The Interior Design Student’s Handbook - Planning for Success!
MISSION STATEMENT

INTERIOR DESIGN
BACHELOR OF SCIENCE DEGREE

The Interior Design program prepares students to obtain entry-level positions in their field and function as trained professionals able to conceive and develop viable, creative design solutions within the interior environment. Students are prepared for the purpose of improving the quality of life, increasing productively and protecting the health, safety, and welfare of the public. By meeting the educational goals, student should develop an attitude of flexibility and a desire for life-long learning necessary to meet the changing demands of the interior design profession.

Student work by Angelo Manzano
# COURSES OFFERED 1st to 12th quarters

## INTERIOR DESIGN

### BACHELOR OF SCIENCE DEGREE

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<tr>
<td>Drawing</td>
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<td>Construction Documents Prerequisites: ID340 and ID353</td>
<td>Graduation Project Pre-Design Prerequisite: Successful completion of all core courses in qtrs 1-9 in the ID program</td>
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<td>Programming &amp; Space Planning II Prerequisite: ID135</td>
<td>Drafting Technology Prerequisite: ID221</td>
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<td>Professional Practices Prerequisite: ID121</td>
<td>Commercial Design Studio Prerequisite: ID221</td>
<td>Multi Cultural/Global Design Prerequisite: ID311</td>
<td>Advanced Communications Prerequisites: COMM1010, ENG1010 &amp; successful completion of 75 credits (A&amp;S) or 150 credits (BS)</td>
<td>Internship for Interior Design Prerequisite: Successful completion of all core courses in qtrs 7-9 in the ID program</td>
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<td>Basic Drafting</td>
<td>Basics of Interior Design Prerequisite: ID120</td>
<td>History of Art in Early Civilization OR ART1030 Survey of Modern &amp; Contemporary Art</td>
<td>Introduction to AutoCAD Prerequisite: ID120</td>
<td>Composition and Language and Language II Prerequisite: ENGL1010</td>
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TO VIEW A FULL LIST OF THE COURSE CATALOG, PLEASE CLICK ON THE FOLLOWING LINK:

http://www.aionline.edu/academic-catalog/

The Art Institute of Pittsburgh
Online Division
The following standards are to be used as a guideline when completing projects for all core courses within the Interior Design Department which include, the interior design bachelors, the kitchen & bath design associates and the residential planning diploma programs. Students will be instructed at the discretion of your Instructors as to how to interpret and implement these standards based on the level and intention of each project.

1. The following information must be included with every project you complete:
   - Student’s Name
   - Course Code and Title (example: ID121 Interior Design Basics)
   - Session and Year (example: ID124 P01 Digital Visualization for Interior Design 2/28/2013 - 4/6/2013 )
   - Project Title or Assignment Name
   - Board Numbering (example: Board 1 of 4, 2 of 4, etc.)
   - Digital slides should be numbered
   - When applicable, this information should appear on the FRONT of the project!

2. Presentation Boards must be uniform and no larger than 18” X 24” in size.

3. ALL Digital Presentations must be saved as a PDF file using Adobe Acrobat. (This reduces the file size and makes the file impervious to changes.)

4. When supplemental booklets accompany a board or digital presentations, the booklet must be bound, include a title page (see standard 1) and visually compliment the overall presentation. No 3-Ring Binders will be accepted.

5. Visual Presentations (both board and digital) must be balanced and organized in a logical sequence to support the verbal presentation.

6. All drawings and sets of drawings (both hand drafted and CAD) shall be rolled or folded according to industry standard so that the drawing and the title block is facing out.

7. All drawings (both hand drafted and CAD) MUST be labeled and the architectural scale MUST be specified as appropriate. All plan view drawings must include a north arrow. A drafted border and titleblock is MANDATORY on all hand drafted plans.

8. All elevations, sections, and any other detail drawing must be cross-referenced appropriately to the floor plan. These drawings should also be labeled and the architectural scale specified.

9. All floor plans should be labeled appropriately. All rooms should be identified, stairwells marked with up/down arrows, entry and exits labeled as necessary. All built-in floor plan features should
10. **ALL finishes and fabrics MUST be labeled.** Items on the plan should be tagged and cross-referenced to an adjacent schedule, presentation boards and specification sheets when required. (This applies to both board presentations and digital presentations.)

11. **All furniture and fixture selections must be labeled.** Items on the plan should be tagged and cross-referenced to an adjacent schedule, presentation boards and specification sheets when required. (This applies to both traditional board presentations and digital presentations.)

12. **All presentation materials, course work submissions, digital work, floor plans and supplemental materials must be spelled correctly.** USE SPELLCHECK! (eCollege, eCompanion and all department software has spell check features built-in.)

13. **In general, there should be a minimum of three distinct line weights used in floor plan drawings** (light, medium, heavy). All walls should be hatched in accordance with their construction type (solid hatch for 2X4 studs with gypsum, straight hatch for insulation, cross-hatch for fire-rated, etc.). Since this can vary per construction type, be sure that your project is completed in accordance to the assignment parameters.

14. **Font style should be consistent and uniform on all drawings, boards and presentations.**

15. **For text, dimensioning and other related standards for manual drafting and CAD please refer to the appropriate standards guideline:**
   - ID_RP_KBD CAD Guidelines.PDF
   - ID_RP_Manual Drafting Guidelines.PDF (Not Available Yet)
   - KBD_CAD Guidelines.PDF (Not Available Yet)
   - KBD_Manual Drafting Guidelines.PDF

These guidelines can be found within the online Campus Common and posted by each campus faculty member within the eCompanion course. Please do not hesitate to ask your faculty member for a copy.
16. All working drawings should be numbered according to The United States National CAD Standard (NCS), which was created from the guidelines developed by The American Institute of Architects, Construction Speciation Institute and the CAD/GIS Center's Plotting Guidelines. For more information about these guidelines visit http://www.buildingsmartalliance.org/ncs/. Please also reference our department's CAD standards which are available from any ID faculty member.

TYPICAL SHEET NUMBERING EXAMPLE
A0 – Cover Sheet
A1 – Floor Plan (in the event of a large project with multiple floors or Demo plans, A1.1, A1.2, A1.3 would be used – typical for all other sheets below)
A2 – Reflected Ceiling Plan or Lighting Plan
A3 – Furniture Plan & Schedules
A4 – Finish Plan & Schedule
A5 – Elevations, Sections, Details, & Schedules
A6 – Sections and Details (if separate sheet from elevations is needed)
A7 – Accessibility Plans
E1 – Electrical & Data (non-lighting)

As an interior design student it is important to understand the benefit of having a variety of instructors that have diverse backgrounds and expertise within the Interior Design industry. Students are often exposed to a variety of ways in which to approach the same problem throughout their curriculum so that after graduation they are prepared to develop their own unique approach based on what they have learned from the entire faculty body.
STUDENT SAMPLES
FND113- PERSPECTIVE

Student work by Tami LittleJohn
STUDENT SAMPLES
ID124- DIGITAL VISUALIZATION FOR INTERIOR DESIGN

Student work by Emily Littlefield
Arri hides have a subtle “capra” grain and hair follicle pattern, and a durable finish which is great for high traffic areas. The matte, soft hand grain is classic for a modern look. The black color will be the base color of the space and red and grey will be the accent colors creating a bold contrasting ambiance.

Manufacturer: Garret Leather
Pattern: Arri /AR7850

This canvas of solid, rich blue with dots that appear to be missing from it, is a nice contrast to the sofa upholstery which seems to have housed the missing blue dots. It adds to the harmony of the space with a horizontal dot pattern, yet creates a contrast because it is solid in color opposite of all the other materials. The textile is made of Trevira CS polyester fabric and has a PFOA-Free Stain Resistant finish in which I describe the benefits in two above mentioned textiles that I used for the draperies and sofa. This fabric has a 40,000 abrasion rating which makes it sturdy and durable for seating.

Manufacturer: Maharam
Pattern: Highfield by Kvadrat

Student work by Rhonda Davis
FRENCH LATE NEOCLASSIC

There were two distinct styles for the French Late Neoclassic period, The Directoire and the Empire. There was a strong emphasis placed on Greek influences. Elements of both Roman and Greek design suggested the mood of the ancient past. Round tapered legs and sweeping saber legs were used and ormolu mounts took place of carved details. (Crochet 149)

ENGLISH EARLY NEOCLASSIC

During the reign of George III, three stylistic genres became known for English furniture: Adam, Hepplewhite, and Sheraton. The styles were named after the designers instead of the monarch who ruled at the time. The backs of chairs were open and took on unique shapes like a shield, a wheel or a heart. The Sheraton style back had a square shape to them. Splats took on a variety of carved designs including wheat patterns, arched trellis, urns with ribbons and the Prince of Wales plume. (Crochet 151, 152)

WORKS CITED


Images:


STUDENT SAMPLES
ID213- PROGRAMMING AND SPACE PLANNING II

Client Needs Analysis

Client
- Dr. Jocelyn Davis
  - Minimum 85 sq. ft. exam rooms
  - Fun and relaxed atmosphere
  - Seating for both children and adults, including baby carrier space
  - Easily cleanable waiting room elements
  - Functional and ergonomic, yet stylish private office furniture
  - Soundproofing for private office
  - Sink in each exam room, not to be restricted by plumbing waste tie-in
  - Baby scale in all three pediatric exam rooms
- Natural light
  - Warm and cool colors
  - Contemporary yet cozy style

Client
- Dr. Alberto Gutierrez
  - Atypical exam rooms
  - Comfortable office furniture
  - Bright and deep colors
  - Fun and fantasy should be incorporated into theme, as well as some of Tempe's heritage

Client
- Nurses Mara and Rosalind
  - Nurse's station should be 80 sq. ft. minimum with ample counter space
  - Refrigerator to store drugs
  - Two chairs to accommodate patients waiting for shots
  - Eye chart
  - Scale
  - Eyeglass dispenser conveniently located so as to see patients entering
  - Open space
  - Window view

Client
- Reception
  - Centrally located work area
  - Non-clinical, friendly reception window
  - Separate areas for check-in, exiting, and payments
  - Computer, phone, copier, and fax within easy reach
  - Work room attached to office for storage
  - Minimum 12 sq. ft. primary work surface
  - Minimum 8 sq. ft. secondary work surface, to include at least 2 file drawers
  - Work station under traffic route, to rest baby carriers
  - Minimum 120 lineal ft. lateral files within easy reach

Image Search
For the image search, I wanted to seek inspiration from existing facilities providing both gender and age neutral themes with a contemporary feel. I believe that all three of these designs hit that mark, creating spaces that both children and adults of any age would be comfortable in. Rather than focusing on cartoon characters or content aimed at gender, like cars or princesses, these spaces look to nature to provide a modern and relaxing atmosphere.

Criteria Matrix

<table>
<thead>
<tr>
<th>Room Name</th>
<th>Room Number</th>
<th>Square Footage</th>
<th>Adjacencies</th>
<th>Public Access</th>
<th>Daylight/View</th>
<th>Privacy Plumbing Special Equipments</th>
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<td>2,15</td>
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<td>3,5</td>
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<td>4</td>
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<td>Reception/Business Office</td>
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Prototype Drawings

Student work by Lindsey Nareau
STUDENT SAMPLES
ID250- RESIDENTIAL DESIGN STUDIO

Student work by Jenny Mabus
STUDENT SAMPLES
ID251- DRAFTING TECHNOLOGY

Student work by Samuel Degner
STUDENT SAMPLES
ID276- SUSTAINABLE BUILDING PRINCIPLES AND PRACTICES

Student work by Lorrie Watson
STUDENT SAMPLES
ID330- ENVIRONMENTAL DESIGN

Student work by Caroline McCrea
Final Color Rendering

Student work by Caroline McCrea
STUDENT SAMPLES
ID352 - DIGITAL PRESENTATION METHODS

Student work by Dyan Lord

The Art Institute of Pittsburgh
Online Division
STUDENT SAMPLES
ID354 - MULTI-CULTURAL/GLOBAL DESIGN

Tropical Brazil
Bar and Grill
RESTAURANT

FLOOR PLAN
N

WAITING ROOM FEATURE
EXISTING BRICK

Student work by Angela Wells
STUDENT SAMPLES
ID436 - GRADUATE PROJECT STUDIO

The Porch

- You can read any of the recipe books or order your meal and appetizer from an iPad while you wait for a table. You can also take home European recipes.
- Decorative hanging pendants provide an eclectic flair and warm ambient lighting.
- Reclaimed hardwood flooring gives the floor an authentic finish; natural light pours through the glass façade of the building and the accented neutral color scheme creates interest and provides contrast.

The Experience Begins...

The Bar

- Dominated by reclaimed wood, the bar design is complemented with a granite top.
- Singles is also located in the Bar Area. This is where single people hang out, meet each other, have a drink or eat dinner together.
- Continuing the theme from The Porch, hanging linen pendants provide warm ambient lighting and tropical plants add a touch of nature to the space.
- The accented neutral color scheme of browns, beige and red continues throughout this area.

Student work by Sheril Blair
STUDENT SAMPLES
ID450 - COMMERCIAL DESIGN

Student work by Dyan Lord
STUDENT SAMPLES
ID451 - INTERNSHIP FOR INTERIOR DESIGN

Internship Journal
Week 1 Day 1 March 8, 2012

And so my first day as an intern began. Unfortunately, Murphy’s Law wasn’t on my side this day. I left home early to make sure I have an extra 10 minutes of commute to my new workplace (it takes about 25 minutes to get there). But alas! There was an accident on the freeway, creating a huge bottleneck on each side. I called my supervisor 20 minutes before the IACI office opening to let him know where I was and was surprised to hear that he, too, was in the same predicament that several minutes earlier. He told me not to worry about it, but in my mind I told myself, “I’ll leave 30 minutes early next time!”

It was a somewhat less stressful day since I met with my new employer supervisor, Mark, a week before. He immediately introduced me to his work area and showed me samples of his precisely drawn floor plans and elevations: they’re so perfect, they seem mechanically drafted! I was amazed by the precision and quality of his work. We briefly went over a few IACI drawing standards, as well as basic office etiquette. He showed me where his drafting table was and allowed me to proceed with translating a 1/4 scale CAD-drafted floor plan from an engineering into a 1/2 scale hand drawing. Also, Mark reminded me to translate everything into inches only. I felt a bit initially when I began writing down my first lines, but as I progressed, the precision required in measuring the centerline and other elements (I’m making 2019 of an inch precision) was taking more time than I anticipated. Also, we had to submit the 3/4” drawing from my school projects in the past that I blanked out once faced with a different set of standards (did I mention math is not one of my strengths?). Measuring with the drywall in mind was also a bit tricky. Mark, however, told me that “it’s a learning process, right?” which gave me a little sigh of relief. It seems like a manual drafting refresh in order. At around 11:00AM, Mark told me we’re doing a site visit on a kitchen remodeling project for an affluent residence in Pebble Beach, CA. He said his presence wasn’t really necessary to get the job done, but the client insisted that he come by and take a look. Upon our arrival, Steve, the lead contractor was there as well as two other men who were in the process of installing the granite countertops on one of the sinks. Mark immediately noticed a possible miscalculation which could result in an ill-fitting countertop. He stressed the importance of measuring the distance between the top of the top drawer and the bottom of the countertop once installed. He also said that there was the possibility of having the edges of the countertop rub against the top drawer. There was also an area where the granite’s edge wasn’t flush with the adjacent cabinetry. I watched as the owner’s face showed signs of disappointment.

Internship Journal
Week 1 Day 2 March 13, 2012

The day was busy and full of calculation, two things I don’t exactly like to do together. I reviewed translating the architect’s floor plan into a hand-drafted version complete with IACI approved dimensions, title block, and symbols. I had a bit of trouble thinking of which portion of the drawing need to be dimensioned, as well as which exactly the dimension strings needed to be other than outside of the drawing. The issue was that the drawing’s 1/2 scale was a bit large for the 11” x 17” paper. Mark then showed me where the dimensions are to be located and what to do with those that may not fit along the edges of the drawing. He also gave me some bullet points regarding drawing efficiency (such as my speed). I tend to have episodes of mental block whenever I come up to check something and my eyes, as if I turn into a blinking idiot where unsure of what to answer. I also realized how I can’t hide my nervousness sometimes. Being an ESL student, I sometimes tend to misunderstand (or sometimes forget) instructions which causes me to clarify and re-clarity them with Mark, which I’m sure can be annoying to him at some point. It also helped that I had tablet paper next to me to write down important notes and measurements for referencing later. After a few hours, and several tries and errors, I’ve finally completed the floor plan. Checking and re-checking my work definitely took most of my time.
As a CIDA accredited Interior Design program, we set high standards for our program to assure that we maintain our accreditation and meet current market and professional needs. In the interior design department, we strive to keep our standards of professionalism as up-to-date as possible. As a CIDA accredited interior design department, we adhere to CIDA standards and course competencies and provide the best possible outcomes for our students and the profession as a whole.

Regarding our writing standards and needs, we have adapted MLA writing style in most of our interior design courses. Attached are examples of two courses where we implemented these standards and the students’ outcomes as they applied these standards to their projects.

The first example is a thesis paper completed by one of our senior level students. The requirement is to develop a thesis statement directed towards an interior design problem that can be researched and then developed into a full scale interior design project.

The second example is a research assignment in one of our sophomore level courses. The students are assigned a designer that they must research. Their research findings are then presented and they must apply MLA standards to support their investigations.

Within the Interior Design profession we have many writing tasks. This can include, writing a concept statement, design proposals, invoices, work
orders, change orders, specification sheets, summary of job performance, etc. Typically, MLA standards are only used to reference images, citations, and research within the field unless a scientific study is performed.

There are many interior design professionals that conduct investigations to fully execute their designs. This requires intense research and development to assure that our clients receive the latest and most innovative technology and solutions to solve their interior design needs. As professionals in the field of design, it is necessary to have strong communication and writing skills. Preparing our students during the educational process puts them a step ahead of their peers in the field by preparing them with proper writing and presentation skills. This trait will benefit them greatly as they enter into the profession and begin to work with clients and potential employers. Having the aptitude to conduct research and the ability to clearly articulate the findings allows us to stay abreast of what is new within our field and provides professional representation.

This is a great go-to resource for MLA writing style, http://owl.english.purdue.edu/

Student work by Leslie Adams
Our college also offers a Writing Center where you will be able to submit your written material for extra guidance. Be aware that tutors will make their best effort to respond to you within 24 hours.

To access this resource, you will have to first use a web browser that will support this application, such as Microsoft Explorer. Then, log into your classroom. After you log-in, you click on the Academic Resource tab and then go to the Academic Tutoring link. After this, click on the Writing Center tab and that will take you directly to the The Art Institute of Pittsburgh Online Division screen that you see above. This link will take you directly to the Writing Center:

http://services.smarthinking.com/student/writingcenter/
What is the Hometown Challenge?

Art Institute of Pittsburgh online students met at 8:00 AM on January 12, 2013 and received a tour of the home by Brendan Marsh and the Habitat for Humanity residential building supervisor.

The students were very inquisitive regarding building standards and construction techniques and the Habitat for Humanity staff was very helpful in explaining LEED design standards for the home as well as explaining the construction process.

This was a good opportunity for online students to meet face to face and work as part of a team.

Wrap up and group photo of all participants, students and instructor from right to left, Nicole Money, Laura McPhee, Andrea Huntsman and Husband, Michael Grefe, Senior Full Time Faculty AiP-OD Department of Interior Design and James Woodward.

This is our project home.
Construction was completed on February 28.
Project Site: 3136 Academy Way Sacramento, CA 95815
PROGRAM ACTIVITIES
Pittsburgh 2030 Community Service Initiatives

Project Introduction
Starting in November of 2012, online students in the Department of Interior Design have been developing ideas on healthy buildings and sustainable environments. So far, about 50 students have been involved and we plan to have 50 to 100 additional online and on-ground students from the Art Institute of Pittsburgh.

In June 2013, we plan to put together a summary of findings that will be presented as symposium at the Art Institute of Pittsburgh. The symposium will bring together online and on-ground faculty and students from the Art Institute of Pittsburgh and LEED professionals in Pittsburgh who are currently working as advisors on the 2030 project. We will also try to partner with the Greater Pittsburgh Climate Consortium on sustainability to gather additional ideas and resources.

The goal is to provide a community service activity for online students and to provide outreach to the greater Pittsburgh area, by using the talents of our faculty and students. This will provide ideas and approaches on sustainability for healthy buildings for the downtown Pittsburgh area. Currently, a lounge web site in Ai Connections will be created as part of the online students classroom interface. This will allow us to share ideas and post information on upcoming events with the project.

This will combine our research into a document for the city of Pittsburgh on healthy buildings and sustainability for the local community.

Our research plans to target two or three different buildings in the downtown Pittsburgh area as case studies for our healthy building methodology and research.

Objective
The Pittsburgh 2030 challenge is a community based initiative for major urban areas such as Pittsburgh. It is a partnership between local building owners and the community to achieve measurable goals for building performance and to advance healthy buildings and healthy environments. This community service initiative could be beneficial to the school for advancing our prestige in the Pittsburgh area and for marketing purposes.

Status: Continuing community service initiative for the interior design program.
The ASID Student Chapter sponsors an annual event called “Career Week”, which features daily presentations and keynote speakers from the Interior Design Industry, student spotlight sessions, workshops, demonstrations and portfolio review sessions. The ASID Student Newsletter offers information about Career Week each year and its offerings.

Activities during career week have included seminars by many interesting guest speakers. Recently these have included a special address by ASID National President, Lisa Henry FASID on the value of the ASID Professional Organization, legal recognition of the interior design profession, and the value of lifelong learning for interior designers, and featured speaker, Disney Imagineer, Shawn Tuohey.

Workshops have included rendering demonstrations on rendering techniques by Senior Full Time Faculty, tips and methods for creating presentation boards, graduate roundtable discussions, and student internship experiences.

Quote from Jennifer Johnson, Chapter President: “...The ASID Student Chapter is one way for me to take a proactive step towards the success of my career as an Interior Designer. The ASID membership has practical benefits. It allows me to connect with other students and industry partners to talk about current topics and changes in the industry. Essentially, staying informed and keeping connected with other students and industry partners provide a platform for me to continue to learn. All of this keeps me on the leading edge of the Interior Design Profession.”

Please contact Dan Harper at djharper@aai.edu for additional information. He is our current ASID student chapter coordinator.
ID451 Internship for Interior Design

Through a field internship experience, students will be able to apply acquired subject matter and career/professional skills in a real and practical situation within the Interior Design field. The main objectives of the internship are to allow students the opportunity to observe and participate in the operation of successful Interior Design businesses. The students will gain experience needed to enter the field upon graduation.

Contact Lori Kinley at lkinley@aii.edu
INTERIOR DESIGN CAREER PATHS

INTERIOR DESIGN
BACHELOR OF SCIENCE DEGREE

3-D Modeler/ BIM Specialist
Aircraft Interior Designer
Bank Designer
Cabinetry Designer
CAD Drafter
CAD Technician/Manager
Commercial Office Designer
Commercial Retail Space Designer/ Salesperson
Design for Persons with Disabilities Specialist
Design History Museum Docent
Design Showroom Representative
Educational Facilities Designer
Exhibit and Display Designer
Furniture Designer
Furniture or Design Products Sales Representative
Governmental Contractor/Designer (GSA)
Hardware/Specialties Designer
Historic Preservation Specialist
Hospital/Medical Facilities Designer
Hospitality Designer
Institutional Designer
Interior Acoustics Specialist
Interior or Architectural Design Firm Librarian/Resource Specialist

Interior Design Residential Specialist-Aging in Place
Interior Design Project Coordinator Manager
Interior Design Researcher
Interior Design Writer
Kitchen and Bath Designer
Lighting Designer
Marine Interior Designer
Mobile Home Designer
Modular Home Specialist
Museum Designer
Renderer/Illustrator
Residential Designer
Restaurant Designer
Retail Design and Branding Specialist
Retail Merchandising Designer
Set Designer
Signage Designer
Specification Writer
Stadium/Theatre Designer
Surface Pattern Designer
Sustainable Design Specialist
Systems Furniture Specialist
Textile designer

The Art Institute of Pittsburgh Online Division

This text, “Becoming an Interior Designer” by Christine Piotrowski, FASID, IIDA, will prepare you for entering and succeeding in the interior design field. Nearly 100 professionals in the field share their personal insights. It covers all aspects of getting into the industry, including updated information on the following: (summarized from amazon.com)

- Licensing and certification
- The newest educational requirements
- Professional tips on portfolio preparation
- Discussion of work environments – from home office to large firms
- Advice for finding clients and boosting revenue
- Helpful guidance on managing a successful career
- Photos of projects by professional interior designers from all major design specialties
JOB INFORMATION RESOURCES

INTERIOR DESIGN
BACHELOR OF SCIENCE DEGREE

Career Resource for Interior Design Industry:
www.interiordesignjobs.com

Careers in Interior Design:
www.careersininteriordesign.com

Bureau of Labor Statistics:
www.bls.gov
INTERIOR DESIGN
BACHELOR OF SCIENCE DEGREE

“CIDA-accredited programs assure the public that interior design education prepares students to be responsible, well-informed, skilled professionals who make beautiful, safe, and comfortable spaces that also respect the earth and its resources” (CIDA, 2013).

The Art Institute of Pittsburgh is a CIDA accredited program. The program sets high standards that support the mission for achieving excellence and life-long learning that prepares students for successful careers in the Interior Design profession.

This was a group of our CIDA Student Task Force Members who participated in our 2013 CIDA Site Visit Review. Their support and enthusiasm throughout the entire process further validates our mission and the success of our program!

References
American Society of Interior Designers (ASID)
www.asid.org
The American Society of Interior Designers (ASID) is a community of people – designers, industry representatives, educators and students – committed to interior design.

Council for Interior Design Accreditation (CIDA)
http://accredit-id.org/
CIDA-accredited programs assure the public that interior design education prepares students to be responsible, well-informed, skilled professionals who make beautiful, safe, and comfortable spaces that also respect the earth and its resources.

Interior Design Educator’s Council (IDEC)
www.idec.org
The mission of The Interior Design Educators Council, Inc. is the advancement of interior design education, scholarship, and service.

Interior Designers of Canada (IDC)
www.idcanada.org
Founded in 1972, Interior Designers of Canada (IDC) is the national advocacy association for the interior design profession. As national representative for eight provincial associations, IDC represents more than 3,500 members including fully qualified interior designers, intern/provisional members (who have yet to pass their exams), student, educator and retired members as well as industry members.
International Facility Management Association (IFMA)
www.ifma.org
IFMA empowers facility professionals to bring a heightened level of excellence to the management of their facilities, teams and workplace projects.

International Furnishings and Design Association, Inc. (IFDA)
www.ifda.com
The International Furnishings and Design Association (IFDA) is the only all-industry association whose members provide services and products to the furnishings and design industry. IFDA is the driving force, through its programs and services, to enhance the professionalism and stature of the industry worldwide.

International Interior Design Association (IIDA)
www.iida.com
IIDA, with respect for past accomplishments of Interior Design leaders, strives to create a strong niche for the most talented and visionary Interior Design professionals, to elevate the profession to the level it warrants, and to lead the way for the next generation of Interior Design innovators. The Association provides a forum to demonstrate design professionals’ impact on the health, safety, well being and virtual soul of the public, balancing passion for good design and strategy for best business practices. IIDA stands at the intersection of passion and strategy where designers create extraordinary interiors and experiences.
National Council for Interior Design Qualification (NCIDQ)
www.ncidq.org
More than 29,000 individuals around the world have earned the prestigious NCIDQ Certificate, the Mark of a Professional® for interior designers. It is more important than ever for clients and the public to expect interior design professionals to demonstrate their competency in all areas of interior design. It is not enough for a provider of interior design services to understand just the aesthetics. The designed safety of interiors for home owners, business owners or users of public and private spaces requires much more in today’s complex world.
Earning an NCIDQ Certificate is an important milestone for any interior designer. In today’s increasingly competitive marketplace, an NCIDQ Certificate demonstrates that you are uniquely qualified through education, experience and examination to competently practice interior design.

National Kitchen and Bath Association (NKBA)
www.nkba.org
The National Kitchen & Bath Association provides industry professionals with networking and educational opportunities that can’t be found anywhere else. See why so many kitchen and bath professionals are joining the NKBA. Networking events, professionals certifications, educational courses, consumer leads, member discounts, marketing tools, job listings, and leadership opportunities are just a few of the reasons to become a member of the National Kitchen & Bath Association. See the NKBA membership brochure to learn how becoming an NKBA member will help you succeed.

Illuminating Engineering Society
http://www.iesna.org/
The IES seeks to improve the lighted environment by bringing together those with lighting knowledge and by translating that knowledge into actions that benefit the public.
Formed officially 27 years ago, but with intellectual roots dating back to the ‘60s in the architectural psychology movement, IAPS is a multidisciplinary and active association gathering researchers and practitioners from around the world, with a shared interest in people’s interaction with their environment. Psychology, sociology, geography, design, planning are only a few of the disciplines represented and for these and their representatives, IAPS serves both as a platform for disciplinary discussion, and as a platform for collaboration. Detailed areas of work include: spatial cognition and wayfinding; ecological aspects of human actions in places; evaluation of buildings and natural landscapes; design of, and experiences in, workplaces, schools, residences, public buildings and public spaces; social use of space: crowding, privacy, territoriality, personal space; leisure and tourism behaviour in relation to their physical settings; meaning of built environments; theories of place, place attachment, and place identity; resource crises and environmental research; risks and hazards: their perception and management; urban design and urban regeneration, landscape design and their impact on quality of life.

The Environmental Design Research Association
http://www.edra.org/

The Environmental Design Research Association (EDRA) is an international, interdisciplinary organization founded in 1968 by design professionals, social scientists, students, educators, and facility managers.

The purpose of EDRA is the advancement and dissemination of environmental design research, thereby improving understanding of the interrelationships between people, their built and natural surroundings, and helping to create environments responsive to human needs. EDRA celebrates more than 40 years of research-based innovations for all built and natural environments. EDRA’s roots are strong and flourishing. Our organization’s vibrant network of visionaries have anticipated movements in research and design decades before they have hit the mainstream.
The National Trust for Historic Preservation, a privately funded nonprofit organization, works to save America's historic places. We are the cause that inspires Americans to save the places where history happened. The cause that connects us to our diverse pasts, weaving a multi-cultural nation together. The cause that transforms communities from places where we live into places that we love. As the leading voice for preservation, we are the cause for people saving places.

Retail Design Institute
http://www.edra.org/
We are the retail industry's creative professionals and we were founded in 1961 to be a collaborative community where ideas, knowledge and passion would be shared at a local level and enable our members to fulfill the fast-paced planning and design needs of retail. Today, our membership includes architects, graphic designers, lighting designers, interior designs, store planners, visual merchandisers, resource designers, brand strategists, educators, trade partners, editors and publishers, and students.

Exhibit Designers + Producers Association
http://www.edpa.com/
The Exhibit Designers and Producers Association (EDPA), founded in 1954, is an internationally recognized national trade association with more than 300 corporate members from 18 countries that are engaged in the design, manufacture, transport, installation and service of displays and exhibits primarily for the exhibition and event industry.

Its purpose is to provide education, leadership and networking for the advancement of its members and the exhibition industry. In addition to providing regional industry education programs through its six chapters, EDPA organizes one annual meeting, tradeshow and golf tournament in a resort location for industry members and their suppliers. EDPA holds quarterly board meetings, publishes a printed quarterly newsletter, monthly electronic newsletter and membership directory. EDPA also hosts several industry awards, educational surveys and supports the EDPA Foundation.
The Interior Design, Kitchen and Bath, and Residential Planning Online Help Forum is an interactive, one-stop shop for information and assistance for all students. The Forum provides interactive threads and tutoring assistance for many subjects as well as general information about the programs, their content, software requirements, industry information, resources and course information. It can be found at: http://aipodhelp.com/id/

Students can access the Help Forum by clicking on a link in any classroom assignment thread. They can log in to review Q&A threads, tutorials, recorded workshops and general information about the program, or post questions for a tutor, which are answered generally within 24 hours. The Help Forum was created by and is staffed by Senior and Full Time Faculty. Some popular subject areas include:

- Current Student Opportunities
- AutoCAD Assistance and Tutorials
- Help with Skills and Software
- ASID Student Chapter Information
- IDS Student Chapter Information
- NKBA Information
- Project management Tips
- Course Grids for the Interior Design, Residential Planning and Kitchen & Bath Departments
- Design Center for Materials and Products Resources
- Green Design
- Class Conduct Information
- The Student Gallery
- Citing Sources
- Departmental Newsletters
- Anything a student may need to inquire about regarding the program can be found in the Help Forum!
The Digital Bookshelf by VitalSource is located in the Course Home area of every course, under the Academic Resources area. Vital Source Bookshelf is an advanced E-learning textbook system.

Students set up a Digital Bookshelf Account via eCollege and can download their “e-book” textbooks for each course through this area. In the classroom, under the “Readings and Assignments” thread in the Course Home area, students have access to the required readings for each week.

Questions regarding Digital Bookshelf can be directed to Technical support at 1-877-872-8869 or by contacting technicalsupport@aii.edu

The eBooks that you might be using for your class and other classes are valid for up to 5 years. In order to have access to the full license, you need to click on the eBook link in your classroom after the add/drop period (6th day of class). If the eBook is missing from your account, then you just need to call our Tech Support and explain that you need an eBook from a previous course; our IT support should be able to assign the eBook back to your account.
The Art Institute of Pittsburgh – Online Division Interior Design Department is on Facebook! AI’s Online Division Interior Design Departement facebook page is:
http://www.facebook.com/AiCampusCommon/app_497067773668341

As with other Facebook pages, it provides a warm welcome to students, faculty, and fans of the college and can serve as a central place for networking, information and interaction.

On the Facebook page, you will find information about the department mission, faculty, your degree program, news, careers, links to Student Workshops, demonstrations, contests, personal spotlights, and student-to-student discussion. There is also a student gallery to showcase the high quality, creative work that students are producing each session. The Ai Online Facebook page for Interior Design is a popular place for inspiration, support, information and just plain interactive fun!
Ai Connections is a social networking hub for the Art Institute of Pittsburgh's online division. Students can access Ai Connections through the Campus Common.

Within Ai Connections students and faculty are able to set up a profile and an avatar under their own login area. As members of Ai Connections, students will have their own hub page and inbox to keep track of activities and networking among many student and faculty generated groups.

Ai Connections has several areas to explore including the “Home” tab which gives general information about what’s happening inside of Connections.

The “Departments” tab helps members stay connected with specific programs and schools.

The “Organizations” area has information on joining professional organizations and academic societies.

The “Lounge” area is where students can start their own groups.

The “Connect” area is where members can connect with classmates and faculty.

Within a member's profile page, students and faculty can tell others what their status is, add news feeds, access friends and groups. They also can organize photos and a personal calendar.

Within the inbox, one can check out broadcasts, make friend requests, and send and receive messages to and from peers and faculty. When accessing the “Departments” tab, students will see the Interior Design area, which currently has over 590 members.

Other departments of note are the Career Services Department and the Student Community which would have important information for Interior Design students. Within each department area, one finds an “About this Department” area, announcements, forum postings, polls, blogs, photos and videos, member listings, a calendar of events, and important documents such as department newsletters and flyers.

Under the Organizations tab, one finds a variety of groups such as the Kappa Pi International Honor Society, Online Volunteers, and the Student Veterans of America, among many more. In the Lounge tab, many groups meet under headings both fun and serious such as the “Gamers” group, “Shutterbugs”, “Photoshop Wizards” and more. With the “Connect” tab, one finds a listing of the almost 15,000 users and their profiles. Search features make it easy to find and make new friends!

Ai Connections brings students and faculty together as a community and is a great point of contact for everyone.
The Art Institute of Pittsburgh Online Division Online Library is located in the Course Home area of every course, under the Academic Resources area. Students can click on the library link image and launch the Online Library from any classroom.

The Online library has a multitude of resources and also offers live assistance by calling 888-318-3440 or through e-mail at aionlinelibrary@aai.edu.

The library’s live assistance is offered Monday through Thursday 8:00am to 11:00pm ET, Friday-Saturday 10:00am – 8:00pm ET, and Sunday 10:00am – 11:00pm ET. Within the library there are many features such as:

Quick Search    The “Find” Directory
Program Guides    Ask a Librarian
Online Tutorials

You will also find a calendar of events, and convenient links for quick referencing, copyright and citation information, and services and policies.
We are pleased to have provided these resources to help you Plan for Success!"
- The Interior Design Department’s Online Senior Faculty team and director, Jan Jacobson, 4.1.2013

Reference
Web. 1 Apr. 2013
<http://www.bing.com/images/search?q=interior+designers+project+notebook&qs=n&form=QBIR
&pq=interior+designers+project+notebook&sc=0-0&sp=-1&sk=#view=detail&id=BD045B686EAAC3-EC58BAEAC709BABD753C30C709&selectedIndex=13>