Section 1.0—Organization and Program Information

Appendix 1.1: Submission Title Page

Full Legal Name of Organization: International Academy of Design & Technology, Toronto Ltd.
Operating Name of Organization: International Academy of Design & Technology
Common Acronym of Organization: IADT-Toronto
URL for Organization Homepage: www.iaod.com
Degree Level and Type to be awarded for program or part of program: ✓ General Baccalaureate   ☐ Honours Baccalaureate   ☐ Applied Baccalaureate ☐ Master's Degree   ☐ Doctoral Degree
Proposed Degree Title: Bachelor of Arts in Interior Design with an Applied Focus
Proposed Degree Nomenclature: B.A. (Interior Design)
Date of Submission: June 2003
Person Responsible for this Submission: Susann Imshaug, Director of Education International Academy of Design & Technology 39 John Street Toronto, Ontario Canada M5V 3G6 Phone: (416) 922-7483 x236 Fax: (416) 922-7835 E-mail: simshaug@iaod.com **Site Visit Coordinator:** Same as above.

Appendix 1.2: Table of Contents

Section 9.0—Credential Recognition Standard

Section 10.0—Regulation and Accreditation Standards

Section 11.0—Program Evaluation Standard

Section 2.0 Executive Summary

Appendix 2.1

Proposed Program Title: Bachelor of Arts in Interior Design with an Applied Focus
Proposed Credential Nomenclature: B.A. (Interior Design)
Discipline/Field of Study: Interior Design
Is a work experience/work placement term required for degree completion? Yes
Anticipated Program Start Date: January 2004

Overview of the Academy's History, Mission and Academic Goals

The International Academy of Merchandising and Design in Toronto was incorporated in 1981 and commenced operation in 1983. Founded by Clem Stein, Jr., the Toronto campus was registered and approved by the Private Vocational School Branch, Ministry of Colleges and Universities, Ontario 1983. At that time, the College's main focus was in the design field. The Interior Design department operated as a two-year diploma program until 1988 when a third year was developed and approved by the Ministry. In addition, the Association of Registered Interior Designers of Ontario (ARIDO) approved the Interior Design program for student and full member privileges. International Academy sister campuses in the United States in Tampa and Chicago were granted senior college status in 1988 with the authority to award the Bachelor of Fine Arts degree in Interior Design. Students from the Toronto campus, even today, hold full transfer privileges to other Academy campuses.

In 1997, Career Education Corporation (CEC) purchased the Academy campuses in Canada and the United States. CEC schools, colleges and universities currently offer master's, bachelor's, associate degree, certificate and diploma programs in five core curricular areas: visual communication/design, information technology, business, culinary arts, and health education. The corporation is presently the second largest proprietary education service provider in the United States. The 51 campuses that comprise the CEC family are located in

Canada, France, United States, United Kingdom and United Arab Emirates. Through this corporate affiliation, the International Academy of Design and Technology in Toronto (IADT-Toronto) has become part of a region of eight different IADT campuses at the following locations: Toronto, Ottawa, Montreal, Chicago, Tampa, Orlando, Pittsburgh and Fairmont, West Virginia.

Interior Design programs are offered at the following CEC campuses: Harrington Institute and IADT in Chicago, Illinois; American Intercontinental University (AIU) campuses in Atlanta, Los Angeles and London UK; AIU online; IADT in Tampa, Florida; and Brooks College in Long Beach, California. Under CEC, IT systems and financial resources have expanded and increased to afford all campuses the opportunity to share expertise by participating together in regional and/or other campus-related teleconferences; CEC-sponsored campus management, administrative and faculty development yearly conferences; professional affiliated events such as the Interior Design Educator yearly conference (IDEC); and other activities that promote and support institutional effectiveness and quality educational programs.

CEC corporate offices provide significant operational autonomy to local school administrators. Overall management of individual campuses is the responsibility of the Campus President. Business strategy, finance and accounting consolidation functions are centralized at CEC corporate headquarters. The corporate staff works together with each campus administrator to develop long and short-term operating strategies for that campus and to provide the support needed to accomplish campus goals and strategic plans.

Stringent quality standards and controls are maintained at both the corporate and individual campus levels. Activities at the corporate level include regular reporting processes that track the vital statistics of each campus' operations, including leads, enrollments, retention rates, placements and financial data. These reports assist management in providing the necessary support to optimize the performance of each campus. Each campus-level operating

department is also required to compile quantitative reports at regular quarterly or monthly intervals, including reports on admissions, financial aid, academic performance and placement. Student information is tracked through an advanced, PC-based management information system, which is centralized to allow access to student records and account information.

Presently, the International Academy of Design and Technology, Toronto Ltd. (IADT-Toronto) consists of two main academic departments: Design (operating as the International Academy of Design) and Film (operating as the Toronto Film School). IT programs are offered through partnership with SoftTrain College, an independently registered Private Career College with the Ministry of Training, Colleges and Universities and also owned by CEC. The growth in student population to over 1800 students enrolled in 17 different programs reflects the recognition of the Academy as a valid contributor and provider of well-prepared graduates to the professions, as well as the public's increased awareness of the need for career-focused post-secondary education. Campus expansion to the CBC Broadcasting Centre Corporate facilities promises an exciting renewal of the institution as an industry related and vibrantly attuned post-secondary college committed to providing support facilities to meet its mission and goals as follows:

To prepare students for entry-level opportunities in the design field of their choice, and to provide placement opportunities in career-building jobs. In support of the Academy's mission, the institution's goals are to provide:

- A curriculum based upon and sensitive to industry needs, yet addresses the cognitive development of the students' educational experiences.
- Cultural enrichment, personal development, and professional growth for each student.
- Faculty of working professionals who themselves reflect the highest standard of professionalism.
- Employment opportunities for students to demonstrate and use their knowledge, skills, and talents.
- Physical environment which is conducive to the student's educational and relative pursuits.
- Opportunities for international educational exchange.

<u>Relationship between the Proposed Program and the Mission/Strengths of the Organization</u>

The proposed Bachelor of Arts degree program strives to meet the changing needs of prospective students, the Interior Design profession and the employment market. The proposed program is based upon the FIDER (Foundation for Interior Design Education Research) accredited 3-year Interior Design diploma program currently offered at IADT-Toronto. With significant input from industry, alumni, faculty, students and CEC campuses, the program has been redeveloped to ensure that students obtain and employers are satisfied with the quality and breadth of the baccalaureate-level learning outcomes identified by the Ministry, required by FIDER and recommended by the Ontario Futures Outlook 2000 as the level of education necessary to prepare graduates to successfully work as peers with professionals in related design fields.

In an effort to maintain FIDER-accreditation, the proposed program was also redesigned to meet the eligibility program criteria changes set forth by FIDER on December 18, 2002 which state that a program seeking FIDER accreditation must demonstrate that it culminates in a minimum of a bachelor's degree.

This change supports the quality assurance mission as stated by FIDER by requiring a "recognized educational credential" that clearly identifies the level of education necessary for preparation to practice in the Interior Design profession that is aligned with employer expectations. This is consistent with IADT-Toronto's mission and desire to ensure the success of its graduates as future Interior Design professionals while continuing to meet the needs of the professional community. IADT-Toronto already possesses both strong Interior Design programs through the current diploma offerings, and a leading reputation within the Interior Design industry. Yet, through continuous interaction with the business community, IADT-Toronto also recognizes the dramatic increase overall in both the educational and skill requirements for all occupations. Therefore, the proposed Bachelor of Arts degree builds upon the targeted, practical, technical strengths of the current Interior Design professional diploma program while

offering students a stronger theoretical, analytical and critical intellectual foundation.   This

foundation is designed to help students develop a "broader set of skills and capacities" as

identified by the Conference Board of Canada within the Ontario Job Futures 2000 report as

"employability skills." The profile outlines foundation skills for employability as follows:

- Academic skills -- provide the foundation for good communication skills; the capacity to analyse, evaluate and solve problems; and learn new assignments and new ways of doing the job when technology changes.
- Personal Management skills – such as positive attitude; ability to take responsibility and to be accountable; ability to deal with changes in the workplace and be innovative; and respect for others.
- Teamwork skills – or the skills needed to work with others on a job and to achieve the best results.

Additionally, IADT-Toronto recognizes that as the workplace is becoming increasingly

knowledge-intensive with rapid advances in technology, success in one's career will depend

largely on life-long learning as an integral part of one's professional life.   Therefore, the

proposed degree program has been designed to develop, enrich and enhance students'

intellectual capacities as well as their desire to become life-long learners in continual pursuit of

both personal and professional knowledge and skill acquisition.

Relationship between the Proposed Program Learning Outcomes and the Curriculum Design

The proposed Bachelor of Arts degree program is designed to develop students'

capacity to employ strong theoretical and research-based methodologies and a critical approach

to design problems. The proposed degree program provides the vocational orientation of the

current FIDER-accredited professional diploma program while offering students the breadth and

academic rigor definitive of a baccalaureate-level program.   Through a process of program

analysis and synthesis the students move toward theory-based and technically skilled solutions.

Provocative representation of these solutions is seen as an integral part of the design argument.

Design studio, an integration of both theoretical and applied design solutions, is the core of the

proposed program. This studio approach offers students the opportunity to develop the capacity

to understand and apply the knowledge, skills, processes, and theories of interior design with increasing professionalism and passion.

Program level learning outcomes are organized into curricular streams that are integrated both vertically within each quarter and horizontally over the program. In this way, significant design concepts are interrelated and reinforced in logical sequence throughout the curriculum. The main goal of the proposed program is to ensure that all graduates will have achieved the knowledge and skills necessary to demonstrate the competencies required of students completing a baccalaureate level degree.

The learning outcomes of the proposed program are based on the body of knowledge of an Interior Design practitioner formulated as a result of research and investigation conducted by the Association of Registered Interior Designers of Ontario (ARIDO). This association is the self-regulatory professional organization for Interior Designers in Ontario and, as such, approves standards for recognition and qualification for Intern Membership of graduates in Interior Design programs in Ontario through its Provincial Regulations and Standards Committee. The proposed program also incorporates accrediting standards of FIDER (Foundation for Interior Design Education and Research) and certification standards of NCIDQ (National Council for Interior Design Qualification.) Both organizations are recognized in North America as the primary accrediting body for professional interior design programs and the examining body for registration or certification of interior designer practitioners, respectively.

IADT-Toronto seeks to implement the aforementioned program level learning outcomes through courses provided in seven curricular streams. The proposed curriculum is designed as a progressive program through which students perceive design as a process of analysis and synthesis. Curricular streams in Design Studio, Design Humanities, Visual Communication and Literacy, Technical Drawing, Environment and Technology, Professional Practice and General Education provide students with a holistic integration of knowledge and skills through specific course objectives. Learning outcomes for each of the seven streams are integrated into the

individual classes students will take every quarter. The curriculum follows a logical, progressive sequence. A close proximity and connection to the design industry advances the students' awareness and focus on practice methodology, scope of services, and opportunities in the profession.

Heavy emphasis on the design studio component of the curriculum provides students with opportunity to integrate theory with practical, hands-on application and design solutions as well as employ team building skills and professional deportment. IADT-Toronto has a solid reputation for its diverse, highly qualified team of faculty, many of whom work in the profession as well as educate, to bring valuable expertise into the classroom experience. Field trips, site experiences, professional speakers and seminars are all incorporated into the design of the curriculum to replicate the kind of work situations and experiences that students will encounter as future design professionals. These experiences also encourage students to see learning as extended beyond the classroom to encompass most of what they encounter in life. Faculty members employ a variety of delivery methods that actively engage students in exploring various ways of learning, both in and out of the classroom, to train students' minds to develop a lifetime responsibility of critical, independent thought and commitment to personal and professional goals.

The internship component within the proposed program provides students with an opportunity to experience one full workday (7.5 hours) per week for a period of 24 weeks (180 total hours) in a monitored professional design environment. This experiential learning opportunity is geared both toward vocational and academic objectives:

1. It is designed to enable students the opportunity to apply their newly-acquired knowledge and skills to the competencies required in professional practice;

2. While, through close relationship with a professional mentor on site, provide students with alternate points of view in developing their Senior Thesis project that spans over the last three-quarters of the program.

In this way, professional mentors will work with students to develop both professional and intellectual capacities to: conduct research to solve design-related problems; apply design theory to workplace experiences; engage in critical thought and self-evaluation; work to accept and incorporate others ideas through effective interpersonal communication skills. Professional mentors will be encouraged to sit on a jury panel for the final evaluation of the student's Senior Thesis project in the last quarter of their program. Interdisciplinary course work, teamwork, and the development of a design portfolio are other ways that help facilitate the transition from campus to career.

Economic Need and Employment Opportunities

According to both the Ontario Job Futures 2000 and the Occupational Outlook Handbook (OOH) 2002-2003, the employment of Interior Designers is expected to grow faster than the average for all occupations through the year 2010. In addition to those that result from employment growth, many job openings will arise from the need to replace designers who leave the field. Further reported in the OOH, "rising demand for professional design of private homes, offices, restaurants and other retail establishments, and institutions that care for the rapidly growing elderly population should spur employment growth of interior designers."

Regionally, the Association of Registered Interior Designers of Ontario (ARIDO) published a report in 1999 representing the economic activity of the Interior Design profession in Ontario. The 1999 ARIDO report indicates that interior designers generate roughly $3.7 billion of economic activity within Ontario each year. Out of the 19,656 interior design projects started by ARIDO firms, 17,415 were started in Ontario. Further, and more significant to post-secondary design education, the report indicates strong future industry demand for the profession given that project starts have increased by 200% with an increased economic impact of $3.6 billion since 1987. Given this dramatic increase, qualified Interior Designers in Ontario will continue to be in demand.

The table below outlines placement statistics for both the Interior Design two-year and three-year professional diploma program currently offered at IADT-Toronto. These percentages are further indication of local demand for Interior Design professionals and substantiate the current programs' success in meeting the demands of the industry by producing graduates that meet or exceed entry-level placement criteria in this field.

	August 1, 1999 - July 31, 2000	August 1, 2000 - July 31, 2001	August 1, 2001 - July 31, 2002
% Graduates Placed: Interior Design two-year diploma program.	98.41%	100%	98.17%
% Graduates Placed: Interior Design three-year professional diploma program.	100%	100%	100%
Overall Placement %	**98.61%**	**100%**	**98.21%**

Section 3.0 Program Abstract

Appendix 3.1: Program Abstract

The Bachelor of Arts in Interior Design with an Applied Focus degree provides graduates with a strong skill-base in theoretical, analytical, and applied design. Taught by a diverse faculty of industry-related professionals, students produce practical, functional, and innovative design solutions within the built environment to meet the needs of an ever-changing global society.

Highly qualified graduates are versed in technical and digital media expertise, public health, safety and welfare issues, and possess an understanding of the business culture unique to the field of Interior Design. Well-developed visual literacy, collaborative team approaches, and creative problem-solving skills make our graduates valuable assets to the profession.

Section 4.0 Program Degree-Level Standard

Appendix 4.1: Program Degree Level Standard

The proposed Bachelor of Arts in Interior Design with an Applied Focus degree program is built upon the current FIDER-accredited professional diploma program in Interior Design offered at IADT-Toronto. The current diploma program combines theoretical elements of interior design with both creative and practical approaches to solving problems pertaining to the functional and aesthetic quality of the built environment. Strong emphasis is placed on practical experience and targeted, vocational training. Exposure to the business practices and culture within the field of interior design is demonstrated within the current diploma program's requirement for work-study hours, the internship component required within the last year of the diploma program, and student interaction on campus with instructors who are practicing professionals in industry-related fields.

The proposed bachelor degree program is designed to develop students' capacity to employ strong theoretical and research-based methodologies and a critical approach to design problems. The proposed program provides the vocational orientation of the current FIDER-accredited professional diploma program while offering students the breadth and academic rigor definitive of a baccalaureate-level program. Through a process of program analysis and synthesis the students move toward theory-based and technically skilled solutions. Provocative representation of these solutions is seen as an integral part of the design argument. Design studio, an integration of both theoretical and applied design solutions, is the core of the proposed program. This studio approach offers students the opportunity to develop the capacity to understand and apply the knowledge, skills, processes, and theories of interior design with increasing professionalism and passion.

Program level learning outcomes are organized into curricular streams that are integrated both vertically within each quarter and horizontally over the program. In this way, significant design concepts are interrelated and reinforced in logical sequence throughout the curriculum. The main goal of the proposed program is to ensure that all graduates will have achieved the knowledge and skills necessary to demonstrate the competencies required of students completing a baccalaureate degree. These competencies as outlined by the Post-secondary Education Quality Assessment Board (PEQAB) within the *Handbook for Private Organizations* include:

- knowledge and critical understanding of the well-established principles of the Interior Design profession
- ability to apply underlying concepts and principles outside the context in which they were first studied
- knowledge of the main methods of inquiry in their core subject
- ability to evaluate critically the appropriateness of different approaches to solving problems in the field of Interior Design
- understanding of the limits of their knowledge and how this influences analyses and interpretations based on that knowledge
- ability to undertake further training, develop existing skills and acquire new competencies through a commitment to life-long learning;
- qualities and skills necessary for employment requiring the exercise of personal responsibility and decision making.

The proposed program contains program level learning outcomes that address these competencies and are based on the body of knowledge of an Interior Design practitioner formulated as a result of research and investigation conducted by the Association of Registered Interior Designers of Ontario (ARIDO). This association is the self-regulatory professional organization for Interior Designers in Ontario and, as such, approves standards for recognition and qualification for Intern Membership of graduates in Interior Design programs in Ontario through its Provincial Regulations and Standards Committee. The proposed Bachelor of Arts program also incorporates accrediting standards of FIDER (Foundation for Interior Design Education and Research) and certification standards of NCIDQ (National Council for Interior Design Qualification.) Both organizations are recognized in North America as the primary accrediting body for professional interior design programs and the examining body for registration or certification of interior designer practitioners, respectively.

IADT-Toronto seeks to implement the aforementioned program level learning outcomes through courses provided in seven curricular streams. The proposed curriculum is designed as a progressive program through which students perceive design as a process of analysis and synthesis. Curricular streams in Design Studio, Design Humanities, Visual Communication and Literacy, Technical Drawing, Environment and Technology, Professional Practice and General Education provide students with a holistic integration of knowledge and skills through specific course objectives. (A detailed list of all program level learning outcomes is provided in Appendix 6.4). Learning outcomes for each of the seven streams are integrated into the individual classes students will take every quarter. The curriculum follows a logical, progressive sequence. A close proximity and connection to the design industry advances the students' awareness and focus on practice methodology, scope of services, and opportunities in the profession. Each stream is described below:

Design Studio (Interior Design): Theoretical exploration, formal construction and programmatic solution are the three interior and environmental design perspectives emphasized. Students explore the fundamental spatial relationships that can be considered archetypal—that is, pertaining to the basic nature of space itself and to our potential capacity to conceive these relationships. A series of lectures introduce design concepts, strategies, and communication. The studio then engages the student in the design process including problem identification, problem solving, identifying client needs, research, and analysis. Students will apply competent design development skills in detailed and developed layouts of space and express ideas clearly in oral and written presentations. The development of an individual approach to the design process enables students to engage each new opportunity with a clearly developed set of design principles and strategies.

Design Humanities: This stream focuses on the history of art, architecture, and design as a vehicle for the development of critical thought. Students will research and critique design philosophies to develop their own mechanisms for evaluation and critical understanding of design and the world at large. The ability to evaluate and think critically about such issues as cultural diversity, environmental restoration and professional ethics ensures the student an active design role in the global marketplace.

Visual Communication and Literacy: This stream is designed to provide students with those skills needed to communicate effectively and re-present their ideas using various techniques and media. The courses in this stream complement and integrate with the design studios in order to engage the skills and processes required to fully focus on and represent the one strong idea underlying the central design concept.

<u>Technical Drawing</u>: This stream provides students with those skills necessary to read and prepare both manual and digitally produced working drawings. Using the current industry release of CADD software, students learn to move their design ideas from the development stage to a set of drawings ready for the contractor. By the third year, this stream becomes an integral part of the design studio project as students prepare contract documents and construct models for their own designs.

<u>Environment and Technology</u>: Through this stream, students develop a fundamental understanding of the technical principles of the built environment. Students integrate and apply practical knowledge of structures, systems, materials, lighting, and textiles while developing solutions in the design studio. Understanding laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public are just some of the areas covered. An understanding of the built environment and the standards that govern the building industry equip students with the skills needed to analyze present and future advancements in these fields.

<u>Professional Practice</u>: This portion of the curriculum provides students with an understanding of the interior design industry and practice. Through lectures on the profession and professional ethics, workshops on resume and portfolio development, and mentoring with instructors or industry professionals through the Senior Thesis project series, students have direct access to, and develop an understanding of the interior design profession. Proper communication techniques, understanding business and professional practices, project coordination and time management, and conflict resolution concepts are introduced. This stream develops students' "employability" skills and thus increases their confidence in their ability to enter the interior design profession upon graduation.

<u>General Education</u>: This stream exposes students to a broader perspective beyond their professional core field of study. Courses in this stream are designed to impact students' common knowledge, intellectual concepts and overall attitudes to strengthen the capacity for reason, develop skills of inquiry, enhance skills in communication, promote global perspective, and affirm personal and professional ethics.

The National Occupational Classification defines an Interior Designer as someone who conceptualizes and produces "aesthetic, functional and safe designs for interior spaces in residential, commercial, cultural, institutional and industrial buildings." The ultimate goal of the proposed program is for graduates to apply the skills, knowledge, and qualities they have acquired to obtain meaningful careers in the Interior Design industry. The Bachelor of Arts in Interior Design with an Applied Focus degree program will provide students with the technical, design, professional skills and dispositions needed to meet the challenges and opportunities that they will encounter in their chosen profession.

Section 5.0 Admissions, Promotion, Graduation Standard

Appendix 5.1: Admission Requirements

Appendix 5.1.1: Table

	Program Admission Requirements
Academic	❑ Ontario Secondary School Diploma (Grade 12) or its equivalent Or ❑ Mature Student Status (19 years of age, out of school for more than one year and able to successfully complete the College Assessment Program) ❑ Basic proficiency in English, mathematics, writing and computer applications.
Related work/ Volunteer experience	❑ While it is not a mandatory requirement, prospective students are encouraged to provide evidence of previous related work or volunteer experience by presenting a resume, letters of recommendation, and/or teacher/employer evaluations during their personal interview with an Admissions Counselor.
Other	❑ Personal Interview (where possible) or phone interview with an Admissions Counselor. ❑ Demonstrate skills and/or interest in the area of Interior Design as offered by the Bachelor of Arts with Applied Focus Degree in Interior Design. ❑ Prospective students are required to present a portfolio or project(s) showing evidence of creativity and technical ability.

Appendix 5.1.2: Admission of Mature Students

<u>Admission of Mature Students</u>
(Published policy: College Calendar 2003, p 10)

Possession of the minimum admission requirements does not, in itself, guarantee admission to the college. The admission requirements for all post-secondary programs are as follows: Mature Student Status (19 years of age, out of school for more than one year and able to successfully complete the College Assessment Program test administered by a third party testing facility.)

Mature students are also required to participate in a personal interview with an Admissions Counselor, and demonstrate skills and/or an interest in the field of Interior Design.

For a full description of admissions requirements, see Appendix 5.1.1.

<u>Third Party Testing Facility Arrangement</u>:

IADT-Toronto is presently negotiating with Sylvan Learning Centres and/or other testing facilities to confirm third party testing facility arrangements. A formal letter from the third party testing facility outlining the specifics of the arrangement with IADT-Toronto for mature student testing will be sent to the Ministry by July 15, 2003 under separate cover.

Appendix 5.1.3: Admissions Policies (including entrance examinations and advanced placement based on prior learning assessments)

Admission Policies
(Published policy: College Calendar 2003, pp. 19-20)

Prospective students are welcome to visit the Academy and make application with the Admissions Department. Applications for admission may also be obtained by writing to the Director of Admissions. The college accepts applications for admission as early as eighteen months prior to entrance.

Prospective students need to complete the application for Admission and mail it with the $100 registration fee. High school and/or college transcripts must be sent to the Director of Admissions at the Academy. Wherever possible, a personal interview is conducted. Prospective students are encouraged to bring letters of recommendation, teacher evaluations, and examples of their creative ability with them to the interview.

Possession of the minimum admission requirements does not, in itself, guarantee admission to the college. The admission requirements for all post-secondary programs are as follows: Ontario Secondary School Diploma (Grade 12) or its equivalent, or Mature Student Status (19 years of age, out of school for more than one year and be able to successfully complete the College Assessment Program); personal interview (if a considerable distance from the campus, a telephone interview is substituted); demonstrated skills and/or interest in the general subject areas offered by the Academy.

A nurturing environment is provided for Visa students who, at admission testing, are offered full ESL studies prior to the program start (normally 3 months prior) or as part-time studies concurrent with the program. ESL courses are not offered on our campus; therefore, additional fees apply.

At registration, students write Basic English and Math literacy tests. Non-credit courses in ED100 Effective Writing and ID100 Preparatory Math are offered to those students who require development studies. Students entering the Bachelor of Arts in Interior Design with an Applied Focus degree program are also tested for basic computer literacy. ID133 Computer Skills for Business 1 is offered non-credit to those students who require basic computer knowledge.

For applicants with qualifications from schools outside Ontario, the following certificates are normally accepted as equivalent to Ontario Secondary School Diploma. Level 4 or 5 (Grade 12) according to the following schedule: Alberta, British Columbia, Manitoba, Nova Scotia Saskatchewan, New Brunswick, Newfoundland: Grade 11 Prince Edward Island: Grade 12: Quebec: Secondary V Certificate.

Foreign students may attend the College by receiving a student visa. To gain admission, a foreign student must pay the registration fee and at least the tuition deposit in advance.

Equivalent standing for foreign students may be found on page 10 of the 2003 College Calendar.

Advanced Standing
(Published policy: College Calendar 2003, p. 16; Student Agenda 2003, p. 31)

A student may request credit for courses based on the previous post-secondary education, by submitting a written request to their Chair within the first 9 calendar days in the student's program of study. Following the Chairs timely receipt of the student's written request, the College may grant credit for course(s) in the student's program of study based on his/her post-secondary education if the student satisfies all of the following requirements:

a) The student provides the College with an official transcript from each educational institute awarding any credits that the student desires to transfer to the College to satisfy course requirements in the student's program of study.
b) The credits that the student desires to transfer were awarded to the student within the past 60 months (24 months for technical courses).
c) The course transferred must be comparable in scope and length to the course in the Academy curriculum at the College's sole discretion.
d) The course was successfully completed with a grade of C, i.e. 2.0 on a 4.0 scale, or above.
e) No more than 50% of required courses may be transferred. If the College grants the student credit for any course(s) provided above, the College will reduce the student's tuition in their last term (based on the year the credited class would normally meet), at an amount determined by the College.

Students are also made aware that receipt of advanced standing may affect their OSAP entitlement.

Credit for Life Experience
(Published policy: College Catalog 2003, p. 21; Student Agenda 2003, p. 32)

It is not the intent of the International Academy to require a student to take a course as a part of the program that the student has taken previously at another accredited institution or for which the student can present adequate and acceptable life experience. A written request for life experience credit must be submitted to the Program Chair within the first 9 calendar days of the student's program of study. The procedure and guidelines for obtaining credit for life experience are as follows:

1) The student will write to the Dean requesting consideration for Credit for Life Experience listing the course and title involved. A cheque for $30.00 must accompany a request. The cheque will be returned if the request is successful.
2) The Dean/Chair disclose the type of credentials needed to obtain said credit. This may include, but is not restricted to: paper and pencil testing, oral testing, presentation of completed projects, and documentation from supervisors.
3) The student will sign an Exam/Experience form which outlines the pertinent data such as date, name of student, course for which credit is desired, method of credentialing life experience and date to be completed. It will also provide space for the name of the evaluator(s) and decision.
4) The Dean/Chair will choose the evaluators. The evaluation team should consist of no less than three persons. Their decisions will be final. The criterion for "pass" will be that the life experience satisfactorily meets the stated goals and objectives of the course involved.

5)   Costs for this procedure will be as follows:
   a. Pass – charge will be the equivalent of one full-time course (three credit hours). Payment must be made prior to transcript listing credit.
   b. Fail – administrative charge of $30.00

6)   The student's transcript will reflect acceptance of the life experience credit with the notation of "CE."

7)   No mention of any failed attempt will be recorded.

8)   As with transfer of academic credit, the G.P.A. will not reflect this experiential credit. However, the credits will count toward satisfying graduation requirements.

9)   Students will be allowed to transfer no more than 50% of the program's credit hours through transfer of academic credit and/or credit for life experience.

10)   Note: No credit is given toward another course.

Application for Advanced Standing or Life Experience Credit should be made prior to class start. No application will be taken past the 9th calendar day from the start of the term.

<u>Credit Transfer Arrangement Policy (Articulation Agreements with other Universities)</u>
(Published policy: Student Agenda 2003, p. 33)

Please see the Registrar for information on formal credit transfer arrangements with other Universities as well as the contact information for the receiving organization.

Appendix 5.2: Promotion and Graduation Requirements

Program Requirement	Level of Achievement	
	Promotion	Graduation
Courses in disciplines outside main field of study	2.0	2.0
Courses in disciplines within the main field of study	2.0	2.0
Work/internship experience	C	C
Senior Thesis Capstone Project	C	C
Overall Achievement	2.0	2.0

Grading Scale:

Letter Grade	Percentage Scale	Grade Point Average
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	Below 59	---

Section 6.0—Program Content Standard

Appendix 6.2.1: Current Professional/Accreditation or Other Requirements

FIDER (Foundation for Interior Design Education Research)

The Foundation for Interior Design Education Research (FIDER) is an international non-profit organization that accredits post-secondary interior design education programs in the United States and Canada. Its primary purpose is to ensure a high level of quality in interior design education to meet the needs of students, the interior design profession, and society.

FIDER was established in 1970 and restructured in 1999 into a Michigan nonprofit corporation, designed to maintain productive connections with all 'communities of interest' which include: the Interior Design Educators Council (IDEC), the American Society of Interior Designers (ASID), the Interior Designers of Canada (IDC), National Council for Interior Design Qualification (NCIDQ), and the International Interior Design Association (IIDA).

FIDER sets standards for post-secondary interior design education, evaluates college and university interior design programs, and publishes a list of accredited programs that meet the standards. FIDER is recognized as a reliable authority on interior design education by the **Council for Higher Education Accreditation (CHEA)** and is a member of the **Association of Specialized and Professional Accreditors (ASPA).**

Programs seeking accreditation must be housed within an institution that is accredited by a provincial ministry of education in Canada. In addition, a program must demonstrate that a minimum of thirty semester credit hours of diverse college-level liberal arts and sciences is required for graduation from the program. There are twelve standards, 8 relating to the educational program and 4 relating to other areas impacting educational quality. The standards are as follows: Curriculum Structure, Design Fundamentals, Interior Design, Communication, Building Systems and Interior Materials, Regulations, Business and Professional Practice, Professional Values, Faculty, Facilities, Administration and Assessment.

The Accreditation Process

The voluntary accreditation process reviews programs using internationally recognized educational standards. Specific standards are applied to programs that provide a professional level education. Following a self-study conducted by a program's faculty and administration, a visiting team of practitioners and educators makes a peer evaluation. The team report, with comments and recommendations, is sent to the FIDER Accreditation Commission for a final accreditation decision. The Commission may decide to grant accreditation six years, or may deny accreditation, depending on the program's level of compliance with the standards. For subsequent visits, the process begins again.

The FIDER Research Council validates the accreditation process through studies, and encourages research in interior design. The Standards Council monitors the standards through periodic surveys. Standards are revised when significant developments in interior design education and the profession occur.

Volunteer interior design practitioners and educators who are assisted by professional staff conduct the FIDER accreditation process. Supported by contributions from design firms, industry, and individuals, FIDER also receives about half of its income from accreditation fees.

In December 2002, a significant change was made to eligible program requirements. Effective immediately, a program seeking accreditation must demonstrate that it meets all eligible institution and program criteria and in addition, "must demonstrate that it culminates in a minimum of a bachelor's degree". The purpose is stated as follows; "a bachelor's degree is a recognized educational credential that clearly identifies the level of education required for preparation to practice and is aligned with employer expectations. Graduates holding a bachelor's degree in interior design are prepared to successfully work as peers with professionals in related fields. Adding a degree requirement to Standards supports the quality assurance mission of FIDER". (See Exhibit A. *FIDER Notice of Change Document* on the pages following this Appendix.)

The proposed new Bachelor of Arts in Interior Design with an Applied Focus degree program will comply with the new eligibility criteria, and allow implementation in a schedule affording our currently accredited program adequate notice to comply.

Interior Designers of Canada (IDC)

IDC has served the Canadian Interior Design Industry since 1972, advancing the profession through high standards of education, professional development, professional responsibility and communication. It is national professional association, working with its eight provincial association members to advance the interior design profession and to promote high quality in education and practice from coast to coast. Designers must be members at the highest level of their provincial association to qualify to use the designation IDC with their names. IDC represents Canadian designers in four significant areas:

Education: IDC is involved in the accreditation of interior design education programs in universities and colleges as a member of the Foundation for Interior Design Education Research (FIDER). FIDER accredits design programs in Canada and the United States and its approval signifies that the institution is meeting the educational requirements for entry into the profession.

Professional Qualification: IDC is involved in the administration of the international National Council for Interior Design Qualification (NCIDQ) qualifying exam, providing a members who sits on the council board. The exam is available in English and French and is used throughout Canada and the United States as a qualification for membership at the highest level of membership in their provincial association.

Continuing Education: IDC is a partner in the system of continuing education used by the profession in Canada and the United States. Continuing education courses are developed by experts and approved by an international committee (IDCEC), which assign CEUs (Continuing Education Units) as a unit of credit. Courses cover the complete range of topics from building codes and barrier free design to business management.

Liaisons (link to activities and services): IDC represents the Canadian Interior Design profession to the Federal Government and various organizations and forums. Through active participation IDC ensures that Canadian Interior Designers are represented internationally and kept informed on current issues.

Interior Design Educators Council (IDEC)

The Interior Design Educators Council, Inc. (IDEC) was founded in 1963 and is dedicated to the advancement of education and research in interior design. IDEC fosters exchange of information, improvement of educational standards, and development of the body of knowledge relative to the quality of life and human performance in the interior environment. IDEC concentrates on the establishment and strengthening of lines of communication among individual educators, practitioners, educational institutions, and organizations concerned with interior design education.

IDEC members are interior design educators, practitioners, researchers, scholars, and administrators in institutions of higher education. Membership is also offered to individuals who are interested in interior design education and the activities of IDEC.

The Interior Design Educators Council (IDEC) supports the legal regulation of the interior design profession. Professional interior designers combine critical and creative thinking, communication, and technology for the purposes of improving quality of life, increasing productivity, and protecting the health, safety, and welfare of the public in residential, commercial, and institutional interiors. The members of IDEC are responsible for the education of future interior design professionals and for research that builds the body of knowledge necessary for the design of interior environments. Interior design programs are qualified by known standards of academic achievement that converge with practical experience to prepare interior designers for professional examination. In jurisdictions where the profession is not regulated, a standard of practice also is not regulated and the public is at risk. Thus, legal regulation of interior design is important to the profession, the public, and public welfare.

Exhibit A. FIDER Notice of Change Document

FIDER

Effective Immediately

January 22, 2003

FIDER's mission is to provide the foundation for excellence in the interior design profession by setting standards for education and accrediting academic programs that meet those standards. Accreditation is a **voluntary process.** Accreditation's primary purpose is to provide quality assurance for protection of the public.

Who is the public EIDER serves?

- EIDER serves students who are seeking or attending interior design programs by ensuring that baseline knowledge, skills, **and educational credentials** are acquired to ensure success in the profession. EIDER
- serves programs through maintaining up to date standards that reflect the requirements of employers and industry and thus providing a tool for continual development by which programs maintain currency with professional requirements. EIDER serves employers by ensuring that interior design education meets baseline requirements for preparation to practice. EIDER serves the profession by strengthening interior design education, the foundation upon which the profession is built.

-

Notice of chance to EIDER Eliclible Program Requirements

In order to seek EIDER accreditation a program must demonstrate that it meets all eligible institution and eligible program criteria as described in EIDER Standards. On December 18, 2002, the EIDER Board of Directors added the following requirement:

- A program seeking EIDER accreditation must demonstrate that it culminates in a minimum of a bachelor's degree.

Purpose of change

A bachelor's degree is a recognized educational credential that clearly identifies the level of education required for preparation to practice and is aligned with employer expectations. Graduates holding a bachelor's degree in interior design are prepared to successfully work as peers with professionals in related fields. Adding a degree requirement to Standards supports the quality assurance mission of EIDER.

Schedule for implementation

In accordance with good accreditation practices, implementation of new eligibility criteria will follow a schedule that affords currently accredited programs and programs in the process of applying for accreditation adequate notice to comply with new criteria.

Eight professional programs are currently accredited that do not culminate in a bachelor's degree. These programs have until January 1, 2010 to comply with the new requirement. The deadline for application for programs that do not currently culminate in a minimum of a bachelor's degree has been extended through December 31, 2003. As of January 1, 2004 all programs applying for accreditation must demonstrate that they culminate in a minimum of a bachelor's degree.

Questions & Answers

In considering this new requirement for programs seeking EIDER accreditation, careful attention was paid to many issues and those who may be affected. Here are some of the questions EIDER considered.

How will this degree requirement affect associate's degree (two-year) programs?

> Until 199$, two-year associate degree programs could apply under the Pre-Professional Assistant Level Standards but fewer than 20 were ever accredited in FIDER's 30-year history. A EIDER survey confirmed that two-year programs were either not interested or without funds to seek accreditation and Pre-Professional Assistant Standards were retired from use. There are several hundred two-year academic programs in existence that have never sought FIBER accreditation. These programs will continue to offer an education as before and students will continue to have access to interior design education in a wide range of program types.

How **does the change in FH)ER requirements affect NCIDQ?**

> At this time, NCIDQ requires a minimum of two years of education. EIDER-accredited education is not a requirement to take the exam. Candidates will continue to have access to the exam.

What about state licensing boards?

> EIDER Professional Standards provide quality assurance for a professional level of education. State boards may choose to use EIDER accreditation as a measure of a candidate's education or not - as is now the situation. The majority of states currently require 2 to 4 years of education. Today, almost all programs that are less than 4 years are not EIDER accredited so states may continue to determine equivalency as they do now.

How **does this new requirement affect individuals who are currently attempting to enter the profession?**

> State regulatory boards refer to EIDER-accredited education or equivalent and the states determine appropriate equivalency measures. Individuals who meet the state requirements will be licensed, as is now the case. Likewise, professional associations make their own rules about credentials required for membership. Employers will have increased ability to rely on EIDER for assurance of the quality they expect from job applicants.

How will currently accredited professional level programs be affected?

> Accreditors are obligated to allow time for accredited programs to meet new requirements. At this time, there are 127 programs accredited under EIDER Professional Standards. Of these, 119 lead to a minimum of a bachelor's degree. The remaining eight are certificate and diploma programs and these eight have until 2010 to come into compliance with the degree requirement.

> Programs new to EIDER but preparing to seek accreditation also must be given a fair opportunity to meet new requirements. Therefore, applications will be accepted from non-bachelor's programs until January 1, 2004, if other EIDER requirements are met. If these programs meet all standards and earn accredited status, they also must come into compliance with the degree requirement by 2010.

Appendix 6.2.2: Letters of Support: Professional/Accreditation and Other Requirements

See letters attached.

**INTERIOR
DESIGNERS
OF CANADA**

**DESIGNERS
D'INTÉRIEUR
DU CANADA**

March 24, 2003

Ms. Joyce O' Keefe
Chair, Interior Design
International Academy of Design and Technology
56 Wellesley St. West
Toronto, Ontario M5S 2S3

RE: LETTER TO INTERNATIONAL ACADEMY OF DESIGN

Dear Ms. O'Keefe:

Congratulations on your efforts to gain the consent for a baccalaureate granting program at the International Academy of Design and Technology. As the association president, I am pleased to speak on behalf of the Interior Designer of Canada (IDC) in this regard.

Our association is comprised of eight provincial associations, each representing registered interior design professionals. Although a provincially legislated matter, IDC does state its national position on interior design education. We encourage all provincial associations to accept only graduates from FIDER (Foundation for Interior Design Education and Research) accredited programs, as we support the level of training provided by these programs, as well as the accreditation process. Recently, FIDER has received approval to raise its minimum standards to baccalaureate level, and IDC has supported this change.

We are pleased, therefore, to endorse the application of the International Academy of Design and Technology (Toronto) for baccalaureate designation for an interior design education program. Not only does this raise education standards, it will help to further the employment opportunities for graduates, ensuring the advanced credentials which interior designers must acquire to qualify for membership in our association.

Wishing you success in your application, and thanking you for allowing us the opportunity to express our support of your endeavor, I remain

Yours truly,

Sara Dunton, NCIDQ, ARIDNB
President, INTERIOR DESIGNERS OF CANADA

ARIDO

The Association of Registered Interior Designers of Ontario

March 3, 2003

Ms. Joyce O'Keefe
Chair, Interior Design Program
International Academy of Design & Technology
56 Wellesley Street West
Toronto, ON M4Y 1G7

Dear Joyce,

On behalf of the Association of Registered Interior Designers of Ontario (ARIDO), I am delighted to offer our full support to the International Academy of Design & Technology as you move forward with your application for an Applied Bachelor of Arts Degree in Interior Design. I offer the Association's support of this worthy pursuit and look forward to welcoming another four year interior program to our list of recognized programs.

ARIDO has made tremendous strides over the past three years, which have further strengthened the established and rigorous standards of education, professional experience and certification within the profession of interior design. The next step is to obtain legislation in the form of a Practice Act, which will advance our commitment even further to the protection of the public's interests in life, heath, safety and welfare.

We commend the Ontario government for their foresight in recognizing that the educational needs of many professions are increasingly raised to meet a higher standard of excellence. Approval of an Applied Bachelor of Arts Degree in Interior Design will help to further the employment opportunities for our membership and provide appropriate recognition of the educational requirements and advanced credentials that our members must acquire.

The International Academy of Design & Technology has a proven record of excellence in interior design education as demonstrated by the FIDER accreditation of your current program. Your graduates are well-trained, valuable additions to our industry. We are proud to endorse your new proposed curriculum.

On behalf of ARIDO, I wish the faculty and students at the Academy the best of luck.

Yours truly,

Victoria Horobin, ARIDO, IDC
President

Appendix 6.3: Program Comparison Statement

International Academy of Design and Technology has on file and available upon request the research undertaken to complete Appendix 6.3. The Academy found that there are not more than five similar or related existing programs offered at Ontario Universities and that there are more than three similar or related existing programs offered at universities in other jurisdictions that could have been included in Appendix 6.3.

Appendix 6.3.1: Ontario University Program Comparison

Institution: Ryerson University, Toronto	
Program Name and Credential: Bachelor of Interior Design	

Program Description:

Professional interior designers make the most of the places where we live, work and play. Using colour, space allocation, acoustics, illumination, patterns, and textures, they create beauty and functionality. Their services are needed in every imaginable interior setting- from corporate offices and shopping centres to restaurants, hotels, hospitals, and residences. Creativity is a must, but good management skills can turn a small operation into a huge success.

If you have the knack for design and a head for business, consider the Interior Design program. Our graduates have an outstanding reputation in the industry, with credits such as the Princess of Wales Theatre, Sega Playdium, Club Monaco, Le Chateau, and Crabtree & Evelyn, just to name a few. As a result of our excellent track record, industry professionals often look to us when they're hiring.

In your first year, you'll master the fundamentals of design, drafting and drawing. Your second year will build on these skills through residential design and small-scale commercial planning projects. In year three, the emphasis shifts to solving design problems for large-scale commercial interior spaces. In the fourth year, you'll focus on a major in-depth project that includes formal research into a specific area of design.

Throughout the program, you'll be encouraged to develop a professional attitude to your work. In addition to lab and classroom work, you'll participate in field trips, weekend projects and seminars, all designed to approximate the kind of work situations you'll face as a professional. All students must complete 400 hours of work placement with a practicing interior design office.

The School of Interior Design is one of three four-year degree programs in Canada accredited by FIDER- the Foundation for Interior Design Education Research- the recognized accrediting body in North America for Interior Design schools.

Similarities:

Ryerson University	International Academy of Design and Technology
FIDER accredited program	Received six year re-accreditation status
Professional development through field trips, projects, seminars, work placement.	Professional development through field trips, site tours and case studies, projects, professional mentoring and work internship experience, and interaction with faculty that have strong connection to the profession.
Heavy emphasis on design studio component of the curriculum to gradually develop students creative problem solving abilities and apply theory to practice.	Heavy emphasis on design studio and technical drawing component of the curriculum to gradually develop students creative problem solving abilities and apply theory to practice.

Similarities (continued):

Ryerson University	International Academy of Design and Technology
Program progression: First Year—Design fundamentals. Second Year—Residential design and small-scale commercial projects. Third Year—Large-scale commercial interior spaces. Fourth Year—Major in-depth project that includes formal research into specific areas of design.	Program progression: First Year—Fundamental knowledge, skills, processes, and theories of design and capacities for critical thought. Second Year—Design Studio and curricular stream focus on small-scale residential and commercial design projects. Third year—Commercial space projects that increase in scope, process and analysis and design. Fourth Year—Heavy emphasis on major design project, internship experience (work shadowing) and professional practice through interaction with members of the design profession both in and out of the classroom.

Differences:

Ryerson University	International Academy of Design and Technology
Overall less emphasis on courses that involve a lab component for practical application.	Bachelor of Arts with an Applied Focus—All core courses within the design studio, visual literacy, technical drawing, environment and technology curricular streams offer both lecture and lab/studio practical application components.
Professional Study Practicum requires a total of 400 hours of field placement work experience for full credit (normally completed during the summer between the third and fourth year.	Internship experience is completed over two quarters for 90 hours per quarter. Students will spend one full workday (7.5 hours) per week in a monitored professional environment of their choice. In addition to external professional mentor and job-shadowing experiences, the student will gain alternate points of view on their approach to their central thesis program.
Traditional semester system— students typically do not attend classes during the summer session. Completion time = full four years.	Accelerated quarterly system—students attend 4 twelve week quarters per year over the period of twelve quarters.

Appendix 6.3.2: Universities in Other Jurisdictions Program Comparison

Institution: Kwantlen University College, Richmond, British Columbia
Program Name and Credential: Bachelor of Applied Design in Interior Design

Program Description:

The Interior Design Program provides four years of full-time study (September-April) to students wishing to pursue a professional career related to the built environment.

The Program is FIDER-accredited at the first professional degree level. The Foundation for Interior Design Education Research (FIDER) is an international agency whose mission is to "lead the interior design profession to excellence by setting standards and accrediting academic programs."

The program works closely with the professional design community and responds to the needs and advice of that community through the following aims:

Provide an education that includes all facets of interior design with emphasis on experience and skills in theory, research, critical analysis, problem-solving, design concepts, working drawings and specifications, technology, presentation media techniques, professional business practices and procedures, and awareness of human needs in the built environment.

Prepare the student for work in interior design and/or architectural offices.

Provide a practical and theoretical knowledge base that conforms to the definition and practice of interior design as described by the National Council for Interior Design Qualification (NCIDQ) and as endorsed in the North American definition of an Interior Designer.

Provide design education, using specific reference to interior design, which will allow students to develop career readiness for an interdisciplinary design environment.

The mission of the program is "educating leaders for the profession of interior design."

The interior design program simulates a professional design environment. This "virtual design studio" offers integrated courses and curriculum, and emphasizes learning outcomes and employability skills throughout. These include: leadership skills, entrepreneurial skills, problem solving and creative thinking skills, teamwork, personal management, writing/oral/visual and interpersonal skills, reading and research skills, visual literacy, mathematical and technological skills, citizenship, and an ability to see a global perspective.

The interior design curriculum is organized into eight streams (Design Studio, Technical Information, Design Theory, Representation, Site Tutorial, Work Experience, Business/General Education, Liberal Education) which are integrated both horizontally within each year and vertically over the four years of the program. Although the program is comprised of individual courses, the effect is more aptly described as a studio project, supported and surrounded by the necessary theory, practical experience and skills development.

Similarities:

Kwantlen University College and International Academy of Design and Technology
Both Kwantlen and IADT offer bachelor programs with an applied focus and are FIDER accredited design colleges.
Both programs are designed around curricular streams leading to horizontal and vertical integration.
Both programs emphasize the design studio hands-on problem-solving focus every term as an opportunity for the integration of both theoretical and applied design solutions.
Both programs developed design studio projects to become more complex as students advance through the program.
Both programs place heavy emphasis on the professional preparation of their graduates.
Kwantlen's Senior Thesis project spans over the last two semesters—programming and concept/synthesis and defense; IADT's Senior Thesis project spans over the last three quarters—programming, concept, completion with jury defense.
Kwantlen's Senior Thesis capstone (completion project) co-requires a Mentor course (2 credits) in the student's final semester; IADT's Senior Thesis project promotes mentorship over the last three-quarters within the student internship experience. Professional mentors will sit on the jury panel for each student's final project evaluation.

Differences:

Kwantlen University College	International Academy of Design and Technology
Work experience spans over Years Three and Four— 4 hours a week for 10 weeks for a total of 40 weeks or 160 hours.	Internship experience is completed over two quarters for 90 hours per quarter. Students will spend one full workday (7.5 hours) per week in a monitored professional environment of their choice. In addition to external professional mentor and job-shadowing experiences, the student will gain alternate points of view on their approach to their central thesis program
Major Site Tutorial for 70 hours (5 day trip) in Year Four-- $1,800 paid in addition to tuition costs by each student.	Site visits, field experiences and professional guest lectures incorporated into the course requirements throughout the curriculum.

Appendix 6.3.3: Universities in Other Jurisdictions Program Comparison

Institution: University of Manitoba, Alberta
Program Name and Credential: Bachelor of Environmental Design (3rd year Interior Design option)

Program Description:

The Environmental Design program is a multidisciplinary design program that is delivered cooperatively and collectively by the four departments of the Faculty of Architecture (Architecture, Interior Design, City Planning, Landscape Architecture.)

The curriculum is structured around a design studio sequence that provides opportunities for examining complex relationships between humans and the environments that constitute the places and artifacts of cultural production. The design studio comprises the core of this exploration, which is informed and enriched through the study of theory, history, technology and communications/information technology.

The program consists of two foundation years for which all students in the program must register, and a third year option elected by students. These options include Interior Design, Architecture, City Planning, and Landscape Architecture.

The two foundation years common to all undergraduate students within the faculty provide a solid grounding in the basic knowledge and vocabulary shared by all environmental design students and, at an early stage, encourages the establishment of a rich and multidisciplinary dialogue with their peers.

The two-year period also enables students to discover their strengths and interests, and assists them in making a determination of their preference in pursuing specific studies both in third year option and beyond. The specialization options will be an important curriculum link with the graduate programs (Interior Design, Architecture, City Planning and Landscape Architecture.)

Similarities:

University of Manitoba	International Academy of Design and Technology
FIDER accredited since 1974.	FIDER accredited since 1996.
Curriculum is structured around a design studio sequence which is informed and enriched by the study of theory, history technology and communications technology.	Program emphasizes the design studio hands-on problem-solving focus every term as an opportunity for the integration of both theoretical and applied design solutions.
First year broad focus on theory, history and communication/information technology, while second year offers more specific industry focus on construction, materials, assembly, environmental controls.	First Year focus on fundamental knowledge, skills, processes, and theories of design and capacities for critical thought. Second Year more specific focus on small-scale residential and commercial design projects that increase in scope, process, analysis and design.

Differences:

University of Manitoba	International Academy of Design and Technology
Third year is structured in options where students are provided with opportunity for in-depth studies of the concepts, ideologies, and professional requirements particular to the professions.	Entire curriculum is structured around theoretical and practical applications of design solutions with increasing level of depth and critical thought into concepts, ideologies, and professional requirements particular to the profession of Interior Design.
The specialization options provide an important curriculum link with the graduate programs offered at the University.	Program places heavy emphasis on the professional preparation of graduates for placement into the design profession with the option to pursue advanced degree given credential recognition.
The program offers no opportunity for student internship or work experience during the course of study.	Internship experience is completed over two quarters for 90 hours per quarter. Students will spend one full workday (7.5 hours) per week in a monitored professional environment of their choice. In addition to external professional mentor and job-shadowing experiences, the student will gain alternate points of view on their approach to their central thesis program.

Appendix 6.4: Program Level Learning Outcomes

The Program Level Learning Outcomes are based on results of research and investigation conducted by the Foundation for Interior Design Research and Education (FIDER) as well as the National Council for Interior Design Qualification (NCIDQ). These learning outcomes are organized into curricular streams that are integrated both vertically within each quarter and horizontally over the 12 quarters of the program. Each quarter consists of 12 weeks of instruction. Significant concepts are interrelated and reinforced in logical sequence with increased levels of difficulty throughout the curriculum. Program Level Learning Outcomes have been matched to the curricular streams as follows:

Design Studio (Interior Design)
The graduate of the Bachelor of Arts in Interior Design degree will have reliably demonstrated how to:

❑ apply theories of human behavior and interior environments including human factors (e.g., ergonomics, anthropometrics), and the relationship between human behavior and the built environment.
❑ apply 2-dimensional and 3-dimensional design principles to the development of the spatial envelope. These include explorations into volume, visual continuity, balance, visual passages, and interconnecting elements.
❑ select and apply colour in interior design projects.
❑ apply programming skills including problem identification, problem solving, identification of client and/or user needs, information gathering research and analysis.
❑ apply competent schematic design skills such as concept development, and visualization through sketching.
❑ apply spatial skills through skillful articulation and shaping of space.
❑ apply competent design development skills through:
  ❑ space plans, elevations, sketches, and study models;
  ❑ detailed and developed layout of furniture, fixtures and equipment,
  ❑ detailed and developed furniture selection;
  ❑ selection and application of luminaires and lighting sources;
  ❑ validation of design solutions relative to the objectives of the project program;
  ❑ appropriate selection and application of decorative elements;
  ❑ appropriate selection and application of art and accessories;
  ❑ ability to design custom interior elements;
  ❑ wayfinding methods;
  ❑ graphic identification such as signage.
❑ express ideals clearly in oral and written presentations, critiques, and interviews.

Design Humanities
The graduate of the Bachelor of Arts in Interior Design degree will have reliably demonstrated an understanding of:

❑ design fundamentals including design elements and principles.
❑ colour principles, theories and systems.
❑ theories of design and design composition.
❑ history including art, architecture, interiors, and furnishings.
❑ consciousness of alternate points of view and appreciation of cultural diversity.
❑ a global perspective.

Visual Communication and Literacy

The graduate of the Bachelor of Arts in Interior Design degree will have reliably demonstrated the ability to communicate effectively through:

- illustrative sketching.
- presentation of colour, materials and furnishings, e.g. sample boards, collages, mock-ups, digital representations.
- rendering in various media.
- drawing in perspective.
- applying various presentation techniques.
- basic business computer applications.

Technical Drawing

The graduate of the Bachelor of Arts in Interior Design degree will have reliably demonstrated the ability to:

- effectively communicate through drafting and lettering (manual and digital.)
- prepare contract documents as a system of drawings, schedules and specifications. these include construction/demolition plans, power plans, lighting/reflected ceiling plans, finish plans, elevations, sections, and details, interior building specifications, furniture specifications, finish schedules, and door schedules.
- construct models.
- apply the metric and imperial systems to design work.

Environment and Technology

The graduate of the Bachelor of Arts in Interior Design degree will have reliably demonstrated the ability to:

- understand lighting fundamentals.
- design within the context of building systems.
- utilize appropriate materials and products.
- understand construction systems and methods: these include power distribution systems, mechanical systems, date/voice telecommunication systems, lighting systems, ceiling systems, flooring systems, security systems, acoustics, and the interface of work station furniture with building systems.
- select and apply materials and products based on their properties and performance criteria.
- source for materials and products.
- understand concepts of sustainable resources.
- apply installation methods and maintenance requirements.
- apply laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public, including, appropriate application of fire and life safety principles such as compartmentalization, movement, detection, and suppression.
- apply codes, regulations and standards, barrier-free design concepts, ergonomic and human factors data.
- understand the impact on health and welfare of indoor air quality, sanitation, noise, lighting, and universal design concepts and principles.

Professional Practice

The graduate of the Bachelor of Arts in Interior Design degree will have reliably demonstrated the ability to:

❑ communicate in writing (using correct spelling, grammar, and syntax), in specifications, schedules, contracts, and other business-related documents such as project programs, concept statements, reports, research, resumes, and correspondence.
❑ understand business and professional practice.
❑ understand project management practices in estimating, budget management, project coordination, time management, and scheduling.
❑ resolve conflict and assess business processes.
❑ demonstrate an understanding of professional practice legislation, and professional design organizations.
❑ demonstrate an understanding of knowledge of business processes, (e.g. marketing strategic planning, accounting procedures.)
❑ demonstrate attitudes, traits, and values of professional responsibility, accountability, and effectiveness.
❑ address professional ethics and the role of ethics in interior design.

General Education

The graduate of the Bachelor of Arts in Interior Design degree will have developed the capacity to:

❑ recognize alternative points of view and respect cultural diversity.
❑ think critically, analytically and globally.
❑ present a variety of ideas, approaches and concepts with originality and elaboration.
❑ communicate effectively both orally and in writing.
❑ synthesize, assess and evaluate different perspectives and modes of thought.

Quarter One:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Introduction to Design Studio, Elements of Design I
Design Humanities	Introduction to Design Studio, Elements of Design I
Visual Communication and Literacy	Introduction to Design Studio, Drawing and Colour Theory, Introduction to Drafting
Technical Drawing	Introduction to Drafting
Environment and Technology	Introduction to Design Studio
Professional Practice	Introduction to Design Studio
General Education	English Composition

Quarter Two:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Design Studio I—Spaces, Textiles, Perspective and Rendering I
Design Humanities	Design Studio I—Spaces, Textiles
Visual Communication and Literacy	Design Studio I—Spaces, Drawing, Introduction to Drafting
Technical Drawing	Introduction to Drafting
Environment and Technology	Design Studio I—Spaces
Professional Practice	Design Studio I—Spaces
General Education	History of Art I

Quarter Three:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Design Studio II—Volumetric Planning 1, Elements of Design II, Perspective and Rendering II
Design Humanities	Design Studio II— Volumetric Planning 1, Elements of Design II
Visual Communication and Literacy	Design Studio II— Volumetric Planning 1, Perspective and Rendering II, CADD 1
Technical Drawing	CADD 1
Environment and Technology	Design Studio II— Volumetric Planning 1
Professional Practice	Design Studio II— Volumetric Planning 1
General Education	History of Art II

Quarter Four:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Design Studio III—Volumetric Planning 2, Mixed Media
Design Humanities	Design Studio III— Volumetric Planning 2
Visual Communication and Literacy	Design Studio III— Volumetric Planning 2, Mixed Media, CADD 2
Technical Drawing	CADD 2
Environment and Technology	Design Studio III— Volumetric Planning 2
Professional Practice	Design Studio III— Volumetric Planning 2
General Education	History of Art III

Quarter Five:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Design Studio IV—The Residence Concept, History of Furniture, Applied Colour Theory
Design Humanities	Design Studio IV—The Residence Concept, History of Furniture
Visual Communication and Literacy	Design Studio IV—The Residence Concept, Applied Colour Theory, Working Drawings I
Technical Drawing	Working Drawings I
Environment and Technology	Design Studio IV—The Residence Concept, Structures
Professional Practice	Design Studio IV—The Residence Concept
General Education	History of Furniture

Quarter Six:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Design Studio V—The Residence Context, Decorative Arts
Design Humanities	Design Studio V—The Residence Context, Decorative Arts
Visual Communication and Literacy	Design Studio V—The Residence Context, Working Drawings II
Technical Drawing	Working Drawings II
Environment and Technology	Design Studio V—The Residence Context, Building Systems
Professional Practice	Design Studio V—The Residence Context, Professional Practice
General Education	Decorative Arts

Quarter Seven:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Design Studio VI—The Office, Canadian Architecture and Design, Digital Media
Design Humanities	Design Studio VI—The Office, Canadian Architecture and Design
Visual Communication and Literacy	Design Studio VI—The Office, Digital Media, Oral Communication and Presentation
Technical Drawing	Design Studio VI—The Office
Environment and Technology	Design Studio VI—The Office, Applied Lighting
Professional Practice	Design Studio VI—The Office, Oral Presentation, Digital Media
General Education	Oral Communication and Presentation

Quarter Eight:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Design Studio VII—The Retail Space, 20th Century Industrial Design, CADD Modeling
Design Humanities	Design Studio VII—The Retail Space, 20th Century Industrial Design
Visual Communication and Literacy	Design Studio VII—The Retail Space, CADD Modeling
Technical Drawing	Design Studio VII—The Retail Space
Environment and Technology	Design Studio VII—The Retail Space, Materials and Sustainability
Professional Practice	Design Studio VII—The Retail Space
General Education	20th Century World Literature

Quarter Nine:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Design Studio VIII—Adaptive Re-Use, CADD Rendering, Global Architecture and Design, Restoration
Design Humanities	Design Studio VIII—Adaptive Re-Use, Global Architecture and Design
Visual Communication and Literacy	Design Studio VIII—Adaptive Re-Use, CADD Rendering
Technical Drawing	CADD Rendering
Environment and Technology	Design Studio VIII—Adaptive Re-Use, Restoration
Professional Practice	Design Studio VIII—Adaptive Re-Use
General Education	Sociology

Quarter Ten:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Senior Thesis I, Philosophy of Design, Internship I
Design Humanities	Senior Thesis I, Philosophy of Design
Visual Communication and Literacy	Senior Thesis I, Internship I
Technical Drawing	Senior Thesis I, Internship I
Environment and Technology	Senior Thesis I, Codes and Regulations, Internship I
Professional Practice	Senior Thesis I, Internship I
General Education	Global Studies

Quarter Eleven:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Senior Thesis II, Internship II, Project Coordination
Design Humanities	Senior Thesis II
Visual Communication and Literacy	Senior Thesis II, Internship II
Technical Drawing	Senior Thesis II, Advanced Specifications
Environment and Technology	Senior Thesis II, Internship II
Professional Practice	Senior Thesis II, Internship, Project Coordination
General Education	Theatre Appreciation and Critique

Quarter Twelve:

Program Level Learning Outcomes	Program requirement(s), or segments of requirements, that contribute to this outcome
Design Studio (Interior Design)	Senior Thesis Completion
Design Humanities	Senior Thesis Completion
Visual Communication and Literacy	Senior Thesis Completion, Marketing Professional Services
Technical Drawing	Senior Thesis Completion
Environment and Technology	Senior Thesis Completion, Advanced Estimating and Budgeting, Documentation
Professional Practice	Senior Thesis Completion (jury defense), Marketing Professional Services
General Education	Cultural Anthropology

Appendix 6.5: Academic Course Schedule Information

Appendix 6.5.1: Question and Table

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1. Does this program include laboratory components?
   ✓ Yes   ☐ No

2. If "yes", will the calculation of program breadth be based on a conversion of program hours into program credits?
   ✓ Yes   ☐ No

3. If "yes", complete Table 6.5.1. If "no", proceed to Appendix 6.5.2.

Table 6.5.1

Conversion Key:
Each quarter = 12 weeks of instruction

10 lecture hours per quarter = 1 quarter credit
20 laboratory/studio hours per quarter = 1 quarter credit
30 work/internship experience hours per quarter = 1 quarter credit

*Please note that all fractional credits will always be rounded down to the nearest whole credit.

	Contact Hours per Quarter	**Credit Equivalency**
Lecture Courses (core and breadth)		
IDH110 Elements of Design	36 lecture hours	3 quarter credits
GE150 English Composition (DO)	36 lecture hours	3 quarter credits
GE160 History of Art I (DO)	36 lecture hours	3 quarter credits
GE161 History of Art II (DO)	36 lecture hours	3 quarter credits
GE260 History of Art III (DO)	36 lecture hours	3 quarter credits
IDH211 History of Furniture (DL)	36 lecture hours	3 quarter credits
IDH212 Decorative Arts (DL)	36 lecture hours	3 quarter credits
IDP250 Professional Practice	36 lecture hours	3 quarter credits
IDH310 Canadian Architecture and Design	36 lecture hours	3 quarter credits
GE350 Oral Presentation and Communication (DO)	36 lecture hours	3 quarter credits
IDH311 20th Century Industrial Design	36 lecture hours	3 quarter credits
GE370 20th C World Literature (DO)	36 lecture hours	3 quarter credits
IDH312 Global Architecture and Design	36 lecture hours	3 quarter credits
GE380 Sociology (DO)	36 lecture hours	3 quarter credits
IDH420 Philosophy of Design (DL)	36 lecture hours	3 quarter credits
IDE440 Codes and Regulations	36 lecture hours	3 quarter credits
GE450 Global Studies (DO)	36 lecture hours	3 quarter credits
GE460 Theatre Appreciation and Critique (DO)	36 lecture hours	3 quarter credits
GE490 Cultural Anthropology (DO)	36 lecture hours	3 quarter credits
	Contact Hours per Quarter	**Credit Equivalency**
Laboratories/Studios (core continued)		
IDS100 Introduction to Interior Design	15 lecture; 45 lab/studio hours*	3 quarter credits
IDV120 Drawing and Colour Theory	12 lecture; 36 lab/studio hours	3 quarter credits
IDT130 Introduction to Drafting	15 lecture; 45 lab/studio hours*	3 quarter credits
IDS101 Design Studio I- Spaces	15 lecture; 45 lab/studio hours*	3 quarter credits
IDH111 Textiles	24 lecture; 12 lab/studio hours	3 quarter credits
IDV121 Perspective and Rendering I	12 lecture; 36 lab/studio hours	3 quarter credits
IDT131 Drafting Standards	15 lecture; 45 lab/studio hours*	3 quarter credits
IDS102 Design Studio II—Volumetric Planning 1	15 lecture; 45 lab/studio hours*	3 quarter credits
IDH112 Elements of Design II	24 lecture; 12 lab/studio hours	3 quarter credits

	Contact Hours per Quarter	**Credit Equivalency**
Laboratories/Studio (core continued)		
IDV122 Perspective and Rendering II	12 lecture; 36 lab/studio hours	3 quarter credits
IDT132 CADD 1	15 lecture; 45 lab/studio hours*	3 quarter credits
IDS200 Design Studio III—Volumetric Planning 2	15 lecture; 45 lab/studio hours*	3 quarter credits
IDV220 Mixed Media	12 lecture; 36 lab/studio hours	3 quarter credits
IDT230 CADD 2	15 lecture; 45 lab/studio hours*	3 quarter credits
IDE240 Fundamentals of Lighting	24 lecture; 12 lab/studio hours	3 quarter credits
IDS201 Design Studio IV—The Residence Concept	15 lecture; 45 lab/studio hours*	3 quarter credits
IDV221 Applied Colour Theory	12 lecture; 36 lab/studio hours	3 quarter credits
IDT231 Working Drawings I	15 lecture; 45 lab/studio hours*	3 quarter credits
IDE241 Structures	24 lecture; 24 lab/studio hours*	3 quarter credits
IDS202 Design Studio V—The Residence Context	15 lecture; 45 lab/studio hours*	3 quarter credits
IDT232 Working Drawings II	15 lecture; 45 lab/studio hours*	3 quarter credits
IDE242 Building Systems	24 lecture; 24 lab/studio hours*	3 quarter credits
IDS300 Design Studio VI—The Office	15 lecture; 45 lab/studio hours*	3 quarter credits
IDV320 Digital Media	15 lecture; 45 lab/studio hours*	3 quarter credits
IDE340 Applied Lighting	24 lecture; 24 lab/studio hours*	3 quarter credits
IDS302 Design Studio VII—The Retail Space	15 lecture; 45 lab/studio hours*	3 quarter credits
IDV321 CADD Modeling	15 lecture; 45 lab/studio hours*	3 quarter credits
IDE341 Materials and Sustainability	24 lecture; 24 lab/studio hours*	3 quarter credits
IDS303 Design Studio VIII—Adaptive Re-Use	15 lecture; 45 lab/studio hours*	3 quarter credits
IDV322 CADD Rendering	15 lecture; 45 lab/studio hours*	3 quarter credits
IDE342 Restoration	24 lecture; 24 lab/studio hours*	3 quarter credits
IDS400 Senior Thesis I—Programming	12 lecture; 48 lab/studio hours*	3 quarter credits
IDS401 Senior Thesis II—Concept	12 lecture; 48 lab/studio hours*	3 quarter credits
IDT430 Advanced Specifications	12 lecture; 36 lab/studio hours	3 quarter credits
IDP451 Project Coordination	12 lecture; 36 lab/studio hours	3 quarter credits
IDS402 Senior Thesis III- Completion	12 lecture; 48 lab/studio hours*	3 quarter credits
IDT431 Advanced Estimating and Budgeting	12 lecture; 36 lab/studio hours	3 quarter credits
IDT432 Documentation	12 lecture; 36 lab/studio hours	3 quarter credits
IDP453 Marketing Professional Services	24 lecture; 24 lab/studio hours*	3 quarter credits
Internship/Work Experience		
IDP450 Internship I	90 internship/work hours	3 quarter credits
IDP452 Internship II	90 internship/work hours	3 quarter credits

Table 6.5.1 Justification

Justification:
1. Explain how the laboratory component of the program provides essential training common to the field of practice/profession.

The laboratory/studio component of this program provides students the opportunity to work both individually and in teams on projects increasing in levels of difficulty throughout each quarter. Studio team projects enable students to develop the interpersonal communication skills necessary in today's workplace. The laboratory/studio environment affords students the opportunity to develop the capacity to apply theory to practice. The ability to analyze, innovate and problem solve are also developed through a series of projects based in the design practice context. Laboratory/studio instructors track student progress closely to ensure that each student attains the knowledge, skills and attitudes necessary to become a competent professional in the field of Interior Design. The Senior Thesis project series emphasizes applied research, design skills and an understanding of the business aspects of this profession. The thesis experience allows students the opportunity to work closely with a mentor(s) from the field of Interior Design to help students develop queries, concepts and arguments with respect to the built environment while enabling them to generate unique, creative solutions based upon their research and professional interaction. In each lab/studio experience, emphasis is placed on time and project management, professional presentation, analytical and critical thought, application of theory to practice, collaboration, and creative problem solving. The development of these professional skills and dispositions are critical to the student's successful transition from campus to career.

2. Provide the following information as evidence to show that the conversion of laboratory hours to program credits is consistent with Ontario post-secondary educational credit standards for training in the subject/field.

❑ **Institution:** Ryerson University
❑ **Program Comparison:** Bachelor of Interior Design (B.I.D.)

❑ **Number of credits assigned to number of course hours:**
Ryerson University is currently the only FIDER-accredited bachelor degree-granting Interior Design program in the Ontario provincial jurisdiction. The Bachelor of Interior Design program at Ryerson University does not assign program credits to the courses within the Bachelor of Interior Design degree. Comparatively, the interior design core and breadth component lecture courses at Ryerson University are assigned 3 lecture hours per week per course. This is consistent with the core and breadth component lecture course hours assigned within the proposed Bachelor of Arts in Interior Design with an Applied Focus degree program at the International Academy of Design and Technology.

Number of credits assigned to number of laboratory hours:
Laboratory hours within the Bachelor of Interior Design degree program at Ryerson University are comparable to the laboratory/studio hours assigned within the proposed Bachelor of Arts degree program at the International Academy of Design and Technology. Interior Design studio courses at Ryerson University are offered at a 3 to 1 ratio (3 lab hours to I lecture hour per week per course) which is consistent with both the Design Studio and Technical Drawing curricular stream courses offered within the proposed bachelor degree program at the International Academy of Design and Technology. Further, upper-level Interior Design studio courses at Ryerson University are offered at a 4 or 5 to 1 ratio (4 or 5 lab hours to one lecture hour per week per course.) This ratio is comparable to the upper-level Senior Thesis Design

Number of credits assigned to number of laboratory hours (cont'd):

Studio courses offered within the Interior Design program proposed by the International Academy of Design and Technology at a 4.5 to 1 ratio (4.5 hours of lab to 1 hour of lecture per week per course.)

Credit hour assignment within the proposed program at IADT-Toronto is based upon a standard 10, 20, 30 conversion rule adopted throughout the majority of Career Education Corporation sister schools, colleges and universities. This standard is recognized by FIDER, as well as other accrediting bodies throughout the United States and North America such as: Accrediting Commission for Independent Colleges and Schools (ACICS); Accrediting Commission for Career Schools and Colleges of Technology (ACCSCT); Southern Association of Colleges and Schools (SACS); North Central Association Commission on Accreditation (NCA); and Western Association of Schools and Colleges (WASC).

Appendix 6.5.2.A Academic Course Schedule—Baccalaureate Full-time Studies

Course Schedule Table

Year and Quarter	Course Title	Total DW Course Credits	Total DO Course Credits	Total DL Course Credits	Pre- and Co-Requisites
Year One					
Quarter One	IDS100 Introduction to Interior Design	3			None
	IDH110 Elements of Design I	3			Co-requisite: IDS100
	IDV120 Drawing and Colour Theory	3			None
	IDT130 Introduction to Drafting	3			Co-requisite: IDS100
	GE150 English Composition		3		None
Quarter Two	IDS101 Design Studio I-Spaces	3			Pre-requisite: IDS100 Co-requisite: IDV121
	IDH111 Textiles	3			None
	IDV121 Perspective and Rendering 1	3			Pre-requisite: IDV120 Co-requisite: IDS101
	IDT131 Drafting Standards	3			Pre-requisite: IDT130
	GE160 History of Art I		3		None
Quarter Three	IDS102 Design Studio II-Volumetric Planning 1	3			Pre-requisite: IDS101 Co-requisite: IDH112
	IDH112 Elements of Design II—Models and Materials 2D/3D	3			Pre-requisite: IDH110 Co-requisite: IDS102
	IDV122 Perspective and Rendering 2	3			Pre-requisite: IDH111, IDV121 Co-requisite: IDS102
	IDT132 CADD 1	3			Pre-requisite: IDT131
	GE161 History of Art II		3		Pre-requisite: GE160

Year and Quarter	Course Title	Total DW Course Credits	Total DO Course Credits	Total DL Course Credits	Pre- and Co-Requisites
Year Two					
Quarter Four	IDS200 Design Studio III- Volumetric Planning 2	3			Pre-requisite: IDS102 Co-requisite: IDE240
	IDV220 Mixed Media	3			Pre-requisite: IDV122 Co-requisite: IDS200
	IDT230 CADD 2	3			Pre-requisite: IDT132
	IDE240 Fundamentals of Lighting	3			Co-requisite: IDS200
	GE260 History of Art III		3		Pre-requisite: GE161
Quarter Five	IDS201 Design Studio IV- The Residence Concept	3			Pre-requisite: IDS200 Co-requisite: IDV221
	IDH211 History of Furniture			3	Pre-requisite: GE260
	IDV221 Applied Colour Theory	3			Pre-requisite: IDV220 Co-requisite: IDS201
	IDT231 Working Drawings I	3			Pre-requisite: IDT230
	IDE241 Structures	3			Pre-requisite: IDE230 Co-requisite: IDT231
Quarter Six	IDS202 Design Studio V- The Residence Context	3			Pre-requisite: IDS201
	IDH212 Decorative Arts			3	Pre-requisite: IDH211
	IDT232 Working Drawings II	3			Pre-requisite: IDT231 Co-requisite: IDE242
	IDE242 Building Systems	3			Pre-requisite: IDE241 Co-requisite: IDT232
	IDP250 Professional Practice	3			None

Year and Quarter	Course Title	Total DW Course Credits	Total DO Course Credits	Total DL Course Credits	Pre- and Co-Requisites
Year Three					
Quarter Seven	IDS300 Design Studio VI- The Office	3			Pre-requisite: IDS202, IDE242 Co-requisite: IDE340
	IDH310 Canadian Architecture and Design	3			None
	IDV320 Digital Media	3			Pre-requisite: IDV221
	IDE340 Applied Lighting	3			Pre-requisite: IDE240 Co-requisite: IDS300
	GE350 Oral Communication and Presentation		3		None
Quarter Eight	IDS302 Design Studio VII- The Retail Space	3			Pre-requisite: IDS300
	IDH311 20th Century Industrial Design	3			None
	IDV321 CADD Modeling	3			Pre-requisite: IDT230
	IDE341 Materials and Sustainability	3			None
	GE370 20th Century World Literature		3		None
Quarter Nine	IDS303 Design Studio VIII- Adaptive Reuse	3			Pre-requisite: IDS302, IDE241, IDE340 Co-requisite: IDE342
	IDH312 Global Architecture and Interior Design	3			Pre-requisite: IDH310
	IDV322 CADD Rendering	3			Pre-requisite: IDV321
	IDE342 Restoration	3			Co-requisite: IDS303
	GE380 Sociology		3		None

Year and Quarter	Course Title	Total DW Course Credits	Total DO Course Credits	Total DL Course Credits	Pre- and Co-Requisites
Year Four					
Quarter Ten	IDS400 Senior Thesis I-Programming	3			Pre-requisite: IDS303
	IDH420 Philosophy of Design			3	None
	IDE440 Codes and Regulations	3			None
	IDP450 Internship I	3			Successful completion of Quarters 1-9 Co-requisite: IDS400
	GE450 Global Studies		3		None
Quarter Eleven	IDS401 Senior Thesis II-Concept	3			Pre-requisite: IDS400
	IDT430 Advanced Specifications	3			Pre-requisite: IDT232
	IDP451 Project Coordination	3			None
	IDP452 Internship II	3			Pre-requisite: IDP450 Co-requisite: IDS401
	GE460 Theatre Appreciation and Critique		3		None
Quarter Twelve	IDS402 Senior Thesis III-Completion	3			Pre-requisite: IDS401 Co-requisite: IDT431, IDT432
	IDT431 Advanced Estimating and Budgeting	3			Pre-requisite: IDT232 Co-requisite: IDS402
	IDT432 Documentation	3			Pre-requisite: IDT430 Co-requisite: IDS402
	IDP453 Marketing Professional Services	3			Pre-requisite: IDP242
	GE490 Cultural Anthropology		3		None
Subtotal Course Credits		141	30	9	
Total Program Credits		**180**			

Calculate the percentage of the program offered in DO and DL courses	22%	Must be at least 20% of the total program
Calculate the percentage of the breadth courses in DO courses	77%	Must be at least 75% of total DO and DL courses
Calculate the percentage of the breadth courses offered in DL courses	23%	Must not be greater than 25% of the total DO and DL courses

Appendix 6.6.1: Table: Course Descriptions

Year One/Quarter One	
Course Title	Calendar Course Description
IDS100 Introduction to Interior Design	Goal: The student will be introduced to basic design strategies for the built environment. They will explore the role of volume, scale, color, and material in making both actual and perceived space. The student will also be introduced to practicing design professionals and learn about their successes in the interior design industry. Objective: Upon successful completion of this course, the student will develop an appreciation for and ability to formulate design concepts and approaches through vignette design projects. Students will attain an understanding of how to tailor their creative processes to ensure success within the design profession. *3.0 quarter credits: Pre-requisite: none*
IDH110 Elements of Design I	Goal: The student will study the principles and elements of design. Objective: Upon successful completion of this course, the student will be able to: understand the use of the elements and principles. Through purposeful experiments and assigned projects various media are deployed to express a critical approach. Equipped with an understanding of these tools, the students appreciate the impact of their design decisions on the creation of space. The student is able to predict the effects of the design elements and their underlying principles on the inhabitation of the spaces created. *3.0 quarter credits: Pre-requisite: none, Co-requisite: IDS100*
IDV120 Drawing and Colour Theory	Goal: The student will be introduced to various design-drawing concepts with a focus on point, line, plane, form and the elements and principles of colour theory. Human figure sketching and preliminary perspective drawing are also explored. Students will develop an appreciation of the contributions of Itten, Munsell and other theorists, and gain knowledge of colour relationships and social and psychological effects, as explored through lectures, colour chart development, colour mixture, problems of sensation, analysis and colour relationships. Objective: Upon successful completion of this course, the student will have: the basic skills needed to draw both freehand and with the use of manual drafting equipment to express proportion and scale; an understanding of how colours are visually and emotionally interpreted; a knowledge of colour

	relationships and their effects. *3.0 quarter credits: Pre-requisite: none*
Year One/Quarter One	
Course Title	Calendar Course Description
IDT130 Introduction to Drafting	Goal: The student will develop skills in architectural drafting terminology and use of equipment. Objective: Upon successful completion of this course, the student will be able to: correctly use manual drafting equipment; develop skills in architectural lettering; understand basic 2 and 3 dimensional drafting; understand drafting conventions such as line weight, symbols and dimensioning; use basic drafting skills to draft a simple working drawing plan; begin to understand architectural detailing. *3.0 quarter credits: Pre-requisite: none, Co-requisite: IDS100*
GE150 English Composition	Goal: To gain an understanding of the structure and requirements of English Composition with emphasis on writing skills that will be applicable to both academic and business situations. Objective: Upon successful completion of the course, The student will develop an understanding of the writing process, concept development, research methodology and the importance of good composition in today's competitive environment. The student will demonstrate the ability to write a number of compositions on various subjects in various formats throughout the course. *3.0 quarter credits: Pre-requisite: none*
Year One/Quarter Two:	
Course Title	Calendar Course Description
IDS101 Design Studio I- Spaces	Goal: The students will be introduced to the composition of individual spaces and human factors. Rooms within a variety of contexts are the vehicles for continued development of conceptual approaches to design. Students learn about furniture placement and ergonomics, and develop different approaches to organization of furnishings within a space. Objective: Upon successful completion of this course, the student will be able to arrange furniture and fixtures in residential rooms such that they are ergonomically correct. The student will also have the knowledge and ability to organize furnishings in a manner that is consistent and enhances their design concept. The student will also be able to consider the implications on the user's perception and experience of space. *3.0 quarter credits: Pre-requisite: IDS100, Co-requisite: IDV121*

Year One/Quarter Two	
Course Title	Calendar Course Description
IDH111 Textiles	Goal: The student will explore the differences between natural and synthetic fibers, methods of producing textiles, and criteria for making appropriate selection of textiles for interior applications. The history of textiles, future trends, leading textile designers and growing environmental concerns will also be discussed. Objective: Upon successful completion of the course, the student will be able to identify finished fabrics; apply finished fabrics to end products; utilize fabrics in draperies, furniture and floor coverings; identify work of leading fabric designers; and understand laws affecting textile labeling. *3.0 quarter credits: Pre-requisite: none*
IDV121 Perspective and Rendering 1	Goal: The student will be introduced to interior perspective drawing and rendering techniques using various media. Objective: Upon successful completion of this course the student will be able to: block and construct mechanical perspectives from detailed plans and elevations; develop perspective entourage and character of interior materials and finishes; develop skills in shading and line drawing; develop three-dimensional colour and image concepts for a small commercial project as well as the concurrent design studio; present balanced board layouts through craftsmanship, lettering, imagination and originality. *3.0 quarter credits: Pre-requisite: IDV120, Co-requisite IDS101*
IDT131 Drafting Standards	Goal: The student will develop skills in preparing manually drafted working drawings and details. Objective: Upon successful completion of this course the student will be able to: understand symbols, methods and terminology required to produce basic construction drawings; understand and be able to apply metric sizes and scale; understand basic detailing, schedules and notations; apply basic detailing principles and methods; understand and execute a simple reflected ceiling plan; understand and execute a power and telephone plan. *3.0 quarter credits: Pre-requisite: IDT130*
GE160 History of Art I	Goal: The student will explore art history from early civilizations through the 15th century. The student will trace the development of western man through architecture, sculpture, painting, textiles and the decorative arts. Objective: Upon successful completion of the course, the student will be able to: identify the socioeconomic

	factors related to art and design; demonstrate an increased art / design vocabulary; identify important examples of the art, architecture and sculpture of the periods studied. *3.0 quarter credits: Pre-requisite: none*
Year One/Quarter Three	
Course Title	Calendar Course Description
IDS102 Design Studio II- Volumetric Planning 1	Goal: The student will develop an understanding of the concept of space utilization and organization as well as the specific criteria of individual spatial problems. Students develop a concept and approach to a small-scale residential space. Objective: Upon successful completion of this course the student will be able to: give a fundamental review of the field of interior design with emphasis on the anatomy of space planning and primary utilization of space; understand the human factors that are an integral part of the design process, with emphasis on anthropometrics, ergonomics and social sciences; use two and three dimensional developments of mockups to study space and volume relationships of interior objects; understand the relationships of interior objects and their influence on the physical and psychological aspects of the environment. *3.0 quarter credits: Pre-requisite: IDS101, Co-requisite: IDH112*
IDH112 Elements of Design II	Goal: To provide the student with an application of design elements and principles of two and three-dimensional design. The course will focus on spatial conceptualization and will address intellectual and behavioral responses to the use of natural materials within this context. Students develop an awareness of the properties of natural materials. The course will explore material characteristics and applications and the effect of their use on the global environment. Objective: Upon successful completion of this course the student will be able to: use two and three dimensional developments of mockups to study space and volume relationships of interior objects; understand the relationships of interior spaces and their influence on the physical and psychological aspects of the environment, develop two and three dimensional visual concept applications, select appropriate materials and finishes for specific behavioral and functional applications, understand the environmental implications of material sourcing and use as well as the potential for reuse, recycling and disposal. *3.0 quarter credits: Pre-requisite: IDH110, Co-requisite: IDS102*

Year One/Quarter Three	
Course Title	Calendar Course Description
IDV122 Perspective and Rendering 2	Goal: The student will be introduced to interior perspective drawing and rendering techniques using various media. Objective: Upon successful completion of this course and using skills from the previous visual communications courses, the student will be able to: sketch out interior design concepts quickly, explore ideas and directly assess them as a critical part of the creative process, create human figures that inhabit three dimensional space credibly in order to add scale, depth and interest to the spaces around them; enhance the depth of an interior perspective through modeling volume, mapping shadows and conveying a true sense of light. *3.0 quarter credits: Pre-requisite: IDH111, IDV 121 Co-requisite IDS102*
IDT132 CADD 1	Goal: To provide the student with an introduction to the principles and uses of microcomputer computer-assisted drafting and design (CADD). The course will focus on introductory to intermediate level commands and techniques using the current industry-standard version of AutoCAD. Objective: Upon successful completion of this course the student will be able to utilize AutoCAD commands and coordinate entry methods, set up parameters for CADD drawings, and achieve a basic level of file management in the Windows environment. Concepts will be applied through a series of in-class problem solving drawing exercises and through the production of architectural floor plans. *3.0 quarter credits: Pre-requisite: IDT131*
GE161 History of Art II	Goal: The student will explore the history of art from the 16th Century through the 18th Century, tracing the development of western culture through architecture, sculpture, painting, textiles and the decorative arts. Objective: Upon successful completion of the course, the student will be able to: identify social, cultural, economic and political factors that influenced art expression; demonstrate an increased vocabulary in art; identify important examples of the art, architecture and sculpture of the periods studied. *3.0 quarter credits: Pre-requisite: GE160*

Year Two/Quarter Four	
Course Title	Calendar Course Description
IDS200 Design Studio III – Volumetric Planning 2	Goal: The student will be introduced to the planning and finishing of a medium scale residential interior design project. The student will further develop the principles of defining space and arrangement of physical properties in a pre-designed architectural interior. Students will also be exposed to a developed client identity and requirements. Objective: Upon successful completion of this course, the student will be able to: ascertain and work with special needs of a residential client, working within a pre-designed architectural space. A comprehensive design solution including rendered plans, elevations, and finishes boards will be prepared. Study models for this studio will form part of the student's design process and convey a three-dimensional understanding of the spaces they are composing. A lighting plan will be produced for this project in the Fundamentals of Lighting course. *3.0 quarter hours credit: Pre-requisite: IDS102, Co-requisite: IDE240*
IDV220 Mixed Media	Goal: This course is a continuation of the student's drawing and rendering development using various media and graphic techniques. Objective: Upon successful completion of this course the student will be able to: effectively convey clarity and focus of an interior design concept through perspective drawing and rendering techniques; the student may develop design layouts for concept presentations with emphasis on visually balanced board compositions, craftsmanship, lettering and creativity; further enhance rendering skills using different media on a variety of papers. *Pre-requisite: IDV122, Co-requisite: IDS200*

Year Two/Quarter Four	
Course Title	Calendar Course Description
IDT230 CADD2	Goal: The student with will continue to explore and utilize computer aided drawing technology. This course will focus on intermediate to advanced level commands and techniques as well as productivity enhancing features. Objective: Upon successful completion of this course, the student will: utilize advanced construction techniques and productivity enhancing features of AutoCAD2000. New concepts will include paper space layouts, annotation commands, dimension styles, blocks and symbol libraries, hatching and presentation techniques and an introduction to external references. *3.0 quarter hours credit: Pre-requisite: IDT132*
IDE240 Fundamentals of Lighting	Goal: To evaluate functional and aesthetic requirements of lighting in interior spaces and to design appropriate lighting solutions for specific environments. Objective: Upon successful completion of this course, the student will be able to: understand how light interacts with the human visual system; Identify various luminaries and their components; explain the principals of incandescent / fluorescent and other types of lighting; specify appropriate lamps for specific luminaries and situations; determine lighting levels for a variety of spaces; understand circuiting requirements and switching alternatives. The student will produce a lighting solution for the residential project in Design Studio III - The Condo. *3.0 quarter hours credit: Co--requisite: IDS200*
GE260 History of Art III	Goal: The student will explore the history of 19th and 20th Century art. Objective: Upon successful completion of this course the student will be able to: develop an insight into the various philosophical trends and movements that inspire different directions in art; become familiar with the cultural, social and political influences that motivate forms of visual expression; acquire a store of visual images to act as an inspiration to the student's own creative work; discover how the elements of design operate in the visual arts and to observe their use by masters of their craft. *3.0 quarter hours credit: Pre-requisite: GE161*

Year Two/Quarter Five	
Course Title	Calendar Course Description
IDS201 Design Studio IV – The Residence Concept	Goal: The student will continue to develop their conceptual thinking and approach and apply this process to a large-scale residential project. The student will develop an approach free of architectural context, in an effort to further strengthen their conceptual/thematic direction. The student will analyze the residential space in terms of behavior, life style and function. Objective: Upon successful completion of this course the student will be able to: prepare a program for a residential client incorporating a barrier-free access suite; develop the interrelationship of space into a homogeneous whole to support the design concept; and address natural light and building materials. Through exploration and research, the student will consider incorporating elements such as: diversity of communal living, aging in place, green design and other relevant social issues into the design approach. The students will prepare furnishing and material selections to support the design concept and will further develop their visual and oral presentation skills. Students will construct study models to further explore and communicate ideas of circulation, spatial hierarchy and organization, volume and light. The design work produced in this course will be used as the foundation for the work developed in IDS202 Design Studio V- The Residence: Context *3.0 quarter hours credit: Pre-requisite: IDS200, Co-requisite: IDV221*
IDH211 History of Furniture	Goal: To promote awareness of furniture design and styles through the study of furniture materials, fabrication techniques and applications in construction and manufacturing processes through a study of historical periods. Objective: Upon successful completion of this course the student will be able to: integrate this knowledge to better understand furniture design, appreciate the fundamental techniques of production, become familiar with historical periods of furniture design, and apply design criticism. *3.0 quarter hours credit: Pre-requisite: GE260*

Year Two/Quarter Five	
Course Title	Calendar Course Description
IDV221 Applied Color Theory	Goal: The student will continue drawing and rendering development using various media and graphic techniques. Objective: Upon successful completion of this course the student will be able to: effectively convey perspective drawing and rendering techniques to enhance the clarity and focus of the interior design concept in the IDS201 studio project; develop design layouts for concept presentations with emphasis on visually balanced board compositions, craftsmanship, lettering and creativity; experiment with different media and paper stocks. *3.0 quarter hours credit: Pre-requisite IDV220; Co-requisite: IDS201*
IDT231 Working Drawings I	Goal: The student will develop knowledge and skills in the areas of architectural construction drawings and details. Critical thinking skills and processes will be developed providing the student with a foundation for thoughtful selection and detail compositions to assist in the development of interior details of quality and character. Emphasis will be placed on the nature and appropriate material selections as well as the development of component and assembly details. Objective: Upon successful completion of this course the student will have reliably demonstrated the ability to: select materials based on criteria such as aesthetics, connections, compatibility, comparative cost, durability, ease of maintenance and other relevant factors; make complex, interdependent decisions about materials; develop processes or working methods for the design and development of appropriate component and assembly details for interior design subjects; apply CADD skills developed to date in the production of working drawing details and the development of a detail library; ensure that the designs comply with applicable codes; begin to manage the production of a set of construction drawings utilizing computer technology. *3.0 quarter hours credit: Pre-requisite: IDT230*

Year Two/Quarter Five	
Course Title	Calendar Course Description
IDE241 Structures	Goal: This course will provide the student with an understanding of the major structural systems for buildings and an overview of building components. This knowledge will be applied through exercises in reading drawings and the design and detailing of a small-scale architectural model. Objective: Upon successful completion of this course, the student will be able to recognize building and components and will be able to interpret architectural drawings as they relate to structure. *3.0 quarter hours credit: Pre-requisite: IDE230, Co-requisite: IDT231*
Year Two/Quarter Six	
Course Title	Calendar Course Description
IDS202 Design Studio V - The Residence Context	Goal: The student will apply the conceptual approach and design developed in Design Studio IV to a predetermined context. The student will learn to make modifications to the design such that the strength of concept remains in tact, and is applied and realized through the large-scale residential project within a given architectural context. The student will analyze the residential space in terms of structure, function and context within the city. Objective: Upon successful completion of this course the student will be able to: apply their conceptual approach to an existing architectural context; develop the interrelationship of space into a homogeneous whole to support the design program considering sightlines, cross ventilation, horizontal and vertical circulation and natural light; understand and apply applicable codes; develop contextual orientation of house to site, considering climactic, geographic and social characteristics; further develop visual and oral presentation skills concurrent with ID219 to illustrated the design concept including exterior aspects. *3.0 quarter hours credit: Pre-requisite: IDS201*
IDH212 Decorative Arts	Goal: The student will study the historic development and contemporary revival of the decorative arts and interior embellishments. Objective: Upon successful completion of the course the student will be able to: appreciate the aesthetic design and craftsmanship of furniture, textiles, ceramics, glass, silver and general decorative objects and architectural appointments. *3.0 quarter hours credit: Pre-requisite: IDH211*

Year Two/Quarter Six	
Course Title	Calendar Course Description
IDT232 Working Drawings II	Goal: The student will continue to develop knowledge and skills in the areas of architectural construction drawings and details. Critical thinking skills and processes developed in IDT231 will be expanded. Emphasis will be placed on the nature and appropriateness of materials, and the development of component and assembly details. The student will also prepare preliminary specifications and budgets. Objective: Upon successful completion of this course the student will have reliably demonstrated the ability to: select materials based on criteria such as aesthetics, connections, compatibility, comparative cost, durability, ease of maintenance and other relevant factors; make complex interdependent decisions about materials; develop processes or working methods for the design and development of appropriate component and assembly details for interior design subjects; apply CADD skills developed to date in the production of working drawing details and the development of a detail library; ensure that the designs comply with applicable codes; manage the production of a set of construction drawings utilizing computer technology. *3.0 quarter credits. Pre-requisite: IDT231; Co-requisite IDE242*
IDE242 Building Systems	Goal: To understand the function of environmental support systems as they relate to interior design practice and the interaction with allied professionals and life safety support systems. Objective: Upon successful completion of this course the student will be able to: display a general knowledge of mechanical and electrical systems; co-ordinate support systems related to interior design projects; communicate with allied professionals; indicate knowledge of technical terminology; prepare a power and telecommunications plan. *3.0 quarter hours credit: Pre-requisite: IDE241, Co-requisite: IDT232*
IDP250 Professional Practice	Goal: The student will become acquainted with the scope and complexity of the practice of the professional interior designer through lectures, individual assignments, group seminars, group projects, guest speakers and a field trip to professional practitioner's office. Objective: Upon successful completion of this course the student will be able to; understand the role and social responsibilities of a professional designer; understand the regulatory and jurisdictional role of the

	provincial association with respect to the practice of interior design; develop an awareness of standards of practice and ethical procedures; develop fee schedules, scope of service outlines and contracts; understand business formation and profitability planning; develop presentation skills, client rapport and marketing techniques; work as a team in preparation of written proposals, business plans and group presentations. The student will also learn how to prepare a professional resume and portfolio. *3.0 quarter hours credit: Pre-requisite: none*
Year Three/Quarter Seven	
Course Title	Calendar Course Description
IDS300 Design Studio VI – The Office	Goal: The student will work within a specific program requirement of a corporate office client to create an effective and comfortable work place; to apply a planning methodology; to consider architectural limitations that apply to the design solution; develop an awareness of systems furniture and office ergonomics. Objective: Upon successful completion of this course the student will be able to: develop an awareness of issues and philosophies of the workplace environment; build on planning skills and methodologies; apply electrical, communication and lighting systems technology. The student will also develop an understanding of open and cellular office systems planning methodologies; develop an understanding of the relevant codes and regulations as they apply to commercial occupancies; develop and awareness of ergonomic barrier free design considerations in offices, and understand principles of open office furniture system planning and factors affecting furniture selection. Also, students learn about public circulation develop designs to reflect required departmental adjacencies. Students will work in teams at the beginning of the class to conduct research and to assimilate information and data. *3.0 quarter hours credit: Pre-requisite: IDS202, IDE242; Co-requisites: IDE340*
IDH310 Canadian Architecture and Design	Goal: Through field trips, guest lecturers, and research assignments, students will explore and examine vernacular architecture in Canada and notable architectural practices as well as study a brief history of Canadian architecture/design. Objective: Upon successful completion of this course, the student will be able to identify and describe contributions that Canadians have made to the field of architecture and interior design. *3.0 quarter hours credit: Pre-requisite: none*

IDV320 Digital Media	Goal: The student will be introduced to Macintosh and its software applications. Objective: Upon successful completion of this course, the student will understand the basic fundamentals of page layout, image editing and digital drawing, and to prepare digital files for desktop printing with QuarkXPress, Photoshop and Illustrator. *3.0 quarter hours credit: Pre-requisite: IDV122*
IDE340 Applied Lighting	Goal: The student will use basic principles of lighting design presented in Fundamentals of Lighting and apply them to specific and specialized lighting situations. Emphasis will be placed on creative lighting concepts, the incorporation of custom lighting solutions, and lighting source design. Objective: Upon successful completion of this course, the student will demonstrate the ability to research and develop comprehensive lighting concepts for special purpose occupancies in the areas of senior citizen housing or care facility, museums or gallery interiors, retail, hospitality or commercial interiors. *3.0 quarter hours credit: Pre-requisite: IDE240, Co-requisites: IDS300*
GE350 Oral Communication and Presentation	Goal: This course will introduce students to oral communication concepts, theories and skills used in both personal and professional settings. Objective: Upon successful completion of the courses, students will define communication, effectively organize a message, and prepare and present oral presentations. *3.0 quarter hours credit: Pre-requisite: none*
Year Three/Quarter Eight	
Course Title	Calendar Course Description
IDS302 Design Studio VII – The Retail Space	Goal: The student will acquire knowledge of Retail and Hospitality Design and apply these basic principles to a commercial project. Objective: Upon successful completion of this course the student will be able to: apply basic knowledge in space planning of a retail environment by executing floor plans, elevations, furniture layouts and renderings; understand the role of lighting, colour and texture in retail design; understand the role of the designer in merchandising; apply knowledge of applicable codes and regulations; develop oral and visual presentation skills concurrent with IDV321. *3.0 quarter hours credit: Pre-requisite:* IDS300

Year Three/Quarter Eight	
Course Title	Calendar Course Description
IDH311 20th Century Industrial Design	Goal: The student will be introduced to the various design movements that have influenced contemporary applied from Art Nouveau through Post Modernism to the present. Objective: Upon successful completion of this course, the student will develop an appreciation of 20th Century design trends; identify the century's leading architects and industrial designers. *3.0 quarter hours credit: Pre-requisite: none*
IDV321 CADD Modeling	Goal: To elevate the student's ability to construct 3-dimensional objects, developing skills need to work with wire frame construction and solid modeling in AutoCAD. Objective: Work in User Coordinate Systems; view models in 3D using 3Dorbit; create and modify surface models; and use Camera command to create realistic perspective views of model assemblies. *3.0 quarter hours credit: Pre-requisite: IDT230*
IDE341 Materials and Sustainability	Goal: To create an awareness of the implications of material use in a global environmental context, exposing the students to characteristics, application and maintenance of man-made materials. Objective: Upon successful completion of this course the student will be able to: select appropriate materials and finishes for specific applications; understand basic codes and responsibilities of the designer in the specification of interior materials and finishes through lectures, visual aids, field trips and student research; understand essential terminology and vocabulary pertinent to achieving the above goals; understand the environmental implications of material sourcing, processing, use and maintenance as well as the potential for reuse, recycling and disposal. *3.0 quarter hours credit: Pre-requisite: none*
GE370 20th Century World Literature	Goal: To provide students with an understanding and appreciation of fiction by modern and contemporary authors from various countries and cultures. Objective: Upon successful completion of this course, students will have an understanding of trends in 20th C literature, the major elements of fiction, and the relationship between literature and other forms of art. *3.0 quarter hours credit: Pre-requisite: none*

Year Three/Quarter Nine	
Course Title	Calendar Course Description
IDS303 Design Studio VIII – Adaptive Re-Use	Goal: The student will analyze, research, conceptualize and develop a design solution for the adaptive reuse of a multi-level historic building. Objective: Upon successful completion of this course the student will be able to: develop problem solving and research skills as they relate to the use and modification of an historical structure; identify relevant code restrictions as they relate to multiple occupancies of a single structure; develop further skills in the relationship of mechanical and electrical disciplines as they apply to interior projects; become familiar with accessibility standards related to renovated commercial projects; apply design elements that support the design concept; further develop oral and visual presentation skills for portfolio use. *3.0 quarter hours credit: Pre-requisite IDS302, IDE241, IDE340, Co-requisite: IDE342*
IDH312 Global Architecture and Design	Goal: The student will be exposed to issues as they relate to societies and cultures, the world's resources, design and the built environment. Objective: Upon successful completion of this course, the student will have developed a broader global perspective regarding social issues as they relate to the built environment. Students will select a relevant area of study and, upon further individual research, prepare a paper and seminar to be presented to the class. *3.0 quarter hours credit: Pre-requisite: IDH310*
IDV322 CADD Rendering	Goal: The student will develop the skills needed to render a model developed in IDV321. Students will take a detailed look at all aspects of lighting, materials and finishes that are available in the latest AutoCAD release, as well as create a materials and finishes library of their own. Students will finish 6 printed renderings at the end of the term. Objectives: Upon successful completion of this course the students will be able to set up detailed, wide angle interior perspective; create and apply both standard and custom materials; define lighting sources and apply them in a 3D Model; save photo-realistic rendered images of 3D models. *3.0 quarter hours credit: Pre-requisite IDV321*

Year Three/Quarter Nine	
Course Title	Calendar Course Description
IDE342 Restoration	Goal: The student will be exposed to specific restorative processes as they relate to interior and exterior architecture. Objective: Upon successful completion of this course, the student will develop an appreciation for the need, processes and results of restoration. Through lectures, research and field trip to a significant restoration project, the student will develop an understanding of restorative processes and appreciation of the importance of architectural restoration to society. *3.0 quarter hours credit: Co-requisite: IDS303*
GE380 Sociology	Goal: This course is designed to provide students with knowledge of sociology and current sociological issues. Objective: Upon successful completion of this course, students will be able to define sociology and explain its origins, identify and explain issues concerning social inequality, and describe various social institutions. *3.0 quarter hours credit: Pre-requisite: none*

Year Four/Quarter Ten	
Course Title	Calendar Course Description
IDS400 Senior Thesis I: Programming	Goal: to apply research skills, analytical tools, and independent thinking towards the synthesis of theoretical; technical and practical knowledge in the creation of an interior environment; to work at a high level of expertise in applying a systematic design process to creative problem solving; to work productively with clients, other consultants and co-workers; to take responsibility for: independent learning, developing confidence in individual and group decision making, and the development of a strong philosophical foundation; to develop an ethical sense of responsibility toward the impact of your work on people and the environment; to demonstrate competence in all areas of interior design work, from programming to contract documentation; to develop a portfolio that is useful for entering the employment field or graduate studies. Objective: Upon successful completion of the three phases of the practicum project, the student will be able to: research, organize and document the necessary information required by a client; Identify project objectives; establish project criteria such as scheduling, budgeting, building parameters, regulatory requirements, and current issues with regard to health and welfare of occupancies; analyze base building drawings and systems; apply user needs programming to develop an overall concept for the project; present research and concept to both members of the faculty and industry professionals. *3.0 quarter hours credit: Pre-requisite: IDS303*
IDH420 Philosophy of Design	Goals: The student will be exposed to a variety of architectural and design theories. Objectives: Upon successful completion of this course, the students will have an understanding of several philosophies and theories as they relate to architecture and interior design. Students will become aware of the influence and significance of social theory as it is applied to the built environment. Some theories will include feminism, modernism, and de-constructivism. Students will select an appropriate area of research and present a paper to the class. *3.0 quarter hours credit: Pre-requisite: none*

Year Four/Quarter Ten	
Course Title	Calendar Course Description
IDE440 Codes and Regulations	Goal: The student will study the current Ontario Building Code and other relevant legislation as it relates to the practice of interior design. Objective: Upon successful completion of the course, the student will be reliably demonstrate the ability to: research and interpret any necessary information from the Ontario Building Code as is applies to projects; understand the concept of the code and its applications. *3.0 quarter hours credit: Pre-requisite: none*
IDP450 Internship I	Goal: To provide experiential learning opportunities in a professional environment to provide transitional experience from student to professional designer. Students will spend one day per week on a monitored professional environment of their own choice. Diversification of experiential learning is encouraged to assist students in knowledge of the variety of career options and individual approaches to careers available. The student will also gain alternate points of view in their approach to their central thesis program. Objective: Upon successful completion of the course, the student will be able to apply knowledge acquired in the classroom to the competencies required in professional practice; acquire and apply knowledge directly under the supervision of a professional in the field of design; develop the ability and confidence to begin a job search; gain alternate points of view in developing their senior thesis project. *3.0 quarter hours credit: Pre-requisite: Successful completion of Q1-9: Co-requisite IDS400*
GE450 Global Studies	Goal: To provide students with an understanding of global issues and concerns. Objective: Upon successful completion of the course, students will be able to explain current issues of the global economy, differentiate between cultural climates in various parts of the world, and compare/contrast political frameworks in different parts of the world. *3.0 quarter hours credit: Pre-requisite: none*

Year Four/Quarter Eleven	
Course Title	Calendar Course Description
IDS401 Senior Thesis II: Concept	Goal: Building on the foundation and successful completion of ID301, the student will further analyze, research and develop a comprehensive interior design concept for presentation. Objective: Upon successful completion, the student will be able to; address the program research and develop a comprehensive space plan and design concept pertinent to the project environment; demonstrate awareness of codes as they pertain to building use and occupancy; graphically present a design concept to visually communicate the design process and the developed concept using sketches, plans, elevations, sections, perspective drawings, CADD drawings, models, examples of colour, materials and finishes; provide a cultural context with awareness of a global and holistic view of society; present concept to faculty and industry professionals. *3.0 quarter hours credit: Pre-requisite: IDS400*
IDT430 Advanced Specifications	Goal: To familiarize the student with the issues involved in the specification of an interior project. Objective: Upon successful completion of this course, the student will reliably demonstrate the ability to complete a thorough specification package relating to the focus area of their practicum project. *3.0 quarter hours credit: Pre-requisite: IDT232*
IDP451 Project Coordination	Goal: The student will receive an introduction to project scheduling, administration and coordination through analysis of purpose, applications, benefits and the role played by the interior designer. Objective: Upon successful completion of this course, the student will be able to: understand project management planning, organization, and project team participation; apply software applications for critical path scheduling for a major project. *3.0 quarter hours credit: Pre-requisite: none*
IDP452 Internship II	Goal: To provide experiential learning opportunities in a professional environment to enhance the transitional experience from student to professional designer. Students will expand upon the experiences acquired in previous intern contacts, spend one day per week in a monitored professional environment, and will acquire alternate points of view in their continued approach to their central thesis program design concept. *3.0 quarter hours credit: Pre-requisite: IDP450; Co-requisite IDS401*

Year Four/Quarter Eleven	
Course Title	Calendar Course Description
GE460 Theatre Appreciation and Critique	Goal: To explore theatre from the Greeks to present focusing on works that exemplify the outstanding characteristics of each period in time. Objective: Upon successful completion of the course, students will be able to identify and describe the distinguishing characteristics of periods in theatre, explain the motivations inherent in the contributing culture, discuss the relevant aspects of the culture in which the theatre was created, and evaluate modern theatre using an established foundation for critique. *3.0 quarter hours credit: Pre-requisite: none*

Year Four/Quarter Twelve	
Course Title	Calendar Course Description
IDS402 Senior Thesis III: Completion	Goal: With emphasis on refining details for project construction and specifications, the student will examine methods of construction and detailing in the focus area of the larger project, and concurrently with ID305/306 will focus on project development in the selection and cost implication of interior materials, furnishing and equipment; perfect visual, written and oral presentation skills for professional practice. Objective: Upon successful completion of the final term, the student will have shown the ability to: develop a creative, detailed interior design that fulfills the client's needs and goals; present to practicum panel a comprehensive understanding and demonstration of the concept, 3-D form, function, aesthetics, ambiance and details of the design in a stimulating, appealing, client focused visual and oral presentation. *3.0 quarter hours credit; Pre-requisite: IDS401, Co-requisite: IDT431, IDT432*
IDT431 Advanced Estimating and Budgeting	Goal: To familiarize the student with the issues involved in the preparation of a cost estimate budget for an interior design project. Objective: Upon successful completion of this course, the student will be reliably demonstrate the ability to complete a thorough cost estimate package relating to the focus area of their final design practicum. *3.0 quarter hours credit: Pre-requisite: IDT232; Co-requisite IDS402*

Year Four/Quarter Twelve	
Course Title	Calendar Course Description
IDT432 Documentation	Goal: Students will examine commercial / institutional building construction and detailing and building systems. Emphasis will be placed on detailing, interior construction, and finishing drawings for the focus area of their design practicum. Objective: Upon successful completion of this course the student will have reliably demonstrated the ability to: produce accurate and complete working drawings that conform to industry standards; coordinate and incorporate building systems (structural, mechanical, electrical) into working drawings to represent a complete set of coordinated information; manage the production of a set of working drawings using computer technology; ensure that the drawings comply with applicable codes and bylaws. *3.0 quarter hours credit: Pre-requisite: IDT430, Co-requisite: IDS402*
IDP453 Marketing Professional Services	Goals: To gain an understanding of the purpose and requirements of an interior designer's portfolio with emphasis on how to best present their skills, creativity, talent and personality in their portfolio. The student will also develop an understanding of the marketing process, concept, the importance of marketing as a design professional. Objective: Upon completion of this course, the student will have developed a professional portfolio and resume that contains relevant student work, as well as professional work experience. The students will have an understanding of basic marketing language and develop skills to promote and sell their design services. *3.0 quarter hours credit: Pre-requisite: IDP242*
GE490 Cultural Anthropology	Goal: To provide students with an understanding of the human biological unity and cultural diversity in the past, present and future. Objective: Upon successful completion of the course, students will be able to identify the distinctive and defining features of cultural anthropology, describe ideas central to the primary topics using vocabulary common to the disciple, and explain current issues impacting the field. *3.0 quarter hours credit: Pre-requisite: none*

 Section 7.0 Program Delivery Standard

Appendix 7.1 Course/Requirement Delivery Policies

Quality assurance is maintained through a series of policies and guidelines implemented by IADT-Toronto.

All syllabi must be submitted to the Program Chair at least 3 weeks prior to the start of the term. Every course syllabus is required to have information regarding the course, calendar description, objectives, required text, and equipment. In addition, all syllabi must contain a weekly topical outline and the methods of evaluation.

Student evaluations of instructor surveys are administered for every instructor, every quarter in Week 7. The Director of Education, President, HR Director and Program Chairs review results. Program Chairs send copies to instructors and place results in faculty files. Comments are submitted by any of the above, and shared with the instructor along with plans for improvement. Program Chairs, full-time faculty, or the faculty development coordinator perform classroom observations for formative evaluation of instructors at least once a year. The Director of Education performs annual faculty evaluations. Drop surveys, drop exit interviews, and graduate surveys also contribute to "quality assurance of delivery methods."

Appendix 7.2.1: Policy on Student Feedback

Student feedback is an essential element in maintaining high standards in program delivery. The Academy is committed to making sure that student feedback is solicited, tabulated, and, when needed, acted upon.

As per the 2003 Faculty Handbook, "courses will be evaluated each term by students. The Faculty Evaluation form is 'friendly' and provides the instructor with positive feedback on strengths and suggestions for areas of improvement. Isolated negative remarks will be disregarded." Instructors are given a compilation of these forms to be discussed with their Program Chair each quarter. Any necessary improvements and/or changes will be implemented and monitored by the Program Chair.
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Appendix 7.2.2: Student Feedback: Criteria and Instruments

See current student evaluation of instructor form to follow.

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1. With regard to previous course work:

I was adequately prepared for this course	0
courses taken elsewhere did not prepare me adequately	0
courses taken at the academy did not prepare me adequately	0
no prerequisites required	0

2. The out-of-class workload in this course has been:

0-2 hours/week	0
2-5 hours/week	0
5-10 hours/week	0
over 10 hours/week	0

3. The class has met for the scheduled number of hours:

all of the time	0
most of the time	0
less than 1/2 of the time	0
never met for the scheduled hours	0

4. Class homework assignments were:

just about right	0
confusing at times and not appropriate for objectives	0
too long for time frame	0
too short	0

5. The course included:

many practical applications	0
a few practical applications	0
almost no reference to practical use of material taught	0

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6. The textbook was:

used extensively	0
used only for homework assignments	0
hardly used at all	0
not required	0

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7. The objectives of the course were:

defined and met	0
defined but not met	0
never presented	0
	0

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8. In this course, I learned:

The goals and objectives as listed on the syllabus	0
most of the goals and objectives	0
little of the goals and objectives	0
the goals and objectives were not taught	0

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Instructor: _____

Course: _____

	(5) POOR	(4) BELOW AVERAGE	(3) AVERAGE	(2) ABOVE AVERAGE	(1) OUTSTANDING
9. I would describe the instructor to friends or other students needing this course as: (1-5)	0	0	0	0	0
10. The instructor's knowledge of the material was: (1-5)	0	0	0	0	0
11. The instructor's ability to teach the subject was: (1-5)	0	0	0	0	0
12. The instructor's personality and style was: (1-5)	0	0	0	0	0
13. The instructor's preparation for each class was: (1-5)	0	0	0	0	0
14. The instructor's encouragement of class participation was: (1-5)	0	0	0	0	0
15. The instructor's ability to establish a student-centered atmosphere was: (1-5)	0	0	0	0	0
16. The instructor's ability to organize topics in a logical manner was: (1-5)	0	0	0	0	0
17. The instructor's knowledge of current practices in applied settings was: (1-5)	0	0	0	0	0
18. The instructor's punctuality and availability when needed was: (1-5)	0	0	0	0	0

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Instructor
Course: IC

	YES	NO
19. Were library assignments given as an integral part of the course? (Yes-No)	0	0
20. Was assistance and guidance in the library adequate? (Yes-No)	0	0
21. Was adequate resource material available? (Yes-No)	0	0

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Instructor:
Course: ID:

STUDENT COMMENTS

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CHAIR COMMENTS

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Appendix 7.3: Academic Community

The International Academy of Design & Technology is equally committed to ensuring that both the school and classroom atmospheres foster a feeling of community among students and between students and faculty.

This is achieved through a variety of means. Average class size is generally a 20:1 instructor to student ratio that helps instructors get to know their students personally and assist them as they achieve their academic goals. In addition, most classes will entail group projects. This not only assists students with teamwork skills, but also builds a sense of community among the students, and the students and faculty.

IADT-Toronto also recognizes that learning takes place in many contexts other than the hours within the classroom. Learning takes place where there are opportunities to become more informed about the world at large—about the culture unique to their profession, about other cultures and viewpoints on national and international relations, about current events and pop culture, and about public policy and world issues. At IADT, there are many opportunities for learning and discovery, and for making connections as a member of the academic and professional community. Students are invited to hear guest speakers, participate in site experiences and field trips, interact with faculty, peers and industry professionals through school-sponsored events such as the annual Academy hosted Design Show held at the Design Exchange, and take part in the larger community through work study and internship experiences. Students are also encouraged to join fellow classmates in extra-curricular activities and become affiliated with professional associations to further enhance the experiential quality of their educational and professional endeavors at the Academy.

Section 8.0—Capacity to Deliver Standard

Appendix 8.2: Policies on Faculty

The International Academy of Design & Technology has implemented a number of policies regarding faculty. Among them are policies pertaining to:

Academic/professional Credentials Required of Faculty:
(Published policy: see Exhibit B. *The International Academy of Design and Technology Full-time and Adjunct Faculty Job Description* documents on the pages to follow this Appendix.)
Qualifications:

SKILLS/ABILITIES:
Documented expertise in academic subject area and demonstrated expertise in interpersonal and oral presentation/written communication skills.

EXPERIENCE:
Minimum of 2 years of industry experience and where appropriate, professional credentials required. Prior post-secondary teaching experience as a student-centered, retention-focused educator strongly desired.

EDUCATION:
Core Courses (Interior Design related)—
Master's degree required.
Studio Instructor Assistants: The instructional environment is such that a number of studio courses in the program are designed to be supplemented by instructional assistants. Studio Instructor Assistants are required to have a bachelor's degree or an advanced diploma in the relevant field plus significant experience in the industry as well as professional credentials, where appropriate. Studio Instructor Assistants work under the supervision of the Master's degree instructor assigned to each stream within the Interior Design program.

General Education Courses (Non-Interior Design related)—
Master's degree required. Ph.D. preferred.

Evidence of Credentials on File:
(Published policy—Faculty Handbook 2003, p. 7)
New Instructors:
You should have submitted the following (or do so as soon as possible, items marked with * are legally required by the Ministry of Education prior to teaching classes at the Academy):
- Ministry of Education & Training Personal Data Form*
- Resume*
- Two letters of reference*
- Original transcripts of any post-secondary school diplomas, degrees or certificates*
- Personal Tax Credit Return (form TD1)
- AOD Personal Data Form
- Short bio on yourself for your students

Review of Faculty Performance
(Published policy—Faculty Handbook 2003, p. 7)

Review / Departmental Evaluation—
The faculty evaluation process consists of three components: quarterly student evaluations for each course taught, informal and formal classroom observation, and an annual performance appraisal conducted by the Program Chair and reviewed by the Director of Education.

- Student evaluation of instructors (see Part B. Appendix 7.2.2);
- Classroom observations conducted by Program Chair and/or Director of Education on a regular basis throughout the year (see Exhibit C. *Faculty Observation Form* on pages to follow within this Appendix);
- An annual faculty performance appraisal conducted by the Program Chair and reviewed by the Director of Education (see Exhibit D. *Faculty Yearly Performance Appraisal Form* on the pages to follow within this Appendix.)

Means for Ensuring Currency of Faculty Knowledge
(Published policy: Faculty Handbook 2003, p. 7)
Faculty members are required to attend meetings and workshops/seminars to ensure that they are kept abreast of current trends in teaching methodology and their specific teaching discipline. Faculty can attend meetings, participate in the Faculty Development Network, and/or take additional courses to achieve these goals.

IADT-Toronto supports full-time and adjunct faculty in maintaining membership in professional associations and provides current information on additional educational opportunities that are discipline specific to assist faculty in reaching professional association CEU requirements where necessary.

For Interior Design Instructors:

IADT-Toronto is affiliated with IDEC, an educational association that provides a forum for discipline specific educational training and opportunity for Interior Design educators to engage in scholarly research and publication. IADT-Toronto provides instructors with opportunity for membership and involvement in this association.

Faculty Teaching and Supervision Loads
(Published policy: Faculty Handbook 2003, p. 7)
The teaching load at the Academy is a maximum of 24 contact hours per week per quarter. Faculty members are expected to supervise students as needed.

Faculty Availability to Students
(Published policy: Faculty Handbook 2003, p. 8)
Faculty members are required to maintain and publish office hours when they will be available to advise and assist students.

Professional Development of Faculty
(Published policy: Faculty Handbook 2003, p. 8)
New Faculty Orientation:
There are a number of handouts given out at this seminar which may assist you. If you cannot make it to the seminar, please check with your Program Chair or Director of Education for copies.

Other Resources:
- Other faculty Seminars and Workshops are offered periodically throughout the year.

- CEC's "New Instructor Tips" video is available in the Resource Centre.
- "Teaching Tips for Part-Time Teachers" booklet by Vernon L. Taylor is also available at the Resource Centre.

Faculty Development Network:
The Faculty Development Network was formed in 1999 to address faculty concerns and development. The Faculty Development Coordinator is interested in hearing from instructors on an on-going basis if you would like help in teaching or have ideas to contribute.

Faculty Taking Academy Courses:
Faculty wishing to take an Academy course not-for-credit which will benefit them in their teaching at the Academy should talk to their Program Chair about auditing the course at no cost.

Policies listed above have been instituted by Academic Administration. Academic policies and procedures are reviewed by Academic Administration in consultation with faculty and staff members on a quarterly basis. New policies or revisions to existing policies are generated by the Bachelor Degree Faculty Senate standing committee for review and approval by the Academic Council in consultation with the HR Director. The Director of Education is responsible for annual revisions to the Faculty Handbook, and the Director of Operations/Compliance is responsible for annual revisions to the College Calendar and Student Agenda.

Recruitment –
(Published policy—Faculty Handbook 2003, p. 8)
Academic policy: The International Academy of Design and Technology is dedicated to provide students with the highest quality instruction to ensure that all students receive the knowledge and skills essential to gaining employment in their professional field of study. Teaching practice that draws from current industry-related skills and experiences is important to the professional success of all Academy graduates. The following policies and procedures have been long established by administrators and faculty to ensure quality in faculty hiring, evaluation, professional development and pedagogical practice:

The International Academy of Design and Technology attempts to hire instructional faculty with expertise in the specific course or program content areas while also meeting specific Ministry and accreditation instructional criteria.

Recruitment of qualified faculty is conducted through discipline-related job postings in print or via the Internet.

The hiring of new faculty requires the approval of the Director of Education and respective Program Chair. Academic administration requires faculty members to have the necessary educational and professional credentials to instruct students in the required field of study. Applicants for faculty positions who meet the qualifications and criteria to become recommended candidates are invited for an interview with the Program Chair. Faculty candidates are also expected to participate in a simulated teaching experience in the form of a mini-lecture, or other pedagogical presentation appropriate for the position when possible. Program Chairs recommend final candidates for an interview with the Director of Education. Upon Director of Education approval, the Program Chair arranges for notification of and

negotiation with the candidate selected. All faculty applicants must provide the following documentation before an offer of employment can be made:

- Updated resume or curriculum vitae illustrating faculty member's expertise to teach in assigned content areas.

- Complete official transcripts of all college-level study.

- Relevant previous employment and reference information (normally verified by an Academic Administrator.)

- All official required licensures, certifications and/or professional affiliations to teach in assigned content areas.

Exhibit B.   Full-time and Adjunct Faculty Job Descriptions

International Academy of Design & Technology

TORONTO

JOB DESCRIPTION

JOB TITLE: Faculty (Full-Time)	DEPARTMENT: Academics
REPORTS TO: Program Chair	IS TRAVEL REQURED TO SUCCESSFULLY PERFORM THIS JOB? IF YES, HOW MUCH? No

GENERAL PURPOSE:

Provide fully prepared current instruction and academic counseling to students; actively engage in retention activities; and provide support for program initiatives.

ESSENTIAL FUNCTIONS & RESPONSIBILITIES:

- Teach across a four-quarter year not to exceed 24 hours per week per quarter.
- In case of emergency, provide a qualified, prepared substitute who must be approved by your Program Chair prior to class.
- Actively engage in retention activities including documented communication with both students and administration regarding attendance and progress.
- Assist students with registration and academic advice as requested by the Program Chair.
- Provide assistance for the planning, development and maintenance of program curriculum.
- Work with the Program Chair to resolve student concerns.
- Mentor select groups of new faculty and maintain continuity of curriculum.
- Assist in the classroom review of adjunct faculty.
- Provide annual documentation of continuing professional growth.
- Attend regularly scheduled program meetings, Academy in-service workshops and college-wide faculty meetings.
- Manage special projects as formally assigned by the Program Chair or Director of Education (including, but not limited to, the organization and posting of student work for display; assistance with orientation programs and open houses; assistance with accreditation preparation, curriculum and program development, course additions/revisions).
- Adhere to and publicly support Academy policies and procedures.
- Attend annual graduation ceremony in the Spring Term.
- Attend open houses/career portfolio nights as required.

QUALIFICATIONS:

SKILLS/ABILITIES:
Documented expertise in academic subject area and demonstrated expertise in interpersonal and oral presentation/written communication skills.

EXPERIENCE:
Minimum of 2 years of industry experience and where appropriate, professional credentials required. Prior post-secondary teaching experience as a student-centered, retention-focused educator strongly desired.

EDUCATION:
Core Courses (Interior Design related)—
Master's degree required.
Studio Instructor Assistants: The instructional environment is such that a number of studio courses in the program are designed to

be supplemented by instructional assistants. Studio Instructor Assistants are required to have a bachelor's degree or an advanced diploma in the relevant field plus significant experience in the industry as well as professional credentials, where appropriate. Studio Instructor Assistants work under the supervision of the Master's degree instructor assigned to each stream within the Interior Design program.

General Education Courses (Non-Interior Design related)—
Master's degree required. Ph.D. preferred.

PERFORMANCE MEASURES:

Performance is based on the employees ability to:
- Meet preset annual goals
- Demonstrate job knowledge
- Achieve satisfactory student evaluation scores
- Demonstrate organization and planning
- Use strong communication skills
- Show initiative/dependability reliability
- Work as a team player

PHYSICAL DEMANDS: None

WORK ENVIRONMENT:

Typical school/office environment

UPDATED: March 2003

APPROVED BY:	**APPROVED BY:**
President: _____	**Human Resources: _____**

ACKNOWLEDGEMENT OF RECEIPT:
This document does not constitute an employment contract and your employment with the International Academy of Design and Technology is "at will," which means that it may be terminated at any time with or without cause or notice. Your duties can be modified without prior notification.

I have read and understand the contents of this Job Description and further that I agree to fulfill all duties described in a satisfactory manner.

_____
Employee Name – Please Print

_____
Employee Signature

_____
Date

International Academy of Design & Technology
TORONTO

JOB DESCRIPTION

JOB TITLE: Adjunct Faculty	DEPARTMENT: Academics
REPORTS TO: Program Chair	IS TRAVEL REQUIRED TO SUCCESSFULLY PEFORM THIS JOB? IF YES, HOW MUCH? No**.**

GENERAL PURPOSE:

Provide fully prepared current instruction to students; actively engage in retention activities.

ESSENTIAL FUNCTIONS & RESPONSIBILITIES:

- Teach courses as assigned by the Program Chair.
- In case of emergency, provide a qualified, prepared substitute who must be approved by your Program Chair prior to class.
- Actively engage in retention activities including documented communication with both students and administration regarding attendance and progress.
- Provide assistance for the planning, development and maintenance of program curriculum.
- Work with the Program Chair to resolve student concerns.
- Provide annual documentation of continuing professional growth.
- Attend regularly scheduled program meetings, Academy in-service workshops and college-wide faculty meetings.
- Manage special projects as formally assigned by the Program Chair or Director of Education (including, but not limited to, the organization and posting of student work for display; assistance with orientation programs and open houses; assistance with accreditation preparation, curriculum and program development, course additions/revisions).
- Adhere to and publicly support Academy policies and procedures.
- Attend annual graduation ceremony in the Spring Term.

QUALIFICATIONS:

SKILLS/ABILITIES:
Documented expertise in academic subject area and demonstrated expertise in interpersonal and oral presentation/written communication skills.

EXPERIENCE:
Minimum of 2 years of industry experience and where appropriate, professional credentials required. Prior post-secondary teaching experience as a student-centered, retention-focused educator strongly desired.

EDUCATION:
Core Courses (Interior Design related)—
Master's degree required.
Studio Instructor Assistants: The instructional environment is such that a number of studio courses in the program are designed to be supplemented by instructional assistants. Studio Instructor Assistants are required to have a bachelor's degree or an advanced diploma in the relevant field plus significant experience in the industry as well as professional credentials, where appropriate. Studio Instructor Assistants work under the supervision of the Master's degree instructor assigned to each stream within the Interior Design program.

General Education Courses (Non-Interior Design related)—
Master's degree required. Ph.D. preferred.

PERFORMANCE MEASURES:

Performance is based on the employees ability to:
- Meet preset annual goals
- Demonstrate job knowledge
- Achieve satisfactory student evaluation scores
- Demonstrate organization and planning
- Use strong communication skills
- Show initiative/dependability reliability
- Work as a team player

PHYSICAL DEMANDS: None

WORK ENVIRONMENT:

Typical school/office environment

UPDATED: March 2003

APPROVED BY:	**APPROVED BY:**
President: _____	**Human Resources: _____**

ACKNOWLEDGEMENT OF RECEIPT:
This document does not constitute an employment contract and your employment with the International Academy of Design and Technology is "at will," which means that it may be terminated at any time with or without cause or notice. Your duties can be modified without prior notification.

I have read and understand the contents of this Job Description and further that I agree to fulfill all duties described in a satisfactory manner.

_____
Employee Name – Please Print

_____
Employee Signature

_____
Date

Exhibit C: Classroom Observation Form

International Academy of Design & Technology

TORONTO

Classroom Observation Form

Instructor's name:

Date: rm No:

Course title: Class start time:

Number of students on the roster:

Number of students in class:

Classroom Management:

Was the instructor on time?

Did the class start on time?

Was there food and/or
drink in the classroom?

Does the instructor maintain
order in the classroom?

The Instructor's Approach towards Students:

Is the instructor courteous and respectful?

Is the instructor patient?

Does the instructor project a positive attitude?

Does the instructor show enthusiasm?

Does the instructor's approach reflect an appropriate
professional distance between students and teacher?

The Instructor's Teaching Style
_____

How information is presented in class:

Lecturing

Use of the whiteboard

Demonstrations on the computer

Are students asked to recreate on the
computer what was demonstrated?

Presentation of samples

Hands-on guidance of students

Is the course content delivered at a
manageable pace?

Is the course material delivered in a
structured, logical sequence?

Does the instructor speak clearly and
audibly?

Is there an element of humour in the
instructor's delivery?

Is the course material delivered with
opportunities for student participation?

Does the instructor encourage student
participation?

Does the instructor acknowledge student
participation with positive comments?

Does the instructor move around in the
classroom to see how individual students
are following instruction?

Does the instructor offer individual help
to students?

Comments for Improvement: _____

Overall Strengths: _____

-
-
-

Rating Scale: _____

Excellent

Very Good

Good

Fair

Poor

Evaluator: Date:

Exhibit D: Faculty Appraisal Form

International Academy of
Design & Technology
TORONTO

Annual Faculty Performance Appraisal Form

Employee Name   Title

Department   Supervisor Name

Date Employee began current position

Date of last review   Scheduled review date

Reason for Performance Review:

☒ Annual Review/ Merit   ☐ Interim Review   ☐ Promotion   ☐ Other

General performance ratings key: *(use for rating all Annual Goals and all Performance Factors)*

Exceeds Expectations	4	Performance *exceptional* in many aspects of job and worthy of special notice.
Meets Expectations	3	Performance *meets* normal position requirements.
Fair	2	Performance meets minimum standards of position requirements; *needs improvement*.
Unsatisfactory	1	Reflects inadequate performance, *below minimum standards*; termination under review.
Not rated	0	Not applicable or too soon to rate.

1

ANNUAL GOALS – CURRENT YEAR

Annual Goals and performance standards for each of those goals should be entered at the start of the review period. The goals should be reviewed and assessed periodically, with a final assessment at the end of the review period. Each Annual Goal must be specific and measurable.

Goal:

Employee's Self-Assessment
☐ Exceeds Expectations ☐ Meets Expectations ☐ Satisfactory ☐ Unsatisfactory ☐ Not Rated

Supervisor's Assessment
☐ Exceeds Expectations ☐ Meets Expectations ☐ Satisfactory ☐ Unsatisfactory ☐ Not Rated

Supervisor's Comments:

Goal:

Employee's Self-Assessment
☐ Exceeds Expectations ☐ Meets Expectations ☐ Satisfactory ☐ Unsatisfactory ☐ Not Rated

Supervisor's Assessment
☐ Exceeds Expectations ☐ Meets Expectations ☐ Satisfactory ☐ Unsatisfactory ☐ Not Rated

Supervisor's Comments:

Goal:

Employee's Self-Assessment
☐ Exceeds Expectations ☐ Meets Expectations ☐ Satisfactory ☐ Unsatisfactory ☐ Not Rated

Supervisor's Assessment
☐ Exceeds Expectations ☐ Meets Expectations ☐ Satisfactory ☐ Unsatisfactory ☐ Not Rated

Supervisor's Comments:

2

ANNUAL GOALS – NEXT YEAR

Annual Goals and performance standards for each of those goals should be entered at the start of the review period. The goals should be reviewed and assessed periodically, with a final assessment at the end of the review period. Each Annual Goal must be specific and measurable.

Goal

Goal

Goal

Goal

Goal

3

PERFORMANCE FACTORS *(Circle appropriate rating)*

Job Knowledge: The ability to effectively understand, utilize and demonstrate technical concepts and operating procedures applicable to all aspects of the job. People differ in the breadth of knowledge across jobs, the depth of knowledge within jobs, and the ability to innovatively use this knowledge to complete tasks.

☐ Exceeds Expectations	Broad knowledge of standard procedures for all aspects of own job. If you needed to know existing or alternative procedures for any aspect of this particular job, this person could be expected to provide correct information.
☒ Meets Expectations	Generally knowledgeable about all standard aspects of own job. Might be expected to double-check procedures with others on the most complex of tasks.
☐ Fair	Generally understands standard job components, but may not be versed in all the more complex aspects. Wouldn't normally expect others to go to this person for information because of these knowledge gaps. Would expect this person to go to others for information rather than allow him/herself to perform inadequately because of knowledge gaps.
☐ Unsatisfactory	Technical and/or operating information about some standard aspects of job may be faulty, leading to occasional improper performance of job. May show desire to improve, but progress has been minimal this far. Shows little sign of improvement despite prior counselling.
☐ Not Rated	

Documentation for this rating *(optional, EXCEPT for "Exceeds Expectations", "Unsatisfactory" or "Not Rated")*

Interpersonal Skills: The ability to show understanding, support, courtesy, tact and cooperation in interactions with coworkers, subordinates, customers and visitors. People differ in the extent they are recognized and sought out to show this skill, the frequency and nature of interactions with others, this skill and the ability to recognize and correct lapses in interpersonal skills, as they occur.

☐ Exceeds Expectations	This person is seen by others as genuinely interested in their welfare. Able to make others feel comfortable when asked to conduct discussions of even the most sensitive and stressful subjects. Is recognized department wide for consistency in interpersonal skills.
☒ Meets Expectations	This person could be expected to show courtesy, tact and understanding in interactions with coworkers, subordinates, customers and visitors even under sensitive circumstances.
☐ Fair	This person occasionally might have lapses in courtesy, tact and understanding, but would be expected to seek to repair damage to relationship immediately if recognized.
☐ Unsatisfactory	Lapses in courtesy, tact and understanding are not uncommon. Could be expected to show little remorse and not feel damage repair is personal responsibility.
☐ Not Rated	

Documentation for this rating *(optional, EXCEPT for "Exceeds Expectations", "Unsatisfactory" or "Not Rated")*

1

Organization and Planning Ability to systematically make plans and set objectives, structure tasks to achieve objectives, establish priorities and make schedules.

☐ Exceeds Expectations	Can be relied upon to have a plan for accomplishing tasks, even when working from unclear directions or vague strategic goals. Plan shows clear recognition of problems and constraints. Tasks have reasonable timeframes and accurately reflect company or supervisory priorities.
☒ Meets Expectations	Supervisor explains overall responsibilities. Without prompting, this employee could be expected to develop a plan of attack with only occasional assistance from supervisor in one or more of the following: defining tasks to be performed, establishing priorities and timeframes and identifying constraints.
☐ Fair	Supervisor explains overall responsibilities and must assist employee in outlining tasks to be performed. Planning and organization still show gaps and possible errors. Employee misses deadlines because of poor plan of attack or poor prioritization of details.
☐ Unsatisfactory	Without direct intervention by supervisor, this employee could be expected to work without any clear plan for completing tasks; has only vague ideas about priorities, time tables and constraints.
☐ Not Rated	

Documentation for this rating (optional, EXCEPT for "Exceeds Expectations", "Unsatisfactory" or "Not Rated".)

Communication Skills Written and oral ability to clearly and convincingly express thoughts, ideas or facts in individual and group situations.

☐ Exceeds Expectations	Through clarity and logic of communications, is able to persuade others to adopt policies and practices, even those which may have been unpopular initially. Makes complex ideas understandable for all levels and types of audiences. Would be a top choice for presenting an unpopular subject to a hostile audience.
☒ Meets Expectations	Typically presents ideas clearly and logically without assistance from others. Recognizes when content of message is not understood and is able to re-explain ideas in a different manner to clarify. Communications ability may not have the power to convert unsympathetic listeners.
☐ Fair	With help of others, can develop clear and logical communications. Occasionally, may not be clear when ideas are first presented in casual conversations or in written drafts, but on own or with help, recognizes where message is not understood. Struggles to find ways to clarify message and is usually successful.
☐ Unsatisfactory	Occasionally unclear in formal presentations and in final papers, either because of failure to seek input from others or because of inability to act upon that input. May not be able to recognize when listeners or readers do not understand message. May not be able to clarify message even when gap in understanding is recognized.
☐ Not Rated	

Documentation for this rating (optional, EXCEPT for "Exceeds Expectations", "Unsatisfactory" or "Not Rated".)

Judgment Ability to obtain and evaluate information from all relevant sources. Uses information effectively to arrive at conclusions when appropriate to the situation.

☐ Exceeds Expectations	Readily perceives existent or potential problems, collects information relevant to solution from affected sources. Makes effective decisions which reflect sensitivity to financial, operating and human resource constraints of both short and long-term nature.
☐ Meets Expectations	Good at perceiving existing problems. May need help to identify many of these sources on own. Usually needs help, though, to identify input sources. Decisions are typically quite good from a short-term perspective and at least reflect consideration of long-term issues.
☐ Fair	Generally responsive to claims by others that potential or current problems exist. Not always perceptive on own, though that problems exist or are developing. First pass at problem solution may be incomplete, but is diligent in seeking input from others before errors result. Final decisions are acceptable, but sometimes not optimal, either in short or long-term perspective.
☐ Unsatisfactory	Occasionally fails to recognize existing or potential problems and may let them magnify before acting on the advice of others. Once acts, though, can be spurred on by others to seek information from some, but not all, the relevant sources. Not always diligent in getting input to final decision. Decisions regularly are unacceptable from short and/or long-term perspective.
☒ Not Rated	

Documentation for this rating (optional, EXCEPT for "Exceeds Expectations", "Unsatisfactory" or "Not Rated")

Initiative/Dependability/Reliability: Ability to fulfill responsibilities on time and according to expectations of supervisor. Includes recognition of and quality completion of necessary tasks beyond the scope of the initial instruction.

☐ Exceeds Expectations	Recognizes tasks, which need to be performed to complete overall mission. Undertakes such tasks, even if beyond initial instructions of supervisor, checking for approval where appropriate. Completes these and other assigned tasks on time, even if efforts beyond the expectations of supervisor.
☒ Meets Expectations	Receives tasks assignments from supervisor and occasionally finds ways to exceed requirements. Completes tasks on time and to expectations of supervisor.
☐ Fair	Rarely would expect this person to complete tasks beyond those assigned by supervisor. Completes top priority tasks accurately and on time, but occasionally may need to be reminded to do so. Less important tasks are completed, but sometimes reminders are needed when deadlines are drawing close. May leave these tasks to the last minute, such that, to meet deadline, minor flaws are not corrected. Corrects flaws immediately when noted. Wouldn't be expected to regularly and willingly exert efforts beyond those normally required.
☐ Unsatisfactory	Does work assigned by occasionally misses important deadlines, and more often misses leeser deadlines, unless closey supervised. Work regularly does not meet supervisor expectations, but employee can be expected to try to make corrections. Only reluctantly exerts efforts beyond those normally required.
☐ Not Rated	

Documentation for this rating (optional, EXCEPT for "Exceeds Expectations", "Unsatisfactory" or "Not Rated".)

6

Teamwork: Ability to contribute to group performance, to draw out the best from others, to foster activities building group morale, *even under high pressure situations.*

☐ Exceeds Expectations	Seeks out or is regularly requested for group assignments. Groups this person works with inevitably have high performance and high morale. Employee makes strong personal contribution and is able to identify strengths of many different types of group members and foster their participation. Wards off personality conflicts by positive attitude and ability to mediate unhealthy conflicts, sometimes even before they arise. Will make special effort to insure credit for group performance is shared by all.
☒ Meets Expectations	Seen as a positive personal contributor in group assignments. Works well with most types of people and personalities. Is never a source of unhealthy group conflict and will encourage the same behavior in others.
☐ Fair	Depending on the match of personal skill and group mission, this person will be seen as a positive contributor. Will not be a hindrance to performance of others and avoids unhealthy conflict unless provoked.
☐ Unsatisfactory	Unlikely to be chosen for assignments requiring teamwork except on occasions where personal expertise is vital to group mission. Not responsive to group goals, but can be enticed to help when personal appeals are made. May not get along with other members and either withdraws or generates unhealthy conflict. Seeks personal recognition for team performance and/or may downplay efforts of others.
☐ Not Rated	

Documentation for this rating (optional, EXCEPT for "Exceeds Expectations", "Unsatisfactory" or "Not Rated".)

Personal/Professional Development Complete all three boxes:

Accomplishments or new abilities demonstrated since last review:

Specific areas of improvement needed:

7

Recommendations for professional development:

Overall Rating: Calculate overall rating taking appropriate weightings on Annual Goals and Performance Factors in to consideration.

☐ Exceeds Expectations ☒ Meets Expectations ☐ Fair ☐ Unsatisfactory

Supervisor Signature _____ Date

Next Level Supervisor _____ Date

School President _____ Date

Human Resources _____ Date
(required prior to discussion with employee)

Note: Signature indicates that the employee has read the evaluation. Neither agreement nor disagreement is signified.

Employee Signature _____ Date

8

Appendix 8.3: Enrolment Projection and Staffing Implications

			Staffing Requirements—Projected			
	Cumulative Enrolment*		****** Cumulative Full-time Faculty Equivalents	Cumulative Part-time Faculty Equivalents	Teaching Assistants, Technical Support, etc.	Ratio of Full-time Students to Full-time Faculty
	Full-time	Part-time				
Year 1	**32**	**0**	**18**	**0**	**1**	**2**
Year 2	**82**	**0**	**18**	**0**	**1**	**5**
Year 3	**134**	**0**	**18**	**0**	**1**	**8**
Year 4	**179**	**0**	**18**	**0**	**1**	**10**

* **Method used to calculate cumulative enrolment= (opening population + new starts) 80%**

** **Reflects actual faculty currently existing and available to the Interior Design program**

*** **Instructors listed as "To Be Hired" on Table: Faculty Qualifications List will be hired at least three months prior to course delivery.**

Appendix 8.4.1: Library Resources

	Number of Holdings (print) Relevant to the Field of Study	Number of Holdings (electronic) (include program specific databases)
On-site Library Resources Relevant to Degree Program (for students/faculty)	Current: 190 titles- General Art/Design 35 titles- Colour 120 titles- Architecture 50 titles- AutoCADD 50 titles- General Interior Design 45 titles - Corporate/Commercial Design 5 titles- Healthcare Design 30 titles- Hospitality Design 75 titles- Residential Design 20 titles- Retail Design 125 titles- Accessibility and Sustainability 115 titles- Construction, Renovation and Building Materials 15 titles- Building Systems 55 titles- Lighting 75 titles- Textiles 95 titles- Furniture and Decoration 220 titles- Business, Education and Success 40 titles- Job Search 121 titles- general/liberal arts 28 related periodicals	Career Education Corporation CECbrary: EBSCO full-text database. CECyber guides. Course and subject links. Links to premier sites for access to public domain e-books. Essential Math and English skill resource base. On-line newspapers from around the world. Reference Room—almanacs, atlases, dictionaries, encyclopedias and staffed help desk. Teacher instructional tools. Writing and Citation Center.
Other Library Access (e.g. web-based, inter-library arrangements)	None	None
See document *The IAOD Resource Centre* following this section.		

T<small>HE</small> IAOD RESOURCE CENTRE

The Resource Centre of the International Academy of Design and Technology, Toronto is committed to enhancing the curriculum of the Academy, the search for knowledge and the capabilities of the Academy community.

The Resource Centre provides accessible, timely and accurate information through reference services, books, periodicals, CD-ROMs, DVD's, videos and courteous, informed staff. Most resources circulate, although some are for reference only. Resources are chosen by consultation with the Program Chairs of each program, faculty and students, and through the management of the current collection.

The Resource Centre now seats approximately 40 students at a time. It has PC and Macintosh computers, as well as a colour printer, black/white printer, scanner, colour photocopier and a black/white photocopier. There is also room for table work, a drafting table and a large engineering print machine. Student work is proudly displayed.

The International Academy of Design and Technology, Toronto Resource Centre has the following number of titles, approximately, pertaining to the respective subjects: 190 - General Art and Design, 35 titles - Colour, 120 titles - Architecture, 50 titles - AutoCADD, 50 titles - Interior Design in general, 45 titles- Corporate and Commercial Design, 5 titles - Healthcare Design, 30 titles - Hospitality Design, 75 titles - Residential Design, 20 titles – Retail Design, 125 titles – Accessibility and Sustainability, 115 titles – Construction, Renovation and Building Materials, 15 titles – Building Systems, 55 titles – Lighting, 75 titles – Textiles, 95 titles – Furniture and Decoration, 220 titles – Business, Education and Success, 40 titles– Job Search, 121 titles for liberal arts/general education offerings, and 28 periodicals. This comes to 1418 program specific holdings.

An Interior Design collection has recently been established through funds from ARIDO. The Jack Bell Collection, in memory of the first IAOD Interior Design Chair, is in the process of being chosen and acquired by Joyce O'Keefe and the Resource Centre Manager.

The Resource Centre has an agreement with Benjamin Moore Paints whereby they provide IADT-Toronto with and maintain one of their paint sample displays. The students may help themselves.

The Academy is part of Career Education Corporation which has developed and maintains the web-based CECybrary:

- the EBSCO full-text database MasterFile Premier & Academic Search Elite.
- CECyber Guides which are information-based instructional units, created to help students develop information literacy skills.
- Course and Subject Links providing information and support for courses of programs throughout the CEC community.
- Links to premier sites for access to public domain e-books.
- The Exhibit Area for student work.
- Learning Resource Center providing helpful tools to build and strengthen essential math and English skills, as well as time-management and self-motivation.
- On-line Newspapers from around the world.

- Reference Room providing a selection of factual sources including almanacs, atlases, dictionaries, encyclopedias and more.   There is also a Reference Help Desk provided by CEC librarians.
- Teacher Tools developed to provide professional educators with tools that support the craft.
- Trial Corner provides system-wide access to new digital and electronic products supporting the CEC educational offerings.
- Writing & Citation Center provides basic tools for writers of research papers.

The International Academy of Design and Technology, Toronto has a license with Access, formerly Cancopy, the Canadian Copyright-licensing agency that encourages the respect of copyright. The agreement is based on the number of students at the Academy.

While there are no formal agreements, the Academy student and faculty community also has easy access to all other public-access libraries and resources in the Greater Toronto Area. This includes the Toronto Public Library system, the Metro Reference Library being a huge asset to our students, the Architectural Library and Display Room, the Archives of Ontario, the Metro Archives and Record Centre, the Ontario Heritage Foundation, and the Toronto Historical Board.   The Royal Ontario Museum, the Art Gallery of Ontario, the Museum for Textiles and other museums and galleries are also accessible.

The students and faculty of the International Academy of Design and Technology, Toronto have a wealth of knowledge available to them for their educational, career, and personal needs.

Appendix 8.4.2: Computer Access

Year	Number of Students (cumulative)	Number of Computers Available to Students in Proposed Program	Number of Computers (with Internet access) Available to Students in Proposed Program	Location of Computers	
				On Site	Other (specify)
1	32	220	220	220	0
2	82	220	220	220	0
3	134	220	220	220	0
4	179	220	220	220	0
5	200	220	220	220	0

Appendix 8.4.3: Classroom Space

Year	Number of Students (cumulative)	*** Number of Classrooms	Location of Classrooms	
			On Site	Other (specify)
1	32	40	40	0
2	82	40	40	0
3	134	40	40	0
4	179	40	40	0
5	200	40	40	0

*** **Reflects actual classrooms currently existing and available to Interior Design students.**

Appendix 8.4.4: Laboratories/Equipment

Year	Number of Students (cumulative)	Type and Number of Labs	Specifically Equipped Workstations and/or Specialized Equipment		Location of Laboratories/Equipment	
			Number	Ratio of Students to Equipment	On Site	Other (specify)
1	32	11	20	1:1	X	0
2	82	11	20	1:1	X	0
3	134	11	20	1:1	X	0
4	179	11	20	1:1	X	0
5	200	11	20	1:1	X	0

Appendix 8.4.5: Resource Renewal and Upgrading

IADT-Toronto plans to allocate $10,000-$15,000 over the next five years to the renewal and upgrading of the liberal arts and general education resource materials offered through the Resource Center to support the proposed Bachelor of Arts degree program. The Resource Centre Manager will be granted $5,000 in the first year for new acquisitions upon Ministerial Consent.

On the following pages, please see the current holdings and future acquisition lists to support baccalaureate-level general education courses offered within the proposed Bachelor of Arts in Interior Design degree program.

GE150	**GE350**
ENGLISH COMPOSITION	**ORAL COMMUNICATION AND PRESENTATION**

Supporting Material Currently in IADT Collection:

REF CD
030.971
NIN
 The 1997 Canadian encyclopedia plus : the updated complete international multimedia reference.
  Toronto, ON : McClelland & Stewart, c1996

808
AAR
 AARON, Jane E.
 The Little, Brown compact handbook / Jane E. Aaron, Murray McArthur.
  Don Mills, ON : Addison-Wesley, c1997

808.02
ALD
 ALDRICH, Pearl G.
 Research papers : a beginner's manual / Pearl G. Aldrich.
  Cambridge, MA : Winthrop Pub., c1976

808
AND
 ANDERSEN, Richard.
 The write stuff : a style manual for effective business writing / Richard Andersen, Helene Hinis.
  Shawnee Mission, KS : National Press Pub., c1990

REF
729
Bal
 BALLAST, David K.
 Interior design reference manual / David K. Ballast.
 Belmont, CA : Professional Pub., c1992

808.5
BAR
 BARNARD, Sandie
 Speaking our minds : a guide to public speaking for Canadians / Sandie Barnard.
  Scarborough, ON : Prentice-Hall Canada, c1990

428.
2076
BAR
 BARRY, Robert E.
 Business English for the '90s / Robert E. Barry, George Colpitts, Helen Toews.
  Scarborough, ON : Prentice Hall Canada Career and Technology, c1994

808.5
BEE
 BEEBE, Steven A.
 Public speaking : an audience-centered approach / Steven A. Beebe, Susan J. Beebe.
  Boston, MA : Allyn and Bacon, c2003.

651.7
BLI
 BLICQ, Ron S.
 Communicating at work : creating messages that get results / Ron S. Blicq.
  Toronto, ON : Prentice Hall, c2001.

808
BUC
 BUCKLEY, Joanne
 Fit to print : the Canadian student's guide to essay writing 2nd ed / Joanne Buckley.
  Toronto, ON : Harcourt Brace Jovanovich, c1991

729.068
BUR   **BURDEN, Ernest**
Design communication : developing promotional material for design professionals / Ernest Burden.
NY : McGraw-Hill, c1987.

808.3
BUR   **BURNETT, Hallie.**
Fiction writer's handbook/ Hallie & Whit Burnett. Preface by Norman Mailer.
NY: HarperPerennial, c1975.

808
CAN   The Canadian style : a guide to writing and editing / Dundurn Pr .in co-operation with the Department of the Secretary of State and the Canadian Government Publishing Ctre., Supply and Services Canada.
Toronto, ON : Dundurn Pr, c1985.

443.21
COL   Collins-Robert school French-English English-French dictionary
London : Collins, c1983

REF
423
Con   The concise Oxford dictionary of the English language / ed. by J.B. Sykes.
Oxford : Oxford U. Pr., c1982

VIDEO
HUMAN   **CONIGLIO, Connie.**
RESOURCES   Interview skills / produced by Connie Coniglio and Pete Martin
INT   [no pub.]

650.14
DEL   **DELUCA, Matthew J.**
Best answers to the 201 most frequently asked interview questions / Matthew J. Deluca.
NY : McGraw-Hill, c1997

658.4
DON   **DONNET, Nathalie**
Power presentations on the business stage / Nathalie Donnett.
Toronto, ON : Gage Educational Pub., c1988

428.
2076   **DORNAN, Edward A.**
DOR   The brief English workbook / Edward A. Dornan, Charles W. Dawe.
Boston, MA : Little, Brown and Co., c1987

395
DRE   **DRESSER, Norine**
Multicultural manners : new rules of etiquette for a changing society / Norine Dresser.
NY : John Wiley & Sons, c1996

808
ESC   **ESCHHOLZ-ROBERTS, Rosa**
The writer's brief handbook / Rosa Eschholz-Roberts.
Scarborough, ON : Allyn & Bacon Canada, c1996

302.2
Fas   **FAST, Julius**
Body language
NY : M.Evans and Co., c1970

650.14
FEI
    FEIN, Richard.
      101 dynamite questions to ask at your job interview / Richard Fein.
      Manassas Park, VA : Impact Pub, c2000.

808.
0076
FRU
    FRUEHLING, Rosemary T.
      Business writing : integrating process & purpose / Rosemary T. Fruehling,
    Sharon Bouchard.
      St. Paul, MN : Paradigm, c1993

428.
2076
GUF
    GUFFEY, Mary Ellen
      Business English / Mary Ellen Guffey.
      Boston, MA : PWS-Kent Pub., c1992

651.7
GUF
    GUFFEY, Mary Ellen
      Essentials of business communication / Mary Ellen Guffey.
      Boston, MA : PWS-Kent Pub., c1991

650.14
GOT
    GOTTESMAN, Deb.
      The interview rehearsal book : 7 steps to job-winning interviews using
    acting skills you never knew you had / Deb Gottesman and Buzz Mauro.
      NY : Berkeley Bks, c1999.

303.48
HAL
    HALL, Edward T.
      The silent language / Edward T. Hall.
      NY : Doubleday, c1981

658.4
Ham
    HAMLIN, Sonya
      How to talk so people listen : the real key to job success / Sonya Hamlin.
      NY : Harper & Row, c1988

428.2
HOP
    HOPPER, Vincent F.
      Essentials of English / Vincent F. Hopper, Ronald C. Foote.   Rev. by
    Benjamin W. Griffith.
      Hauppauge, NY : Barron's Educational Series Inc., c1990

808.5
JAF
    JAFFE, Clella Iles
      Public speaking : a cultural perspective / Clella Iles Jaffe.
      Belmont, CA : Wadsworth, c1995

658.4
JOS
    JOSS, Molly W.
      Looking good in presentations / Molly W. Joss.
      Scottsdale, AZ : Coriolis, c1999.

302.2
KIN
    KING, Robert G.
      Fundamentals of human communication
      NY : Macmillan, c1979

650.14
KRA
    KRANNICH, Caryl Rae.
      101 dynamite answers to interview questions : sell your strengths! / Caryl
    Rae Krannick, Ronald L. Krannich.
      Manassas Park, VA : Impact Pub, c1999.

REF
443.21
LAR
      Larousse standard French-English / English-French dictionary
      Paris, France / Larousse, c1994

808.5
LIE
    LIEB, Anthony
      Speaking for success : the Canadian guide / Anthony Lieb.
      Toronto, ON : Harcourt Brace Jovanovich, c1993

808.076
LIE
    LIEBERMAN, Leo.
      Essential English composition for college-bound students / Leo Lieberman,
Jeffrey Spielberger.
      NY : Prentice Hall, c1988

158.2
LIL
    LILWALL, Clive
      Let's be reasonable ! : Effective ways to handle difficult people
      Toronto, ON : Productive Pub., c1997

808.5
LUC
    LUCAS, Stephen E.
      The art of public speaking / Stephen E. Lucas.
      NY : McGraw-Hill, c1998

INST
808.5
LUC
    LUCAS, Stephen E.
      The art of public speaking : annotated instructor's edition / Stephen E.
Lucas.
      Boston, MA : McGraw Hiill, c2001.

808
MAN
      A manual of style : for authors, editors, and copywriters.
      Chicago, IL : University of Chicago Pr, c1969.

808
MACL
    MCLEAN, Gary N.
      Writing for workplace success: general business/ Gary N. McLean, Art
Lyons. Consulting editor : David J. Pucel.
      Eden Prairie, MN: Paradigm Pub, c1991.

651.7
MACL
    MACLENNAN, Jennifer.
      Effective business communication / Jennifer MacLennan.
      Scarborough, ON : Prentice-Hall, c1999.

650.14
MED
    MEDLEY, H. Anthony
      Sweaty palms : the neglected art of being interviewed / H. Anthony Medley.
      Berkeley, CA : Ten Speed Pr., c1984

808
MEY
    MEYERS, Alan.
      Composing with confidence : writing effective paragraphs and essays / Alan
Meyers.
      NY : Longman, c2000.

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Mil
    MILLER, Sam F.
      Design process : a primer for architectural and interior design / Sam F.
Miller.
      NY : Van Nostrand Reinhold, c1995

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2076
MOC
    MOCKAITIS, Thomas R.
      Easy business English / Thomas R. Mockaitis.
      Eden Prairie, MN : Paradigm Pub., c1991

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MUR

MURPHY, Raymond.
Grammar in use - student's book : reference and practice for intermediate students of English / Raymond Murphy and Roann Altman.
Cambridge : Cambridge U. Pr., c1989

658.4
MYE

MYERS, Michele Tolela.
Managing by communication : an organizational approach :
NY : McGraw-Hill, c1982

651.7
NOR

NORTHEY, Margot
Impact : a guide to business communication / Margot Northey assisted by Joan McKibbin.
Scarborough, ON : Prentice Hall Allyn and Bacon, c1998

428.2
OCO

O'CONNOR, Patricia T.
Woe is I : the grammarphobe's guide to better English in plain English / Patricia T. O'Connor.
NY : Riverhead Bks., c1996

658.3
PAL

PALMER, Stephen and BURTON, Tim
Dealing with people problems at work / Stepehen Palmer, Tim Burton.
London : McGraw-Hill, c1996

650.14
PER

PERRIN, Carl.
Successful resumes and interviews / Carl Perrin and Peter Dublin.
Albany, NY : Delmar, c1994

650.14
ROG

ROGERS, Edward J.
Getting hired : everything you need to know about resumes, interviews, and job-hunting strategies / Edward J. Rogers.
NY : Prentice Hall, c1982

651.7
SMI

SMITH, Leila R.
English for careers : business, professional, and technical / Leila R. Smith, Margaret H. Taylor.
Englewood Cliffs, NJ : Prentice Hall, c1996

REF
910.3
STA

STARR, Nona
The traveler's world : a dictionary of industry and destination literacy / Nona Starr.
Englewood Cliffs, NJ : Prentice Hall, c1996

428.2
STI

STITT-GOHDES, Wanda
Business English : quick & easy / Wanda Stitt-Gohdes.
Eden Prairie, MN : Paradigm Pub. International, c1992.

808
STR

STRUNK, William
The elements of style / William Strunk with revisions, an introduction, and a chapter on writing by E.B. White.
NY : Macmillan, c1979

808
STR

STRUNK, William.
The elements of style / William Strunk with revisions, an introduction, and a chapter on writing by E.B. White.
Boston, MA: Allyn and Bacon, c2000.

808
TAM   **TAMMEMAGI, Hans**
      Winning proposals : how to write them and get results / Hans Tammemagi.
      North Vancouver, BC : Self-Counsel Press, c1995

INST
651.7
THI   **THILL, John V.**
      Excellence in business communication / John V. Thill, Courtland L. Bovee,
      Ava Cross.
      Toronto, ON : Prentice Hall, c2002.

658.4
TIM   **TIMM, Paul R.**
      Managerial communication : a finger on the pulse / Paul R. Timm, Kristen
      Bell Detienne.
      Englewood Cliffs, NJ : Prentice Hall, c1995

808.02
TUR   **TURABIAN, Kate L.**
      A manual for writers of term papers, theses, and dissertations / Kate L.
      Turabian.
      Chicago, IL : U. of Chicago Pr., c1973

REF
808.02
TUR   **TURABIAN, Kate L.**
      A manual for writers of term papers, theses, and dissertations / Kate L.
      Turabian. Rev. by John Grossman and Alice Bennett.
       Chicago, IL : U. of Chicago Pr., c1996

428.
2076
VAN   **VANSTONE, Kay**
      Develop your English skills
      Toronto, ON : Copp Clark Pitman, c1993

720.28
WAH   **WAHL, Michael Iver**
      Design presentations for architects / Michael Iver Wahl.
      NY : Van Nostrand Reinhold, c1987

158.2
WEA   **WEAVER, Richard L.**
      Understanding interpersonal communication
      Glenview, IL : Scott, Foresman and Co., c1978

REF
423
WEB   Webster's ninth new collegiate dictionary
      Springfield, Mass. : Merriam-Webster, c1988

658.
85076
WIN   The winning edge : six steps to sharpening your selling skills - workbook.
      [n.p.] : Retail Council of Canada, c1987

808.
0076
WRI   The writer's brief handbook : exercise book / Christopher A. Bray ...[et al.].
      Scarborough, ON : Allyn & Bacon Canada, c1996

808.
0076
WRI   The writer's brief handbook : answer key for the exercise book / Christopher
      A. Bray ...[et al.].
      Scarborough, ON : Allyn & Bacon Canada, c1996

PLANNED ACQUISITIONS:

Arabic-English/ English-Arabic Dictionary & Phrasebook by Jane Wightwick ;
Hippocrene Bks., c2003   0781809738 $18.95

Basic Oral Communication by G.R. Capp et al. ; Allyn & Bacon, c1989
0130659967 $78.95

Brain Power : maximize communication and cognitive skills for your business success
By Shannon Bradford ; John Wiley & Sons, c2002   047120188X $36.95

Business Communication Essentials by John Thill et al. ; Prentice Hall, c2003
0130475483 $98.95

Business Grammar Style and Usage : the desk reference for articulate and polished
business writing, speaking & correspondence by Alicia Abell ; Aspatore Bks., c2003
158762026X $22.95

The Business Style Handbook : an A to Z guide for writing on the job with tips from
Communications experts at the Fortune 500 by Helen Cunningham, Brenda Greene ;
McGraw Hill, c2002   0071382305 $23.95

Business Writing for Results by Jane K. Cleland ; McGraw Hill, c2003
0071405704 $23.95

Canadian Oxford Paperback Thesaurus by Robert Pontisso ; Oxford U. Pr., c2003
019541795X $22.95

College Vocabulary Skills by Elizabeth Branch ; Prentice Hall, c2002
0130971022 $29.95

E-Mail Rules : a business guide to managing policies, secutiry and legal issues for e-mail and
digital communication by Nancy Flynn, Randolph Kahn ; Amacom, c2003
0814471889 $31.95

English Grammar for the Utterly Confused by Laurie Rozaki ; McGraw-Hill, c2003
0071399224 $25.95

English Handbook of Grammar, Style, & Composition ; Research & Education Assoc.,
C1996   0878915524 $26.95

Essential Desk Reference : Oxford U. Pr., c2002   0195128737 $34.95

Get Wise! Mastering grammar skills ; Petersons, c2002   0768910773 $19.95

Grammar and Vocabulary : a resource book for students by Howard Jackson ;
Routledge, c2002   041523171X $31.95

Harbrace College Handbook : with 1998 MLA Style Manual update by Winifred Horner ; Harcourt Brace, c1998   015507282X $59.50

How to Build a Better Vocabulary ; Time Warner, c2003   0446779725 $7.99

How to Say it Online : a guide for both business and social communication users by Kim Baker ; Prentice Hall, c2001   0735201641 $22.95

Intercultural Business Communication by Lillian Chaney, Jeanette Martin ; Prentice Hall, c1999   0130137006 $77.95

The ITP Nelson Canadian Dictionary of the English Language : an encyclopedic reference ; ITP Nelson, c1999   0176065911 $33.95

Larousse Pocket Dictionary French-Englsh/English-French ; Larousse, c2003
2035420105 $9.95

Multimedia Presentation Skills ; McGraw-Hill, c2002   0078298768 $55.95

The New York Times Manual of Style and Usage by Allan Siegal ; Three Rivers Pr., C2002   081296389X $23.00

The One-page Proposal : how to get your business pitch onto one persuasive page By Patrick Riley ; HarperCollins Canada, c2002   0060988606 $27.50

One Step Ahead : writing reports by John Seely ; Oxford U. Pr., c2002
0198662831 $12.95

Oral Communication by Ann Chancy, Tamara Burk ; Allyn & Bacon, c1997
0205189385 $46.95

Oral Communication : speaking across cultures by Larry Samovar, Jack Mills ; Wm. C. Brown, c1997   0697299090 $35.95

Oral Presentations Made Easy by Bob Barlow ; Scholastic Canada, c2002
0439207622 $15.99

Oxford Concise English-Chinese Chinese-English Dictionary ; Oxford U. Pr.,c1999
0195911490 $29.95

Oxford Style Manual by Robert Ritter ; Oxford U. Pr., c2003   0198605641 $71.50

Prentice Hall's Complete Desk Reference for Office Professionals by Mary A. De Vries ; Prentice Hall, c2001   0735201846 $29.95

Random House Japanese-English English-Japanese Dictionary by Seigo Nakao ; Random House, c1997   0679780017 $19.95

Random House Russian-English English-Russian Dictionary by Howard H. Keller ; Random House, c1999   0675702504 $25.50

Rogets Descriptive Word Finder ; dictionary/thesaurus of adjectives and adverbs by
Barbara Kipfer ; North Light Bks., c2003   1582971706 $38.99

Scholastic Writer's Desk Reference ; Scholastic Canada, c2001   0439216508 $18.99

The Shorter Oxford English Dictionary, William Trumble, Leslie Brown eds. ; Oxfore
U. Pr., c2002   01986 $75.00

Side-by-side French and English Grammar by Frederick Farrell ; McGraw Hill, c2003
0071419330 $14.95

Speak With Confidence! : powerful presentations that inform, inspire and persuade
By Dianna Booher ; McGraw-Hill, c2002   0071408053 $20.95

Speaking Globally : how to make effective presentations across international and
Cultural boundaries by Elizabeth Urech   0971761507 $31.95

Talking from 9 to 5 - Women & Men in the Workplace : language, sex & power by
Deborah Tannen ; Avon Bks., c1995   0380717832 $19.95

Understanding English Grammar : a linguistic approach by Ronald Wardhaugh ;
Blackwell, c2002   0631232923 $59.12

Webster's New World Editor's Desk Reference ; Webster, c2000 $29.95

Webster's New World English Grammar Handbook by Gordon Loberger ;
Hungry Minds, c2001   0764564889 $25.99

Websters New World Thesaurus by Charlton Laird ; Simon and Shuster, c2003
0743470729 $18.95

World Desk Reference ; Dorling Kindersley, c2002 0789483564 $46.76

Writing That Works : how to write effective e-mails, letters, resumes, presentations, plans,
reports by Kenneth Roman, Joel Raphaelson ; Harper, c2000
0060956437 $19.95

Writing Winning Business Proposals ; your guide to landing the client, making the
sale, persuading the boss by Richard Freed et al. ; McGraw-Hill, c2003
007139687X $29.95

Writing Winning Reports and Essays by Paul B. Janeczko ; Scholastic Canada, c2003
0439287189 $17.99

GE 490   **GE 380**
CULTURAL ANTHROPOLOGY   **SOCIOLOGY**

GE 450

GLOBAL STUDIES

Supporting Material Currently in IADT Collection:

REF **325.71** **ALO**	Alone in Canada : 21 ways to make it better - a self-help guide for single newcomers. Toronto, ON : Centre for Addiction and Mental Health, c2001.
VIDEO **FEATURE** **ROO**	**BRYNDA, Bianca** Roots daughters Toronto, ON : Fari International Productions, Vision TV, [1999].
306.4 **CHA**	**CHAMBERS, Iain** Popular culture : the metropolitan experience / Iain Chambers. London : Routledge, c1986
391. **00973** **COS**	**Costume Society of America** American dress as social history : 17th annual symposium abstracts / ed. and produced by Louise Wehrle. Earleville, MD : Costume Society of America, [1991].
391 **COS**	**Costume Society of America** Ethnic dress : origins and influence, 15th annual symposium abstracts / ed., and produced by Gail M. Alterman. Earleville, MD : Costume Society of America, c1989.
391. **00973** **COS**	**Costume Society of America** Exploring our cultural diversity : 1992 annual symposium abstracts / ed., and produced by Louise Wehrle. Earleville, MD : Costume Society of America, [1992].
658.8 **CRA**	**CRANE, F.G.** Consumer behaviour in Canada : theory and practice / F.G. Crane, T.K. Clarke. Toronto, ON : Dryden, c1994.
303.48 **DEW**	**DEWDNEY, Christopher** Last flesh : life in the transhuman era / Christopher Dewdney. Toronto, ON : HarperCollins, c1998
395 **DRE**	**DRESSER, Norine** Multicultural manners : new rules of etiquette for a changing society / Norine Dresser. NY : John Wiley & Sons, c1996

909.82
DRU
The new realities : in government and politics, in economics and business, in society and world vi / Peter Drucker.
NY : Harper & Row, c1989

391
DRE
Dress and ethnicity : change across space and time / ed. by Joanne B. Eicher.
Oxford, Eng. : Berg, c1999

391
DRE
Dress and gender : making and meaning in cultural contexts / ed. by Ruth Barnes and Joanne B. Eicher.
Oxford, Eng. : Berg, c1997

909.82
DRU
DRUCKER, Peter
The new realities : in government and politics, in economics and business, in society and world vi / Peter Drucker.
NY : Harper & Row, c1989

391
EIC
EICHER, Joanne B.
The visible self : global perspectives on dress, culture, and society / Joanne B. Eicher, Sandra Lee Evenson, Hazel A. Lutz.
NY : Fairchild Pub, c2000.

303.
4971
FOO
FOOT, David K.
Boom, bust & echo 2000 : profiting from the demographic shift in the new millennium / David K. Foot with Daniel Stoffman.
Toronto, ON : Macfarlane Walter & Ross, c1998

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FOO
FOOT, David K.
Boom, bust & echo : how to profit from the coming demographic shift / David K. Foot, Daniel Stoffman.
Toronto, ON : Macfarlane Walter & Ross, c1996

711
HAL
HALL, Edward T.
The hidden dimension / Edward T. Hall.
Garden City, NY : Doubleday, c1966

974.8
LEG
A legacy in bricks and mortar : African-American landmarks in Allegheny County.
Pittsburgh, PA : Pittsburgh History & Landmarks Foundation, c1995.

306.
0973
LOP
LOPIANO-MISDOM, Janine.
Street trends : how today's alternative youth cultures are creating tomorrow's mainstream markets / Janine Lopiano-Misdom, Joanne De Luca.
NY : HarperBusiness, c1998

704
MAN
The man-made object/ ed. by Gyorgy Kepes.
NY : George Braziller, c1966

302.23
MAS
Mass media and popular culture / Barry Duncan ...[et al.].
[n.p.] : Harcourt Brace Canada, [1996].

391
MEN   Men and women : dressing the part / ed. by Claudia Brush Kidwell and Valerie Steele.
Washington : Smithsonian Institution Pr., c1989

760.04
MACQ   **MCQUISTON, Liz**
Graphic agitation : social and political graphics since the sixties / Liz McQuiston.
London : Phaidon, c1993

303.48
NEG   **NEGROPONTE, Nicholas**
Being digital / Nicholas Negroponte.
NY : Vintage Bks., c1995

810
NEW   New Canadian voices / Jessie Porter, ed.
Toronto, ON : Wall & Emerson, c1991

304.2
Odu   **ODUM, Howard T.**
Environment, power, and society
NY : Wiley-Interscience, c1971

650.1
POP   **POPCORN, Faith.**
Clicking : 16 trends to future fit your life, your work, and your business / Faith Popcorn, Lys Marigold.
NY : HarperCollins, c1996

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POP   **POPCORN, Faith.**
Clicking : 17 trends that drive your business - and your life / Faith Popcorn, Lys Marigold.
NY : HarperBusiness, c1997

304.6
ROS   **ROSTUM, Hussein.**
Health and Welfare's review of demography : the implications for housing and living environments / Hussein Rostum, Elaine Thonney.
[n.p.] : Canada Mortgage and Housing Corp, May 1991.

659.1
SEX   Sex appeal : the art of allure in graphic and advertising design / edited by Steven Heller.
NY : Allworth Pr, c2000.

391.
0019
Sto   **STORM, Penny**
Functions of dress : tool of culture and the individual / Penny Storm.
Englewood Cliffs, NJ : Prentice-Hall, c1987

303.48
TAP   **TAPSCOTT, Don**
Growing up digital : the rise of the net generation / Don Tapscott.
NY : McGraw-Hill, c1998

973.91
THI   This fabulous century 1900-1910 : volume 1 / by the editors of Time-Life Books.
NY : Time-Life Books, c1969.

PLANNED ACQUISITIONS:

21 Debated : issues in world politics by Gregory Scott et al. ; Pearson Ed., c2000
0130219800 $44.95

Applying Cultural Anthropology: An Introductory Reader by Aaron Podolefsky ed. et al ;
Oxford U. Pr., c2000   0767418379 $32.00

Atlas of World Cultures by Brunetto Chiarelli, Anna L. Bebi ; Peter Bedrick Bks., c1997
0872264998 $28.00

Annual Editions Anthropology: 2002/2003 (Anthropology, 2002-2003) by Elvio Angeloni ;
McGraw Hill   007250630X $35.00

The Atlas of World Cultures by Brunetto Chiarelli, Anna L. Bebi ; Peter Bedrick Bks., c1997
        0872264998 $28.00

Atlas of World History : concise edition   Patrick O'Brien ed. ; Oxford U. Pr., c2002
019521921X $78.95

Atlas of World Politics by John L. Allen ; McGraw-Hill, c2003   0072873035 $23.95

Cases in International Relations : portraits of the future by Donald M. Snow ;
Pearson Ed., c2003   0321080610 $52.95

Civil Society and Government, Nancy Rosenblum ed. ; Princeton U. Pr., c2001
0691088020 $29.93

Collins Key World Religions   HarperCollins, c2003   0007158939 $19.95

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Conformity and Conflict: Readings in Cultural Anthropology (11th Edition) by James P.
Spradley, David W. McCurdy eds. ; Allyn & Bacon   0205354793 $50.00

Constructing Sexualities : readings in sexuality, gender and culture by Suzanne LaFont ;
Prentice Hall, c2002   013009661X $50.95

Cultural Anthropology by Daniel Bates, Elliot Fratkin ; Prentice Hall, c2002
0205370357 $72.95

Cultural Anthropology : a global perspective by Raymond Scupin ; Prentice Hall, c2002
0130979546 $102.95

The Dictionary of Anthropology by Thomas Barfield ; Blackwell Pub., c1997
1577180577 $47.95

Dictionary of Race & Ethnic Relations by Ellis Cashmore ; Routledge Chapman & Hall,
C1996   0415138221 $27.95

Discovering Canada's Government by Daniel Francis ; Oxford U. Pr., c2001
0195416295 $18.50

Encyclopedia of Social and Cultural Anthropology, Alan Barnard, Jonathan Spencer eds. ;
Routledge, c2002   0415285585 $47.95

Ethnic Groups & Boundaries : the social organization of culture difference by Fredrik Barth ;
Waveland Pr., c1998   0881339792 $29.50

Ethnoquest : an interactive multimedia simulation for cultural anthropology by F. Berdan, E.
Stark, C. Van Loon ; Prentice Hall, c2001   0130971111 $48.95

Global Perspectives : a handbook for understanding international issues by Ann Kelleher, Laura
Klein ; Pearson Ed., c1999   0138523932 $45.95

Governments, Globalization, and International Business, John H. Dunning ; Oxford U. Pr.,
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Human Rights : an introduction by Darren O'Byrne ; Pearson Ed., c2003
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Human Rights and Responsibilities in World Religion by Joseph Runzo ; Oneworld Pub., c2003
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0321025474 $42.95

Identities : race, class, gender and nationality   Linda Alcoff ed. ; Blackwell Pub., c2002
     0631217231 $59.95

Introduction to Comparative Government by Michael Curtis et al.; Pearson Ed., c2003
0321104781 $68.95

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0192853201 $11.95

Major World Religions, Lloyd Ridgeon ed. ; Routledge Curzon, c2003
0415297966 $41.95

Money & the Nation State : the financial revolution, government and the wold monetary system
Kevin Dowd, J. Richard Timberlake eds. ; Transaction Pub., c1997
1560003022 $16.65

Oxford Atlas of the World, Grathwohl ed. ; Oxford U. Pr., c2002   0195219198 $130.00

Penguin Dictionary of Politics by David Robertson ; Penguin, c2003
0140515291 $20.99

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1928 $14.95

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0773525947 $34.95

Race and Ethnic Relations in Canada, Peter S. Li, ed. ; Oxford U. Pr., c1999
0195414772 $34.95

Race, Nature and the Politics of Difference, Donald Moore, Jake Kosek eds. ; Duke U. Pr.,
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Social and Cultural Anthropology : the key concepts by Nigel A. Rapport, Joanna Overing ;
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Society : the basics by Macionis et al.   Pearson Ed., c2002   0130087424 $66.95

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Fleras ; Pearson Education Canada, c1999 0130205605 $56.95

The World Almanac and Book of Facts 2003, Canadian edition   Ken Park, ed. ;
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792 **Ert**	Erte's theatrical costumes in full color NY : Dover, c1979
792. **09713** **GEL**	**GELDZAHLER, Henry.** Princess of Wales Theatre / Henry Geldzahler, Karen Wilkin, Martin Knelman. Foreword by David Mirvish. [Toronto, ON] : The Hospital for Sick Children Foundation, [199?].
792. **0941** **HOL**	**HOLLEDGE, Julie.** Innocent flowers : women in the Edwardian theatre / Julie Holledge. London : Virago Pr, c1981.
792.092 **LEE**	**LEEPER, Janet** Edward Gordon Craig : designs for the theatre / Janet Leeper. Harmondsworth, Eng. : Penguin, 1948.
792. **09713** **LIN**	**LINDSAY, John C.** Royal Alexandra / The Old Vic / John C. Lindsay. Erin, Ont. : Boston Mills Pr., c1986
792 **ROW**	**ROWELL, Kenneth** Stage design / Kenneth Rowell. London : Studio Vista, c1968
DVD **FEATURE** **SHA**	Shakespeare in love directed by John Madden. Alliance Atlantis, c1997.
822.3 **SHA**	**SHAKESPEARE, William** A midsummer night's dream / William Shakespeare, ed. by Harriet Law. Toronto, ON : Harcourt Brace Canada, c1988
822.3 **SHA**	**SHAKESPEARE, William,** King Lear: a new variorum edition of Shakespeare/ ed. by Horace Howard Furness. NY: Dover, 1963.

822.3
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	SHAKESPEARE, William,
	    The tempest: a new variorum edition of Shakespeare/ ed. by Horace Howard Furness.
	        NY: Dover, 1964.

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	SHAKESPEARE, William.
	    A midsummer night's dream / William Shakespeare. Intro by Sir Ralph Richardson, designs by Oliver Messel.
	        [n.p.] : The Folio Society, 1957.

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	SHAKESPEARE, William.
	    The tragedy of Antony & Cleopatra / by William Shakespeare. Intro by Sir Laurence Olivier. Designs for costumes & scenery by Audrey Cruddas & Roger Furse.
	        [n.p.] : The Folio Society, 1952.

792.
0973
SHA
	SHATTUCK, Charles H.
	    Shakespeare on the American stage : from the Hallams to Edwin Booth / Charles H. Shattuck.
	        Washington, DC : Folger Shakespeare Library, c1976.

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	STOPPARD, Tom
	    Rosencrantz & Guildenstern are dead / Tom Stoppard.
	        NY : Grove Pr., c1967

REF **792.025** **THE**	The theatre listing 2001 : a directory of Canadian professional theatres / ed. by Hamal Docter. Toronto, ON : PACT Communications Centre (PCC), [2001].

PLANNED ACQUISITIONS:

American Satire : an anthology of writings from colonial times to the present, Nicholas Bakalar, ed. ;
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The Analysis of Literary Texts : current trends in methodology, Randolph Pope, ed. ;
Bilingual Pr., c1980   091695 $47.50

An Anthology of Canadian Native Literature in English, Dniel D. Moses, Terry Goldie, eds. ;
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Arabic Literature : an overview by Pierre Cachia ; Routledge, c2002 $112.00

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Literature by Bryan Cheyette ; Stanford U. Pr., c1996   0804728534 $23.75

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Canadian Short Fiction : from myth to modern, William H. New, ed. ; Prentice Hall, c1996
0135261538 $38.95

Classical Greek Theatre : new views of an old subject by Clifford Ashby : U. of Iowa Pr.,
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The Classical Theatre of China by A.C. Scott ; Dover, c2001   0486415791 $21.95

The Comedy of Errors by William Shakespeare ; Penguin, 1999   014071474X $7.50

Comic Effects : interdisciplinary approaches to humor in literature by Paul Lewis ;
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019541523X $49.95

Contemporary British Theatre by Theodore Shank ; St. Martin's Pr., c1996
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The Dilemma of the Modern in Japanese Fiction by Dennis C. Washburn ; Yale U. Pr., c1995
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Teun A. Van Dijk, ed. ; John Banjamins North America, c1985   0915027550 $55.50

The Dystopian Impulse in Modern Literature : fiction as social criticism by M. Keith Booker ;
Greenwood Pub., c1994 $94.95

The Elements of Storytelling : how to write compelling fiction by Peter Rubie ; Wiley & Sons,
C1995   0471130451 $22.50

The Enjoyment of Theatre by Patti Gillespie, Kenneth M. Cameron ; Allyn & Bacon, c1999
0205295908 $91.95

The Essential Theatre ; Harcourt Brace College, c2000   0155072293 $60.00

The Evil and the Guilty : an international collection of literature, philosophy and poetry ;
Great Bks. Foundation, c1997   188032380 $23.95

Fathers and Children : in literature and art , Charles Sullivan, ed. ; Abrams, c1995
0810933292 $19.99

Fathers and Daughters : portraits in fiction, Terry Eicher, ed. ; Penguin, c1991
0452266181 $12.99

Gender of Death : a cultural history in art and literature by Karl S. Guthke ; Cambridge
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The Gentlemen of Verona by William Shakespeare ; Penguin, 2000   0140714618 $8.99

A Greek Sense of Theatre : tragedy reviewed by J. Michael Walton ; U. of Toronto Pr., c1996
3718 $110.00

Greek Theatre by Stewart Ross ; Nelson Thomson, c1999   0872265978 $27.95

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Ludwig ; Harvard U. Pr., c2002   0674367545 $32.50

Guide to Greek Theatre and Drama by K. McLeish ; Oxford U. Pr., c2003
0413720306 $31.95

Heart of What Matters : role for literature in moral philosophy by Anthony Cunningham ;
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A History of Modern Chinese Fiction by C.T. Hsia ; Indiana U. Pr., c1999
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How to Write Damn Good Fiction : advanced techniques for dramatic storytelling by
James N. Frey ; MacMillan, c2002   0333907590 $19.99

International Perspectives on Contemporary Canadian Theatre, Sherrill Grace, Albert
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Julius Ceasar by William Shakespeare ; Oxford U. Pr., 2001   0198320272 $13.50

The Kabuki Theatre of Japan by A.C. Scott ; Dover Pub., c1999   0486406458 $18.50

King John by William Shakespeare ; Penguin, 2000   0140714596 $8.99

Like and Unlike God : religious imaginations in modern and contemporary fiction by John
Neary ; Oxford U. Pr., c1999   0788505696 $36.95

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The Merchant of Venice by William Shakespeare ; Penguin, 2000   0140714626 $5.99

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Modern French Short Fiction, Johnnie Gratton, Brigitte Le Juez, eds. ; McClelland & Stewart,
C1994   0719042119 $21.95

The Modern Library Writer's Workshop : a guide to the craft of fiction by Stephen Koch ;
Modern Library, c2003   0375755586 $19.95

Monologues and Scenes from World Theatre : ancient Greek and Roman Theatre by William
Alan Landes ; Players Pr., c1996   088734125X $12.95

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Makoto Ueda, ed. ; Kodansha, c1993   0870119265 $19.95

Mother Without Child : contemporary fiction and the crisis of motherhood by Elaine T. Hansen ;
U. of California Pr., c1997   0520205782 $17.00

Murder Done to Death : parody and pastiche in detective fiction by John K. Melling ;
Scarecrow Pr., c1996   0810830345 $72.95

Myth and Fairy Tale in Contemporary Woment;s Fiction by Susan Sellers ; Picador, c2001
0333720156 $32.98

Myths and Motifs in Literature by David J. Burrows et al. ; Simon & Shuster, c1973
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New Anthology of Canadian Literature, Donna Bennet, Russell Brown, eds. ; Oxford U. Pr.,
C2002   0195416872 $49.95

Oedipus Ubiquitous : the family complex in world folk literature by Allen W. Johnson,
Douglass Price-Williams ; Stanford U. Pr., c1996   0804725772 $26.95

Of Cops and Priests : uses of social and moral authority in contemporary irish-American
Literature by Dennis J. Carroll ; Peter Lang Pub., c1993   0820419672 $63.50

On Modern Fiction in Britain 1950-2000, Zachary Leader, ed. ; Oxford U. Pr., c2002
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Other Words : American Indian literature, law and culture by Jace Weaver ; U. of Oklahoma Pr.,
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Parent and Child : an International collection of literature, philosophy and poetry ;
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Plays From the Contemporary American Theatre, Brooks McNamara ed. ; Signet/Oryx, c2002
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Present Laughter : an anthology of modern comic fiction, Malcolm Bradbury ;
Douglas & McIntyre, c1994   0297814850 $29.95

The Queer Renaissance : contemporary American literature and the reinvention of
Lesbian and gay identities by Robert McRuer ; NY U. Pr., c1997   081475550 $26.95

Race, Citizenship and Law in American Literature by Gregg Crane ; Cambridge U. Pr.,
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Readers Companion to World Literature by Lillian Hornstein ; Signet, c2001
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Relating Narratives : storytelling and selfhood by Adriana Cavarero ; Routledge, c2000
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Richard III by William Shakespeare ; Penguin, 2000   0140714839 $7.50

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Romeo and Juliet by William Shakespeare ; Oxford U. Pr., 2001   0198320256 $13.50

The Sacred Game : the role of the sacred in the genesis of modern literary fiction by
Cesaro Bandera ; Pennsylvania State U. Pr., c1994   027 $26.95

Satire by Jane Ogborn ; Cambridge U. Pr., c2000   0521 $20.95

Seen and Heard : a century of Arab women in literature and culture by Mona Mikhail ;
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Shakespeare : a very short introduction by Germaine Greer ; Oxford U. Pr., c2002
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Shakespeare and Modern Theatre : the performance of modernity, Michael Bristol,
Kathleen McLuskie, eds. ; Routledge, c2001   041521985X $41.95

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Shakespeare's Theatre by Andrew Langley ; Oxford U. Pr., c2000   0199105669 $18.95

The Significance of Sibling Relationships in Literature, Joanna S. Mink, Janet D. Ward, eds. :
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Sixteen Satires, Juvenal, ed. ; Penguin, c1998   0140447040 $15.99

Stories of Exile and Alienation by Abdullah Hussein, Muhammad Memon ; Oxford U. Pr.,
C1999   0195778987 $16.00

Storytelling Encyclopedia : historical, cultural and multiethnic approaches to oral traditions
aound the world, David A. Leeming, ed. ; Oryx Pr., c1997   1573560251 $110.95

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The Tempest by William Shakespeare ; Oxford U. Pr., 2001   0198320310 $13.50

The Theatre by Phyllis Hartnoll ; Thames & Hudson, c1998   0500203121 $25.99

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Theatre Matters : performance and culture on the world stage, Richard Boone, ed.
Cambridge U. Pr., c1999   0521634431 $35.95

Theatre Theory : an introduction by Mark Fortier : Routledge, c2002   041525437X $31.95

Titus Andronicus by William Shakespeare ; Penguin, 2000   014071491X $8.99

Troilus and Cressida by William Shakespeare ; Penguin, 2000   0140714863 $8.99

The Winter's Tale by William Shakespeare ; Penguin, 1999   014071488X $6.99

To Wake the Nations : race in the making of American literature by Eric J. Sundquist ;
Harvard U. Pr., c2002   067489331X $29.95

Trickster Lives : culture and myth in American fiction, Jeanne Campbell Reesman, ed. ;
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Twelfth Night by William Shakespeare ; Oxford U. Pr., 2001   0198320191 $13.50

Virtual Lotus : modern fiction of Southeast Asia, Teri Yamada, ed. ; U. of Michigan Pr., c2002
0472067893 $43.00

Voice to the Voiceless : the power of people's theatre in India by Jacob Srampickal ;
Forge, c1995   031210359X $56.00

What is World Literature? by David Damrosch ; Princeton U. Pr., c2003   0691049866 $29.95

Who's Who in Contemporary World Theatre by Daniel Meyer-Dinkgrafe ; Routledge, c2002
0415141621 $22.95

Wild Mother Dancing : maternal narrative in Canadian literature by Diana Brandt ;
HarperCollins, c1993   0887556329 $18.95

William Shakespeare : the comedies ; Gramercy Bks., 2002   0517220563 $21.98

William Shakespeare : the tragedies ; Gramercy Bks., 2002   0517220571 $21.98

Women of Color : mother-daughter relationships in twentieth-century literature by
Elizabeth Brown-Guillory ; U. of Texas Pr., c1997   0292708475 $20.95

World Encyclopedia of Contemporary Theatre : Africa ; Routledge, c2000
0415227461 $55.00

World Encyclopedia of Contemporary Theatre : America ; Taylor & Francis, c2000
0415227453 $55.00

World Encyclopedia of Contemporary Theatre : Asia/Pacific ; Routledge, c2001
0415260876 $60.00

World Encyclopedia of Contemporary Theatre : Europe ; Routledge, c2001
0415251575 $75.00

The World of Literature by Louise Hutchings Westling ; Prentice Hall, c1999
0134391594 $97.95

Worlds of Modern Chinese Fiction : short stories & novellas from People's Republic,
Taiwan and Hong Kong, Michael S. Duke, ed. : M.E. Sharpe Inc., c1991
0873327586 $42.95

Appendix 8.5: Support Services

Support Service	Brief Description of Service
Academic Advising	Students in need of academic advisement should first consult their appropriate instructor. If necessary, students can go directly to their department chair for academic advising.
Career Counseling	Career counseling services are provided by the Career Services office. Students seeking career advice may contact their placement officer or the Director of Career Services.
Personal Counseling	Students may contact the Director of Student Management for assistance with personal issues. Students may then be given contact names and/or phone numbers to seek additional counseling outside the college.
Placement	Career counseling services are provided by the Career Services office. Students seeking career advice may contact their placement officer or the Director of Career Services.
Services for Students with Disabilities	Facilities and programs are generally accessible to persons with disabilities, and individuals with disabilities are encouraged to apply and to enroll. The school will provide reasonable accommodation to any student with a disability. A student needing a disability accommodation must contact either the Director of Education or the Director of Student Management.
Tutoring	Students who require tutoring should first contact their instructor for assistance. If necessary, students may go directly to their department chair to arrange for tutoring.

Appendix 8.6: Program Appropriateness

As stated in Part A. Appendix 5.1, the mission of the International Academy of Design and Technology is to prepare students for entry-level opportunities in the design field of their choice, and to provide placement opportunities in career building jobs.

In support of the Academy's mission, the institution's goals are to provide:

- A curriculum based upon and sensitive to industry needs, yet addresses the cognitive development of the students' educational experiences.
- Cultural enrichment, personal development, and professional growth for each student.
- Faculty of working professionals who themselves reflect the highest standard of professionalism.
- Employment opportunities for students to demonstrate and use their knowledge, skills, and talents.
- Physical environment which is conducive to the student's educational and relative pursuits.
- Opportunities for international educational exchange.

The mission and goals of the proposed Bachelor of Arts in Interior Design with an Applied Focus degree program is wholly appropriate and relevant to the organization's mission and goals. As stated in Part A. Appendix 5.3, the mission of the proposed program is to provide students with a FIDER-accredited design program that integrates design fundamentals, environment, technology, communication and professional practice with a solid theoretical and analytical foundation developed through courses in humanities and general education that expose students to a broader perspective beyond the students' core field of study. This program seeks to shape the new designer and provide a springboard for future professional development.

The goals of the proposed program are as follows:

- Develop graduates to become strong contributors to the Interior Design community and industry.
- Develop students' reasoning abilities, skills of inquiry, and ability to communicate.
- Strengthen the relationship between design education and the Interior Design profession through internships, field trips, site experiences and/or interaction with industry-related professional faculty.
- Affirm students' personal and professional ethics.
- Afford students a holistic view and approach to their individual career paths.
- Respond to the design industry needs for advanced education that combines hands-on, practical, and technical knowledge with a solid theoretical, research-oriented and analytical base.
- Encourage student participation with ARIDO and other professional-affiliated organizations, as well as industry trade shows, and/or related professional programs in an effort to integrate students with their industry prior to and upon graduation.

Section 9.0—Credential Recognition Standard

Appendix 9.1: Program Design and Credential Recognition

Preliminary research was conducted to review current FIDER accredited Bachelor degree level Interior Design programs for curricular design and course content including contact hours and credit equivalencies, where appropriate. A brief report was generated based on the findings to provide a foundation for redesign of the Academy's current professional diploma program to meet industry, accreditation and Ministry standards for a baccalaureate-level degree program. This report indicated specific curricular offerings that differed from the current Academy professional diploma curriculum, and served as a valuable tool in initial curriculum development meetings regarding the scope and direction for the proposed Bachelor of Arts in Interior Design with an Applied Focus degree curriculum model. (See Exhibit E. *Minutes to the Initial Curriculum Development Meeting* on the pages to follow.) The proposed Bachelor of Arts in Interior Design with an Applied Focus degree at the Academy has been developed to meet and/or exceed current FIDER accredited program offerings within Ontario and other jurisdictions to offer potential students both professional and academically-sound opportunities for future personal and professional growth. FIDER accredited programs and credentials are recognized throughout North America as meeting standards of high quality design education. Additionally, general education and design humanities courses are equal in content and duration to university courses in humanities and liberal arts/sciences, thereby affording students the possibility for academic transfer.

Exhibit E. Minutes to the Initial Curriculum Development Meeting

E.W. JEFFERS, MA

EDUCATIONAL CONSULTANT
905-306-0489 FAX 905-306-0049

Initial Curriculum Development Meeting
Wednesday, January 22, 2003 10:45 a.m.- 1:15 p.m.
Bay/Wellesley Campus, 14th floor

IN ATTENDANCE—
Alex Murphy, FT IADT-Toronto Instructor-Interior Design
Elizabeth W. Jeffers, Project Consultant

Attachment: COMPARATIVE ANALYSIS OF OTHER FIDER ACCREDITED BACCALAUREATE DEGREE CURRICULAR MODELS

MEETING OBJECTIVES—
▪ Review the three Canadian FIDER accredited Baccalaureate degree programs, identify their pedagogical and programmatic philosophies, and explore the curricular design.
▪ Discuss the similarities and differences between these three programs and the 3-year professional IADT-Toronto current program.
▪ Review current 3-year IADT-Toronto professional diploma program, discuss its strengths, identify areas for potential enhancement, and begin to explore our own philosophy (program rationale).
▪ Begin to discuss various models for curricular design.
▪ Review the outline of FIDER accredited Baccalaureate degree core and liberal arts/general education/elective courses that are different from the IADT-Toronto 3-year program courses (as identified by Elizabeth Jeffers through a comprehensive search of campuses listed under the FIDER web-site. See attachment.)
▪ Determine which courses (core, liberal arts/general education and electives) listed on the outline of FIDER accredited Baccalaureate degree programs should be further researched as potential course additions (or revisions) to our curricular model.
▪ Clarify roles and responsibilities moving forward.
▪ Establish a timeline for outlining a preliminary first-draft curricular "working model" for Joyce O'Keefe to review (including a basic program philosophy, rough draft of mission and academic goals, as well as potential course additions and potential existing course revisions.)
▪ Determine next meeting date, time and objectives.

KEY ITEMS DISCUSSED—

After reviewing all three Canadian Baccalaureate degree models (Kwantlen University College Bachelor of Applied Design, Ryerson University Bachelor of Interior Design, and University of Manitoba Bachelor of Interior Design [phasing out]/Bachelor of Environmental Design [new replacement core]), both Alex and I discussed at length the

strong practical **and** theoretical knowledge base that each of these programs offer the design graduate. And while the IADT-Toronto professional diploma program does offer a solid technical/practical-orientation to the field, we both felt that a strong Baccalaureate degree program focuses equally on building a student's critical perspective and process-orientation through core courses that are related to the theory behind the practice. Yet, we also discussed the importance of a keeping our curriculum with emphasis on both learning outcomes and employability skills.

Both Alex and I were drawn to the curricular design at Kwantlen University College in that it so clearly identifies the "streams" within the curriculum that all courses are organized under which ultimately defines the nature and purpose of the program and its pedagogy. The 4-year curriculum is designed to simulate an on-going "studio project" where students are exposed each semester to the necessary theory, practice and skill development to move sequentially and meaningfully through the program toward the completion of their final thesis (which has been developing throughout the program) and mentorship. Another aspect of this curriculum that we both found interesting and quite different from other programs surveyed is a series of courses called "site tutorials." These courses provide for students' the opportunity for on-site observation and presentations by non-faculty professionals, including observation and discussion of actual projects both in process and completed. Both Alex and I liked this idea in theory in that it can potentially introduce students to a variety of professional environments, cultures, work loads, habits and attitudes within the field of design, and provide students with a broad scale understanding of the nature of real world challenges and successes. We also felt that while a design "studio" may be costly for the program at the onset, it would allow students to actively engage in design projects and construction as part of their campus experience.

We spoke briefly about Ryerson University's curriculum because they do not publish their course requirements or curriculum sequence on-line. We discussed the broad facets of their program based upon their published "curricular overview." Their first year focus is on the fundamentals of design, drafting, and drawing, but they also emphasize the philosophy and history of design, as well as presentation skills through communications courses. It is not until their second year that students begin to work on small-scale planning projects. In year three, students focus on solving design problems for large-scale commercial interior spaces and in their fourth year, they focus on their major thesis project. Both Ryerson and Kwantlen, as well as the old curriculum at University of Manitoba have capstone courses in their curriculum in either the form of a thesis or term project. When surveying all of the FIDER accredited programs, most had a field-specific capstone course. Ryerson also requires 400 hours of work placement.

Upon review of the program offerings that differed from the current IADT-Toronto curriculum, we selected the following "theoretical" courses to further research—
▪ Design for Human Behaviour (or Human Factors in Interior Design, or Human Factors and Ergonomics)
▪ Critical Perspectives in Design
▪ History of Culture, Ideas and Environment, or Civilization and Ideas

- Canadian Architecture
- Process, Method and Theory
- History of Toronto
- Interior Environments or Interior Dimensions
- Fundamentals of Photography
- Visual Thinking, or Understanding Images
- Interior Design Tours
- Furniture Design Studio, or other studio-related construction courses
- Interior Environment: the dwelling, the workplace
- Connections: Details in Modern Furniture Design
- Perception and Communication
- Philosophy of Design
- Interiors and Society
- Restoration

Next Steps—

- Alex will more closely review Kwantlen, Ryerson and Manitoba's web sites.
- Alex will begin to envision a basic philosophy and mission for the Toronto Baccalaureate program based on our discussion today and his review of the three Canadian Universities.
- Alex and I will begin to identify existing and further develop curricular "streams" and determine under what "stream" existing courses fall.
- Alex and I will begin to determine potential curricular revisions, sequencing, course additions, and liberal arts electives.
- Elizabeth will start to create a clock to credit hour conversion chart to meet the required 180 total quarter credits with 20% of the total credits designated to liberal arts, and 75% of the liberal arts credits designated to discipline courses outside the field of study as outlined in the PEQAB application.
- Elizabeth will provide Alex with course descriptions and further detail on all courses identified as potential additions to the Baccalaureate degree program.
- Alex and Elizabeth will have a rough draft preliminary copy of the first-draft curricular "working model" thoughts for Joyce O'Keefe to review (to potentially include a basic program philosophy, as well as potential course additions and potential existing course revisions) by Friday, January 24, 2003.
- Next meeting will be on **Tuesday, January 28, 2003 @11.00 am**. In Alex's office to discuss Joyce's comments and concerns, and continue work on the curricular model.

Appendix 9.2: Consultation

IADT-TORONTO INTERIOR DESIGN CEC PROGRAM DEVELOPMENT TELECONFERENCE

Meeting Date/Time: March 06, 2003, 9 a.m. EST

CEC INTERIOR DESIGN CAMPUS COMMITTEE MEMBERS

Name:	**Patricia Johnson**
Occupation:	Educator, Interior Designer
Related Credentials:	Licensed Florida Interior Designer 1611
Professional Affiliation:	ASID, IDEC
Name of Employer:	International Academy of Design & Technology, Tampa, Florida, USA

Name:	**Anthony Feldman**
Occupation:	Educator, Interior Designer
Related Credentials:	AA Diploma
Professional Affiliation:	RIBA, IDDA, IIDA
Name of Employer:	American Intercontinental University, London, United Kingdom

Name:	**Robin Throne**
Occupation:	VP Regulatory Policy & Governmental Affairs
Related Credentials:	B.S., M.A., Ph.D.
Professional affiliation:	Former Provost, American InterContinental University
Name of Employer:	American Intercontinental University On-line Learning

INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY-TORONTO

Marcello Scarlato, Director of Operations/Compliance
Joyce O'Keefe, Interior Design Program Chair, BA Program Development Team
Alex Murphy, Interior Design Full-time Faculty, BA Program Development Team
Elizabeth W. Jeffers, MA; Academy Project Consultant

The call commenced at 9.00 a.m. EST.

After Joyce reviewed the proposed Bachelor of Arts in Interior Design with an Applied Focus degree program abstract, curricular streams and curriculum content, the floor was opened for discussion.

Patricia Johnson strongly advised that any reference to FIDER approval in the program abstract should be deleted and both Anthony Feldman and Patricia suggested that using words like traditional or contemporary in the abstract might add strength to the description.

Both Patricia and Anthony agreed with the lock-step process of the curricular design and thought that concentration primarily on residential projects in the first six quarters of the program was sound.

Anthony and Robin Throne both proposed an idea for student exchange with AIU London for 1-2 quarters to add international perspective to the Toronto student repertoire. Both Joyce and Anthony agreed to arrange for a time to review course content once Toronto received Ministerial Consent to further pursue the student exchange concept.

All three members of the CEC campus program development committee inquired about field trips and made suggestion that arrangements for summer travel to Chicago, Tampa, or other CEC sister schools offering Interior Design programs might also be a worthwhile pursuit.

Anthony asked Joyce to define Senior Thesis I- Programming and wondered if Senior Thesis I and II might not be combined into one course. Joyce explained that the programming component of the thesis project was research-oriented while the concept component in Senior Thesis II entailed further concept and project development. Pat agreed that the three-quarter split was a sound curricular move giving students ample time to really mature and develop their project from concept to creation.

Pat asked what percentage of Toronto's graduates were currently employed locally, and inquired further if Toronto was experiencing the same "local market saturation" as Tampa. Joyce agreed that she found it difficult to find work experience placements for all interns and that the competition in the local job market was just as difficult as in Tampa. Pat suggested that the work experience/internship component of the curriculum could just as easily incorporate job shadowing and mentoring. Joyce and Alex explained the mentor aspect of the work experience/internship course design, and mentioned that the work experience in this way can enhance the students' Senior Thesis project experience through professional perspective and advisement in real world context. All agreed that students would benefit a great deal from this kind of monitored internship.

Pat recommended that Joyce revisit some of the course pre-requisites in light of student transfer credits. She felt the current assigned pre-requisites might restrict scheduling too much for both students and administration.

All agreed that on the whole, the program was academically and professionally sound, innovative and promoted appropriate learning outcomes for the level of a Bachelor degree program.

The teleconference adjourned at 9:45 a.m.

International Academy of **Design & Technology**

Graphic Design | Fashion Design & Marketing | Interior Design   Web Design & Development | Animation | Computer Networking

March 11, 2003

Post-secondary Educational Quality Assessment
Ontario Ministerial Consent Board
Ontario, Canada

Re: International Academy of Design & Technology, Toronto

Respectfully submitted to the Board:

I have had the privilege of sharing and comparing Interior Design Programs with
Chairperson Joyce O'Keefe over the past years in various capacities. We were
jointly involved in the FIDER (Foundation for Interior Design Education and
Research) workshop in 2001. This provided a forum for discussion of program
content and delivery with a wide audience of program leaders from many
regions. The specific content units required by FIDER assure uniformity in the
programs granted accreditation. This was evident in the discussions.

The Toronto Interior Design Department has solicited comments from me
regarding the licensure of professionals in Florida. Florida was one of the first
states in the United States to secure a Practice Act for Interior Designers. I was
instrumental in the early steps of this process and have subsequently served as
a member of the Governors Task Force for Educational Review of the statutes
for state licensure. I was able to relate information to Ms. O'Keefe regarding the
focus of programs as they provide pathways to students seeking to be licensed
designers. Passage of the NCIDQ (National Council of Interior Design
Qualifications) Exam is an essential part of licensure as well as being required for
certification by various professional organizations. The Toronto program more
than adequately prepares students for this exam.

I have been actively involved in the advisement and review of the Toronto
program and have found the content to be well balanced, providing both
academic and practical experiences for the students. Students that have
transferred from the Toronto Campus to the Tampa Florida Campus have
smoothly interfaced with our curriculum and had outstanding progress.

Please feel free to contact me if you should require further information.

Sincerely,

Pat Johnston, ASID, IDEC
Licensed Florida Interior Designer 1611
Chairperson, IADT

a̅u*Online*
Point your career upward (↖)

AMERICAN INTERCONTINENTAL
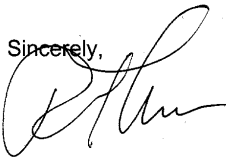UNIVERSITY ONLINE

March 31, 2003

To Whom It May Concern:

I am writing to provide endorsement for the Baccalaureate of Arts with an Applied Focus in Interior Design at the International Academy of Design and Technology in Toronto (the Academy). In our evaluation of this degree program, and in having served as Provost for American InterContinental University (AIU or the University) which offers FIDER-accredited interior design degree programs and in consultation with ID faculty at AIU, I attest that the BAID degree will contribute to the professional advancement of graduates within the interior design discipline.

Upon review, the program's learning outcomes and standards are found to be sufficiently clear and at the level to facilitate appropriate recognition of this credential by the University, a U.S. regionally accredited instittu9ion, and other institutions of higher education.

Where appropriate, courses and curriculum for the BAID degree program are designed to facilitate credit transfer recognition by other institutions of higher education including AIU. The Academy currently maintains an articulation agreement with the University and as such, Academy graduates have found a stepping stone for credit transfer of their Academy program to pursue higher credentials. Upon approval, the BAID degree will be added to this articulation and provide opportunities for graduates to pursue advanced degree study at the University.

Name:	Dr. Robin Throne
Email:	rthrone@aiuonline.edu
Occupation:	VP Regulatory Policy & Governmental Affairs
Related credentials:	B.S., M.A., Ph.D.
Professional affiliation:	Former Provost, American InterContinental University

Sincerely,

Robin Throne, Ph.D.
Vice President Regulatory Policy
& Governmental Affairs
American InterContinental University Online

5550 PRAIRIE STONE PARKWAY • SUITE 400 • HOFFMAN ESTATES • ILLINOIS 60192
Toll Free Phone: 1-877-701-3800 • Toll Free Fax: 1-866-647-9403 • www.aiu-online.com

International Academy of Design and Technology-Toronto
B-150

aïu

11 March 2003

To whom it may concern

Baccalaureate of Arts with an Applied focus in Interior Design

International Academy of Design and Technology, Toronto

This is to confirm that I have reviewed the documents prepared and provided by Joyce O'Keefe, Chair of Interior Design, of the International Academy of Design & Technology, Toronto regarding the above proposal.

I further confirm it is my view that these proposals:

- Encourage graduate's potential in the sphere of lifelong learning
- Embody clear learning outcomes and standards at a level that will facilitate appropriate recognition of the credentials by other post-secondary institutions
- Structure courses so as to facilitate credit transfer recognition by other post-secondary institutions

Yours faithfully

Anthony Feldman AA Dip RIBA IDDA IIDA
Program Chair ID Department AIU London

Section 10.0 Regulation and Accreditation Standard

Appendix 10.1.1: Current Regulatory or Licensing Requirements

ARIDO (Association of Registered Interior Designers of Ontario)

ARIDO is the self-regulatory professional organization for Interior Designers in Ontario. Its mandate is to serve the interests of both the public and interior design industry. It does so by registering interior designers who meet an established standard of education, experience and competence, and by identifying them as such, so that the public may make an informed choice for quality service. It is the Association's role to regulate and govern the conduct of ARIDO Interior Designers in the practice of their profession, by prescribing a code of ethics, establishing rules of professional conduct, and setting standards of practice. ARIDO also implements procedures for receiving and considering complaints from the public and instituting disciplinary measures.

As of December 23, 1999, only those individuals who meet the strict membership qualification confirmed by the government in Act Pr6, a Restrictive Titles act, are entitled to call themselves an Interior Designer in the province of Ontario. By giving legal standing to the designation of "Interior Designer", the government gave the title a new measure of respect that reflects the high degree of education, training, and formal examination that professional Interior Designers undergo. It also enhances consumer protection by reducing confusion in the public eye. The Association is further pursuing a Practice Act through legislature in the current sitting which will restrict individuals who are not registered with ARIDO from engaging in the practice of Interior Design.

The organization, formed in 1934, grew to become the Association of Registered Interior Designers in 1984. Membership represents over 1550 registered and interning Interior Designers, generating over 4 billion dollars of economic activity in the province annually (ARIDO Economic Impact Survey 1999).

Interior Designers who are registered with ARIDO have met established and rigorous standards of education, professional experience and competence. In addition to seven years of combined educational background and professional work experience, Registered Interior Designers must pass examinations of the National Council for Interior Design Qualification (NCIDQ). On fulfilling the requirements to become Registered members of the association, Interior Designers are identified as such with the letters "ARIDO", or ARIDO (Intern), the official accreditation of their membership status.

Qualifications for registered membership in the Association are:
 a) graduation from a recognized education program in interior design in the province of Ontario.
 b) completion of work experience in the profession as an intern member of the association
 c) satisfactory completion of the NCIDQ (National Council for Interior Design Qualification) examination at the end of a seven year period of combined education and experience
 d) maintenance of registered and intern status through a point systems of continuing education courses (CEUs) accredited by IDC (Interior Designers of Canada) or related organizations recognized by NCIDQ (National Council for Interior Design Certification)

Recognized programs in Ontario are those that have FIDER (Foundation for Interior Design Education and Research) accreditation or meet an equivalent standard. By-law changes in 2001 to ARIDO membership qualification restricted recognized programs to those of three or four years duration, whether diploma or degree granting.

The proposed bachelor degree program will ensure that students in the program qualify as student members, an ARIDO membership category for students in recognized programs that encourages networking opportunities, workshops and seminars, and attendance at industry trade shows.

NCIDQ (National Council for Interior Design Qualification)

The National Council for Interior Design Qualification serves to identify to the public those interior designers who have met the minimum standards for professional practice by passing the NCIDQ examination.

Conceived in the late 1960's to serve as a basis for issuing credentials to professional interior design practitioners, the Council was incorporated in 1974. The Incorporation charter provides membership for state and provincial regulatory agencies and is included among the license or registration eligibility criteria in all American states (twenty-three jurisdictions) and eight Canadian provinces with enacted statutes. Its role in the certification process includes the establishment of standards for education and experience and the administration of a minimum competency examination. Candidates are eligible to sit for the examination at the seven-year period of combined education and experience and must pass to qualify for registered or professional membership in ARIDO.

Graduates from the bachelor degree program would be required to complete three years of full time interior design experience, rather than the current four-year component of work experience to be eligible to sit for the examination.

Proposed Law Changes
March 31, 2003

PROPOSED BY-LAW CHANGES

PRESENTED TO ARIDO MEMBERS
AT 2003 ANNUAL MEETING

MONDAY, MARCH 31, 2003

Index of Changes:

Change #1	Pages 2-3	To amend the Inactive Member Status to a) provide Intern Members the right to apply for Inactive Status and b) bring the application period inline with the annual membership dues
Change #2	Pages 4	To amend the criteria for Fellow membership status
Change #3 required,	Page 5	To provide the Board of Management with the authority to increase membership dues, if on an annual basis to a defined maximum amount.
Change #4 General Meeting	Page 6	To bring the final deadline for membership dues payment in line with the Annual to ensure all members are in good standing prior to the Annual General Meeting.
Change #5	Page 7	To add a Life Membership Category

March 7, 2003

Page 1 of 11

Proposed By-Law Changes
March 31, 2003

CHANGE #6

Text of Existing By-Law	Proposed Amendments	Reason for Change
QUALIFICATION OF MEMBERSHIP	**QUALIFICATION OF MEMBERSHIP**	**QUALIFICATION OF MEMBERSHIP**
3.03 INTERN MEMBERS A A Intern Member is one who: (1) has met the requirements for Registered membership as stated in Article 3.02 A (1), (2), (3), (4) and has not yet passed all parts of the exam or examinations described in 3.02 A (5); OR (2) Applies prior to January 1, 2005, and has two, three or four years of interior design education recognized by the Board, but has not accumulated the total years of practical experience required in 3.02 A (4) (a) and (b) and has not yet passed all parts of the examinations described in 3.02 A (5); OR (3) Applies after January 1, 2005, and has three or four years of interior design education recognized by the Board, but has not accumulated the total years of practical experience required in 3.02 A (4) (a) and (b) and has not yet passed all parts of the examinations described in 3.02 A (5);	**3.03 INTERN MEMBERS** A A Intern Member is one who: (1) has met the requirements for Registered membership as stated in Article 3.02 A (1), (2), (3), *and has not yet participated in and completed the supervised/mentored experience program as established by the Association* and has not yet passed all parts of the exam or examinations described in 3.02 A (5); OR (2) Applies prior to January 1, 2005, and has two, three or four years of interior design education recognized by the Board, and has not accumulated the total years of practical experience required in 3.02 A (4) (a) and (b) and has not yet passed all parts of the examinations described in 3.02 A (5); OR (3) Applies after January 1, 2005, and has three or four years of interior design education recognized by the Board, required in 3.02 A (4) (a)	The intent of this change is to implement a mandatory supervised or mentored experience program for Intern Members of ARIDO. As we strive to increase the standards of our profession and ensure that only qualified and competent individuals are practicing interior design, we feel it is important that Intern Interior Designers be supervised and mentored through their experience phase. The program ARIDO has chosen to adopt is the IDEP program developed and administered by NCIDQ. ARIDO interns will be required to complete the IDEP program prior to writing their NCIDQ exam. It requires the completion of weekly log books signed off by a supervisor as well as visits or discussions with a Mentor. The program will require the participation of ARIDO Registered Members as supervisors and mentors.

March 7, 2003

Appendix 10.1.2: Letters of Support from Regulatory/Licensing Bodies

See letters attached.

NCIDQ

March 10, 2003

Joyce O'Keefe
International Academy of Design & Technology
Chair, Interior Design

Dear Ms. O'Keefe

It is with great enthusiasm that I write in support of the efforts of the International Academy of Design and Technology to achieve a baccalaureate degree for interior design students. NCIDQ recognizes a career to becoming a professional interior designer as one of education, experience, examination and extended learning.

NCIDQ is the professional qualifying examination used by state / provincial regulatory agencies for the purposes of licensure / registration / certification. This minimum competency examination is an important component of the career path and protecting the health, safety and welfare of the public.
The eligibility, requirement to the examination is a combination of six years education and experience. A stronger academic background will only enhance the candidate experience and ultimate professionalism.

Good luck with your efforts.

Sincerely,

Kenneth A. Baker
Acting Executive Vice president

F I D E R

February 13, 2003

Joyce O'Keefe, Chair
International Academy of Design and Technology
56 Wellesley Street West
Toronto, ON M5S 2S3
Canada

Dear Professor O'Keefe:

At their February 12, 2003 conference call meeting, the FIDER Accreditation
Commission reviewed the materials included with your letter of January 28,
2003 and voted to grant accreditation. The term of accreditation is six years. An
interim on-site review is required in three years as a condition of accreditation
status.

Additionally, the Accreditation Commission will require further documentation
as assurance that the program has appropriately implemented curriculum
adjustments to meet the eligible institution and eligible program requirements.
These requirements will be further outlined in the official letter of notification,
which will be issued with recommendations for improvement and a final
accreditation report in the next 2-3 weeks.

Sincerely yours,

Kayem Dunn
Executive Director

Section 11.0 Program Evaluation Standard

Appendix 11.1: Periodic Review Policy and Schedule

In keeping with FIDER accreditation standards, the proposed Bachelor of Arts in Interior Design with an Applied Focus degree program will be subject to a periodic review (not to exceed six years) that will include the creation and compilation of data for an institutional self-study. Data used to prepare the self-study will include:

- assessment of the consistency of the program with the institutional and program mission, educational goals and long-range plans
- assessment of learning outcome achievements of students and graduates
- graduate satisfaction level and employment rates
- employer satisfaction level
- graduation rate
- default rate
- time of completion

As part of the FIDER accreditation review process, a FIDER evaluation team will conduct a site visit based on the institutional self-study during which members of the evaluation team will normally meet with faculty members, students, graduates, and administrators to gather information pertinent to the assessment of program quality.

Recommendations made by the FIDER evaluation team must be addressed by senior administration together with a plan of action to ensure recommended changes are implemented in a timely manner.

IADT-Toronto plans to file request for FIDER approval of the Bachelor of Arts in Interior Design with an Applied Focus degree concurrently with the PEQAB Application for Ministerial Consent submission.

In addition to FIDER team visits, the following processes will be used to ensure continuous review and evaluation of the proposed program:

- Student evaluation of instructor quarterly feedback.
- Classroom observation of instruction (once per term for a new instructor's first year, at least twice a year following.)
- Input from Bachelor Degree Program Advisory Counsel (at least once a year).
- Feedback from student drop surveys, exit interviews, graduate and employer surveys.
- Program Evaluation Committee periodic (one time a year) review—committee comprised of members of the admissions, career services, academics, and finance departments to make recommendation for revision, budget and strategic direction for the program based upon institutionally-gathered faculty and student feedback.