IA 399 (alias IA 417) – INTERIOR ARCHITECTURE – Advanced Studio I: Commercial
Spring Semester, 2016-2017

COURSE DESCRIPTION   4 credits. Office design and systems; programming, schematics and space planning. Selection of office furnishings and materials. Business and design practice: procedures, philosophies, ethics, resources, and clients. Lecture/Studio. Prerequisite: IA 317.

MEETING TIME	Lecture: 9:00 – 9:50 am Tuesday; Studio 8:00 am – 12:00 pm Wednesday
PLACE	Lecture & Studio: Room 307 CPS
INSTRUCTOR	Wendy S. Redeker, Lecturer
OFFICE	338A CPS
TELEPHONE	(715) 346-4083
E-MAIL	wredeker@uwsp.edu. *NOTE: I do not check email after hours or on weekends*
OFFICE HOURS	Wednesday 12:30 – 2:30 pm OR by appointment

COURSE LEARNING OUTCOME EXPECTATIONS
At the end of this semester students will be able to:
Demonstrate a masterful design process pertaining to a particular design challenge
Describe aesthetic, functional, and human requirements relevant to a complex spatial problem and apply them in the design solution in a comprehensive manner;
Demonstrate a sound knowledge of building codes and how they influence physical design, safety, and user behavior in the design project;
Generate a cohesive set of design communication materials.
Synthesize information and use various methods of concept generation, including creative thinking, testing, evaluating, and applying insights from research.

The student's grade in the course will be determined based on how successfully s/he has accomplished these outcomes.

COURSE CONTENT
- Major technical and design issues related to interior office environments.
- Design process for office environments, defining project needs and objectives for an office, planning components of office environments, building support systems for offices, presentation & critique of design solutions.
- Office furniture, including systems, custom-designed elements, and free-standing pieces.
- Fire and building codes for office design: including location of exits and corridor widths, occupancy ratings, fire detection and suppression, ADA requirements.

TEXTS/READING MATERIALS

Required (rental):
- The Codes Guidebook for Interiors (4th Edition), Sharon Koomen Harmon and Katherine Kennon
- Shaping Interior Space, Roberto J. Rengel (Third Edition)

SUPPLEMENTARY LITURATURE
You are encouraged to read current issues of *Contract, Interior Design, Interiors, Interiors and Sources, Metropolis, Architecture, Architectural Record, Buildings, and Architectural Review,* as well as other professional design periodicals. Periodicals such as these are excellent ways to research how others have solved the same design problems you are solving. The periodicals are available in the UWSP learning resource center (LRC) or through the instructor & often found online.

Current research in interior design is published in a number of journals available in the LRC and/or online, including: The Journal of Interior Design, The AIA Journal, The Journal of the Design Communication Association, and through professional organizations' websites & Manufacturers' websites. (For example, ASID, IIDA, IDEC, EDRA, Steelcase, Herman Miller, Allsteel, etc.)

GENERAL COURSE EXPECTATIONS

1. Attendance and participation are required at all class sessions, the required field trip, as well as at assigned special events. Late arrivals and early departures are unacceptable. Excused absences would include a funeral, doctors excuse, car accident or as approved by the instructor. Only TWO unexcused absences will be allowed (this includes lecture). The following grade deductions are applicable for more than two unexcused absences (includes lecture and studio absences): 3-5 = ½ grade deduction; 6-8 = 1 grade deduction; 9 or more = 1 ½ grade deduction. Late arrivals to class (arriving after 5 minutes of class start time) will count as an unexcused absence, unless otherwise cleared with instructor.
2. Cell phones must be either turned off or put on silent mode during class hours. If you choose to respond to a call (this is unadvisable except in cases of extreme emergency), please step out of the class room to take your call. Text messaging during lecture & "active" studio time is not allowed. Please be respectful of others when using technology in the classroom.
3. You are responsible for obtaining any information from your peers or instructor if you must be absent from class. Please have a student pick up any handouts and take notes for the day that you are absent. Ask a student at the beginning of the semester to be prepared to do this in the event that you are absent. **DUE DATES AND COURSE REQUIREMENTS DO NOT CHANGE AS A RESULT OF YOUR ABSENCE**.
4. There is a course D2L site for downloading additional course information, assignments, and reading materials.

GRADING CRITERIA

1. Projects and written assignments are evaluated with a numerical grade. Total point values for projects/assignments depend on the complexity of the assignment. A great deal of time is spent evaluating student work, and evaluations are as fair and objective as possible; therefore, grades are NOT negotiable (mathematical computation errors on points assigned should be brought to the instructor's attention, however). Project/assignment grades are not curved.
2. Late work is not accepted, and incompletes are not given either on individual projects or as a semester grade. Exceptions may be made for extremely extenuating circumstances, at the instructor's discretion. **Be certain that you turn in whatever work is complete on the due date to at least receive partial credit.** Know that it is extremely unlikely for incomplete work to earn better than a below average grade (i.e., a "D"). The final exam session will be held during its scheduled hours only.
3. Students are required to work on assigned projects/assignments during the scheduled hours. Students are responsible for keeping the instructor apprised of progress on assigned projects – credit will not be given for work completely accomplished outside of class hours and without instructor input and feedback.
4. Critiques are held regularly over the course of each individual project. Students are expected to demonstrate an ability to discuss their design intentions and concepts and explain how their proposal(s) satisfies the program criteria. Students are also expected to participate in all course activities, and strive to develop a productive studio rapport.

GRADES
Final semester grades are determined as follows. Again, this will reflect how well the student has accomplished the course outcomes:

Studio Design Project	75%
Assignments and Exam	15%
Professionalism and Participation	10%
TOTAL	**100%**

Percentage breakdown for grades is as follows:
100-93% =A; 92-90%=A-; 89-88%=B+; 87-83%=B; 82-80%=B-;
79-78%=C+; 77-73%=C; 72-70%=C-; 69-68%=D+; 67-60%=D; 59-0%=F

EXAMINATION SCHEDULE
Final Exam will be in class:
> Tuesday, May 16: 12:30-2:30 pm TENTATIVE

INCLUSIVE EXCELLENCE
The Division of Interior Architecture is committed to making all experiences, within the classroom setting, across the UWSP campus, as well as within the community, open, inclusive, equitable, and supportive to all people. We therefore promote academic forms of Inclusive Excellence in our courses and within our major.

What is **Inclusive Excellence**? Inclusive Excellence is our active, intentional, and ongoing commitment to bridge differences with understanding and respect so all can thrive. "The Association of American Colleges & Universities (AAC&U) Inclusive Excellence initiative focuses on teaching and learning and advocates four goals: 1. Achieving academic equity in inclusive, welcoming settings. 2. Teaching and learning the skills, knowledge, and mindsets needed to make constructive contributions in an increasingly diverse society. 3. Creating a climate in classrooms and on campus that supports all students. 4. Getting students working together across social groupings.

OTHER INFORMATION

Lockers are available for storage of equipment. Lockers may be signed out for one semester only and must be kept locked (students provide own locks). After selecting a locker, your name and locker number must be registered with the Department Office.

The facilities in room 307 CPS are for the use of interior architecture students ONLY. Food and beverages are strictly forbidden in or near these areas, as is the use of any type of spray fixative and adhesives. Any student found in violation of these policies will have his/her privileges for use of these facilities revoked.

Cutting directly on any drafting table or other table surfaces is not allowed. Please use common sense and precautions when cutting materials and using markers – place protective materials underneath your work surface!

Out of consideration for others who use these rooms, it will be the class's responsibility to maintain its classroom/studio space throughout the semester and at the completion of the semester. If necessary, studio class hours will be spent maintaining these areas.

Because of the environmental hazards and maintenance expenses inherent with the use of spray fixatives and spray adhesives of all kinds, these products shall not be used in the CPS building. Any student found in violation of these policies will have his/her privileges for unsupervised use of the building revoked.

Student Issues: The first step in handling course and other student concerns is to contact the Associate Dean. If the situation remains unresolved, students can contact the Associate Vice Chancellor for Teaching, Learning, and Strategic Planning. See the *University Handbook*, Chapter 7, Section 5, the formal grounds for a grade appeal.
When an issue arises that directly involves a course taught by the Associate Dean, the first step will be handled by the Dean of CPS. Associate Deans are asked to include a statement on their syllabi that they should contact the CPS Dean with concerns about the instructor or the course.

The Division of Interior Architecture is preparing for two upcoming accreditation reviews: CIDA (Spring 2018) and NASAD (2016-17). As required by each accreditation agency, the instructor will collect suitable examples of student work for these reviews. If your work is selected, you will be notified by your instructor who will safely store them until the reviews. You may borrow any work collected to use for job interviews, internship interviews, portfolio shows, portfolio development, etc., but they must be promptly returned to the instructor. After both accreditation reviews are complete, you will be able to collect any retained work. If you have any questions about this process, please ask your instructor.

CIDA Professional Standards 2017 – Student Learning Expectations

Standard 5. Collaboration
- Students have awareness of the nature and value of integrated design practices.
- Students have awareness of the terminology and language necessary to communicate effectively with members of allied disciplines.
- Students have awareness of technologically-based collaboration methods.
- Students understand team work structures.
- Students understand leadership models and the dynamics of collaboration.
- Students work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.

Standard 8. Design Process
- 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 solve progressively complex design solutions.
- Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem.
- Student work demonstrates the ability to apply knowledge and skills learned to execute the design process: pre-design, schematic design, and design development.
- Student work demonstrates the ability to apply knowledge and skills learned to synthesize information to generate evidenced-based design solutions.
- Student work demonstrates the ability to apply knowledge and skills learned to explore and iterate multiple ideas.
- Student work demonstrates the ability to apply knowledge and skills learned to design original and creative solutions.

- Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Standard 9. Communication
- Students are able to effectively distill and visually communicate data and research.
- Students are able to effectively express ideas in oral communication.
- Students are able to effectively express ideas in written communication.
- Students are able to effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- Students are able to effectively apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Standard 11. Design Elements and Principles
- Students understand the elements and principles of design, including spatial definition and organization.
- Student work demonstrates the ability to 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 two-dimensional design solutions.
- Students effectively apply the elements and principles of design throughout the interior design curriculum to three-dimensional design solutions.

Standard 12. Light and Color
- Students are aware of the environmental impact of illumination strategies and decisions.
- Students competently select and apply luminaires and light sources.
- Students understand how light and color in the interior environment impact health, safety, and wellbeing.
- Student work demonstrates understanding of color terminology.
- Student work demonstrates understanding of color principles, theories, and systems.
- Student work demonstrates understanding of color in relation to materials, textures, light, and form.
- Student work demonstrates the ability to appropriately select and apply color to support design concepts.
- Student work demonstrates the ability to appropriately slect and apply color to multiple design functions.
- Student work demonstrates the ability to appropriately use color solutions across different modes of design communication.

Standard 13. Products and Materials
- Student work demonstrates understanding of how furnishings, objects, materials, and finishes work together to support the design intent.
- Student work demonstrates understanding of typical fabrication, installation methods, and maintenance requirements.
- Student work demonstrates understanding of appropriate design or specification of products and materials in relation to project criteria and human wellbeing.
- 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.
- 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.

Standard 14. Environmental Systems and Comfort
- Students understand the principles of acoustical design.
- Students understand appropriate strategies for acoustical control.

Standard 16. Regulations and Guidelines
- Student work demonstrates understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including compartmentalization: fire separation and smoke containment.
- Student work demonstrates understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including movement: access to the means of egress including stairwells, corridors, exitways.

- Student work demonstrates understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including detection: active devises that alert occupants including smoke/heat detectors and alarm systems.
- Student work demonstrates understanding of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including suppression; devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.
- Students apply industry-specific regulations and guidelines related to products and materials.
- Students apply federal, state/provincial, and local codes and guidelines.
- Students apply barrier-free and accessibility regulations and guidelines.

Due to the nature of working with computer-generated material, it is strongly recommended that you keep <u>multiple files in various locations of all documents</u> for this course as a backup.

**Keeping backup files of your documents throughout the semester
may prevent a <u>seriously unwanted</u> hassle!**