

Visual Arts and Dance

Learning Outcomes Exclusive of Criteria

Interior Design

Learning Goal: 1

Students will have a foundation in the fundamentals of art and design, theories of design and human behavior, and discipline-related history.

Learning Outcome 1.1

Student work must demonstrate understanding of design fundamentals through:

- a) identification and application of design elements (for example, space, line, mass, shape, texture) and principle: (for example, scale, proportion, balance, rhythm, emphasis, harmony, variety).
- b) use and interpretation of color principles, theories, and systems (for example, additive and subtractive color; color-mixing; hue, value, and intensity; the relationship of light and color).
- c) explanation and application of theories of design and design composition (for example, functionalism, Gestalt).
- d) recognition and use of principles of lighting design (for example, color, quality, sources, use).

Learning Outcome 1.2

Student work must demonstrate understanding of theories of human behavior and interior environments, through:

- a) recognition of human factors (for example, *ergonomics*, *anthropometry/anthropometrics*).
- b) analysis of the relationship between *human behavior* and the built environment.

Learning Outcome 1.3

Student work must demonstrate the recall and interpretation of history including: appraisal and evaluation of

- a) art.
- b) architecture.
- c) interiors.
- d) furnishings.

Learning Goal: 2

Students understand and apply the *knowledge*, *skills*, processes, and theories of interior design.

Indicators

Learning Outcome 2.1

Student work must follow a process and demonstrate the ability to:

- a) apply 2-dimensional design elements and principles in interior design projects.
- b) 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).
- c) select and apply color in interior design projects.

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Learning Outcome 2.2

Student work must demonstrate programming skills, including:

- a) problem identification.
- b) problem solving.
- c) identification of client and/or user needs.
- d) information gathering research and analysis (functional requirements, code research, etc.).

Learning Outcome 2.3

Student work must demonstrate competent schematic design and concept development *skills*, including:

- a) formulation of concept statements.
- b) the ability to rapidly visualize concepts through sketching.
- c) preparation of space planning (*adjacencies, circulation, and articulation and shaping of space*).

Learning Outcome 2.4

Student work must demonstrate competent design development skills in:

- a) selection of interior finishes and materials
- b) production of detailed and developed layout of furniture, fixtures, and equipment.
- c) preparation of detailed and developed furniture selection.
- d) development of space plans, elevations, sketches, and study models.
- e) selection and application of luminaries and lighting sources.
- f) justification of design solutions relative to the goals and objectives of the project program.
- g) appropriate selection and application of *decorative elements*.

Learning Outcome 2.5

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, and the like.

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Learning Outcome 2.6

Student work should demonstrate design development skills, including:

- a) appropriate selection and application of art and accessories.
- b) the ability to design custom interior elements (for example, case goods, floor patterning, textiles).
- c) application of wayfinding methods.
- d) analysis and use of *graphic identification*, such as signage.

Learning Goal: 3

Students will communicate effectively.

Learning Outcome 3.1

Student work must demonstrate competence in:

- a) drafting and lettering, both manual and computer-aided techniques.
- b) illustrative sketching.
- c) presentation of color, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations).

Learning Outcome 3.2

Students must:

- a) express ideas clearly in oral presentations and critiques.
- b) 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.

Learning Outcome 3.3

Student work should demonstrate the ability to:

- a) render (for example, pencil, marker, or other manual media, or by computer – any medium that successfully communicates the design intent).
- b) draw in perspective.
- c) construct models.
- d) apply the metric system to design work.
- e) communicate through alternative presentation techniques (for example, audio, electronic, film, photography, slides, video).

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Learning Goal: 4

Students will design within the context of building systems. Students will use appropriate materials and products.

Learning Outcome 4.1

Students must demonstrate through explanation or illustration that design solutions affect and are impacted by:

- a) construction systems and methods (for example, wood-frame, steel-frame, masonry, concrete).
- b) power distribution systems.
- c) mechanical systems (*HVAC*, plumbing).
- d) energy management.
- e) data/voice telecommunications systems.
- f) lighting systems.
- g) ceiling systems.
- h) flooring systems (for example, raised, heated).
- i) security systems.
- j) acoustics.
- k) interface of work station furniture systems with building systems.

Learning Outcome 4.2

Student work must demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.

Learning Outcome 4.3

Students must demonstrate identification and recognition of sources for materials and products.

Learning Outcome 4.4

Students should demonstrate through explanation or application the concept of sustainable resources.

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Learning Outcome 4.5

Students should be able to describe and apply:

- a) installation methods (for example, carpet, resilient flooring, wallcovering).
- b) material maintenance requirements.

Learning Goal: 5

Students will apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.

Learning Outcome 5.1

Student work must demonstrate the ability to relate, explain and evaluate the impact of fire and life safety principles:

- a) compartmentalization (fire separation).
- b) movement (stairwells, corridors, exitways).
- c) detection (smoke/heat detectors and alarm systems).
- d) suppression (sprinklers/fire hose cabinets).

Learning Outcome 5.2

Student work must demonstrate the appropriate application of:

- a) codes, regulations, and standards (for example, American National Standards Institute, Construction Specifications Institute, Illuminating Engineering Society, National Building Code, Uniform Building Code).
- b) *barrier-free* design concepts (for example, Americans with Disabilities Act).
- c) *ergonomic* and human factors data.

Learning Outcome 5.3

Students must demonstrate ability to explain, analyze and evaluate of the impact on health and welfare of:

- a) indoor air quality.
- b) noise.
- c) lighting.

Learning Outcome 5.4

Student work must demonstrate the ability to identify, describe and apply universal design concepts and principles.

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Learning Goal: 6

Students will have a foundation in business and professional practice.

Learning Outcome 6.1

Students must demonstrate the recognition and use of project management practices:

- a) estimating (for example, project costs, fees).
- b) budget management.
- c) coordination (managing input from various members of the project team), time management, scheduling, and contract administration.
- d) information management (collecting and disseminating relevant project information).
- e) conflict resolution (facilitating solutions to conflicting objectives).
- f) assessment processes (for example, post-occupancy evaluation, productivity, square footage ratios).

Learning Outcome 6.2

Students must be able to identify, discuss and differentiate:

- a) certification, licensing, and/or registration requirements.
- b) professional design organizations.

Learning Outcome 6.3

Students should **demonstrate** the ability to identify, explain and apply basic business computer applications (for example, word processing, spreadsheets).

Learning Outcome 6.4

Students should **demonstrate** the ability to identify, select, discuss, analyze and apply business processes (for example, marketing, strategic planning, and accounting procedures).

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Dance

Learning Goal: 1

Students will demonstrate advanced level skills in one or more concert forms of dance.

Learning Outcome 1.1

Students must achieve level III in ballet technique and/or modern technique for at least one semester prior to graduation.

Learning Outcome 1.2

Students must demonstrate the ability to perform successfully before the public

Learning Goal: 2

Students will demonstrate development of significant choreographic skills

Learning Outcome 2.1

choreography

Learning Outcome 2.2

Students will be able to demonstrate advanced choreographic expertise

Learning Goal 3:

Students will acquire a theoretical understanding of dance principles and movement

Learning Outcome 3.1

Students will acquire, recall and be able to apply the fundamental vocabulary and principles of movement.

Learning Outcome 3.2

Students will be able to identify, explain and use the concepts in dance notation and dance production