oco/) United States Bureau of Labor Statistics, Occupational Outlook Handbook, 2008-09 Edition*

Green building/sustainable architecture is a major thrust in the Puget Sound area. Seattle, second in the US for the number of LEED-certified buildings, is projected to have well over 50% of all new commercial development built "green" by 2010. There is also prediction of rapid advancement in LEED registration for existing buildings over the next five years. *Source: 2020 Vision, Forecasting the Future, A Long Term Look at Green Building & Sustainability Practices in the Seattle Market, Colliers International, January 2008 [http://www.collierspugetsound.com/Seattle/pdfs/2020Reports-Seattle/Colliers\\_Green.pdf](http://www.collierspugetsound.com/Seattle/pdfs/2020Reports-Seattle/Colliers_Green.pdf)*

Interior designers have a responsibility to provide healthy and safe spaces in which to live, work and socialize. Today, the profession is increasingly called upon to deliver environmentally responsible design solutions within the built environment. In order to support our community move towards its long term goals of environmental sustainability, the BC Interior Design Program started incorporating in the last year elements of sustainable practices and green design into many of its courses. In addition, a Sustainable/ Green Design Certificate was created to offer program students as well as professionals in the field an opportunity to specialize in this high growth area.

In the next few months, program faculty and administration will conduct a systematic review of all AA and BAA Interior Design courses to further emphasize sustainable practices. Curricular elements will be redesigned or and/or created to align with the LEED (Leadership in Energy and Environmental Design) building rating system, a national standard for green building practices and principles. As needed, new courses will be created to equip students with a comprehensive understanding and set of skills to effectively address environmental demands by residential and commercial clients. Some of these courses will be offered as electives while others may become part of the program requirements.

The main goal of the curriculum review will be to ensure that the program graduates designers who are able to:

- profoundly affect positive and creative visions of cleaner, healthier and more sustainable environments;
- demonstrate a thorough understanding of the concept of sustainable building methods and materials;
- demonstrate attitudes, traits and values of professional responsibility in regards to environmental ethics and the role of sustainability in the practice of interior design;
- appropriately select and apply sustainable materials, products and design practices on the basis of their properties and performance criteria;.
- effectively research resources and apply appropriate installation methods and maintenance for sustainable materials and products;
- demonstrate an understanding of Ecological Footprint and other indicators of human use of resources.

## **APPENDIX VII: 2009 CIDA PROFESSIONAL STANDARDS**

### **Professional Standards 2009 Council for Interior Design Accreditation Professional Standards**

Approved June 2008, Effective July 1, 2009

[www.accredit-id.org/June%202008%20Standards\\_changes09.pdf](http://www.accredit-id.org/June%202008%20Standards_changes09.pdf)

#### **I. Mission, Goals, and Curriculum**

##### **Standard 1. Mission, Goals, and Curriculum**

The interior design program has a mission statement that describes the scope and purpose of the program. Program goals are derived from the mission statement and the curriculum is structured to achieve these goals.

#### **II. Interior Design: Critical Thinking, Professional Values, and Processes**

##### **Standard 2. Global Context for Design**

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

##### **Standard 3. Human Behavior**

The work of interior designers is informed by knowledge of behavioral science and human factors.

##### **Standard 4. Design Process**

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

##### **Standard 5. Collaboration**

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

##### **Standard 6. Communication**

Entry-level interior designers are effective communicators.

##### **Standard 7. Professionalism and Business Practice**

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

#### **III. Interior Design: Core Design and Technical Knowledge**

##### **Standard 8. History**

Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context.

##### **Standard 9. Space and Form**

Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.

##### **Standard 10. Color and Light**

Entry-level interior designers apply the principles and theories of color and light.

##### **Standard 11. Furniture, Fixtures, Equipment, and Finish Materials**

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

##### **Standard 12. Environmental Systems and Controls**

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

**Standard 13. Interior Construction and Building Systems**

Entry-level interior designers have knowledge of interior construction and building systems.

**Standard 14. Regulations**

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

**IV. Program Administration**

**Standard 15. Assessment and Accountability**

The interior design program engages in systematic program assessment contributing to ongoing program improvement. Additionally, the program must provide clear, consistent, and reliable information about its mission and requirements to the public.

**Standard 16. Support and Resources**

The interior design program must have a sufficient number of qualified faculty members, as well as adequate administrative support and resources, to achieve program goals.