

Standard 3.

- Interior Design (Students understand and apply the knowledge, skills, processes, and theories of interior design.)

Standard 4.

- Communication (Students communicate effectively.)

Standard 5.

- Building Systems and Interior Materials (Students design within the context of building systems. Students use appropriate materials and products.)

Standard 6.

- Regulations (Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.)

Standard 7.

- Business and Professional Practice (Students have a foundation in business and professional practice.)

Standard 8.

- Professional Values (The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.)

Standard 9.

- Faculty (Faculty members and other instructional personnel are qualified and adequate in number to implement program objectives.)

Standard 10.

- Facilities (Program facilities and resources provide an environment to stimulate thought, motivate students, and promote the exchange of ideas.)

Standard 11.

- Administration (The administration of the program is clearly defined, provides appropriate program leadership, and supports the program. The program demonstrates accountability to the public through its published documents.)

Standard 12.

- Assessment (Systematic and comprehensive assessment methods contribute to the program's ongoing development and improvement.)

EXPERIENCE

For many years, in interior design as in many other professions, practical experience has been an important item for a professional's résumé. And indeed most designers considered the value of experience only when they were trying to secure employment. Today, now that more states regulate design, design professionals are learning that the length and nature of their experience matters for obtaining certification to practice.

In many areas, interior designers are realizing the value not only of the length of their employment-related experience in the design field, but also of the diversity in the type and quality of that experience. Because of the rapid changes in the field, it is of great importance that today's interior designer acquire broad-based experience in the profession. This experience becomes crucial when interior designers are required to meet demands for technical accuracy in documentation, in planning and programming, and in health and life safety issues. Just as the profession is evolving and responsibilities are becoming more complex, the value of diverse experience is increasing.

NCIDQ and IDEP

Along with the need for diverse experience, design professionals also need a monitored process to document that experience accurately. Until 1999, interior design had no program that monitored interior design experience. Now, however, the NCIDQ is tracking experience for those persons who wish to take the NCIDQ examination, through the Interior Design Experience Program (IDEP). The IDEP is a monitored experience program which ensures that a design professional is exposed to and gains the appropriate experience in all areas of interior design, including those which will be a part of the examination. Up to the present time, the NCIDQ has measured experience for those candidates who wish to sit for the exam based on the candidate's merit and letters of recommendation. When the new IDEP experience program goes into effect, all experience will be tracked and verified by the NCIDQ. This is especially important in states that rely heavily on experience as well as education and examination as evaluative criteria for certification and where this verification element becomes a very important component of a candidate's application for state registration.