

NY	Curriculum Matrix of Program Goals, Learning Outcomes and Assessment Tools New York Institute of Technology, Interior Design Department, Abu Dhabi	Revised 11-08				
Evidence Legend	<ul style="list-style-type: none"> ■ - Primary evidence. ■ - Secondary evidence. • Supplemental evidence. 	First Year	Second Year	Third Year	Fourth Year	
	Assessment Tools Legend	ARCH 101 DSGN 131 DSGN 331 ARCH 111 ARCH 102 ARTW 101 DSGN 341 DSGN 201 DSGN 211 DSGN 222 DSGN 342 DSGN 223 ARCH 161 DSGN 202 DSGN 360 DSGN 221 DSGN 301 DSGN 370 DSGN 461 DSGN 332 DSGN 362 WRIT 325 DSGN 362 DSGN 363 ARCH 322 DSGN 401 DSGN 402 DSGN 421	T1 T2 T3 T4 T5 T6 T7 T8 T9	T1 T2 T3 T4 T5 T6 T7 T8 T9	T1 T2 T3 T4 T5 T6 T7 T8 T9	T1 T2 T3 T4 T5 T6 T7 T8 T9 T10
Program Goals.						
Goal 1. Students mature into life-long learners. [Experiential Values]						
The curriculum MUST provide exposure to a variety of business, organizational, and familial structures (for example, for-profit, non-profit, publicly vs. privately held, hierarchical, flat, co-housing, nuclear and extended family). 1e						
The teaching and learning methods MUST incorporate: the experience of team approaches to design solutions. 1f						
experiences that provide interaction with multiple disciplines (for example, code specialists, engineers, architects, artists, behaviorists) representing a variety of points of view and perspectives on design problems. 1g						
The program MUST provide: interaction with practicing professionals (for example, as jurors, project critics, guest lecturers, mentors). 1h						
opportunities for design work experience (for example, internship, co-op, shadowing, or other experiences that familiarize students with the culture and environment of the professional studio and professional practice). 1i						
Notes: Standard 1, indicators a - d are not included in this matrix.						
Goal 2. The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness. [Professional Values]						
The program MUST provide learning experiences that address: client and user needs and their responses to the interior environment. 2a						
professional ethics and the role of ethics in the practice of interior design. 2b						
environmental ethics and the role of sustainability in the practice of interior design. 2c						
a global perspective and approach to thinking and problem solving (viewing design with awareness and respect for cultural and social differences of people; understanding issues that affect the sustainability of the planet; understanding the implications of conducting the practice of design within a world market). 2d						
The program MUST include learning experiences that incorporate: critical, analytical, and strategic thinking. 2e						
creative thinking (exhibit a variety of ideas, approaches, concepts with originality and elaboration). 2f						
the ability to think visually and volumetrically. 2g						
professional discipline (for example, time management, organizational skills). 2h						
active listening skills leading to effective interpretation of requirements (for example, programming interviews, participatory critiques, role playing). 2i						
The program MUST present opportunities or experiences that address the value and importance of community or public service. 2j						
Notes:						
Goal 3. Students have a foundation in the fundamentals of art and design; theories of design, green design, and human behavior; and discipline-related history. [Design Fundamentals]						
Student work MUST demonstrate understanding of design fundamentals including: design elements (for example, space, line, mass, shape, texture) and principles (for example, scale, proportion, balance, rhythm, emphasis, harmony, variety). 3a						
color principles, theories, and systems (for example, additive and subtractive color, color mixing; hue, value, and intensity; the relationship of light and color). 3b						
theories of design and design composition (for example, functionalism, Gestalt). 3c						
principles of lighting design (for example, color, quality, sources, use). 3d						
Student work MUST demonstrate understanding of theories of human behavior in interior environments: human factors (for example, ergonomics, anthropometry/anthropometrics). 3e						
the relationship between human behavior and the built environment. 3f						
Student work MUST demonstrate understanding of principles and theories of sustainability. 3g						
Student work MUST demonstrate understanding of the history of: art. 3h						
architecture. 3i						
interiors. 3j						
furnishings. 3k						
Notes:						
Goal 4. Students understand and apply the knowledge, skills, processes, and theories of interior design. [Interior Design]						
Student work MUST follow a process and demonstrate the ability to: apply 2-dimensional design elements and principles in interior design projects. 4a						
apply 3-dimensional design elements and principles to the development of the spatial envelope (for example, volumes of space, visual continuity and balance, visual passages, interconnecting elements). 4b						
select and apply color in interior design projects. 4c						
Student work MUST demonstrate programming skills, including: problem identification. 4d						
identification of client and user needs. 4e						
information gathering research and analysis (functional requirements, code research, sustainability issues, etc). 4f						
Student work MUST demonstrate competent schematic design, concept development, and problem solving skills including: concept statements. 4g						
the ability to rapidly visualize concepts through sketching. 4h						
space planning (adjacencies, circulation, and articulation and shaping of space). 4i						
Student work MUST demonstrate competent design development skills in: selection of interior finishes and materials. 4j						
detailed and developed layout of furniture, fixtures, and equipment. 4k						
detailed and developed furniture selection. 4l						
space plans, elevations, sketches, and study models (computer-generated or manual). 4m						
selection and application of luminaires and lighting sources. 4n						
justifying design solutions relative to the goals and objectives of the project program. 4o						
appropriate selection and application of decorative elements (for example trim, hardware, paneling). 4p						
Student work MUST demonstrate competent skills in preparing drawings, schedules, and specifications as an integrated system of contract documents, appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related. These could include construction/demolition plans, power plans, lighting/reflected ceiling plans, finish plans, furniture, fixtures, and equipment plans, data/voice telecommunication plans, elevations, sections, and details, interior building specifications, furniture specifications, finish schedules, door schedules, etc. (The intent of this indicator is to demonstrate how contract documents are used as an integrated system. Documents should not be scattered across the curriculum, but neither do all examples need to be evidenced in a single project). 4q						
Student work SHOULD demonstrate design development skills, including: appropriate selection and application of art and accessories. 4r						
the ability to design custom interior elements (for example case goods, floor patterning, textiles). 4s						
wayfinding methods. 4t						
graphic identification, such as signage. 4u						
Notes:						
Goal 5. Students communicate effectively. [Communication]						
Student work MUST demonstrate competence in: drafting and lettering, both manual and computer-aided techniques. 5a						
illustrative sketching. 5b						
presentation of color, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations). 5c						
Students MUST : express ideas clearly in oral presentations and critiques. 5d						
communicate clearly in writing (using correct spelling, grammar, and syntax) in specifications, schedules, and contracts and other business-related documents, such as project programs, concept statements, reports, research papers, resumes, and correspondence. 5e						
Student work MUST demonstrate the ability to: render by any medium, manual or computer-generated, that successfully communicates the design intent. 5f						
communicate 3-dimensional space and form, such as in perspectives, paralines, and models (computer-generated or manual). 5g						
Student work SHOULD demonstrate the ability to: apply the metric system to design work. 5h						
communicate through alternative presentation techniques (for example, audio, electronic, film, photography, slides, video). 5i						
Notes:						
Goal 6. Students design within the context of building systems. Students use appropriate materials and products. [Building Systems and Interior Materials]						
Students MUST demonstrate understanding that design solutions affect and are impacted by: construction systems and methods (for example, wood-frame, steel-frame, masonry, concrete). 6a						
power distribution systems. 6b						
mechanical systems (HVAC, plumbing). 6c						
energy management. 6d						
data/voice telecommunications systems. 6e						
lighting systems. 6f						
ceiling systems. 6g						
flooring systems (for example, raised, heated). 6h						
security systems. 6i						

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Learning Program	acoustics.																																
	interface of workstation furniture systems with building systems (for example, columns, fenestration, convector units, and power sources).																																
	Student work MUST demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.																																
	Students MUST demonstrate <i>knowledge</i> of sources for materials and products.																																
	Students MUST demonstrate <i>understanding</i> of the concept of <i>sustainable</i> building methods and materials.																																
	Students SHOULD demonstrate <i>knowledge</i> of:																																
installation methods (for example, carpet, resilient flooring, wallcovering).																																	
material maintenance requirements.																																	
Notes:																																	
Learning Outcomes stemming from Program Objective 7.	Goal 7. Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public. [Regulations]																																
	Student work MUST demonstrate understanding of the impact of fire and life safety principles on space planning (for example, compartmentalization [fire separation], movement [stairwells, corridors, exitways], detection [smoke/heat detectors and alarm systems], suppression [sprinklers/fire hose cabinets]).																																
	Student work MUST demonstrate appropriate application of:																																
	codes and regulations (for example, International Building Code [IBC]) and standards (for example, American National Standards Institute [ANSI]).																																
	barrier-free design guidelines (for example, Americans with Disabilities Act).																																
	ergonomic and human factors data.																																
	Students MUST demonstrate <i>understanding</i> of the impact on health and welfare of:																																
	indoor air quality.																																
	noise.																																
lighting.																																	
Student work MUST demonstrate <i>understanding</i> of universal design concepts and principles.																																	
Notes:																																	
Learning Outcomes Stemming from Program Objective 8.	Goal 8. Students have a foundation in business and professional practice. [Business and Professional Practice]																																
	Students MUST demonstrate <i>understanding</i> of project management practices:																																
	estimating (for example, project costs, fees).																																
	budget management.																																
	coordination (managing input from various members of the project team), time management, scheduling, and contract administration.																																
	information management (collecting and disseminating relevant project information).																																
	conflict resolution (facilitating solutions to conflicting objectives).																																
	assessment processes (for example, post-occupancy evaluation, productivity, square-footage ratios, life cycle assessment).																																
	Students MUST demonstrate <i>knowledge</i> of:																																
certification, licensing, and/or registration requirements.																																	
professional design organizations.																																	
Students SHOULD demonstrate <i>understanding</i> of basic business computer applications (for example, word processing, spreadsheets).																																	
Students SHOULD demonstrate <i>knowledge</i> of business processes (for example, marketing, strategic planning, and accounting procedures).																																	
Notes:																																	