

Interior Architecture I (3 credits)

Syllabus: Fall-2018

Section 1: Monday and Wednesday, 10 am – 11:50 am - Rm 238 CPS

Section 2: Monday and Wednesday, 1 pm – 2:50 pm - Rm 238 CPS

Instructor Name: Aaron Kadoch
Office Location: 330

Office #: 715.346.4940
Email: akadoch@uwsp.edu

Office hours

I am available without an appointment on the days/times below. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. I do not hold normal office hours during the following weeks: (Thanksgiving week, Spring Break, Summer Break, and finals weeks.)

Monday and Wednesday from 9-10am and 3-4:30pm, (unless I am in a meeting)

Course Description

Analyze human and environmental factors used to create supportive spaces for human activity; develop a design methodology. Awareness, understanding, and application of core design components:

- Conceptual Design
- Space Planning
- 3-D Design
- Color Applications and Materials Finishes
- Technical Drawing and Architectural Systems
- Professional Communication: Verbal Presentation, Rendering and Presentation Drawings
- Interdisciplinary Collaboration

Course Learning Outcomes

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

- Generate design solutions informed by the elements and principles of two-dimensional and three-dimensional design.
- Describe and apply at an introductory level the design process, including pre-design, schematic design and space planning, design development, and presentation.
- Identify and apply introductory level skills of technical drawings, lighting applications, material specifications, and craftsmanship.

- Synthesize information and use various methods of concept generation, including creative thinking, testing, evaluating, and applying insights from research.

General Education: Critical Thinking Pilot Program

“Critical thinking is the process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making, problem-solving).”

This course is participating in the Critical Thinking Pilot program and we will be working on critical thinking within a design context. Critical thinking in design is best linked to the skill of listening and observing project criteria from a variety of vantage points; environmental, social, technical, cultural, economic, etc. From these observations, you must critically synthesize and prioritize problem solving methods, provide meaningful solutions, and communicate such outcomes within a logical framework to your peers, instructor, the client, the general public and to practicing design professionals. Critical Thinking is one method for developing your own standards for evaluation, throughout the design process.

Evaluation/Course Requirements

Project 1

Visitor’s Center Project **(30 Points Total)**

Interim Draft Design Pin Up (8 Points)

Project 2

Smart- Healthy Tiny House Design Project **(30 Points Total)**

Interim Draft Design Board for Portfolio Review (8 Points)

Project 3

Cultural Commons Kiosk Visioning Project **(17 Points Total)**

School of Business Team Collaboration (6 Points)

Additional Activities

Quiz 1 and 2 (5 Points Each) **(10 Points Total)**

Approved Outside Participation Activities (3) **(3 Points Total)**

Critical Thinking Component **(5 Points Total)**

Final Exam Attendance and Clean Up **(5 Total Points)**

Total Points for Course: **100**

Required Course Materials

All required texts provided in D2I content in Digital PDF form.

Technology Guidelines

Concurrent technological skills will be developed in IA 304. Developing technical skill in Auto Cad is a requirement.

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

This course may require posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Studio Space

The studio is not dedicated to the course and each student must keep the studio environment safe, clean, and in proper order. The last person to leave the studio must always lock the doors to ensure security.

Because of the environmental hazards and maintenance expenses inherent with the use of spray fixatives and spray adhesives of all kinds, they may not be used in the College of Professional Studies Building. Any student found in violation of these policies will have his/her privileges for unsupervised use of the building (i.e., after hours use) revoked. No cutting or destroying of furniture, or room finishes are allowed. Always use approved cutting boards, mats and protective covering when painting, or applying stainable products.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

95 – 100% = A	76 – 79.9% = C+	60 – 62.9% = D-
90 – 94.9% = A-	73 – 75.9% = C	59.9% and below = F
86 – 89.9% = B+	70 – 72.9% = C-	
83 – 85.9% = B	66 – 69.9% = D+	
80 – 82.9% = B-	63 – 65.9% = D	

Communicating with your Instructor



Email is the quickest/best way to reach me at: akadoch@uwsp.edu



Call my office at any time (715-346-4940). Leave a voicemail if I do not answer.



Skype Videoconference is also available by request.

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

Like all aspects of education and professional conduct, clear communication is essential. You will be receiving initial information and outlines about the course up front. All official documents will be posted on D2L. You will receive information and additional /supplemental information throughout the semester through email, documents posted on D2L, and verbally in-class. You are required to actively communicate by checking email for notifications, checking D2L for notifications and posts, and listening in class to updates regarding your assignments.

Any information that you feel is important to be communicated, please email me and/or make an appointment for an office visit. You are expected to notify me of any academic or personal issues affecting you or your ability to perform in the course, attend lecture and studio or fulfill any specific project requirements as soon as the problem becomes apparent. Notify your advisor of any extreme personal circumstances. See attendance requirements.

Work Ethic, Participation in Readings, Research, Discussions, and Studio and Outside Activities.

Your overall work ethic and effort will manifest itself in several ways. How much time you spend on the work at hand will be reflected in the quality and craftsmanship of your drawings, the relevance of the research and how you integrate it into your work. Your work ethic is a reflection of your enthusiasm from day one and the total effort, energy in and out of class that you provide. Your work ethic is also reflected in the care and respect you exhibit with your classmates and your professor through verbal and written communication. In general, your work ethic is a mirror of you and the quality of your work, largely based on inquiring, searching, thinking and spending time to develop your ideas above the minimal requirements. Additionally you will note that there contains a substantial portion of points for your work ethic in each of the project phase grading rubrics.

You will be required to participate in selected professional and educational development activities outside of regular studio. These may include but are not limited to student organization events, extracurricular lectures, presentations of your upper class peers, throughout the course. etc. There are 4 points and each event participation is worth one point. A signature of a sponsoring faculty member sign your form at the event. Forms will be provided to you on D2L for documentation.

Studio Readiness:

Being prepared for each studio is essential. You must have work assignments and progress drawings, sketches, digital materials, and laptop with you in each studio. You must bring sketchbooks, trace paper and various drawing and drafting supplies with you to studio each day.

Significant points will be deducted from each assignment if you are not fully prepared. You will be expected to read, research and perform all assignments and documents pertaining to the studio structure per the schedule and be ready for active class/studio participation based on the topics at hand and the phase of the project. This active level of participation and engagement will be part of your project grade, according to the rubric.

Outside Activities:

You will be expected to participate in in-class discussions, between the professor and your peers by answering questions, asking questions, making observations verbally in class as well as participating in all class activities fully.

IA 217 Connections to Other Course Work in the IA Curriculum

For applicable students enrolled in IA 304 and IA 217: The project set up for this course is partially linked to your graphical computer work from IA 304. You must follow all specific criteria as set by the instructor of each course.

When such overlap occurs, you should be aware of the distinct focal points within each course as well as the important links. In IA 217, you should be focused on the content of the materials and all design techniques presented. In IA 304, you should focus on the technical, digital and media applications as defined by the course instruction to communicate the content effectively.

If at any time you feel confused please let both of your instructors know and discuss the potential conflicts or seek further advice.

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one

project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#): Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

Late work is not accepted, unless a student has provided adequate effort to complete the work on time, and has communicated ahead of time that there is a possible need for an extension at least 3 days (including Saturday and Sunday) prior to the assignment due date.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring

Advising

Safety and General
Support

Health

Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646
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UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Accreditation Standards



Council
for Interior
Design
Accreditation

Professional Standards set forth by the Council for Interior Design Accreditation are used to evaluate interior design programs that **prepare students for entry-level interior design practice** and **position them for future professional growth**. CIDA Website [Link](#) for more information on CIDA [Professional Standards](#).

CIDA Professional Standards are applied to the University of Wisconsin – Stevens Point Program courses. Each course is paired with appropriate standards.

NOTICE TO STUDENTS: Student work is an important part of the accreditation review process. Student work from Interior Architecture courses required for the BFA degree is selected and saved over three years before each accreditation site visit (next one is in 2017-2018). Students will be notified if their work is to be included in the archival process for the accreditation site visit review.

Application of CIDA Professional Standards for each course is listed on these forms and included with the respective course syllabus for student, faculty, and site visitors' reviews.

**Interior Architecture Program Course:
IA 217: Interior Architecture I
Fall 2017**

Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Student Learning Expectations

Student work demonstrates **Awareness** of:

- b) how social, economic, and cultural contexts inform interior design.
- c) how environmental responsibility informs the practice of interior design.

Program Expectations

The interior design program provides:

- d) exposure to the current and relevant events that are shaping contemporary society and the world.
- e) exposure to a variety of cultural norms.
- f) opportunities for developing multi-cultural awareness.

Standard 7. Human-Centered Design

Interior designers apply knowledge of human experience and behavior to designing the built environment.

Student Learning Expectations

Student work demonstrates **Awareness** of:

- a) the impact of the built environment on human experience, behavior, and performance.
- b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Student Learning Expectations

- a) Student work demonstrates the ability to **apply** space planning techniques throughout the design process.

Student work demonstrates the ability to **apply** knowledge and skills learned to:

- c) identify and define issues relevant to the design problem.
- d) execute the design process: pre-design, schematic design, and design development.
- f) explore and iterate multiple ideas.
- g) design original and creative solutions.
- h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Program Expectations

The interior design program includes:

- i) exposure to a range of problem identification and problem solving methods.
- j) opportunities for innovation and risk taking.
- k) exposure to methods of idea generation and design thinking.

Standard 9. Communication

Interior designers are effective communicators.

Student Learning Expectations

Students are able to effectively:

- a) distill and visually communicate data and research.
- b) express ideas in oral communication.
- c) express ideas in written communication.
- d) express ideas developed in the design process through visual media: ideation drawings and sketches.
- e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Program Expectations

f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

Student Learning Expectations

a) Students understand the elements and principles of design, including spatial definition and organization.

Student work demonstrates the ability to:

- b) explore two- and three-dimensional approaches across a range of media types.

Students effectively apply the elements and principles of design throughout the interior design curriculum to:

- c) two-dimensional design solutions.
- d) three-dimensional design solutions.

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Student Learning Expectations

a) Students are aware of the environmental impact of illumination strategies and decisions.

Students understand:

- b) the principles of natural and artificial lighting design. 1
- c) strategies for using and modulating natural light.
- f) Students understand how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates understanding of:

i) color in relation to materials, textures, light, and form.

Student work demonstrates the ability to appropriately:

- j) select and apply color to support design concepts.
- k) select and apply color to multiple design functions. 2
- l) use color solutions across different modes of design communication.3

Standard 13. Products and Materials

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Student Learning Expectations

a) Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing.

Student work demonstrates understanding of:

- b) how furnishings, objects, materials, and finishes work together to support the design intent.
- d) appropriate design or specification of products and materials in relation to project criteria and human well being.¹
- e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- f) Students are able to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.²

Standard 14. Environmental Systems and Comfort

Interior designers use the principles of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.

Student Learning Expectations

Students are aware that design decisions relating to acoustics, thermal comfort, and indoor air quality have an environmental impact.

Students understand:

- d) the principles of thermal design.
 - e) how active and passive thermal systems and components impact interior design solutions.
- Students understand:
- f) the principles of indoor air quality. ⁴
 - g) how the selection and application of products and systems impact indoor air quality.

Standard 15. Construction

Interior designers understand interior construction and its interrelationship with base building construction and systems.

Student Learning Expectations

a) Students have awareness of the environmental impact of construction. ¹

Student work demonstrates understanding that design solutions affect and are impacted by:

- b) base-building structural systems and construction methods. ²
- c) interior systems, construction, and installation methods.
- d) detailing and specification of interior construction materials, products, and finishes. ³
- e) the integration of building systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.

f) monitoring systems including energy, security, and building controls systems. ⁴

h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Students are **able** to:

i) read and interpret base-building construction documents.⁵

j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Student Learning Expectations

a) Students have **awareness** of the origins and intent of laws, codes, and standards.

Student work demonstrates **understanding** of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including:

b) sustainable environment guidelines.

e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.