

Program Analysis Report



Council for Interior Design Accreditation

**WEBER STATE
UNIVERSITY**

Interior Design Program

Institutional and Program Data

Recommended page limit: 8 (including the Institutional and Program Data Form)

- 1) List the names, titles, addresses, phone numbers, and e-mail addresses of administrators who will receive copies of the final Accreditation Report. CIDA distributes a **limit of 6 complimentary copies** of the Accreditation Report to the institution. Additional copies may be requested for a fee of \$25 per report. Be sure to include the following individuals:

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Kristen Arnold, program coordinator

Date submitted: Dec. 21, 2014

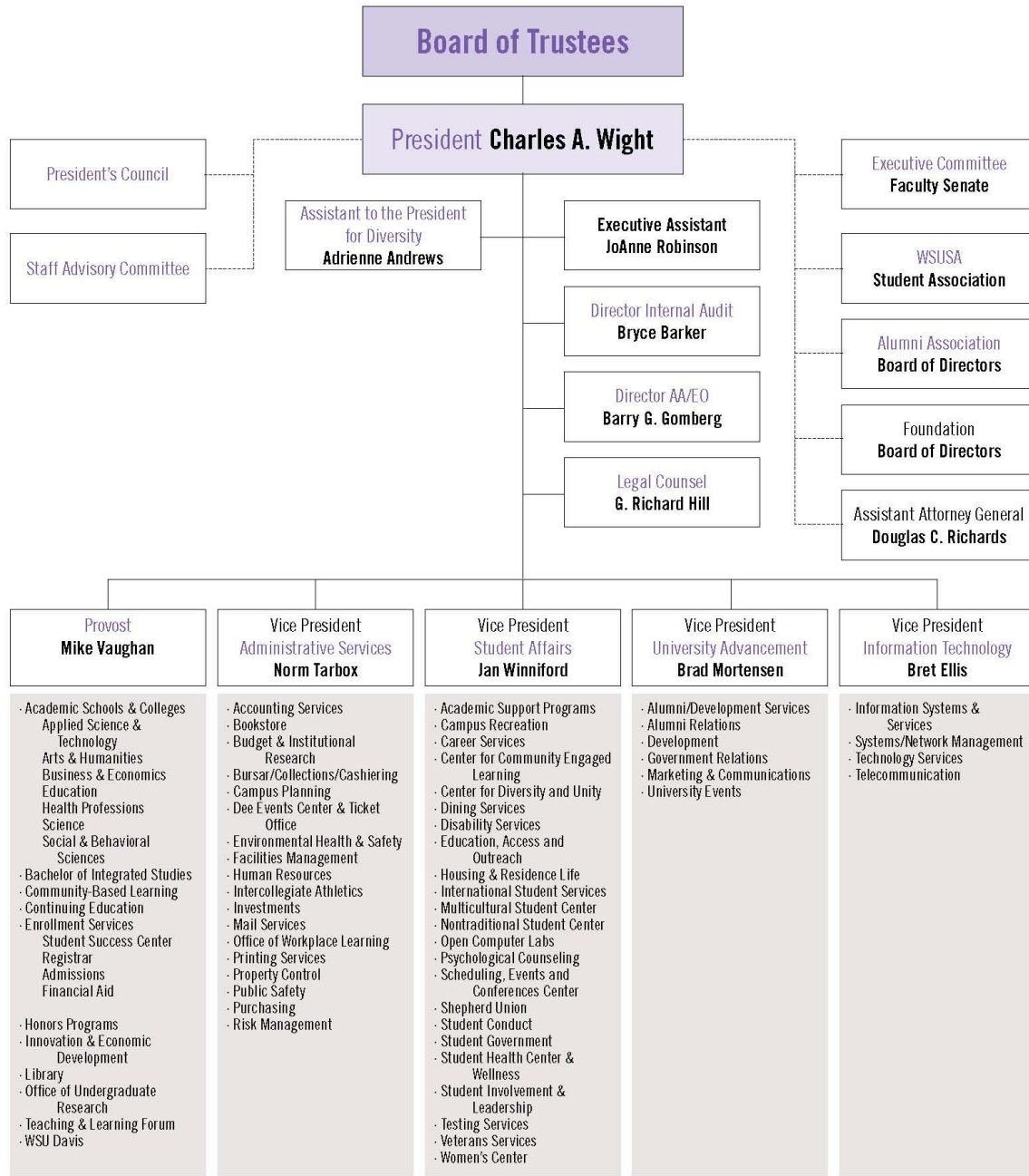
Report submitted by (signature and date)

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



WEBER STATE UNIVERSITY
Office of the President

Organizational Chart



Type of institution
(Check one)

- Public
 Private, non-profit
 Private, for-profit

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

- Population of 250,000 or more persons
 Population of 50-250,000 persons
 Population under 50,000

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

Academic year of this report

2014-2015

Current Council for Interior Design
Accreditation status
(Check one)

- Accredited
 Not accredited
 On probation

Check all **institutional** (university/
college) accreditation(s)

- Accrediting Commission of Career Schools and Colleges of
Technology
 Accrediting Council for Independent Colleges and Schools
 Distance Education and Training Council
 Middle States Association of Colleges and Schools
 North Central Association of Colleges and Schools
 New England Association of Schools and Colleges
 Southern Association of Colleges and Schools
 Western Association of Schools and Colleges
 National Association of Schools of Art and Design
 Provincial Ministry of Education

Other (specify)

**Northwest Commission on Colleges and Universities
(NWCCU)**_____

Check other specialized accreditations or
endorsements for the interior design
program and/or unit

- National Association of Schools of Art and Design
 National Kitchen and Bath Association
 American Association of Family and Consumer Sciences,
Council for Accreditation
 National Architectural Accrediting Board
 Other (specify)

Which classification best describes your
institution:

- Doctoral/Research Universities
 Master's Colleges and Universities
 Baccalaureate Colleges and Universities
 Baccalaureate/Associates Colleges
 Associates Colleges
 Not applicable

Primary institutional mission
(Check one)

- Teaching
 Service
 Research

Academic unit housing program
(Check one)

- Architecture
- Art
- Design
- Fine Arts
- Interior Design
- Human Ecology
- Engineering/Technology
- Other (specify)
 __ College of Applied Science and Technology

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

Applied Science and Technology

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

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

Professional Sales

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

- _____ Administration
 - _____ Facilities
 - _____ Faculty
 - _____ Finances
 - 1 _____ Council for Interior Design Accreditation Standards
 - _____ Industry trends
 - _____ Societal trends
 - _____ Student demographics
 - 2 _____ Practitioner feedback
 - _____ Research
 - _____ Advisory Board
 - _____ Student assessment
 - 3 _____ Other (specify)
 _____ NCIDQ content
-

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

Bachelor of Science

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

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

124 _____ Semester hours
_____ Quarter hours
_____ Trimester hours

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

_____ Semester hours
_____ Quarter hours
_____ Trimester hours

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

0 _____ Semester hours
_____ Quarter hour
_____ Trimester hours

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

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

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

Inadequate 1 2 3 4 Adequate 5

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

Yes No
150 _____

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

_____ %

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

Yes No
3-6 credit hours
year/ 17 total credit
hours

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

Yes No

Is any of the curriculum provided through distance learning?
If yes, list the courses and indicate whether required (R) or elective (E). Indicate with an * the courses that are also offered on site.

Yes No
IDT 1010 Introduction to Interior Design is offered online and live
All Professional Sales courses (17 cr. Hours) have both online and live options

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

_____ Semester hours
_____ Quarter hours
_____ Trimester hours

What percentage of students transfer from other institutions into your program? 16 %

Do you have any formal articulation agreements in place with those institutions? Yes No

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

	Full Time	Part Time
First year/freshmen	<u>14</u>	<u>8</u>
Second year/sophomores	<u>8</u>	<u>3</u>
Third year/juniors	<u>16</u>	<u>8</u>
Fourth year/seniors	<u>18</u>	<u>12</u>
Fifth year if applicable	<u>2</u>	<u>5</u>
Total enrollment for the current academic year	<u>58</u>	<u>36</u>

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

Residents of the state/province 93 %

Nonresidents of the state/province 4 %

Nonresident aliens (international students) 3 %

Total 100%

Male 4.3 %

Female 95.7 %

Total 100%

Black, non-Hispanic	<u>2.2</u>	%
American Indian or Alaskan Native	<u>1.1</u>	%
Asian or Pacific Islander	<u>3.3</u>	%
Hispanic	<u>4.3</u>	%
White, non-Hispanic	<u>75</u>	%
Other	<u>14.1</u>	%
Total		100%
<hr/>		
Traditional age students	<u>64</u>	%
Returning adult students	<u>33</u>	%
Total		100%
<hr/>		
Students with previous baccalaureate degrees	<u>2</u>	%
Students with previous associate degrees	<u>14</u>	%
How many students completed the program and graduated in each of the last three academic years?	<u>9</u>	2012-13
	<u>21</u>	2011-12
	<u>8</u>	2010-11
How many graduates from the past year are employed as interior designers? If known, indicate in the specializations listed.	<u> </u>	Health care
	<u> </u>	Hospitality
	<u> </u>	Retail
	<u>9</u>	Corporate (2012-2013)
	<u> </u>	Residential
	<u>5</u>	Unknown, but interior design (2013-14)
How many students who completed the program during the past academic year are continuing their education in a graduate program?	<u>0</u>	Interior design
	<u>0</u>	Architecture
	<u>0</u>	Business
	<u>0</u>	Other (specify)
<hr/>		

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

15 : 1
Students Faculty

Total full-time faculty members for the interior design program

1

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

1, ¾ time
1, ½ time
1 adjunct
Adjunct as needed

Salary **range** for full-time faculty in the program (annual salary)

\$ 48,000 to \$ _____

Full-time faculty members

Name	Highest Degree MA, MS, Ph.D.	Discipline of degree	Passed NCIDQ	Full-time practitioner and/or faculty experience (specify number of years for each)		Professional Society Memberships (list all)
				FT Practice	FT Faculty	
Kristen Arnold	M. Ed.	Education – Curriculum & Instruction	Yes	9 years	3 years	IDEC, NKBA, IDEALforUtah
Jacie Johnson	M. Ed.	Education – Curriculum & Instruction	Yes	12 years	¾ time	IDEC, IDEALforUtah
Shauna Morris	BS		No	15 years	½ time	
Rob Call	BS	Interior Design-Technical Sales	No	6 years	Adjunct, 5 years	

Does the state or province in which the program is located regulate the interior design profession and/or require licensing of interior designers?

Yes No

Note: Utah is actively seeking licensure and has a bill prepared for the 2015 Legislative session in February 2015

Recommended page limit: 3 pages

1) *State the mission of the institution*

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

(approved by Board of Regents July 2011)

2) *Describe the impact of significant institutional characteristics, such as the institution's mission statement, on the teaching and learning environment.*

Weber State University has a strong focus on undergraduate education, offering over 250 undergraduate degrees/programs – the largest and most expansive undergraduate program in the State of Utah. The university also offers 11 graduate degree programs, an array of professional certificate programs, online education and an Early College Program.

Weber State University provides live lecture courses as well as on-line instruction. Late afternoon and night courses are offered in addition to traditional day time class schedules. Weber State University has multiple campuses (Ogden, Davis, online) as well as numerous center locations in northern Utah. Weber State also has a strong concurrent enrollment program with local high schools.

Courses are also flexible to cater to the non-traditional student body. Students at Weber State University are considered non-traditional in that most are employed full- or part-time. Student age ranges from 19-40, generally live off-campus, and many are married with families.

The WSU Ogden campus has 63 buildings on more than 500 acres that house abundant classrooms and laboratories, excellent student computing facilities, outstanding performing arts auditoriums, a spacious library, and a well-equipped health and fitness center. An area of continued growth is WSU-Davis, which provides instruction to students on a new high-tech campus in Layton.

The Weber State University Davis Campus is a growing campus offering 19 programs, including the Interior Design Program. Programs range from certificate programs through graduate programs. The campus, 15 miles south of the main Ogden campus, offers students the convenience of being located closer to the hub of the design community (Salt Lake City). The Davis campus had 3740 students enrolled for fall 2014.

Weber State University prides itself in the fact that smaller class size (university class sizes average of 21 students; ID class sizes average 18 students) encourage more teacher-to-student interaction in the teaching and learning environment. Faculty members encourage one-on-one focus to their students in an effort to provide quality higher education. With a student body of over 26,000 drawn predominantly from Utah, but also including students from all 50 states and 35 foreign countries, WSU takes pride in its student-centered environment for learning and believes that quality education is founded upon close associations between faculty and students.

- 3) *Describe the impact of significant program characteristics, such as the program's mission statement, on the teaching and learning environment.*

The Interior Design program is located with the College of Applied Science and Technology. This provides the program a broad range of science and technology resources. A good working relationship exists among all departments, thus providing opportunities for multidisciplinary interaction including an emphasis in Professional Sales. The teaching and learning environment within the program helps students to be prepared to enter the design profession with a confidence acquired in the professional selling aspect of this program. Focus on the art of selling, presentation, and salesmanship is given to compliment the design curriculum.

The Interior Design program offers courses from Art (Art 1010, Art CA1030, Art 1140,) and Professional Sales (PS 1143, PS 3103, PS 3203, PS 3363, PS 3903, PS 3702). This is of great value in developing a multi-disciplinary collaborative learning environment as well as aid in broadening student perspective and knowledge base. The Interior Design-Technical Sales Bachelor of Science/Interior Design-Technical Sales Bachelor of Arts degree program is structured in a 2 + 2 sequence format, which also offers students an Associate of Science Degree within the 4-year program.

All faculty members bring various perspectives to the teaching environment from professional practice that represent a variety of backgrounds, experience and points of view. The full-time and ¾ time faculty members hold master's degrees. In addition, all faculty members hold at least one degree in Interior Design. The majority of tenure-track and contract faculty members, including the program coordinator, are NCIDQ certified. All faculty members including adjunct faculty participate in professional organizations including but not limited to: Interior Design Educators Council (IDEC), American Society of Interior Designers (ASID), International Interior Design Association (IIDA), National Kitchen and Bath Association (NKBA), Interior Design Education and Legislation (IDEAL) for Utah.

The Interior Design department conducts outcomes assessments approximately every five years as part of a college-wide Board of Regents Program Review that requires self-study examination in order to benefit the learning environment. From the self-study, changes are implemented where needed. (Last program review conducted January, 2014).

The teaching and learning environment in the WSU Interior Design program is particularly impacted by the positive reinforcement and collaborative team characteristic within the program. Faculty model team approaches to sharing of responsibilities, flexibility, and collaborating on interrelatedness of courses. Faculty members often assist each other in critiques, presentations and seminar series lectures. Students are encouraged to build upon their strengths, learn to work in team situations, and network with each other in a close-knit group. Students are admitted into the program when they gain freshman admission to the university. Thus the negative stress energy of a matriculation process is transferred to positive growth of strengths and can carry forward to professional practice. Developmental advising and a structured 4-year schedule is helpful in identifying student aptitude, assisting the student to self-assess, and promote personal responsibility for their academic preparation.

The Interior Design Program adheres to the campus and retention policies but does have a policy that states "a grade of 'B' or better in courses required for this major in addition to an overall GPA of 3.0 or higher (ref. http://catalog.weber.edu/preview_program.php?catoid=7&poid=2594:). A wide variety of strategies to ensure student success and development are encouraged including mid-semester developmental advising. In a recent program review the 'B' grade requirement was cited as a strength – "the requirement of proficiency (B grade or better) ensures that standards are met at exceptional levels of achievement."

4) *Briefly describe significant events in the program's history, including the program's origins and rationale and impact of significant changes in:*

- the program's academic unit:

--- The Interior Design program moved to a facility* in August 2013 to the Weber State University Davis campus, approximately 15 miles south of the main Ogden campus. The newly-built facility (building D3), provides the program with a large suite including faculty offices and storage, conference room, materials showroom, 1 traditional lecture space, 1 collaborative lecture space and 2 studio/lab spaces. Ample display space for student work is available. Current technology, equipment and resources are available to faculty and students at the new location as well as library resources. The facility also provides auxiliary spaces for exhibits, critiques, activities and program events.

All general education courses and support courses can be taken at the Davis campus or online.

The new facility has provided much-needed resources to the program in addition to lending credibility and endorsing the program as a distinct entity among the institution's departments and programs. The facility has also aided in student recruitment.

--- Program coordinator change from C. Jan Slabaugh to Kristen Arnold in 2010. This program change has impacted the program in a positive way. Program quality has increased with the rigor and structure of CIDA standards. In addition, the dynamics between the faculty and program coordinator invites collaboration leading to innovative teaching practices and have provided opportunity to increase productivity and quality of student performance. Program faculty members have sought professional-development opportunities and half have earned NCIDQ certification.*

--- College Dean change from Warren Hill to David Ferro in 2011. The current dean served as assistant professor with WSU's Computer Science Technology Department in the College of Applied Science and Technology for 10 years.

--- Department Chair change from Vel Casler to Carl Grunander in 2014. The current department chair has served as a professor with the Department of Professional Sales for over 20 years and has served as department chair and interim department chair previously.

--- Name change of Department from Department of Sales and Service Technology to Department of Professional Sales in 2013.

*Note: Noted as a weakness in the 2009 report.

- mission and goals

With the change in program coordinator, the program mission changed slightly to incorporate current industry trends and NCIDQ knowledge. In addition to updating current technical applications to the curriculum, more focus on service learning opportunities, global exposure through a Study Abroad program and interdisciplinary collaboration have been added to the curriculum.

Mission Statement and Program Goals:

The Interior Design Program at Weber State University, grounded in the missions of the College of Applied Science and Technology and Weber State University, provides a body of knowledge through standards-based curriculum, practical experience, professional exposure, and community outreach. The program seeks to prepare graduates to enter various avenues of a design-build network of professions with a firm knowledge of professional standards, design theory, design process, technical skills, and the art of professional selling through the following program goals:

- 1) Curriculum that promotes the advancement of skills necessary to enter the practice of the Interior Design profession while fostering collaboration among disciplines within the design-build network and prepares students for professional licensure.
- 2) Recognition of the impact of interior design on society and the responsibility of protecting the health, safety and welfare of the public.
- 3) Development of an understanding of global awareness, diversity and environmental sustainability.

-curriculum content and/or sequence

--- Since initial accreditation, the following curriculum changes have been implemented:

--- IDT 1050 --- Architectural Drafting. Prior to 2012, the drafting course was offered as a support course through the WSU Design Engineering Technology Program (DET 1340). Because of changes to the DET program, it was encouraged that the drafting course be taught by interior design. Upon approval of the new course by university curriculum, the course was revised to include focus on hand-drafting as well as fundamentals of AutoCAD.

--- Due to industry demand, a technology course teaching Revit Architecture was offered as an experimental course in 2010. The course was approved as a required course (IDT 3080) within the design curriculum in 2012. This offered the program the ability to offer 3 technology courses --- IDT 1050 Architectural Drafting, IDT 2020 Computer Aided Drafting and Design, and IDT 3080 Advanced Architectural Drafting and Design. Students now acquire AutoCAD, AutoCAD 3D, and Revit Architecture skills as part of the 3-part technology offerings.

--- Study Abroad program. After initial accreditation, it was noted that one area of weakness was global perspective. In addition to incorporating more opportunities for project-based learning with a global emphasis, the program initiated a Study Abroad program. Both international and national trips have been well received by a large number of interior design students who earn credit for travel in the Study Abroad program adding to a more broad global perspective to the curriculum. The Study Abroad program has also brought depth to the teaching environment. Of the 5 study abroad tours offered since it's inception, all faculty have toured with the group, complimenting instructor knowledge and experience which has a benefit to the classroom curriculum.

--- Refinement of the 4-year schedule. At the time of the change from the prior program coordinator to the current program coordinator, extensive efforts were made to refine the 4-year schedule. This allowed for closer adherence to the 4-year schedule which also provided more collaboration and unity among design majors as they move through the program. Courses have been realigned to provide the freshman student with the tools needed (technology (IDT 1050, 2020, 3080), space planning (IDT 2035), rendering (IDT 3040), codes (IDT 2050)) to execute skills required in the upper division studio courses.

---- Review of course prerequisites. All course descriptions and prerequisites were examined in 2013 to ensure student preparation as they advance through the program. After college dean approval, catalog changes were made to include prereq requirements.

--- Addition of annual Interdisciplinary Charrette to junior-level courses. As part of course curriculum, junior-level courses participate in a 48-hour charrette with Design Engineering Technology Students annually. Students are placed in teams of 4 (two IDT majors; two DET majors) and are given a problem with a cultural or community service influence. Students are given a 48-hour period to complete the project. This has provided valuable opportunity for students to collaborate with other disciplines, exposure to differing perspectives, and networking with other design-build majors within the institution.

--- Addition of annual Charitable Chair event. As part of course curriculum, several courses (IDT 2010 Sustainability I: Textiles; IDT 2040 Architectural Detailing; IDT 3010 Historical Interiors; IDT 3045 Residential Design) participate. The event incorporates community service and curriculum. Students are required as part of the course final project, to refurbish or design a new chair with historical significance or influence. Students take part in all phases of project management including soliciting community sponsors for each individual/team. Sponsors may donate services, product or funds to help with the initial cost of purchasing and refurbishing or manufacturing the chair. Chairs are then auctioned at an event in which proceeds are split between the Boys and Girls Clubs of Weber-Davis and the WSU Interior Design program. Each course highlights different aspects of the project as students move through the design process to complete the project.

--- Beginning in fall of 2013, the program implemented a semester-end Pin-Up of all courses taught in fall semester. Student work from each course offered is displayed in a prominent location in the commons area of the building. Student work is reviewed by instructors to ensure quality projects for inclusion in the student portfolio.

--- Designation of general education credit for IDT 1010 Introduction to Interior Design in 2013. The introductory class can now earn a Creative Arts general education credit for all WSU students, This has increased enrollment and has served as a marketing tool for undecided majors.

--- Addition of IDT 4010 Design Studio. To complement the work load and curriculum of the IDT 4020 Commercial Design class, an additional 3 credit hour Studio course is offered beginning Spring 2015. Curriculum focuses on NCIDQ prep material for both the written exam and practical portion of the exam. Offered in conjunction with IDT 4020, the Commercial Studio class will replace the ART 1140 Color Theory class.

--- Opportunity for incorporating service learning into course curriculum has expanded. Many courses use service learning projects as their final projects when the project scope compliments the specific course curriculum. Course including but not limited to: IDT 2035 Design Process, IDT 2860 Practicum, IDT 4020 Commercial Design, IDT 4025 and 4030 Senior Project have incorporated these types of projects for the greater Ogden community as well as the WSU community. In fall of 2014 and spring of 2015, the IDT 4025 and IDT 4030 course applied for and received Community Engaged Learning Course distinction.

--- IDT 2990 Design Seminar course has been revised to include more on-site tours and guest lectures from practicing professionals from all aspects of the design-build network. The course, offered once each week, is open to all majors who are encouraged to take the course each semester. Architects, interior designers, manufacturer's representatives and alumni allied professionals visit the course 3 weeks of month. Tours are also offered at least twice each semester. This course also provides networking opportunities and instruction during the spring semester to coincide with Charitable Chair.

Introduction

- 5) *If the program is seeking accreditation for more than one degree under this CIDA accreditation review (for example, a Bachelor's and a Professional Level Master's), describe any differences in admission requirements or completion requirements. Note: If the degree programs are required to undergo separate site visits to seek accreditation, do not provide this information.*

Not applicable.

- 6) *If the program is taught at more than one site (for instance the senior year is taken at a different campus), briefly describe the sites and the distribution of program requirements, faculty members, and students among the sites. Note: If the programs offered at the different sites are required to undergo separate site visits to seek accreditation, do not provide this information.*

Not applicable

- 7) *If the program offers any courses through an alternate delivery method (for instance online learning) briefly describe the delivery method and the percentage of interior design and general education courses required for graduation that are offered through the alternate delivery method.*

--- IDT 1010 online : The IDT 1010 Introduction to Interior Design course has multiple offerings, one of which is online. The course, taught live in the day (Davis campus) and evening (Ogden campus) and also online, is to facilitate the influx of students taking the course for Creative Arts General Education credit.. The online course was revamped in the summer of 2011 to include more rigor and encourage the online student to be engaged in exploring well-designed interior environments and architecture. The online course educates the student on the difference between a designer and decorator, focuses on color theory, style of architecture and furniture, elements and principles of design, and construction systems. Students are required to turn in multiple projects just as a normal studio course would and challenges the student to tour the community as they learn about interior design. The online course is also the only summer semester offering by the program.

--- IDT 4860 Internship : The IDT 4860 Internship course was revised in 2011 to increase the rigor as well as provide opportunity for the interning student to participate in coursework that relates to the experience while completing internship hours. The hybrid format allows students to turn in assignments that complement the internship experience but also requires that students become engaged in professional association activities, professional licensure campaigns, guest speakers, and business etiquette opportunities.

--- Professional Sales courses : The Professional Sales courses offer multiple formats --- live, evening (live) and online in all semesters. The PS 1143 Fundamental Selling course, PS 3103 Personalities/Profiles, PS 3203 Customer Service Techniques, PS 3363 Negotiations, and PS 3903 Sales Presentations courses can also be taken online.

Note: In semester advisement, interior design majors are encouraged to take all courses live for the best educational experience.

--- General Education courses: Most general education courses have online offerings as well as live offerings. Approximately 24% of general education breadth courses are offered online.

--- Due to demand, at the time of this report, an online option for IDT 2050 Codes was being considered. Having a summer online option may be developed to be offered for summer 2015. This course serves as a prerequisite for several other courses, making the annual spring course a key component for students to take to ensure progress through the program.

Overview of the Program Goals and the Self-study

Recommended page limit: 4 pages

- 1) *Briefly describe the self-study process your program undertook in preparation for the CIDA accreditation review. Describe the measures and methods used to determine whether the program meets CIDA Standards and program goals. Describe which individuals or groups (e.g., faculty members, students, advisory boards, or employers) were engaged in assessing the program and analyzing results and how they were involved. Highlight any unique characteristics of your self-study process (e.g., any overlap with a self-study activity undertaken for institutional or other purposes.)*

Since initial accreditation in 2009, the faculty continues a constant self-study and alignment review with CIDA standards. Since 2009, CIDA standards have changed twice --- in 2011 and 2014. In addition, the institution underwent a 5-year review of Northwest Commission on Colleges and Universities (NWCCU) which necessitated a program review of the interior design program in 2014.

The program's NWCCU standards are closely aligned with the CIDA standards, in order to ensure CIDA alignment and meeting of program goals.

Annual advisory board meetings are held and input from advisory board members has been ongoing, as recently as October 2014.

Feedback gained from alumni and their perspectives on proficiency levels, job readiness, and skill preparation are also ongoing. In addition, guest speakers from the IDT 2990 Design Seminar course are also engaged in assessing the program.

The curriculum matrix was reviewed both as a group and individually by faculty members to identify those courses that were primary indicators and secondary indicators for each CIDA standard. A detailed accounting of how each course did or did not meet each indicator (through assignments, lecture, exams, projects, etc.) was created by using the CIDA matrix. Constant review of the matrix and the standards helped faculty identify in which courses specific indicators should be taught and changes were made, if needed, to the curriculum immediately. The programmatic outcomes assessment process was reviewed, helping to define areas of strength and weakness. Those areas that indicated improvement was needed were examined and strengthened.

Student work is retained and evaluated to verify student knowledge and understanding as identified in the CIDA standards. Students are also required to justify their design solutions.

- 2) *Describe the results of the program's self-study by addressing the following:*
 - *What evidence was collected and what did analysis of evidence reveal?*
 - *What strengths did the program identify?*
 - *What gaps in the educational program were identified?*
 - *What led to strengths or gaps?*
 - *What observations about the program mission and goals were made in relation to the self-study process?*
 - *Were any changes made to the program mission or goals as a result of the self-study?*

Ongoing faculty review has taken place in the six-year period between initial accreditation in 2009 and re-accreditation in 2015. The program has retained all student work over the years which has given opportunity for faculty to consistently evaluate courses and outcomes and to ensure quality of student work and adherence to standards.

A proactive approach was taken in 2009 after initial accreditation to add courses, programs and events to the curriculum as noted in the curriculum content and sequence section above.

Overview of the Program Goals and the Self-study

CIDA standards have changed twice since initial accreditation in 2009 and the program has adapted to the changes in 2011 and 2014. This has required the faculty to constantly adapt the courses to meet CIDA standards. During preparations for reaccreditation as part of the in-depth self-study by faculty, several strengths were noted as well as areas of improvement:

Strengths include:

- Standard 4 --- Design Process. The program curriculum focuses on the design process throughout all the studio courses which provides opportunity for students to utilize the process as they complete projects.
- Standard 5 --- Collaboration. The program provides many opportunities for collaboration as part of the curriculum structure and also encourages a collaborative environment in the classroom as well as the program as a whole. Students are given projects that require them to collaborate with peers in the interior discipline as well as other disciplines including but not limited to Design Engineering Technology and Professional Sales.
- Standard 7 --- Professionalism and Business Practice. The program has provided exposure to the role and value of public and community service. Studio courses that are designed as Community Engaged Learning and give opportunity are a large focus of the curriculum. This also provides students with opportunity to interact with other professionals and groups as they complete design service. In addition, the design community has encouraged student engagement in the legislative process which has put a great focus on Professional Practice and Professionalism. Students have gained a first-hand experience of the necessity of licensure and commitment to the industry.

Areas of improvement include:

- Standard 12 – Environmental systems. Several courses in the design curriculum addressed this standard however it was noted that studio courses should require that all projects call out acoustical considerations, thermal design solutions, and regard to indoor air quality. Reinforcement of concepts taught in courses such as IDT 2050 Codes is imperative as student's progress through the program. Student studio work should reflect evidence of this standard more frequently.
- Standard 13c and d – Building Systems and Interior Construction. . Throughout the self-study process, faculty found that there could be more focus on student work that includes specification of energy, security, and building controls systems. Although several courses in the design curriculum address and meet this standard, it was felt that more emphasis on these systems is needed.

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.

WSU Interior Design Program Mission Statement and Program Goals:

The Interior Design Program at Weber State University, grounded in the missions of the College of Applied Science and Technology and Weber State University, provides a body of knowledge through standards-based curriculum, practical experience, professional exposure, and community outreach. The program seeks to prepare graduates to enter various avenues of a design-build network of professions with a firm knowledge of professional standards, design theory, design process, technical skills, and the art of professional selling through the following program goals:

1. Curriculum that promotes the advancement of skills necessary to enter the practice of the Interior Design profession while fostering collaboration among disciplines within the design-build network and prepares students for professional licensure.
2. Recognition of the impact of interior design on society and the responsibility of protecting the health, safety and welfare of the public.
3. Development of an understanding of global awareness, diversity and environmental sustainability.

Standard 2. Global Perspective 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 2a: Student work in several courses demonstrates understanding of the concepts, principles, and theories of sustainability as they pertain to building methods, materials, system, and occupants:

In **IDT 2010 Sustainability I: Soft materials**, students are lectured and tested on Chapter 1 of the text which discusses the environmental factors affecting the textile industry. In addition, students are required to produce a presentation on sustainable products and new methods for producing reclaimed materials in textiles.

In **IDT 3030 Sustainability II: Hard Materials**, students visit a LEED certified building, research LEED point requirements, become familiar with the USGBC site. Reflections and reports are also written to exhibit understanding of sustainability. In **IDT 3000 Lighting Design**, lecture focuses on sustainable practices in lighting design as it pertains to daylighting, energy efficiency and lamps/luminaire selection, lighting calculations, and overall contributions to energy costs through lighting. Textbook lectures, test questions and projects all focus on the aspects noted above.

Standard 2b: In **IDT 4020 Commercial Design**, students participate in industry contests that often expose them to different ecological, socio-economic and cultural contexts. The final project involves designing portions of a hotel. This gives them the chance to creatively explore different cultures and themes. In **IDT 4025 Senior Project, Research and Development**, students have the opportunity to participate in a community engaged learning opportunity that focuses on design decisions within the parameters of a socio-economic and cultural context. The 2014-2015 **IDT 4025, 4030** senior project class is focusing on the redesign of the local homeless shelter for the Ogden community. This challenges students to create a workable concept for the homeless population. In **IDT 3045 Residential Design** student project programs vary which focus on differing groups, economic needs, and cultural needs as it relates to privacy, territoriality, ergonomics, and accessibility. In **IDT 2010 Sustainability I:** Chapter 2 of the text identifies criteria influencing interior textile product selection. Through lecture and test questions, students understand where textiles are purchased and made and how pattern has been influenced by culture.

Standard 2c: In the **Senior Project classes (IDT 4025, IDT 4030)** students are challenged with finding a design solution for varying cultural and social groups with different economic means. Because the senior project should be selected with a social focus, the capstone is often for a disadvantaged group (the homeless population, healthcare issue, etc.). This poses challenges for the senior student as they select materials, finishes, furnishings, etc. because of the economic limitations of the project. The final project in **IDT 3045 Residential Design**, students are given specific budget parameters, which requires the student to design a concept for varying socioeconomic groups. **IDT 1010 Introduction to Interior Design** focuses on anthropometrics, proxemics and territoriality differences in cultural groups.

Standard 2d: Through weekly guest lectures and tours in **IDT 2990 Design Seminar**, students are able to learn about the trends, problems, and current issues in the design profession. Tours focus on local architecture, craftsmen, allied professionals, vendors, etc. **IDT 2010 Sustainability I** focuses on contemporary issues facing the design profession as it relates to the manufacturing and environmental processes of the textile industry. In addition, students visit a local textile manufacturer to learn how current lines are developed, made and marketed. In the **IDT 4025 Senior Project** course, students are given exposure to various cultural groups and the issues that affect those groups. For example, the 2014 senior project course focuses on a homeless shelter. The class incorporated a tour of the new homeless shelter providing students with background knowledge on needs, requirements and limitations of such a project.

Standard 2. Global Perspective 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 2e: The **IDT 3025 Professional Practice** course textbook covers business formations. Students are required to read the text and contribute to the lecture and class discussion in regards to business and organizational structures. Quizzes are also given in regards to chapter content. In addition, as part of the mid-term project for the course, students are required to select the appropriate business entity for their own business plan. In the **IDT 4860 Internship** course, textbook chapters address business and organizational structures as the student learns about the varying types of design organization and business entities. Chapter exercises focus on the business entity in which the student is an intern to help them gain an understanding of the entity they are associated with. The **IDT 4025 Senior Project** course exposes students to non-profit organizations. In creating a senior project that focuses on social issues the students are given opportunity to learn the limitations of a not-for-profit organization. Likewise, those courses who occasionally participate in community engaged learning opportunities are given exposure to non-profits as well.

Standard 2f: As part of the **IDT 3060 Kitchen and Bath** course, students participate in the NKBA student competition. The NKBA provides specific client information as part of the contest program. Client needs vary from ADA requirements for the elderly, small families, etc. As students move through the design process, the programming stage demonstrates evidence of student understanding of varying group norms and dynamics. Likewise in **IDT 3045 Residential Design**, final project program details including varying client needs for differing groups. This is the same in most studio courses as students are given projects that must meet specific needs for varying client types. In **IDT 3025 Professional Practice**, group dynamics relating specifically to interior design are discussed, along with norms and dynamics within businesses/firms that designers may perform work for.

Standard 2g: The program provides students with the opportunity for developing knowledge of other cultures in **IDT 3010 Historical Interiors** and **IDT 3020 American and Modern Interiors**. In addition to instructor overview of the time period and culture, student presentations focus on textbook content as well as timelines, cultural information and influence. In the **Study Abroad program**, students are given opportunity to experience first-hand the cultures of both international and national areas. To complement the curriculum, students are immersed in the language, food, environment, social norms and customs of various cultures. The **Interdisciplinary Charrette** typically has a cultural context and focus in which students must complete a design challenge for a specific cultural group or area. Students are required to take into consideration the customs, environment, and norms of the culture in which to generate a design concept that meets the needs of the users.

Standard 3. Human-Centered Design

The work of interior designers is informed by knowledge of human factors and theories of human behavior related to the built environment.

Standard 3a: Student learning that is centered on human centered design is focused on in several courses. The **IDT 2035 Design Process** course explores projects for various groups and individuals as they complete text chapter exercises. **IDT 2860 Practicum** uses case studies from the text that focus on ethnicity and socioeconomic differences. In class discussion of the text is followed by testing, in **IDT 3045 Residential Design**, space planning exercises challenge the student to design spaces for varying social groups.

Standard 3b: In **IDT 2860 Practicum**, after review of Chapter 2 of the text, students incorporate theory and meaning and of place into all possible design solutions. The final project/design rubric ensures students have incorporated theory and human behavior aspects as discussed in the text. In **IDT 3060 Kitchen and Bath**, human factors are addressed as students complete client questionnaires that address anthropometric information. In **IDT 3045 Residential**, students are required to consider human factors such as ergonomics and anthropometrics in space planning and furnishings as they complete a small residential project.

Standard 3c: In **IDT 3030 Sustainability II: Materials**, students design a typical restaurant booth in which construction drawings show student knowledge of typical human measurements to accommodate individuals by specifying table height, seat height, etc.). In **IDT 2040 Architectural Detailing**, students are required to design custom elements such as a reception desk adhering to ADA requirements and other user information. In **IDT 3060 Kitchen and Bath**, students are required to design a kitchen around anthropometric data for specific users of the space.

Standard 3d: In **IDT 2860 Practicum**, students are required to incorporate human factors and universal design philosophies into the real-world project. Project rubric clearly outlines human factors and universal design requirements to ensure adherence to human centered design. In **IDT 3060 Kitchen and Bath**, students are required to design a kitchen around anthropometric data for specific users of the space with mobility issues. In **IDT 4025, Senior Project Research and Development**, students are required to design a commercial space that incorporates human factors and adheres to all universal design philosophies.

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 optimize the human experience within the interior environment.

Standard 4a: Beginning in the **IDT 2035 Design Process** course, students are introduced to the design process. Exercises are completed to help understanding. Design scenarios, design briefs and user needs are discussed in the text. The student then applies this knowledge to the programming stage of two major projects in the course. Students are expected to identify and call out goals and objectives for the project programs. In **IDT 2860 Practicum**, students utilize aspects of issue-based design which allows students to identify goals, objectives and performance standards and apply their research to a real-world project. Programming documents are created as part of the design process. This programming research provides the foundation of knowledge needed to implement a thorough design result. In **IDT 4025 Senior Project Programming and Research**, the senior student is required to complete the design process for a large-scale commercial project. Students begin with the programming stage, gather evidence and research to formulate the design concept. Goals and objectives are found in order to complete the remaining stages of the design process. In addition, all studio course projects require the student to utilize the design process to formulate design concepts.

Standard 4b: The **Design Process (IDT 2035)** course focuses on the pre-process, project parameters, information gathering and research and analysis tools. Students show evidence by demonstrating the ability to use visual analytic tools such as metaphors, matrix analysis, and bubble diagrams. Evidence is demonstrated through test questions and programming evidence from major course projects. **IDT 2860 Practicum** encourages pre-design investigation through issue-based design as the students interview the client and research the needs of the client. Class discussion and presentation helps the teams to formulate the information needed as they work through the design process. **IDT 4025 Senior Project, Programming and Research** reviews the pre-design investigation strategies in the text. Students are tested on text book content in regards to the design process including the programming stages. Information gathering, surveys, research are all covered in class discussion and test questions. Students apply their knowledge as they move through the design process for the capstone project. In addition, all studio course projects require the student to utilize pre-design investigation practices to formulate programming documents.

Standard 4c: **IDT 2035 Design Process** provides exercises that focus on developing multiple design solutions as they develop bubble diagrams for course projects. **IDT 2860 Practicum** requires students to develop a minimum of 3 design solutions to the problem. Ensuring students generate multiple responses for a single design solution allows students to explore a variety of possible solutions and enables them to generate creative solutions for the client. **IDT 4025 Senior Project, Programming and Research** requires the senior student to generate multiple solutions in the schematics phase to develop a pro/con list of possible strategies for the problem. The student is able to synthesize information throughout the design process to finally focus on the solution that best meets the needs of the program. All studio course projects require the student to analyze and synthesize throughout the design process.

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 optimize the human experience within the interior environment.

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Standard 4d: IDT 2860 Practicum offers students opportunity to present possible solutions and design ideas in multiple meetings throughout the semester. After each presentation, students cross-check their work and design ideas with those of the actual client and the instructor. Students then collaborate in order to solve problems that may still exist with the intended solution. This back-and-forth process throughout the semester refines the student's abilities to problem-solve and think creatively. **IDT 3040 Perspective/Rendering** requires students to give 6 oral presentations throughout the year in the form of 'pin-ups' where students instruct as to techniques used to arrive at a solution. In these 'pin-up' presentations, students are graded on participation and interaction during the presentation/critique. This process is designed to allow students to voice their findings, frustrations and approaches in the design process of presentation. In **IDT 2035 Design Process**, the text introduces students to creative thinking processes through the concepts of verbal and narrative analytic tools which include lists, charts, visual metaphors, mapping, etc. Test questions and programming documents evidence this creative thinking approach.

Standard 4e: Program curriculum presents students with various types of design problems ranging in complexity as part of the course curriculum final projects. In addition, the **IDT 2860 Practicum**, students are presented with real-world situations. Students are confronted regularly with opportunities to solve design problems ranging from simple to complex. Students analyze and solve these issues via group collaboration, research, and programming. In **IDT 4020 Commercial Design**, the complexity of assignments increases as the course continues. The first assignment is a conceptual/rough sketch and is very simple to complete. Each assignment increases in complexity ending with a project preparatory for their senior project. Interjected throughout are problems exposing students to typical NCIDQ practicum projects. The program curriculum concludes with the most complex of projects, the capstone project in **IDT 4025 and IDT 4030 Senior Project**. The project focuses on residential, commercial, hospitality and healthcare design in an adaptive re-use format. Students select a building over 15,000 square feet and design a community-focused center that features all four areas of design. The theory behind the capstone is to replicate a complex problem an entry-level interior designer would work on in professional practice. Students are responsible for all phases of the design process and project management.

Standard 4f: Beginning in **IDT 2035 Design Process**, the text book introduces students to various methods of problem solving and programming including the aesthetic, philosophical, functional and creative approaches. The National Kitchen and Bath student contest, featured in **IDT 3060 Kitchen and Bath**, requires students to research an efficient kitchen and bathroom project. Students address the issues based on the NKBA guidelines of accessibility. Projects demonstrate compliance with these guidelines and research. In **IDT 4020 Commercial Design** class discussion, readings, and oral presentations based on *Nussbaumer's Evidence Based Designs* are required. Design theories are reviewed and students apply research of design theories in a written format. The **Senior Project (IDT 4025, IDT 4030)** features evidence-based design practices as students research applicable topics to their projects and implement the research into the design solution. All studio course final projects require students to use the design process, including research and problem solving methods.

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 optimize the human experience within the interior environment.

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Standard 4g: Opportunities for innovation and creative thinking are highlighted in many courses within the design curriculum. **IDT 2040 Architectural Details** requires students to come up with creative solutions for various applications such as wall details, ceiling applications, and custom elements including cabinetry, case goods, etc. In **IDT 3020 American and Modern Interiors**, students combine three design movements/styles and create a scaled model of a chair that incorporates characteristics of all three movements. In **IDT 2860 Practicum**, students sketch throughout the design process. In-class time and discussion often revolves around innovative and unique design possibilities for the client. In **IDT 4020 Commercial Design** the final project encourages creative thinking and innovation by giving loose programming reins for a large-scale hospitality project. Student competitions sponsored by the program such as the Interdisciplinary Charrette and Charitable Chair as well as professional entities including but not limited to: NKBA, IDEC, GE, Robert Bruce Thompson Lighting Competition and others also encourage innovative concepts as part of the contest criteria. Studio course final projects also require the student to create an innovative solution to the design problem.

Standard 4h: Critical listening skills are developed in **IDT 2860 Practicum** as students conduct surveys and interviews with the client. This requires students to effectively listen to the client's needs and incorporate those needs into the design solution. Also, the scope of the project is completed in teams which develops teamwork and collaboration between team members. Several studio courses: **IDT 2035 Design Process, IDT 4020 Commercial Design, and IDT 4025 Senior Project** all have opportunity to work on real-world projects. Those types of projects require students to interact with the client, requiring them to refine critical listening skills in order to meet the needs of the client in the project solution. Also, the **Interdisciplinary Charrette** provides opportunity for the students to refine active listening skills as they collaborate in teams and listen to a short presentation from the client.

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaboration.

Standard 5a: IDT 2050 Codes uses a collaborative environment to teach curriculum. Students are placed in teams as they complete text review, course requirements and presentations. In the support course **PS 3702 Team Leadership**, students spend 3 days learning team dynamics, observe team roles and behavior, and are placed in teams to complete course activities. All junior-level students participate in the **Interdisciplinary Charrette** annually in which interior design majors and Design Engineering Technology majors are placed in teams and given a design challenge. The teams have 48 hours to complete the design charrette, giving them a real-world collaborative interdisciplinary experience.

Standard 5b: In IDT 2860 Practicum, students are required to consult practicing professionals in a chosen specialty of design (hospitality, commercial, residential, etc.). Interviews and surveys are completed by the student as they learn the specifics of each area of design through the professional's point of view. In the **Interdisciplinary Charrette**, students are given opportunity to work closely with Design Engineering students. Students are able to experience first-hand different perspectives and skills of other disciplines and learn how they interact with the role of an interior designer. Students participating in **IDT 4860 Internship** are often exposed to various disciplines as they work in the field. The textbook also discusses various avenues of design and highlights case studies and individuals in various disciplines.

Standard 5c and 5d: The program provides learning experiences that encourage multi-disciplinary collaboration, provides opportunities for students to work in teams, exercise leadership skills and exposes students to a variety of disciplines that represent varying perspectives. The **PS 3702 Teams Leadership** course provides students with team experience as they are placed on teams with students of varying majors. Course curriculum encourages leadership roles, problem solving as they learn group dynamics. The **Interdisciplinary Charrette** also provides a similar experience. The **IDT 2860 Practicum** course places students in teams as they collaborate on design solutions for the real-world project. Other courses including but not limited to: **IDT 2035 Design Process, IDT 1010 Introduction to Interior Design, IDT 2050 Codes, IDT 4020 Commercial Design** have opportunity intermittently to work in a team/group dynamic.

Standard 6. Communication

Entry-level interior designers are effective communicators.

Standard 6a: Students apply a variety of communication techniques and technologies in the design program. Students in **IDT 1020 Presentation Techniques** learn various techniques to present a design solution including but not limited to: digital presentations, perspective drawings, visual media such as presentation boards, etc. In **IDT 3040 Perspective Rendering** students are required to present their sketches at an in-class pin-up. Students are required to articulate processes and techniques used to arrive at various rendering concepts. In the **Interdisciplinary Charrette** part of the deliverables required from each team includes a narrated video that combines narration and images in order to present the concept to judges in a short time frame. Students are required to succinctly describe the features of the design concept in order to convey the design intent.

Standard 6b: Design majors are able to express ideas clearly in oral communication and are required to do so in a variety of courses within the curriculum. In **IDT 1020 Presentation Techniques** students are required to orally present design concepts in conjunction with visual media. The course features in-class presentations as well as peer critique. In the **Interdisciplinary Charrette** part of the deliverables required from each team includes a narrated video that combines narration and images in order to present the concept to judges in a short time frame. Students are required to succinctly describe the features of the design concept in order to convey the design intent. For those studio courses who participate in a community engaged learning experience, oral presentations are also required as part of the final project presentation. In addition, all **Professional Sales** courses within the curriculum (PS 1143, PS 3103, PS 3203, PS 3363, PS 3903, PS 3702) all require oral presentations as part of the course curriculum.

Standard 6c: In **IDT 3025 Professional Practice**, written communication skills are used extensively throughout the course as students produce written assignments and write daily reflections. In addition, the mid-term project, an individual business plan, requires research and extensive writing skills. In **IDT 4025 Senior Project Programming and Research**, written communication skills are utilized as the students write a project abstract based off applicable research topics as well as written conclusions and summaries throughout the programming stage as students synthesize the collection of data and integrate the material into a design concept. Also, all studio courses require written programming and/or concept statements. The **PS 3720 Team Leadership** course culminates in a 10-page paper that requires the student to apply team's theories to their experience as well as describe applied theories to the curriculum.

Standard 6d: **IDT 3040 Perspective Rendering** students are taught hand sketching and rapid visual communication skills throughout the first part of the semester which eventually evolves into hand rendering with markers. Students learn the value of hand drafting skills. During the latter part of the semester, students learn how to incorporate the computer as an aid to their hand-drafted designs. Students learn Adobe products Photoshop, Illustrator, and InDesign to enhance their drawings. The final product is a combination of hand and computer skills blended into a final design. All assignments are showcased during 6 "pin up" presentations where students are graded by the instructor and evaluated by peers. Students also create ideation drawings and sketches in **IDT 2035 Design Process**. Students sketch as an ideation technique. Multiple sketches required as part of the programming process. In **IDT 1050 Architectural Drafting** students are expected to explore the design of furniture via sketching and ideation. Students are encouraged to be innovative and create one-of-a-kind pieces allowing them to explore the creative process. The course concludes with 7 refined sketches as well as an exploratory view of how the student creates and refines their personal design.

Standard 6. Communication

Entry-level interior designers are effective communicators.

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Standard 6e: Design majors produce various presentation drawings throughout the program. All studio courses require formal presentation drawings at least once in the course curriculum. Initially, students learn how to produce presentation drawings in **IDT 1020 Presentation Techniques**. Digital boards, digital presentations, perspective drawings and branding is featured in the freshman-level course. In **IDT 3040 Perspective/Rendering** students are instructed in various forms of media including but not limited to: paper layout, type and feel pencil, marker, pastel, conte' crayon, and digital tools including Adobe Photoshop, Illustrator and InDesign. The senior project courses **IDT 4025 and IDT 4030** require the student to present their concept with extensive presentation drawings/boards as well as presentation of the concept through a model (video/virtual model or scaled 3D model).

Standard 6f: Students produce integrated contract documents in a variety of courses throughout the curriculum. All studio courses require construction drawings, schedules and specifications as part of the final project deliverables. Students in **IDT 2020 Computer Aided Drafting and Design** produce a complete set of contract documents, drawings and specifications. **IDT 3030 Sustainability II: Materials and Hard Surfaces** requires students to complete schedules and provide specifications for several products as students specify materials in the paint and glass projects. In **IDT 3060 Kitchen and Bath** students participate in the NKBA student contest which requires a construction plan, detailed floor plan, mechanical plan, elevations, specifications, and schedules.

Standard 6g: Students in **IDT 2860 Practicum** present orally to students in front of faculty and visiting panels regularly throughout the course. Oral presentations are accompanied by presentation boards as well as Powerpoint. Video documentation of the events allows students to hold evaluation/reflections of themselves and the team. In **IDT 3025 Professional Practice**, students present oral and visual material. The business plan assignment focuses on financial documents whereas the final project is presented by a group targeted to win a bid on a design project. In addition, all **Professional Sales** courses within the curriculum (PS 1143, PS 3103, PS 3203, PS 3363, PS 3903, PS 3702) all require oral presentations as part of the course curriculum. Specifically, **PS 3903 Sales Presentation Strategies** requires students to role play in a presentation in both an individual and group format.

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.

Standard 7a: In **IDT 3025 Professional Practice** students explore the history of the profession in regards to the continued efforts towards professionalism and the direction of the industry in the first three chapters of the textbook. **IDT 2990 Design Seminar** provides allied professionals as guest speakers. Speakers highlighting professional organizations including but not limited to IIDA, ASID and NKBA are featured. In addition, the state of Utah is currently pursuing professional licensure. IDEALforUtah meetings and topics are also highlighted. Guest speakers often focus on current issues affecting the design industry. Other courses including but not limited to **IDT 1010 Introduction to Interior Design** and **IDT 2990 Design Seminar** address contributions of interior design to contemporary society.

Standard 7b: Students in **Professional Practice (IDT 3025)** understand various types of design practices as they explore the textbook and class assignments. Students are encourage to set professional goals and identify the type of practice they wish to focus on throughout their career. Students are also required to interview a practicing designer in the city they wish to practice. Guest lectures in **IDT 2990 Design Seminar** also highlight various career paths as practicing professionals share their experiences with students weekly. Internship students (**IDT 4860**) also explore the various career pathways as they review the textbook. They are also required to describe the design practice in which they are interning and write reflections on their experiences.

Standard 7c: The majority of lecture of **IDT 3025 Professional Practice** supports the elements of business practice including but not limited to business development, financial management, strategic planning, etc. Weekly assignments are carefully reviewed and instructor input is provided to aid students in understanding principles not considered prior to the course. In real-life simulation format, students are required to select a city to practice, research licensure, commercial lease rates, and business competition information and write a detailed business plan tailored to their future goals. The importance of networking and collaboration with allied professionals is also highlighted in this course. In the **Charitable Chair event**, students are put in a real-world context in regards to collaborating with other disciplines and managing the elements of business practice as they complete the restoration of their project. Financial management, time management, collaboration and strategic planning are all key components of executing the project.

Standard 7d: In **IDT 3025 Professional Practice**, Chapters 9-14 of the textbook focus on the management and communication required in the practice of interior design. Reading assignments, quizzes are given relating to these topics. Students are required to write a sample contract and to complete a set of client forms to familiarize them with the process. Shipping and delivery are covered. The Senior Project courses (**IDT 4025, 4030**) requires the student to manage the project for an entire year. Drawing submittals are required throughout the two semesters however the timeline and execution of the project is the student's responsibility. In the **Charitable Chair event**, students are put in a real-world context in regards to collaborating with other disciplines and managing the elements of business practice as they complete the restoration of their project. Financial management, time management, collaboration and strategic planning are all key components of executing the project.

Standard 7e: Students in the **IDT 1010 Introduction to Interior Design** are introduced to professional ethics at the beginning of the course as they learn about the profession. Professional ethics is referenced in the **IDT 3025 Professional Practice** course. References to ethical design practices are provided throughout the text. Serving as an over-arching theme throughout the semester, students are required to share an ethical dilemma which promotes discussion and lecture. Several other ethics problem scenarios are focused throughout the semester. All students in the design program are expected to adhere to a code of ethics as interior design students. In addition, the Interior Design Program Policies and Procedures specifically address ethics to ensure that students practice ethical standards as students.

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.

Standard 7f: This standard is met in several courses as well as all studio courses. Final project programs offer various client types and issues as a basis for concept development. In **IDT 4020 Commercial Design**, students are given various client types to research as they find a solution to the given design problem. In **IDT 4025 Senior Project**, students use not-for-profit entities as a basis for their adaptive re-use project. In **IDT 2035 Design Process**, students are given various client needs, personality and cultural issues as part of project programs. Goals and objectives are determined and factored into the programming stage of the project. Whenever possible students are given opportunities to work with a real client.

Standard 7g: In **IDT 3025 Professional Practice**, licensing and registration are covered in Chapter 2 of the textbook. Students are encouraged to register with NCIDQ to become familiar with the process, their publications and recording their mentor hours. They are required to join a professional organization. When legislative activities are held, students are required to attend a meeting and write to their legislative representatives. Students in **IDT 4860 Internship** also are required to research the NCIDQ website, register, and explore licensure regulations for their state or the state they plan to practice in. The **Design Seminar** course (**IDT 2990**) has also provided opportunity to educate students on legal recognition for the profession. Guest lectures on the process and the local association, IDEALforUtah, has been highlighted. Because the state of Utah is actively pursuing professional licensure, this has given students opportunity to experience first-hand the importance of legislation. Students have attended various legislative meetings to observe the varying professional perspectives and legislative processes as part of this effort.

Standard 7h: The **Professional Practice** course (**IDT 3025**) textbook introduces professional organizations in Chapter 2. All students are encouraged to become a member of at least one organization. In addition, professional organization meetings and events are publicized in the class. Students are required to use networking cards (produced from a class assignment) to take to events as they network with practicing professionals. Professional organizations are also discussed in **IDT 2990 Design Seminar**. Each fall, membership drives are held for the WSU Interior Design Student Chapter and professional organizations including but not limited to IIDA, ASID, NKBA and IDEALforUtah. The **IDT 4860 Internship** course discusses professional organizations and requires that students attend a professional meeting. In addition, **IDT 3060 Kitchen and Bath** requires students to join NKBA to participate in the student competition.

Standard 7i: Students in **IDT 2990 Design Seminar** are exposed to lectures that illustrate the importance of life-long learning. Guest lecturers and manufacturer's reps often discuss CEU presentations and the need for staying current with technology, trends and education. In addition, students are required to submit a paper on life-long learning as part of the course deliverables. The **IDT 4860 Internship** class also addresses life-long learning in the context of belonging to a professional organization and the CEU requirements for professional membership.

Standard 7j: All students enrolled in **IDT 2990 Design Seminar** are required to complete at least 6 hours of community service which is reported to the Center for Engaged Learning on the WSU campus. In addition, some chapter meetings (held the first Thursday of each month in IDT 2990) also incorporate service. The Interior Design program has made a conscious effort to promote community service in various ways through the **Interdisciplinary Charrette** and **Charitable Chair** which benefits Boys and Girls Club; IIDA's Stocking Event which benefits Primary Children's Medical Center; Scarecrow event, which benefits Boys and Girls Club. In addition, courses are continually implementing service into course final projects wherein students complete design concepts for community non-profits as well as the Weber State University community. Such projects include but are not limited to: Your Community Connection in Ogden, Utah (women's shelter, 2013); St. Anne's Lantern House (homeless shelter, 2014); WSU Alumni Center, 2013; WSU Student Services Center, 2013; Ben Lomond Hotel, Ogden, 2012. Habitat for Humanity Re-Store, 2015; Timbisha Cultural Center, 2014 and 2015,

Standard 8. History

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

Standard 8a: In the **IDT 3010 Historical Interiors** and **IDT 3020 American and Modern Interiors** courses, the text begins each chapter with a historical and social overview including a historical timeline overview for each time period studied. Students are required to read the chapter, select an area of research, prepare an oral and visual report and present for the following class. Class discussion also focuses on the cultural contexts within the presentations offered. The **Study Abroad** program requires students prior to departure to purchase the IDT 3010 or IDT 3020 textbook (depending on course credit offered for each specific tour). Students are required in pre-departure meetings to research and prepare oral presentations on selected chapters that are particularly pertinent to the locations to be visited on the tour. Students are aware of the social, political, and physical influences affecting historical changes of the built environment to maximize the study abroad experience.

Standard 8b: Through lecture, student research and readings, oral presentations in **IDT 3010 Historical Interiors** and **IDT 3020 American and Modern Interiors**, movements and traditions in interior design are focused. The textbook reviews specific information on architecture including but not limited to motifs, classical or contemporary design, materials used, floor plans, etc. Lecture, student research, readings, and presentations focus on movements and traditions in history as it pertains to interior design. Each chapter dedicates sections to interiors as they related to lighting, details, furniture, color, textiles, etc. At the end of the semester, all student presentations are compiled into a large volume that identifies the various periods and styles. **Study abroad** requires students prior to departure to purchase the IDT 3010 or IDT 3020 textbook. Students are required in pre-departure meetings to research and prepare oral presentations on selected chapters that are particularly pertinent to the locations to be visited on the tour. Students are aware of the social, political, and physical influences affecting historical changes of the built environment to maximize the study abroad experience. **The IDT 1010 Introduction to Interior Design** course also introduces students to historical interiors and their characteristics as they learn the various styles. Test questions and course projects are featured.

Standard 8c: Students understand movements and tradition in architecture in both **IDT 3010 Historical Interiors** and **IDT 3020 American and Modern Interiors**. Through lecture, student research and presentations, students learn about and are tested on architecture including but not limited to motifs, classical or contemporary design, materials used, floor plan layout, etc. In pre-departure presentations and textbook readings. At the end of the semester, all student presentations are compiled into a large volume that identifies the various periods and styles. **Study Abroad** participants learn styles and influences of architecture to be featured on the tour. Motifs, materials, typical characteristics of the style are highlighted. **The IDT 1010 Introduction to Interior Design** course also introduces students to architectural styles and their characteristics as they learn the various styles. Test questions and course projects are featured.

Standard 8d: Students understand movements and traditions in furniture, decorative arts, and art in **IDT 3010** and **IDT 3020** as students move through the text. Student presentations focus on a particular theme and students present on furnishings or decorative arts in class. Test questions are also focused on varying styles of furniture, decorative arts and art. At the end of the semester, all student presentations are compiled into a large volume that identifies the various periods and styles. **Study Abroad** presentations also focus on furniture, decorative arts and art in the reports given by participants along with architectural styles and interior design. **The IDT 1010 Introduction to Interior Design** course also introduces students to furniture styles and their characteristics as they learn the various styles. Test questions and course projects are featured.

Standard 8. History

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

(continued)

Standard 8e: In the **IDT 3020 Historical Interiors** course, the mid-term assignment requires students to research three design movements and then incorporate the movements into one chair. A 3D scaled model of the prototype is made along with a presentation board to compliment the in-class presentation. The **Charitable Chair** event, required in IDT 3010, IDT 3045, IDT 2040, IDT 2010 requires students to select an historic chair, refurbish the chair to the characteristics and style. Students must research historical style, motifs, color, etc. to refurbish the chair accurately.

Standard 9. Space and Form.

Entry-level interior designers apply elements and principles of two- and three-dimensional design.

Standard 9a: In the **IDT 1050 Architectural Drafting** course, students are given an in-depth look into the elements and principles of two-dimensional design in the "Brielle" assignment. Students analyze, research and interpret a musical selection as they convey meaning and emotion through the elements and principles of design. Students are then required to hand draft a final floor plan. Students demonstrate understanding through their drawings as well as a visual and oral presentation using vocabulary coinciding with the emotion and elements and principles. In **IDT 2035 Design Process**, students complete two-dimensional exercises using "The Interior Plan" textbook associated with the elements and principles of design. Students develop both hand and mechanical drawings for class projects. In the **IDT 3080 Advanced Architectural Drafting** course, students create 2d drawings through Revit Architecture software. The final project includes examples of student's ability to synthesize construction and structural systems. Because this program is housed in the College of Applied Science and Technology, the program is especially strong in construction documents evidencing two-dimensional design. All studio courses require two-dimensional drawings as part of final projects for course curriculum.

Standard 9b: In **IDT 2020 Computer Aided Drafting and Design**, Chapter 11 of the text focuses on 3 dimensional application of AutoCad. The final project involves the re-creation in 3-dimensional form of a structure assigned by the instructor. In **IDT 3080 Advanced Architectural Drafting**, students create 3D drawings through Revit Architecture software. The final project includes examples of student's ability to synthesize construction and structural systems with design resulting in a well-designed commercial space. The presentation of the building in the form of construction documents includes but is not limited to elevations, floor plans, reflected ceiling plans, perspective views, etc. The **Charitable Chair** event, required in IDT 3010, IDT 3045, IDT 2040, IDT 2010 is also an example of student work that evidences 3-dimensional design solution. The project requires students to select an historic chair, refurbish the chair to the characteristics and style. Students must research historical style, motifs, color, etc. to refurbish the chair accurately. In the **IDT 3010 Historical Interiors** and **IDT 3020 Historical Interiors** courses, the mid-term assignment requires students to research three design movements and then incorporate the movements into one chair. A 3D scaled model of the prototype is made along with a presentation board to compliment the in-class presentation

Standard 9c: In **IDT 1010 Introduction to Interior Design**, Part II of the text introduces students to design fundamentals where theories including Gestalt, alignment and concept are presented. Test questions are adapted to this section of the test to demonstrate understanding. Students are also required to identify elements and principles of design through a photograph project to illustrate and substantiate their findings. Lecture, discussion, reading and videos help the student become aware of these concepts. **The Kitchen and Bath Design course (IDT 3060)** text focuses on the importance of specific planning for both the kitchen and bath. Concepts for the kitchen include the work triangle, serving areas and entertaining. Bathroom area items include the grooming center, bathing/showering area, and toilet center. Evidence of learning includes chapter questions with a more developed understanding coming from the completed projects. A kitchen charrette is featured at the culmination of the course which helps students create spatial definitions within a short time frame.

Standard 10. Color.

Entry-level interior designers apply color principles and theories.

Standard 10 a: Student work demonstrates understanding of color beginning in **IDT 1010 Introduction to Interior Design**. The text book discusses interaction between color and elements and principles of design. The application of color to interior backgrounds, and the selection of a concept color theme are also taught. Supporting learning comes from the Munsell color theory book. Lecture, readings, test questions and final project all evidence understanding of color theories, principles and systems all students apply color through product selection. Students become more proficient in selecting color schemes through the selection of fabrics in **IDT 2010 Sustainability II: Textiles and Soft Materials**. Evidence of understanding is shown through creating custom wallpaper patterns, coordinating fabric selections, designing draperies and rugs. All studio courses require students to apply color theories to design concepts as they create final projects to compliment course curriculum.

Standard 10b: The IDT 2010 Sustainability I: Textiles and Soft Materials class become familiar in selecting color schemes through the selection of fabrics that coordinate or enhance a room. Texture, yarn content, and pattern are all discussed as they relate to the impact made on an interior environment. In addition, carpet direction, warp vs. weft, etc. are discussed in depth. Students design custom wallpaper patterns, draperies and rugs as part of course projects. In **IDT 3000 Lighting Design**, color is discussed in various chapters in the text as it pertains to lamp color, Kelvin ratings, chromaticity ratings, etc. Test questions and chapter exercises illustrate consideration for lamp color and its effect on a design concept. In **IDT 3030 Sustainability II: Materials and Hard Surfaces**, the interaction of color with materials is covered through class lecture and discussion. Understanding is demonstrated through exam questions.

Standard 10c: In IDT 2020 Sustainability I: Textiles and Soft Materials text presents several performance standards developed by members of the Upholstered Furniture Industry. Discussion points include standards for structural qualities, evaluation of physical performance, properties, evaluation of color consistency and retention, and maintenance. Test questions, and evidence of properly selected fabrics for assigned projects are evidence of this standard. In the **Perspective/Rendering class (IDT 3040)**, students use rendering tools including but not limited to: marker, pastels, pencil, colored pencil, etc. to apply correct color principles in order to arrive at the appropriate color representation of the design solution. The final project requires students to find an environment in a shelter magazine and replicate the space chosen to the best of their abilities using various mediums and media technologies. In **IDT 3030 Sustainability II: Materials and Hard Surfaces**, students complete assignments that address appropriate color and color in regards to multiple purposes. All studio courses require students to select and apply color with regard to its multiple purposes to design concepts as they create final projects to compliment course curriculum.

Standard 10d: Curriculum in **IDT 1020 Presentation Techniques** focuses on applying color to all aspects of visual communication. As students learn presentation strategies for interior design projects, color is incorporated into the visual presentation to compliment the design concept theme. In **IDT 3040 Perspective/Rendering**, students use rendering media to apply color principles in order to arrive at the appropriate color representation of the design solution. In **IDT 4025 and IDT 4030 Senior Project**, the senior project presentation utilizes color to present the capstone and compliments the color scheme of the concept as well as conveys the design intent. All studio courses require presentation of the final project, all of which implement use of color.

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

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

Standard 11 a: Curriculum in **IDT 2010 Sustainability I: Textiles and Soft Materials** introduces students to the broad variety of materials available to the designer. A basic foundation of fibers helps students apply textiles in the built environment. Text review and test questions as well as projects illustrate awareness of this standard, **IDT 3030 Sustainability II: Materials and Hard Surfaces** focuses on materials including but not limited to metals, plastics, stones, etc. By the end of the course, students are able to specify materials for interior spaces.

Standard 11 b: In **IDT 3030 Sustainability II**, installation methods are covered in lecture as well as assignments and videos. Manufacturer showroom tours are required. Tile and glass assignments illustrates awareness of product specification, installation and maintenance. **Curriculum in Commercial Design (IDT 4020)**, requires students draw upon prior knowledge from IDT 3030 to specify finishes for projects. Fabrication and installation methods are discussed in the text **for IDT 2020 Sustainability** in regards to floor coverings. Students are examined on creating a carpet layout for a room. All studio courses require specification of materials and inclusion of manufacturers' installation and maintenance specifications for final projects.

Standard 11 c: **IDT 3030 Sustainability II** curriculum has an over-arching theme of life-cycle awareness in regards to cost. Students make specifications for projects based off this knowledge. **IDT 4025 Senior Project** requires the student to select and apply materials for a large-scale commercial project based off their properties and performance criteria as it pertains to specific areas of design: residential, commercial, healthcare and hospitality. Students must justify selection of materials on the project schedule during the design development stage. **The Lighting Design course (IDT 3000)** text and chapter exams review performance criteria and life cycle cost in regards to luminaire and lamp selection.

Standard 11 d: In **IDT 2035 Design Process**, the text introduces students to basic furniture arrangements including but not limited to living rooms, dining rooms, and bedrooms. Exercises vary from furniture placement to analysis of residential space. The final project also requires students to layout and specify furniture. In **IDT 3030 Kitchen and Bath**, students must layout and specify cabinets, appliances and lighting. Students follow the recommended NKBA guidelines to accomplish the assignments and projects required for the course and the NKBA student competition. Evidence is shown in floor plans, mechanical plan, and elevations documents as well as perspective drawings of the space. In **IDT 4020 Commercial Design**, students are required to layout and specify furniture as they complete NCIDQ exercises. All studio courses require that student's layout and specify furniture, fixtures and equipment as part of course curriculum requirements. In **IDT 3045 Residential Design**, students complete a complex residential project where they layout and specify furniture, fixtures and equipment to meet the goals and objectives as specified in the client program.

Standard 12. Environmental Systems

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 12a: In **IDT 3000 Lighting Design**, curriculum focuses on the principles of natural and electrical lighting design. Daylighting concepts, electric lighting lamp types, energy efficiency, ambient lighting calculations, and layered lighting plans are highlighted. Students complete several projects that illustrate understanding of this standard. In **IDT 3060 Kitchen and Bath**, the NKBA library of textbook focuses on lighting in Chapter 7. Daylighting, artificial light, general, task, accent, lamps and controls are covered. Chapter questions denote understanding. Further evidence is shown on the kitchen and bath mechanical plans. Studio courses **IDT 3045 Residential Design** and **IDT 4020 Commercial Design** feature projects that require students to complete lighting plans that illustrate the principles of natural and electric lighting.

Standard 12b: Students competently select and apply luminaries and light sources in various assignments and course projects in **IDT 3000 Lighting Design**. Selection based on use, style, task, etc. are required in projects as well as justification for the selections. In **IDT 3060 Kitchen and Bath**, light sources are addressed in Chapter 7 of the Kitchen and Bath textbook. Evidence of application is shown on the mechanical plan and lighting schedule for each of the projects. Students research and select the luminaires that are appropriate for individual design project. Likewise in **IDT 3045 Residential Design** and **IDT 4020 Commercial Design**, students are required to select and apply luminaires as part of course final projects.

Standard 12c & 12d: Acoustical design is focused on in **IDT 3030 Sustainability II: Materials and Hard Surfaces**. Acoustical properties are discussed as they related to hard materials. Methods to counteract poor acoustics are discussed. Students are also required to research the appropriate decibel levels for the human ear and describe 6 ways in which a designer can influence acoustical control. In addition, in- class assignments and test questions illustrate the principles of acoustical design. Students complete exercises in which they identify acoustical problems to be solved by type and method of solving as well as designate acoustical strategies and discuss specific solutions. Test questions also show evidence of understanding. **IDT 2035 Design Process** addresses acoustical planning in regards to space planning. Layout of acoustical separation in the office environment is addressed. Test questions show evidence of understanding. Projects in **IDT 4020 Commercial Design** will illustrate through notes or notations on contract documents that they have made acoustical considerations. Likewise in the senior project courses (**IDT 4025, 4030**) students will indicate on contract documents acoustical considerations.

Standard 12e: The principles of thermal design are addressed in **IDT 3030 Sustainability II: Materials and Hard Surfaces** through concepts such as thermal bridging and passive solar design. The Sustainability chapter of the textbook focuses on implementing these strategies as part of a sustainable concept, Student projects also denote applied thermal design strategies incorporated into the final concept. In **IDT 4020 Commercial Design**, students make notation on contract documents that they have made thermal considerations on projects. In **IDT 2010 Sustainability I: Textiles and Soft Materials** insulative value is addressed in regards to carpet. Test questions demonstrate understanding.

Standard 12f: Student projects in **IDT 3030 Sustainability II: Materials and Hard Surfaces** illustrate that students understand thermal design through their design solutions. In **IDT 2040 Architectural Detailing** students complete an assignment that shows detail drawings of a floor system that may include radiant heat and the floor surface specified. Students call out the varying layers of flooring and sub-floor systems to accommodate a radiant heat system. **IDT 4020 Commercial Design** students will show that thermal systems impact interior design solutions through notation on contract documents. Thermal design is also addressed in **IDT 2010 Sustainability I: Textiles and Soft Materials** in regards to thermal insulation through draperies insulative value in regards to carpet. Test questions show understanding.

Standard 12. Environmental Systems

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.

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Standard 12g and 12h: Indoor air quality is discussed in Chapter 3 of the Kitchen Planning textbook in **IDT 3060 Kitchen and Bath**. Topics include but are not limited to: air barriers, air cleaning, indoor quality and construction, lead, moisture, renovation hazards, and VOC's. Chapter questions shows understanding as well as a vent application applied in the kitchen and bathroom projects. Evidence specifying products that impact indoor air quality would be found on construction documents denoting a 150 CFM kitchen cooking center and for the bathroom a mechanical exhaust system vented to the outside, minimum 50 CFM fan. In **IDT 3030 Sustainability II: Materials and Hard Surfaces** VOC's, fresh air exchange and pre-occupation air flushing techniques are some of the concepts presented in class and through exploration of the USGBC website. The selection and application of products and systems impact indoor air quality are also discussed. Evidence of understanding is shown through test questions. In **IDT 2010 Sustainability I: Textiles and Soft Materials**, indoor air quality is addressed in regards to carpet and off-gassing; Evidence is shown through test questions.

Standard 13. Building Systems and Interior Construction

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

Standard 13a: Students work illustrates knowledge of structural systems in several courses: In **IDT 2035 Design Process**, students are introduced to the basic structural systems of a home including but not limited to walls, columns, wall/columns, windows, doors, recessed door pair, multiple doors, pocket sliding doors, double doors, etc. Exercises including furniture arrangement based on desirable relationships with windows, the use of thick walls and space planning around columns shows evidence in projects. In **IDT 2050 Codes** exams test knowledge of construction types I, II, III, IV, and V., In **IDT 3080 Advanced Architectural Detailing**, as they work through the design/construction process, students construct a building from the foundation up. Students implement exterior walls, slab on grade, subfloor, structural support systems, ceiling grids, etc. and demonstrate knowledge of clear floor space, ADA and universal design throughout the building. In **IDT 4020 Commercial Design**, students review clash detection exercises and discuss how architectural features such as columns and stairwells affect space planning and design.

Standard 13b: In **IDT 4020 Commercial Design**, students review clash-detection scenarios in class exercises and discuss how architectural feature placement of items including but not limited to: air ducts, code-required signage, electrical components, etc. affect space planning and design. In **IDT 2050 Codes** students understand the design solutions are impacted by egress requirements, ceiling tile placement in regard to other items in the plenum and flooring specification. These are made known through lecture and class discussion, chapter reading, and homework chapter assignments. In **IDT 3080 Advanced Architectural Detailing** students select and implement interior walls, windows, doors, ceiling/lighting systems that do not conflict with structural systems.

Standard 13c: Assignments in **IDT 2050 Codes** require that student work illustrates that design solutions are impacted by electrical outlet placement and electrical panel placement, ceiling tile placement in regards to other items in the plenum and other mechanical needs such as cold air returns and ducts. Mechanical systems and voice data/telecommunications systems are also discussed and tested. An ADA bathroom project required in the course illustrates knowledge of plumbing and how it impacts design solutions. In **IDT 4020 Commercial Design** clash-detection scenarios are review and class discussion focuses on how placement of architectural features such as air ducts, cold air return, electrical components, fire detection and suppression, etc. affect space planning and design. The **Kitchen and Bath** course (**IDT 3060**) focuses on the impact of plumbing systems and ventilation systems affect kitchen and bathroom planning. Student projects show that HVAC is detailed on a separate mechanical plan and that placement of cabinetry and appliances are affected by these systems.

Standard 13d: In **IDT 3000 Lighting Design** the textbook, lectures and chapter tests focus on lighting controls and energy efficiency and the impact of lighting on a building's overall energy costs/savings. Student projects illustrate the option for dimming as an energy-saving technique and also maximizing daylighting strategies and controls systems. In **IDT 2040 Architectural Detailing** an NCIDQ practice project includes specification of doors and door hardware that includes security hard ware such as panic bars, automatic closers, etc. In **IDT 2050 Codes**, class lecture covers fire and smoke resistant assemblies including but not limited to fire protected doors, automatic closing devices, ability of glass to be used, hardware required, etc. Student exams also show evidence of understanding of these systems. Security and building controls including smoke compartments requiring special ventilation and air circulation is also discussed and tested. **IDT 4020 Commercial Design** works through NCIDQ problems in class that address the impact of security and building controls systems. NCIDQ practicum practice problems are also the focus of class exams.

Standard 13e: In **IDT 2035 Design Process**, the textbook introduces students to basic office furniture which includes system furniture principles and general office layouts. Addressing how those systems interface with construction systems is addressed. Several projects in the class illustrate understanding of these concepts. In **IDT 4020 Commercial Design** furniture layout and space planning on final projects evidences student understanding of the impact of furniture with window placement, venting, etc. In **IDT 3045 Residential Design** students illustrate understanding in furniture layouts in a large scale residential project. All studio projects require floor and furniture plans that illustrate the impact of furniture with distribution and construction systems.

Standard 13. Building Systems and Interior Construction

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

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Standard 13f: In **IDT 3080 Advanced Architectural Drafting**, final design solutions include 2 vertical stairways and a single elevator shaft based upon square footage and occupancy type. Students demonstrate knowledge of egress and circulation by incorporating hallways and traffic flow to all three of these vertical circulation systems. In **IDT 4020 Commercial Design** and **IDT 4025, 4030 Senior Project** projects illustrate that circulation around stairs and central core affected the design solution space planning. The stair project in **IDT 2040 Architectural Detailing** illustrates varying types of vertical circulation systems implementing low-rise stairs per ADA requirements. **IDT 2035 Design Process** covers special elements such as stairs and the necessity of stairs and elevators being part of the core. Chapter exercises provide stairs and elevators that require special consideration when space planning.

Standard 13g: Student work illustrates the ability to read and interpret construction drawing and documents in all studio courses. Specifically, **IDT 3080 Advanced Architectural Drafting** class lecture focuses on sheet numbers and sheet order as students work through the textbook. Class discussion includes review of an actual set of construction drawings to familiarize students with symbols, layouts, and page order. Students learn how to navigate and interpret construction drawings as they create their own set of drawings for their project. In **IDT 4020 Commercial Design** a set of construction documents is studied as an in-class exercise. Students are then required to work on drawings as part of a mid-term exam as a mock NCIDQ practicum exercise. Students in **IDT 2040 Architectural Details** are tested on drawing sequence and proper symbol use in section and detail drawings. Course projects throughout the semester illustrate proper sequencing of drawings and use of symbols.

Standard 14. Regulations and Guidelines

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

Standard 14a: In **IDT 2010 Sustainability I: Textiles and Soft Materials** discusses LEED and the benefits to green building. Students research sustainable or green textiles and create a power point presentation explaining the properties and details of textiles. In **IDT 3030 Sustainability II: Materials and Hard Surfaces** discussion in regards to installation, and compliance to codes, standards and guidelines for each material covered in the course. Text book, lecture and tours also reinforce the discussion. In **IDT 2050 Codes** sustainability guidelines such as the Green Rating System, life cycle assessments, sustainable standards and certification programs are presented in the text. Oral presentations, written reflections and note cards are evidence of student learning. Test questions are generated from these presentations and note cards.

Standard 14b: In **IDT 3060 Kitchen and Bath**, regulations pertaining to the kitchen and bath industry are stressed. NKBA standards and guidelines are reviewed and implemented in student projects. ADA requirements as it pertains to kitchen and baths is also covered. In **IDT 3030 Sustainability II: Materials and Hard Surfaces**, industry-specific regulations are discussed as materials are presented as part of class lecture and discussion of the text. Students are tested on this material. **IDT 2050 Codes** covers ADA standards, NKBA guidelines, sustainability certification programs.

Standard 14c: The **IDT 2050 Codes** course provides extensive instruction on compartmentalization. Laws, codes, standards that impact fire safety including the concepts of separation and containment. Chapter readings, writing, oral presentations and test questions demonstrate understanding. Chapter problems also illustrate understanding of compartmentalization. In addition, lectures from the university fire marshal have been included in semester curriculum as well as tours of buildings led by a fire marshal to illustrate fire code. Studio projects also illustrate understanding of these laws, codes and standards.

Standard 14d: Chapter 4 of the **IDT 2050 Codes** textbook covers egress. Egress problems 1-5 help to demonstrate understanding. Additionally, student study and presentations demonstrate understanding. In **IDT 4020 Commercial** the course focuses on NCIDQ practicum problems including egress. In-class review of past practicum problems illustrates egress requirements and compliance. Students are also tested on egress as part of the mid-term practicum problem in which students must identify means of egress including stairwells, corridors and exit ways through a commercial space.

Standard 14e & 14f: The **Codes** class (**IDT 2050**) textbook focuses on suppression in Chapter 6. Devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, and extinguishers are covered. Chapter problems demonstrate understanding of this standard as well as text questions. Identification of sprinkler types is also the focus of a practice assignment. In **IDT 3060 Kitchen and Bath**, student kitchen projects include placement of one smoke detector and fire extinguisher on the mechanical plan.

Standard 14g, 14h, 14i : Code compliance is taught extensively in **IDT 2050 Codes** as it is the basis of the course. Examination, student assignments and presentations exhibit knowledge of code. Studio courses require final projects in which widely accepted codes are called out on drawings or in placement of aisles, corridors and exits. Symbols and dimensions are illustrated on floor plans to indicate compliance. The capstone project created in **IDT 4025, IDT 4030 Senior Project** illustrates application of codes to a large-scale adaptive re-use project. Students create a "communication floor/furniture plan" in which code compliance, accessibility, fire suppression, etc. is highlighted to showcase and justify the in-depth planning of the senior student in such a project. Evidence of application of codes, standards and accessibility guidelines is evident. **IDT 4020 Commercial, IDT 3060 Kitchen and Bath, IDT 3045 Residential Design** require that ADA requirements are noted with turning radius and clear space noted as well as doorways, pathways and clearances.

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.

As part of Northwest Commission on Colleges and Universities, routine program review is conducted every 3 to 5 years. The program participated in a 5-year program review in February 2014. A site visit team comprised of one college faculty member, one university faculty member, and one allied professional reviewed the program. The results of the site visit report were then reported on by the program coordinator to the Faculty Senate Executive Committee. The Faculty Senate Executive Committee found the program to be a "strong program" however the committee suggested addressing the following:

- Reconsider the grading structure and the current minimum of 'B' requirement. The committee suggested consideration of going to a pass/fail standard that could better support the competency-based approach to teaching. If the department feels the need to keep this requirement, please provide justification for doing so.

At the time of this report, the program feels that justification for keeping the 'B' requirement is illustrated in the program review report written by the site visit team. The report stated "the requirement of proficiency (B grade or better) ensures that standards are met at exceptional levels of achievement." The faculty feels this requirement motivates students to produce quality work and benefits their portfolio and grade point average as they seek professional careers or an advanced degree. The rigor of the program has been increased in the time period since initial accreditation in 2009 and student work and student success is evident of the change. While the 'B' requirement is not the norm for most programs, the WSU interior design program is not the only specialized program to set this type of grade requirement at this or other universities.

Another program review will be conducted in 3 years, per the committee's request.

In addition, the National Kitchen and Bath Association conducts regular accreditation visits. The next NKBA visit is scheduled for 2017.

The program website at www.weber.edu/interiordesign provides clear, consistent and reliable information about its mission and requirements. Course curriculum schedules, access to university catalog, student work, student activities, advisory board members, study abroad program, faculty information and student achievement data is found on the website.

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.

The program has a sufficient number of qualified faculty members and adequate administrative support and resources to achieve program goals.

Since moving from the Ogden WSU campus to the Davis Campus in August 2013, the program is in a different location from the department of Professional Sales. This resulted in the program's lack of secretarial support staff at the Davis Campus. In August of 2014, the college dean approved hiring of a shared secretarial support staff to assist the program coordinator part-time.

The recent Northwest Accreditation on Colleges and Universities report listed the following as a strength of the program:

Courses are taught by faculty who have expertise in the field and continue to practice Interior Design. All faculty possess appropriate degrees and NCIDQ credentials. Courses are scheduled to accommodate both daytime and afternoon/evening time slots. The faculty members are dedicated professionals who often make great sacrifice to the program and to students in order to maintain "momentum" for success. Faculty diversity is reflective of the industry, which is predominantly female. The faculty has diverse background and expertise (residential, commercial, legal, artistic, etc.) which benefits students. Canvas, the learning management system used by WSU, is used to support courses, allowing students to see rubrics, receive feedback and communicate with faculty.

Note: See faculty data sheets provided for both interior design faculty, interior design adjunct faculty and Professional Sales support faculty and administrative staff.

Recommended page limit: 2

- 1) *Provide a brief description of the conclusions you have drawn about overall program quality. In what ways are your students especially well prepared to enter professional practice as interior designers? What areas could be further strengthened to support current or future preparation of program graduates?*

As part of the 5-program review for Northwest Accreditation in 2013, the site visit team cited the following as program strengths:

- Professional Sales double major the report states: “The program is situated in the Professional Sales department. This has many advantages for students in the Interior Design program. Students acquire skills that support careers in interior design: they develop communication skills for conducting client interviews and responding to client concerns; they develop skills in ongoing customer service; and they apply the psychology of working with clients in business. The program has worked with the Professional Sales department to develop a dual major, which was cited by community partners as program strength. One partner stated, “Graduates of this program that I have hired were able to hit the ground with their feet running.”
- The program has developed significant relationships with external communities, both within the interior design industry and with other academic institutions (SLCC and LDS Business College). The partnership with industry allows students to complete internships and participate in community events in an authentic, skill-developing manner. These opportunities include regularly scheduled seminars in which interior design industry professionals talk with students about aspects of the career, opportunities for jobs, specific skill development, and industry standards. In addition, the faculty and students have completed projects on the Ogden campus for the alumni center, student services, and others. These partnerships also increase the likelihood of employment for graduates. The relationship with SLCC and LDS BC facilitates a smooth transfer of credits from certificate and associate degree programs into the WSU ID bachelor’s degree program. (*Standard G: a-c*).
- Courses are sequenced for students to move through the program in an organized and timely manner. The course schedule is published before each semester registration period begins and has adequate course credits to support students within the course sequences. In addition, advising is provided by the program coordinator to ensure all students continue with the designed sequence.

In addition,

- The rigor of the program has been increased in the time period since initial accreditation in 2009 and student work and student success is evident of the change. The interior design industry in Salt Lake City and the surrounding areas is thriving and is in need of qualified designers from accredited programs. This has been beneficial for graduating seniors who are enjoying success as gainfully employed designers.
- Students are prepared to pursue a mentorship with an NCDIQ professional and sit for the first exam of the NCIDQ series. Professional licensure is stressed and NCIDQ certification is promoted throughout the undergraduate program providing graduates with confidence to sit for pass the complete NCIDQ exam.
- The activities of the interior design profession in Utah have given opportunity for student engagement in the process of professional licensure. The importance of licensure has been illustrated to provide students with the understanding of the impact of licensure on the profession and their future.

Conclusions

- 2) *Provide a brief description of your plans for future program development. What changes to curriculum or resources have been planned and/or implemented to improve gaps in the educational program identified through self-study? When are these changes likely to occur? What changes in the program, institution, higher education, the profession, or society may impact the program in the future? What is being done to address emerging issues, trends, or challenges?*

The WSU Interior Design program is housed in the College of Applied Science and Technology. Because of this association, the program is especially strong in technical skills. Therefore, the program faculty is actively aware of emerging trends in technology. At the time of this report, the program hopes to add additional technologies to the three courses as part of the IDT curriculum. Programs including but not limited to 3DS Max and others are being considered.

Because of the importance of NCIDQ prep material into curriculum, the self-study revealed the need to add an additional studio course to complement the 4000-level curriculum. In the spring semester of 2014, IDT 4010 Commercial Studio will be offered to be taken in conjunction with IDT 4020 Commercial Design. It is anticipated that by adding this course it will allow more focus on NCIDQ prep exercises as it works through the text by Lisa Godsey *Interior Design Student's Comprehensive Exam* for both multiple choice questions and practicum examples. This will allow the IDT 4020 Commercial Design course to focus on commercial design curriculum specifically and make the work load of the 3 credit hour class more manageable for students.

As the self-study evolved, it was evident that several courses within the IDT program included color theory curriculum within their courses. Currently, the ART 1140 course is a supplemental course taught by the art department. Because of the curriculum within the IDT program, it was determined that IDT 4010 Commercial Studio would replace ART 1140 Color Theory in the program curriculum structure

The faculty is currently considering offering 3-day workshops intermittently each year to enhance skills for students, alumni, design professionals, current enrollment instructors and faculty. It has been noted that there is a need for technology update workshops, rendering workshops, NCIDQ study workshops, etc. in the local community. This life-long learning workshop series is currently being pursued through university curriculum.

Student demand has necessitated the need to provide an additional offering of IDT 2050 Codes each year. Because the course serves as a prerequisite, the program coordinator has approached the dean about offering an IDT 2050 Codes course online in the summer. The program coordinator will develop the course and will offer it online in Summer of 2015.

Please find the following documents in subsequent tabs in this booklet:

- Faculty Data Forms
- Curriculum Matrix
- 4-year schedule

Curriculum Matrix - Institution Name

	First Year		Second Year					Third Year					Fourth Year																																	
	Fall		Spring			Fall		Spring			Fall		Spring			Fall		Spring																												
	1010	1020	1050				2035	2990				2010	2020	2040	2050	2860	3000	3020	3030	3040	3080	3060	3010	3045	3025				4025				4020	4030	4040	4860	Other	CHARRETTE	STUDY ABROAD	PS 1143	PS 3103	PS 3203	PS 3363	PS 3903	PS 3702	ART 1140
<p>P - Primary evidence. Limit: 3 'P's per expectation. 1 'P' per expectation is mandatory unless the program does not address the expectation in the curriculum.</p> <p>S - Secondary evidence. Limit: 4 'S's per expectation.</p> <p>Standard 2. Global Perspective for Design - Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.</p>																																														
Student Learning Expectations																																														
Student work demonstrates understanding of:																																														
the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.	2a	S										P					P	P																												
Students understand:																																														
the implications of conducting the practice of design within a world context.	2b						S				S							S						P																						
how design needs may vary in cultural and social groups with different economic means.	2c	S																					P																							
Program Expectations																																														
The interior design program provides:																																														
exposure to contemporary issues affecting interior design.	2d						S	P			P			S								S	S																							
exposure to a variety of business and organizational structures.	2e							S						S											P																					
exposure to varying group norms and dynamics.	2f	S												S								P	P	P																						
opportunities for developing knowledge of other cultures.	2g																	P					P																							
Notes:																																														

Curriculum Matrix - Institution Name

	First Year				Second Year				Third Year				Fourth Year																											
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring																									
	1010	1020	1050		2035	2990			2010	2020	2040	2050	2860	3000	3020	3030	3040	3080	3060	3010	3045	3025		4025			4020	4030	4040	4860	Other	CHARRETTE	STUDY ABROAD	PS 1143	PS 3103	PS 3203	PS 3363	PS 3903	PS 3702	ART 1140
<p>P - Primary evidence. Limit: 3 'P's per expectation. 1 'P' per expectation is mandatory unless the program does not address the expectation in the curriculum.</p> <p>S - Secondary evidence. Limit: 4 'S's per expectation.</p> <p>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.</p> <p>Student Learning Expectations</p> <p>Students understand:</p> <p>the contributions of interior design to contemporary society. 7a S</p> <p>various types of design practices. 7b P</p> <p>the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines). 7c P</p> <p>the elements of project management, project communication, and project delivery methods. 7d S</p> <p>professional ethics. 7e S</p> <p>Program Expectations</p> <p>The interior design program provides exposure to various market sectors and client types. 7f S</p> <p>The interior design program provides exposure to the role and value of:</p> <p>legal recognition for the profession. 7g P</p> <p>professional organizations. 7h S</p> <p>life-long learning. 7i P</p> <p>public and community service. 7j S</p> <p>Notes:</p>																																								

Curriculum Matrix - Institution Name

	First Year				Second Year				Third Year				Fourth Year																																	
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring																															
	1010	1020	1050			2035	2990			2010	2020	2040	2050	2860	3000	3020	3030	3040	3080	3060	3010	3045	3025		4025							4020	4030	4040	4860		Other	CHARRETTE	STUDY ABROAD	PS 1143	PS 3103	PS 3203	PS 3363	PS 3903	PS 3702	ART 1140
P - Primary evidence. Limit: 3 'P's per expectation. 1 'P' per expectation is mandatory unless the program does not address the expectation in the curriculum. S - Secondary evidence. Limit: 4 'S's per expectation.																																														
Standard 9. Space and Form - Entry-level interior designers apply elements and principles of two- and three-dimensional design.																																														
Student Learning Expectations																																														
Students effectively apply the elements and principles of design to:																																														
two-dimensional design solutions.	9a	P				P				S	S							P	S																											
three-dimensional design solutions.	9b									S					S			P																									P			
Students are able to analyze and communicate theories or concepts of spatial definition and organization.	9c	P																P																												
Notes:																																														

Faculty Data Form

Name: Kristen J. Arnold _____

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

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

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

35 _____ % of time spent in administration

65 _____ % of time spent in teaching

_____ % of time spent in research

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

Master's of Science degree, Education: Curriculum & Instruction, Weber State University, 2008

Bachelor's of Science degree, Interior Design-Technical Sales, Weber State University, 2005

Bachelor's of Science degree, Technical Sales, Weber State University, 2011

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

- Assistant Professor, IDT program, WSU, 2011 --- 3rd year review being conducted 2014; tenure review for Associate Professor, 2017
- Program Coordinator, IDT program, WSU, 2009 to present
- Contract faculty (3/4 time), 2009-2011, WSU IDT program
- Adjunct faculty, 2005-2009

Courses taught in the past two years:

IDT 1010 Introduction to Interior Design, online (3 credit hours)

IDT 1020 Presentation Techniques (3 credit hours)

IDT 2040 Architectural Detailing (3 credit hours)

IDT 3000 Lighting Design (3 credit hours)

IDT 4025 Senior Project, Programming and Research Development (2 credit hours)

IDT 4030 Senior Project (3 credit hours)

IDT 4040 Portfolio Design (2 credit hours)

IDT 4860 Internship (3 credit hours)

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

KNA Design (2005 to present), owner

Residential, commercial, event and consultation design work

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

Pecha Kucha: Creative Teaching Ideas Presentation, Interior Design Educators Council Annual Conference, peer reviewed selection, March 2014.

Presentation on panel discussion: What is the Content of General Education Class X? September 2014.

Peer reviewed paper presentation: The CIDA Accreditation Experience of the WSU Interior Design Program, IDEC Regional Conference, Chicago, Ill., October 2009.

Council for Interior Design Accreditation Program Analysis Report, 2009 and 2015.

Five-year Program Review and Self Study Report for interior design program. Analysis, research and evidence of assessment collected for review as part of Northwest Accreditation efforts, 2014

Peer reviewed paper presentation: The CIDA Accreditation Experience of the WSU Interior Design Program, IDEC Regional Conference, Chicago, Ill., October 2009.

Faculty Data Form

Awards, recognitions, grants, competitions:

Nominee for H. Aldous Dixon award --- 2014.

Excellence in Education, National Kitchen and Bath Association --- 2013.

College of Applied Science and Technology Distinguished Service Award --- 2012

Dee Family Technology Grant Award, Interior Design Architectural Rendering System, funded 2013, \$2548

Alan E. and Jeanne N. Hall Endowment for Community Outreach grant, funded 2012, \$1800

IES Teachers of Lighting Workshop grant, 2010

Professional memberships and service:

Interior Designer's Educators Council, allied professional member 2006-present

National Kitchen and Bath Association, professional member 2006-present

Interior Design Education and Legislation for Utah, NCIDQ member 2011-present

NCIDQ, active status 2011-present

CIDQ Ambassador 2014-present

Program Coordinator for Interior Design Program 2009-present

General Education Improvement and Assessment Committee (GEIAC) 2013-present

Scholarship selection committee for IDT 2012-present

WSU Davis Council 2012-present

COAST Curriculum Committee 2011-present

Interior Design Program Advisor 2009-present

Juror for Pacific West region 2014 Student Design Competition

IDEC paper and abstract coordinator, Pacific West Regional Conferences, 2012, 2013

Moderator for National Conference for Undergraduate Research, 2012

Manuscript review for *Construction Drawings and Details: Basic Skills* by Otie and Rosemary Kilmer (Publisher: Wiley), 2014.

Peer Reviewer for NKBA Lighting text, National Kitchen and Bath Association, 2013

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

National Council for Interior Design Qualification (NCIDQ) exam , April 2011, NCIDQ Certificate No. 028155

May 2014 --- WSU Sustainability Summit.

May 2014 --- WSU Non-violent crisis intervention training.

March 2014 --- Interior Designers Educators Council National Conference

February 2014 --- National Kitchen and Bath Association Industry Show and Educators Conference.

June 2013 --- ASID Summer Blitz.

May 2013 -- CPR Training.

March 2013 --- LEED Green Associate Workshop.

July 2012 --- Faculty Fellows Retreat.

May 2012 --- National Kitchen and Bath Association Industry Show and Educators Conference

October 2011 --- Interior Designers Educators Council Pacific West Regional Conference.

March 2011 --- Interior Design Educators Council Annual Conference.

June 2010 --- IES Teachers of Lighting Workshop.

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: **Jacie Johnson** _____

Check one:
____ full-time ____ adjunct ____ part-time ____ support
 other (please indicate): ¾ time

Individual has been responsible for ID studio supervision in past 2 academic years:
Individual has completed a degree in interior design:
Individual has passed the complete NCIDQ exam:

Check one:
x Yes No
x Yes No
x Yes No

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

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

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

1983 AS, Business Administration, Brigham Young University
1993 BIS, Interior Design, Technical Sales, Business Telecommunications, Weber State
 University
2008 MEd, Master of Education, Curriculum and Instruction, Weber State University

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

Adjunct Faculty
Faculty

Courses taught in the past two years:

IDT 2050, Codes
IDT 2990, Seminar
IDT 3010, Historical Architecture and Interiors through 18th Century
IDT 3020, Historical Architecture and Interiors from the 19th Century
IDT 3025, Professional Practice
IDT 3030, Sustainability II, Hard Materials
IDT 4020, Commercial
Study Abroad

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

Owner, Summers Johnson Design, LLC, 1993- present

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

2009 Washington State University, Culture in Design Symposium, Spokane Washington
 “How Technology has Affected Reading and Learning Culture in College Students”
2010 IDEC Southwest Region Speaker, Park City, Utah
 “How Technology has Affected Reading and Learning Culture in College Students”
2011 NKBA/KBIS Educator’s Forum, Las Vegas, Nevada

Faculty Data Form

- Selected from a review process of accredited institutions to lecture as a featured speaker,
"Teaching Methods for Codes Classes"
- 2012 Utah Association of Career and Technical Educators, Mid-Winter Conference in Salt Lake City
- 2013 Utah Association of Career and Technical Educators, Summer Conference at BYU: "Aligning Your Classroom with Concurrent Enrollment"
- 2014 Fashion ReMix advisor
-

Awards, recognitions, grants, competitions:

- 2006 Passed NCIDQ exam
- 2013 Passed LEED GA exam
- 2013 Nominated for the Crystal Crest Awards
- 2014 Nominated for the H. Aldous Dixon Award
- 2012 One of my students was awarded \$2,000 for an Outstanding Business Plan for promising entrepreneurs.
- 2014 One of my students was awarded 3rd place in the national competition, Robert Bruce Thompson 2014 Annual Student Light Fixture Design Competition.
- 2014 One of my students was awarded a \$19,000 grant which transferred to the Head Start Program in Ogden, Utah for her outstanding volunteer efforts on a capstone project in which I served as her advisor.
-

Professional memberships and service:

- IDEC
- 2011-2012 Committee for Davis Education Foundation Fundraising
- 2012-2014 Boys and Girls Club Fall Extravaganza, Volunteer
- 2011-2014 Charitable Chair, Faculty Member
- 2014 Fashion ReMix team advisor, (Cystic Fibrosis)
- 2013-2014 Church Service leader
- 1998-2013 Sub for Santa organizer
-

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

- 2010, 2012 IDEC Regional Meetings (Park City, UT and San Diego, CA)
- 2011, 2014 IDEC National Meetings
- 2010, 2011, 2013 NKBA/KBIS Meetings
- 2012 Writing Workshop for Educators
- 2013, 2014 Adobe Workshops
- 2012 Revit class
- 2011-2014 French and Italian Language classes (for Study Abroad)
- 2014 Sustainability Summit
- 2013 ASID CEU Blitz
- Continuing Education Classes for LEED certification
-

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: **Shauna R. Morris** _____

Check one:
____ full-time ____ adjunct x ___ part-time ____ support
____ other (please indicate):

Individual has been responsible for ID studio supervision in past 2 academic years: Check one:
x Yes No
Individual has completed a degree in interior design: x Yes No
Individual has passed the complete NCIDQ exam: (completed 2 sections) Yes x No
If this individual is a full-time faculty member, please indicate:
____ % of time spent in administration
____ % of time spent in teaching
____ % of time spent in research

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

Bachelors of Technical Sales/Emphasis in Interior Design Weber State University 1995

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

Weber State University Instructor of Interior Design 15 years of experience

Courses taught in the past two years:

IDT 1010 Introduction to Interior Design

IDT 2010 Sustainability I / Soft Materials

IDT 2035 Space Planning

IDT 3045 Residential Design

IDT 3060 Kitchen & Bath Design

Faculty Data Form

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

Current owner of Inside a Residential and Commercial Interior Design Firm established in 1999.
Partner of InStile & Rail a Woodmode Kitchen and Bath Design Showroom 2002 – 2008 – lead designer
Ongoing collaboration with Shiree Nixon, owner of Timeless Exclusive Design Services – 15 year association consulting on both Residential and Commercial projects.
Ongoing Event Planner 15 years of experience with weddings, personal parties, banquets, and the Ogden Rodeo.
Current assistant/consultant with Brent Morris Associates a Landscape Architectural Firm 1995 - 2014

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

Northern Davis Builders Home Show Interior Designer 2008 – 2009 - 2011
Ogden Airport Terminal Design Project - 2012
TAB Back Lobby & Office Remodel - 2012
Volunteer for Ogden Days of '47 Rodeo VIP Cabin event design and set-up for the past 6 years.
Residential projects ADA compliant homes in Hawaii and Utah 2012 - 2013
Kitchen & Bath Showroom InStile & Rail Ogden, Utah 2002
Showroom for Harris Stone of Ogden, Utah - 2004

Awards, recognitions, grants, competitions:

NKBA Outstanding Annual Requirements for Kitchen 2013
Instructor for the Utah Family And Consumer Science conference Spring of 2011 (FACS)

Professional memberships and service:

IDEC
ASID
IIDA
NKBA
Student advisor for our WSU Design Chapter
Boys & Girls Club fund raiser with Charitable Chair event
Ogden, Utah Days of '47 Rodeo – community service for the VIP Cabin

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

Arizona tile CEU Fall 2014 - IIDA
WSU Sustainability Retreat Spring of 2014
NKBA & National Builders Convention Feb. 2014 & 2011
Las Vegas Market Summer 2012
IIDEC National Conference Denver Spring 2011
IIDEC Regional Conference San Diego Spring 2012
Language classes for Study Abroad – 2 years of Italian and 2 years of French
Local ASID CEU's Spring 2013
Local participation in professional organization meetings

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: **John Robert Call** _____

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

Individual has been responsible for ID studio supervision in past 2 academic years:
Individual has completed a degree in interior design:
Individual has passed the complete NCIDQ exam:

Check one:
X Yes No
X Yes No
 Yes X No

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

____ % of time spent in administration
100 % of time spent in teaching
____ % of time spent in research

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

Bachelor of Science Degree, Double major: Interior Design-Technical Sales, Technical Sales, Weber State University, 2010.

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

Adjunct faculty

Courses taught in the past two years:

IDT 1050 Architectural Drafting
IDT 2020 Computer Aided Drafting and Design
IDT 2860 Practicum
IDT 3040 Perspective/Rendering
IDT 3080 Advanced Architectural Drafting

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

Owner, John Robert Designs, 2010-present

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

Faculty Data Form

Awards, recognitions, grants, competitions:

IIDA Best of Award, 2012

Professional memberships and service:

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

Faculty Data Form

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

- New course development, PS 3503, "Sales Planning and Forecasting"
- New course development, PS 1403, "Introduction to Client Care"
- Co-Authored with Jo Ellen Jonsson an article published in the May 2013 issue of Agency Sales Magazine titled "The Oft-Neglected Approach"
- Co-developed a video presentation for the following steps in the selling process: Approach, Presentation, Rapport Building
- In conjunction with the college dean developed a proposal and received approval to create the Alan E. Hall Center for Sales Excellence
- Implemented "Flipping the Classroom" techniques into PS 3563, "Sales Supervision Methods"

Awards, recognitions, grants, competitions:

- Post Secondary Utah Marketing Teacher of the Year, 2013
- ARCC Funded Project, "Sales Presentation Evaluation Tools," \$5401.04, July, 2012

Professional memberships and service:

- Honorary Life Member, DECA
- In conjunction with local school districts, developed a customer service class for the Utah high schools
- Assisted Ogden Applied Technology College with new sales curriculum
- Department coordinator for volunteer reading program in state of Utah- "Read Today"

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

- Co-presentation, "How to Make Interactive Courses More Effective in Online Education", Brown Bagger
- Presented how to use the "GoREACT video system" for recording presentations throughout the university

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: **Vel Casler** _____

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

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

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

50 _____ % of time spent in administration

50 _____ % of time spent in teaching

0 _____ % of time spent in research

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

1997	Franklin Pierce College	MBA	Business
1965	North Texas State University	BA	Mathematics
1962	Weatherford College	AA	Physics

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

2005 - 2014	<u>Department Chair</u> , Sales and Service Technology, Weber State University, Ogden, Utah
2010 –Present	<u>Professor</u> , Sales and Service Technology, Weber State University, Ogden, Utah
2004 - 2008	<u>Associate Professor</u> , Sales and Service Technology, Weber State University, Ogden, Utah
2001 - 2004	<u>Assistant Professor</u> , Sales and Service Technology, Weber State University, Ogden, Utah

Courses taught in the past two years:

SST 4610

SST 4620

SST 3363

SST 2991

PS 2603

PS 3563

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

n/a

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

Interviewed and quoted as a Customer Service expert for an article entitled "Cooling Your Heels Making You Hot?" published in the Ogden Standard Examiner, July 9, 2006.

Mist-ified Company "How to Write a Business Plan" December 18, 2006

Mist-ified Company "Market Segmentation" November 8, 2005

Neuro Insight, Inc. "Targeted Marketing" May 7, 2005

Interviewed and quoted as a Customer Service expert for an article entitled "The Customer is Always Right", published in the Ogden Standard Examiner, Saturday, November 1, 2003.

Interviewed and quoted as a Customer Service expert for an article entitled "Customers Serve Us", published in the Ogden Standard Examiner, Saturday, November 15, 2003

Faculty Data Form

Awards, recognitions, grants, competitions:

Received Collegiate DECA Event Director Award for teaching at leadership conference 2014.

Received State of Utah Collegiate DECA Advisor of the Year award for 2014

Received recognition for advising students who became winners at the State Collegiate DECA Career Development Conference – February 2014

Received recognition for advising two students who finished in 1st place and four who finished 3rd place at the Orlando International Career Development Conference – April 23, 2014

Received recognition for advising students who became winners at the State Collegiate DECA Career Development Conference – February 2013

Received recognition for advising a student who finished in 2nd place and ten who were finalists at the Anaheim International Career Development Conference – April 20, 2013

Received recognition for advising students who became winners at the State Dex Career Development Conference – February 2012

Received recognition for advising three student who finished in 1st place and two who finished in 3rd place at the Salt Lake City International Career Development Conference – April 24, 2012

Received recognition for advising students who became winners at the State Dex Career Development Conference – February 2011

Received recognition for advising a student who finished in 1st place and four who finished 2nd and 3rd place at the Orlando International Career Development Conference – April 13, 2011

Received award as Post Secondary Educator of the Year 2009-2010

Received recognition for advising students who became winners at the State Dex Career Development Conference – February 2010

Received recognition for advising three student who finished in 3rd place and nine who were finalists at the Louisville International Career Development Conference – April 17, 2010

Received recognition for advising students who became winners at the State Dex Career Development Conference – February 2009

Received recognition for advising a student who finished in 3rd place and eight who were finalists at the Anaheim International Career Development Conference – April 21, 2009

Professional memberships and service:

Association For Supervision and Curriculum Development

UNACTA

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

- Represented Automotive Department at the UATA Conference at Pittsburg State University, Kansas
- Took student competitor to World Class Sales Open at Northern Illinois University
- Made recruiting presentation at Snow College
- Planned and hosted Automotive UATA 3 day Conference at Weber State University
- Attended Customer Service Conference at Weber State University
- Served on panel, College Of Applied Science and Technology Advisors information services
- Made recruiting presentation at Salt Lake Community College
- Participated in Disney Institute Training receiving a certificate of completion
- Received Blanchard training becoming certified to train the Blanchard “Situational Leadership II” concept
- Taught “Customer Service Excellence & Dealing with Upset Customers” twice to Weber State University audiences.
- Attended MEA Board Meeting, Dallas, as a member of the Marketing Education Association Board
- Coordinated the DECA State Career Development Conference at Weber State University. Set up all rooms and coordinated getting over fifty judges for the event
- Kennesaw National Sales Competition judge

Not to exceed 2 pages per faculty member

Faculty Data Form

Name: **Steven H. Eichmeier**

Check one:

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

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

Check one:

Yes No

Individual has completed a degree in interior design:

Yes

No

Individual has passed the complete NCIDQ exam:

Yes No

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

_____ % of time spent in administration

100 % % of time spent in teaching

_____ % of time spent in research

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

Ed.D. Education, Brigham Young University 1976
M.S. Marketing Education Utah State University 1968
B.S. Marketing Utah State University
A.S. Business Ricks College 1965

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

Full Tenured Professor, Department of Professional Sales 2000 – Present WSU
Director Career Services Center, Employment, Career Planning and Co-op Ed. 1976 – 2000 WSU
Associate Professor, Department of Professional Sales 1968 – 2006 WSU
Adjunct Professor Utah State University 1970
Consultant OCM Outplace Firm 1988 – Present
Consultant Veterans Administration 1990 - 2002

Courses taught in the past two years:

Customer Service	Senior Employment Seminar
Principles of marketing	Work Experience/Internship
Supervision/Management	Introduction to Professional Sales

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

N/A

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

Research Project, Five year study on student preferences and educational experiences in a variety of class room and curriculum learning environments. 2011 - 2016. Ongoing
Presentation of Paper, "From Theory to Practice – The Benefits of Cooperative Education" to Salt Lake City Community College Faculty. 2005
Presentation, "So You Think You Want To Go To School" 15 local business executives. 2004.
Presentation "How to Make a Career Change in the Middle of Your Career. Forest Service Executives. 2004
Research, "Outcomes Assessment in Career Education and Student Development Programs," Consultant to Michael White, Doctoral Dissertation. 2005

Faculty Data Form

Awards, recognitions, grants, competitions:

"National Dean Herman Schneider Award" for major contribution to Cooperative Education. 1992.

Crystal Crest, "Master Teacher Award" (nominated), 2014

Crystal Crest, "Master Teacher Award" (nominated), 1986

Crystal Crest, "Friend of Student Award" (one of two finalists), 1994

"Distinguished Service Award," Mount Ogden Rotary Club 2001

Written Grants which have been awarded to improve the Cooperative/internship programs at Weber State University totaling \$4.5 million.

Professional memberships and service:

President, Mount Ogden Rotary Club

Western Association for Cooperative Education

National Cooperative Education Association

U.S. Office of Education. Proposal Reader/Evaluator and University Program Evaluations

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

Winning Customer Loyalty: The 7 Habits of Outstanding Customer Service", Workshop 2014.

"Help I Need a Career – A Developmental Approach to Career & Life Planning, Kendall/Hunt Publishing, Dubuque, Iowa 1987, 1991, 1995 & 1998.

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Desiree Cooper

Check one:

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

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

Check one:

Yes No

Individual has completed a degree in interior design:

Yes No

Individual has passed the complete NCIDQ exam:

Yes No

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

___ % of time spent in administration

100% % of time spent in teaching

___ % of time spent in research

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

Degree	Institution	Year Earned
M S, Business Administration	Utah State University	1987
B.S., Marketing Education	Utah State University	1981
A.A.S., Fashion Merchandising	Utah Technical College	1979

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

Professor, Professional Sales Department (formerly, Sales and Service Technology Department) 1998 to Present
Associate Professor, Sales and Service Technology, 1990 - 1998
Assistant Professor, Sales and Service Technology 1984 - 1990
Program Director, Fashion Merchandising, Weber State University, 1984- 2004

Courses taught in the past two years:

Professional Sales, 4830, Directed Readings"

Professional Sales, 4993, Senior Seminar"

Professional Sales, 3903, Sales Presentations Strategies"

Professional Sales 1503, "Introduction to Fashion Merchandising"

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

NA

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

Secured funding of 3.5 million dollars to create the Alan E. Hall Center for Sales Excellence

Designed and developed the interior location for the Alan E. Hall Center for Sales Excellence

Established the Professional Sales department as a member of the Sales Education Foundation

Presented at the University Sales Center Alliance Conference

Faculty Data Form

Awards, recognitions, grants, competitions:

Post Secondary Utah Marketing Teacher of the year 1990 and the year 2000
ARCC FUNDED Project, "Developing remote access for sales presentation", 2012
ARCC Funded Project, "Sales Presentation Lab", 2011
Grant Funded Project, "Design your silhouette", 1994

Professional memberships and service:

Chair, MarCom Committee for University Sales Center Alliance
First Female Chair, Ogden Pioneer Days Celebration
Executive Board member of Ogden Pioneer Heritage Foundation
Committee member of Ogden Pioneer Days
National Executive Board member of the Miss Rodeo America Scholarship Foundation
National Executive Board member of the University Sales Center Alliance
Coordinator Assistant for volunteer reading program in the state of Utah – "Read Today"
Women in Business

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

University Sales Center Alliance Board Meeting
National Collegiate Sales Challenge
National Sales Management Conference
Miss Rodeo America Scholarship Foundation Board Meeting
International Career Development Conference
WebCT training for Online Education

Not to exceed 2 pages per faculty member

Faculty Data Form

Name: Jo Ellen Jonsson

Check one:

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

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

Check one:

Yes x No

Individual has completed a degree in interior design:

Yes x No

Individual has passed the complete NCIDQ exam:

Yes x No

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

___ % of time spent in administration

90 % of time spent in teaching

10 % of time spent in research

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

Institution	Discipline	Degree Earned	Dates
Utah State University	Instructional Design /Education	M. Ed.	April 2004
Weber State University	Technical Sales	B.S.	May 1994
Weber State University	Fashion Merchandising	A.A.S.	December 1993
Brigham Young University	Business/Secretarial Science	A.S.	April 1983

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

Institution	Position & Description	From - To (Mo & Yr)
Weber State University	Associate Professor Professional Sales Dept.	July 2014 - present
Weber State University	Assistant Professor Sales Technology Dept.	July 2008 – June 2014
Weber State University	Adjunct Faculty Sales Technology Dept.	January 2000 – June 2008
Davis High School	Marketing Teacher	January 1996 – June 2002

Courses taught in the past two years:

Professional Sales 4203 – Ethical Sales and Service

Professional Sales 3563 – Sales Supervision

Professional Sales 3103 – Sales Personalities and Profiles

Professional Sales 2383 – Retail Merchandising and Buying Methods

Network Technology and Business Multimedia 3300/6600 – Principles of Marketing Education

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

N/A

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

Faculty Data Form

-Published article in the *International Journal of Business and Social Science* (IJBS), Vol. 4 No. 13, Oct. 31, 2013. Article entitled, "Hiring Employees that Fit with a Proactive Approach." Co-authored with Armando Rancano. IJBS is a double blind, peer reviewed journal.

-Published article, co-authored with Prof. Carl Grunander for *Agency Sales Magazine*, May 2013. Title: "The Oft Neglected Approach."

-April 2013, SLOAN-C Conference on Emerging Technology in Education, presentation "Interactive Student Presentation Tool Escalates Online Learning," Las Vegas, Nevada.

-May 2011, Teaching Professor Conference in Atlanta, Georgia: Sole presenter for workshop entitled "Spark Learning with Online Games and Polling."

-June 2010, MBA Conclave Curriculum and Teaching Conference in Atlanta, Georgia: Presented workshop on "Fun Technology in the Classroom."

Awards, recognitions, grants, competitions:

-State of Utah Award of Merit in Distance & Technology Enhanced Instruction, May 2009, Utah System of Higher Education (USHE)

-National Distance Learning Innovation Award, May 2008, National University Telecommunication Network (NUTN)

-Teacher of the Year, 2002, Utah Association of Career and Technical Educators

-ARCC Grant, Distance Teaching and Learning Conference, funded 2012, \$1,896.

-ARCC Grant, Sales Presentation Lab, funded 2010, \$5,998.

Professional memberships and service:

-Collegiate DECA Member

-Collegiate DECA Advisor for 13 years

-International Sales Challenge for Collegiate DECA

-Volunteer Recruiter for Reading Program in the state of Utah – "Read Today"

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

April 2014	International Collegiate DECA Career Development Conference in Washington DC. .
November 2013	Teaching and Learning Forum "Clicked Off and Flipped Out" by Adam Johnston.
August 2013	Clute Institute, Breckenridge, Colorado.
January-April 2013	"Teaching with Technology" cohort sponsored by the Teaching Learning Forum.
April 2013	SLOAN-C Conference on Emerging Technology in Education, Las Vegas, Nevada.
August 2012	Conference on Distance Teaching and Learning in Madison, Wisconsin.
May 2011	Teaching Professor Conference in Atlanta, Georgia.
June, 2010	MBA Conclave Curriculum and Teaching Conference in Atlanta, Georgia.
May, 2010	Teaching Professor Conference in Boston, Massachusetts.

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: Rick Dove Check one:
 full-time adjunct part-time support
 other (please indicate):

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

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

 % of time spent in administration

100 % of time spent in teaching

 % of time spent in research

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

1978 M.S. Business, Utah State University, Logan, Utah

1977 B.S. Marketing Education, Utah State University, Logan, Utah

1975 A.S. Business, Snow College, Ephraim, Utah

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

1990-Present Professor, Sales and Service Technology, Weber State University Tenured-1997

1979-90 Instructor, Marketing Management, Snow College Tenured-1990

1978-79 Teacher, Bonneville High School, Idaho Falls, Idaho

Courses taught in the past two years:

PS 3303 Social Media In Sales
PS 3563 Sales Supervision
PS 3702 Developing Team Leadership (Blanchard Course)
PS 3803 Sales Proposals
PS 4203 Ethical Sales & Service

Faculty Data Form

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

N/A

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

Author, Not All Roses Bloom on the Same Day, to be published 11/14
Presentation Mountain States College Stores Association (MSCSA)

Awards, recognitions, grants, competitions:

Professional memberships and service:

Elite Channel Partner Blanchard Training
Professional Member DECA (Distributive Education Clubs of America)
5 Years Training in digital marketing/social media
Designer “Aristotle” Online Cooperative Education Management

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

2013 & 2014	Blanchard Partners Conference
2014	Certification Train the Trainer Blanchard Situational Leadership SLX

Faculty Data Form

Not to exceed 2 pages per faculty member

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

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

If this individual is a full-time faculty member, please indicate:
_____ % of time spent in administration
100 % of time spent in teaching
_____ % of time spent in research

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

1986 Bachelor of Science – Communication – Weber State University
1987 Master of Science – Communication – Weber State University

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

1992 – 2011 Adjunct Professor Weber State University
2012 – 2014 Assistant Professor Weber State University

Courses taught in the past two years:

PS 1143 – Fundamental Selling Techniques
PS 3103 – Sales Personalities and Profiles
PS 3203 – Customer Service Techniques
PS 3363 – Contract and Sales Negotiation Techniques

Faculty Data Form

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

None

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

Articles

Journal of Quality Assurance – “The Gauge that Pays”

Journal of Defense Software Engineering – “Project Navigation and Team Building”

Books

Revising the 6th edition of the textbook “Persuasive Selling” Daniel Litchford

Published and CO Authored Workbook “Maximizing Human Performance”

Awards, recognitions, grants, competitions:

Distinguished Service Award – Weber State University

TRIO Achiever Award – SSS Weber State University

National Society of Leadership and Success Commendation

U Dept. of Labor CCC Hall of Fame Award

Professional memberships and service:

Faculty Senate - Weber State University

Teaching and Learning Forum - Weber State University

National Speakers Association

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

Master Online Teacher Certification

Situational Leadership Certification (Facilitator Certified)

DISC Personality Profiling Master Certification

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: **Ranee Dearden**

Check one:

full-time adjunct part-time support
 other (please indicate): **Administrative Assistant**

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

Check one:

Yes No

Individual has completed a degree in interior design:

Yes No

Individual has passed the complete NCIDQ exam:

Yes No

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

_____ % of time spent in administration

_____ % of time spent in teaching

_____ % of time spent in research

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

Some college

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

Administrative Assistant, Department of Professional Sales

Courses taught in the past two years:

N/A

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

N/A

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

N/A

Awards, recognitions, grants, competitions:

Nominated for Crystal Crest Award, Friend to Students 2013

Professional memberships and service:

N/A

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

N/

Faculty Data Form

Not to exceed 2 pages per faculty member

Name: **Andrea Stuart**

Check one:

full-time adjunct part-time support

X other (please indicate): Administrative Assistant

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

Check one:

Yes No

Individual has completed a degree in interior design:

Yes No

Individual has passed the complete NCIDQ exam:

Yes No

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

_____ % of time spent in administration

_____ % of time spent in teaching

_____ % of time spent in research

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

Weber State University-Associates Degree in General Studies, April 2012

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

Administrative Assistant

Courses taught in the past two years

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

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

Awards, recognitions, grants, competitions:

Professional memberships and service

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

Weber State University-Higher Education Academy, November 22, 2013