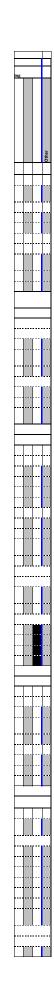
Curriculum Matrix - NYIT 06-16-2017																												
	First Year					ar Spring				Second Year Fall Spring					Third Year						Fourth Year							
		AAID 101 - FUND I AAID 140 - Vis I	DSGN 160 - D/T/HIST		DSGN 102 - ID ENV I	ব ব			DSGN 203 - ID ENV II DSGN 242 - M/RC I	DSGN 211-	DSGN 224 - MAT. DISCOV. DSGN 232 - COLOR / SPACE		DSGN 204 - ID ENV III DSGN 243 - M/R/C11	ARTW 101 -	DSGN 221 - WK DWGS BSGN 290 - INTERNSHIP	DSGN 303 - ID ENV IV	DSGN 362 - HIST. ID I	DSGN 382 - BLDG CODES DSGN 370 - LIGHTING		DSGN 304 - FURN. DSGN ETC	DSGN 383 - MKT/BRANDING	DSGN 363 - HIST ID II ARCH 325 - ENV SYS II		DSGN 401 - ID ENV V DSGN 451 - RESEARCH	- BUS/MGMT		DSGN 402 - THESIS	5
Standard 4. Global Context - Interior designers have a global view and consider so	ocial, cul	tural,	econ	omic,	and	ecolo	ogica	l con	texts i	in all	laspe	cts o	of the	ir wo	rk.													++
Student Learning Expectations Students are <u>oware</u> that building technology, materials, and construction vary according to geographic location.	4a																											
Student work demonstrates <u>understanding</u> of: how social, economic, and cultural contexts inform interior design. how environmental responsibility informs the practice of interior design.	4b 4c																											
Program Expectations The interior design program provides:									· · · · · ·																			
exposure to the current and relevant events that are shaping contemporary society and the world. exposure to a variety of cultural norms. opportunities for developing multi-cultural awareness.	4d 4e 4f																											
Notes: Standard 5. Collaboration - Interior designers collaborate and also participate in i Student Learning Expectations	interdisci	plina	y tea	ıms.																								
Students have <u>awareness</u> of:		····				gne-								 Maren	1007		••••								· · · · · ·			gne
the nature and value of integrated design practices. the terminology and language necessary to communicate effectively with members of allied disciplines.	5a 5b																ļ											
technologically-based collaboration methods. Students <i>understand</i> :	5c						.][J				1Ü.					ريا سوت	[.]	J[]
team work structures. leadership models and the dynamics of collaboration. Student work demonstrates the <u>ability</u> to effectively collaborate with multiple disciplines in developing	5d 5e																											
design solutions. Notes:	5f						_									_	_				<u>Ш</u>							
Standard 6. Business Practices and Professionalism - Interior designers understan	nd the pri	nciple	es an	d pro	cesse	es that	t defi	ine th	ne pro	fessi	ion ar	nd th	ne va	lue o	finter	ior d	esign	ı to s	ociet	у.					1 1			
Student Learning Expectations Students have <i>awareness</i> of the:	· 			+-+			+				 - -						 						 	 - -				 - -
contexts for interior design practice.	6a																			1.								Π
impact of a global market on design practices.	6b													- -							ļļ.							
breadth and depth of interior design's impact and value.	6c																			-+		•••			-			
components of business practice. Students <u>understand</u> :		-		111		1	1	-	•			71	-	1	•		•	-			·		-	·				1-1-
types of professional busness formations. elements of project management.	6e 6f																											
instruments of service; contract documents, transmittals, schedules, budgets, and specifications professional ethics and conduct.	6g 6h			-		ļļ					 .											.						
Program Expectations																												
The interior design program provides exposure to: career opportunities an interior design education can afford and the options for advanced study.	6i																			I								
role models who are qualified by education and experience in interior design.	6j	l	Ш.	.11.	l	Jl	L.I		. l		ll	IJ					II		JJ.	.1	l J		ll	 l		[]	l	1.1.
The interior design program provides exposure to the role and value of: legal recognition for the profession.	6k	-T	I I I	Ш			17-7		Till.	-	[-]I	m	-11				T 1			т.		····	-	.		[[[]		
professional organizations. Ilfe-long learning	61 6m												-															
public service. Notes:	6n											П				Ĺ												
Standard 7. Human-Centered Design - Interior designers apply knowledge of hun Student Learning Expectations	nan expe	rienc	e and	beha	vior	to de	signi	ing th	e buil	lt en	viron	men	t.														_	$\overline{}$
Student tearning expectations Student work demonstrates <u>understanding</u> of:	11			##	1	<u> </u>	11				<u> </u>									1	11				1	<u>::t::</u> f		<u> </u>
the impact of the built environment on human experience, behavior, and performance. the relationship between the natural and built environment as it relates to the human experience, behavior,	7a																											
and performance. methods for gathering human-centered evidence.	76 7c			111							 -																	
Student work demonstrates the <i>ability</i> to:							1[-															- []		
analyze and synthesize human perception and behavior patterns to inform design solutions. apply human factors, ergonomics, and universal design principles to design solutions.	7d		-				++		.			1	8	-											+-+			
apply myfinding techniques to design solutions. Notes:	7f			-																							-	
Notes: Standard 8. Design Process - Interior designers employ all aspects of the design p	rocess to	crea	tivly :	solve	a de	sign p	roble	em.																				
Student Learning Expectations					-				.	-				-			ļ											
Student work demonstrates the ability to <u>apply</u> space planning techniques throughout the design process.	8a						Ш		, .			Ш								1.		1						L.
Student work demonstrates the ability to <u>apply</u> knowledge and skills learned to:	·		-	-1111			· · · · ·		T				٠.	- استارا -	الموارد. 				. اسور	- 7						ميرون. سيرون	سر	
solve progressivly complex design problems. Identify and define issues relevant to the design problem.	8b 8c						+				} ∤- -	1	8	-				-	-	+-	 -	 -					6	<u> </u>
execute the design process: pre-design, schematic design, and design development.	8d	1					1	-														1	-					
synthesize information to generate evidence-based design solutions.	8e						Ш																					
explore and iterate multiple ideas.	8f				- 6		+		₽.			4-4					 -			-6								ļ
design original and creative solutions. Students <u>understand</u> the importance of evaluating the relevance and reliability of information and research impacting design solutions.	8g 8h								-													-	-					
Program Expectations																												
The interior design program includes: exposure to a range of problem identification and problem-solving methods.	8i			Ш	-		Ш		M.			П					Ш			T.	Ш		Ш	m .	Ш			



opportunities for innovation and risk taking.	8j																			ļ	
exposure to methods of idea generation and design thinking. Notes:	8k																				
Standard 9. Communication - Interior designers are effective communicators.																					
Student Learning Expectations Students are <u>oble</u> to effectively:	·																			 -	
distill and visually communicate data and research.	9a																				
express ideas in oral communication. express ideas in written communication.	9b 9c																	· • • • • • • • • • • • • • • • • • • 		···	
express ideas developed in the design process through visual media: ideation drawings and sketches.	9d																		1		
apply a variety of communication techniques and technologies appropriate to a range of purposes and				-									············							1	
audiences. Program Expectations	9e								-												
The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.	9f																				
Notes:																					
Standard 10. History and Theory - Interior designers apply knowledge of history Student Learning Expectations	and the	ory o	f interi	ors, a	rchite	cture,	decora	tive art	s, an	d arts v	when s	olving	design	probl	ems.		Т.				
Students understand the social, political, and physical influences affecting historical changes in design of the	10a							1			111.									1-1-1-	
built environment. Students <u>understand</u> significant movements, traditions, and theories in:	100			.1	LJ.			J.,l.,.		Jl	.Jl	l				J 		. Jl		l l J	
interior design.	10b			-																	
furniture, decorative arts, and material culture. architecture.	10d																				
art.	10e								. -												
Students <u>apply</u> precedents to inform design solutions. Notes:	10f																				
Standard 11. Design Elements and Principles - Interior designers apply elements	and prin	ciple	s of de	sign.				П	П	П	H		П			П	П	П			
Student Learning Expectations	ļ		-	11					╁┵		╁-}	 		+				 		╁╌┟╌╁╌	
Students <u>understand</u> the elements and principles of deisgn, including spatial definition and organization.	11a		. 						<u></u>		Jl	<u> </u>			ll	lLl.		l		lll	
Student work demonstrates the <u>ability</u> to: explore two- and three-dimensional approaches across a range of media types.	11b			Ш																	
Students effectively <u>apply</u> the elements and principles of design throughout the interior design curricu	lum to:	ٔ سو	-11-	اسار	سر			···	- - اس		ا							ا		LIIII)	
two-dimensional design solutions. three-dimensional design solutions.	11c							•	-												
Notes:																					
Standard 12. Light and Color - Interior designers apply the principles and theorie Student Learning Expectations	of light	and	color	effect	ively i	n relat	tion to e	nviron	men	tal imp	act and	1 huma	n wellt	eing.			T				
Students are <i>aware</i> of the environmental impact of illumination strategies and decisions.	12a							<u>1:1:::</u>			111.			1							
Students <u>understand:</u> the principles of natural and artificial lighting and design.	12b	ш		-1111				T	-							T				r	
strategies for using and modulating natural light.	120				1						111.										
Students competently select and <u>apply</u> luminaires and light sources. Students have <u>awareness</u> of a range of sources for information and research about color.	12d 12e																	· • • • • • • • • • • • • • • • • • • 		 	
Students <u>understand</u> how light and color in the interior environment impact health, saftey, and wellbeing.	12f			1							Ш			1						1	
Student work demonstrates <i>understanding</i> of:	.1	inner.		-1004.	l		book paar	J		Januar		100011					buul	. Januar			
color terminology.	12g																	· 		 	
color principles, theories, and systems. color in relation to materials, textures, light, and form.	12h 12i			1							<u> </u>									1	
Student work demonstrates the <i>ability</i> to appropriately:				.1111			·	T										1		L I I I	
select and apply color to support design concepts. select and apply color to multiple design functions.	12j 12k			-				 	-		·		•					+	•		
use color solutions across different modes of design communication.	121																				
Notes: Standard 13. Products and Materials - Interior designers complete design solution	ns that	intes	rate fu	rnishi	ings, r	oroduo	cts, mat	erials, a	and f	inishes											
Student Learning Expectations				IJ					IJ.					J							
Students are <i>aware</i> of the influence of furnishings, objects, materials, and finishes on human wellbeing.	13a													I				Ш			
Student work demonstrates <u>understanding</u> of: how furnishings, objects, materials, and finishes work together to support the design intent.	13b		-1111-					T			·									· · · · · · · · · · · · · · · · · · ·	
typical fabrication, installation methods, and maintenance requirements.	130							1													
appropriate design or specification of products and materials in relation to project criteria and human wellbeing.	13d																				
								1													
Students select and <u>opply</u> products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life saftey, and life cycle cost.	13e	 .																		ļ <u> </u>	
Students are <u>able</u> to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.	13f																				
Notes:	inciples	of a-	ouetic.	tha:	mal -	omfo-	t and t	ndoo= -	nir ~	ıalit:: !-	role*	n to c	wiren	nort-	Limeast	and ho	mar	ıllhein-			
Standard 14. Environmental Systems and Comfort - Interior designers use the pr Student Learning Expectations	incipies	or ac	oustics	, iner	ınal C	ointor	i, and it	iuoor a	air qu	anty in	relatio	ıı co er	ivironn	nenta	mpact	ana nu	IIIan We	inveing			
Students are <u>aware</u> that design decisions relating to acoustics, thermal comfort, and indoor air quality have an environmental impact.	14a																				
Students <u>understand</u> :				П				<u> </u>][.]	
the principles of acoustical design. appropriate strategies for acoustical control.	14b							-			- ■									╂╌╂╌╂┄	
Students <u>understand:</u>			Ш	П																1-1-1-	
the principles of thermal design.	14d										- - 			4						 	
how active and passive thermal systems and components impact interior design solutions. Students <u>understand</u> :	14e			1																<u> </u>	
the principles of indoor air quality.	14f																				
how the selection and application of products and systems impact indoor air quality. Notes:	14g																				
Standard 15. Construction - Interior designers understand interior construction a	nd its in	terre	lations	hip w	ith ba	se bui	lding co	nstruc	tion	and sys	stems.										
Student Learning Expectations	·				-			╁╍┼╌	₩.							-				╁╌╁╍╁╌	
Students have <u>awareness</u> of the environmental impact of construction. Student work demonstrates <u>understanding</u> that design soluitions affect and are impacted by:	15a	::::.L.		.IJ.	tJ.	II.		J.J —	.##1. 		J.J.L			 .		I J		. J	LJill	ı	
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