

Syllabus

ID 439 Commercial Design I

TIME/PLACE:	MW 9:00 – 11:50 p.m. Interior Design Studio (IDS) Room 306
INSTRUCTOR:	Claire Hamilton, ASID
OFFICE:	Interior Design Studio 301
TELEPHONE/ EMAIL: WEBSITE:	266-6437 claire.hamilton@usm.edu http://www.usm.edu/interiordesign/
OFFICE HOURS:	Monday 8:00 – 9:00 and 1:30 – 4:30 Tuesday/Thursday 11:00 – 12:00 and 1:30 – 2:30 Wednesday 8:00 – 9:00 and 1:30 – 2:30 Or by appointment

(Office hours will not be honored during the week of final exams. If you need to meet with the instructor during this week, please schedule an appointment.)

COURSE DESCRIPTION:	3-credit hours/ Studio – Lecture Advanced problems in commercial interiors with an emphasis on office design projects.
PREREQUISITES:	See University catalog for current prerequisites
TEXTBOOK(S):	<u>REQUIRED</u>

Americans with Disabilities Act and Architectural Barriers Act Accessibility Guidelines (latest edition) U.S. Architectural & Transportation Barriers Compliance Board, Washington, D.C. (1-800-344-3555)

Ballast, K. (2010). *Interior design reference manual (5th Ed.)*. Belmont, CA: Professional Publications, Inc.

Harmon, S. (2011). *The codes guidebook for Interiors (5th Ed.)*. New York: John Wiley and Sons.

REFERENCES

Bonda, P. & Sosnowchik, K. (2007). *Sustainable commercial interiors*. New York: John Wiley and Sons.

Ching, D. & Winkel, S. (2007). *Building codes illustrated: A guide to understanding the 2006 international building code*. (2nd Ed.). New Jersey: John Wiley and Sons.

Dechiara, J., Panero, J., & Zelnick, M. (2001). *Time saver standards for interior design and space planning*. (2nd Ed.) New York: McGraw Hill.

Kilmer, W. & Kilmer, R. (2009). *Construction drawings and details for interiors*. (2nd Ed.). New York: John Wiley and Sons.

Lathrop, J. (Latest Edition). *Life safety code handbook*. Quincy, Maine: National Fire Protection Association.

McGowen, M., & Kruse, K. (2004). *Interior graphic standards*. New Jersey: John Wiley and Sons.

Panero, J. & Zelnik, M (1979). *Human dimension and interior space*. New York: Whitney Library of Design.

Piotrowski, C. & Rogers, E. (2007). *Designing commercial interiors* (2nd Ed.). New York: John Wiley and Sons.

Ramsey, C. & Sleeper, H. (2007). *Architectural graphic standards* (11th Ed.). New York: John Wiley and Sons.

Rhoads, M. (2010). *The ADA companion Guide: Understanding the Americans with disabilities act accessibility guidelines (ADAAG) and the architectural barriers act (ABA)*. New York: John Wiley and Sons.

COURSE

OBJECTIVES: The following 2009 CIDA standards will be evaluated this semester and will include:

Standard 2. Global Context for Design

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student work Demonstrates understanding of:

Program Expectations

The interior design program provides:

- d) exposure to contemporary issues affecting interior design.
- e) exposure to a variety of business and organizational structures.

Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student work demonstrates:

- b) **understanding** and the **ability** to appropriately **apply** theories of human behavior.
- c) the **ability** to select, interpret, and **apply** appropriate ergonomic and anthropometric data.

Standard 4. Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are **able** to:

- a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
- b) gather appropriate and necessary information and research findings to solve the problem (evidence based design).
- c) evaluate, select, and apply information and research findings to design.
- d) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
- e) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

Program Expectations

The interior design program includes:

- f) opportunities to solve simple to complex design problems.
- i) opportunities to develop critical listening skills.

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have **awareness** of:

- a) team work structures and dynamics.

Program Expectations

The interior design program includes learning experiences that engage students in:

- c) collaboration, consensus building, leadership, and team work.
- d) interaction with multiple disciplines representing a variety of points of view and perspectives.

Standard 6. Communication

Entry-level interior designers are effective communicators.

Student Learning Expectations

- a) Students **apply** a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are **able** to:

- b) express ideas clearly in oral and written communication.
- c) use sketches as a design and communication tool (ideation drawings).
- d) produce competent presentation drawings across a range of appropriate media.
- e) produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.
- f) integrate oral and visual material to present ideas clearly.

Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students *understand*:

- b) various types of design practices.
- c) the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines).
- e) professional ethics.

Program Expectations

The interior design program provides exposure to the role and value of:

- g) legal recognition for the profession.
- h) professional organizations.
- i) life-long learning.
- j) public and community service.

Standard 9. Space and Form

Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.

Student Learning Expectations

Students effectively *apply* the elements, principles, and theories of design to:

- a) two-dimensional design solutions.
- b) three-dimensional design solutions.
- c) Students are *able* to analyze and discuss spatial definition and organization.

Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates *understanding* of:

- a) color principles, theories, and systems.

Students:

- c) appropriately select and *apply* color with regard to its multiple purposes.
- d) *apply* color effectively in all aspects of visual communication (presentations, models, etc.)

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations

Students have *awareness* of:

- a) a broad range of materials and products.
- c) Students select and *apply* appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.
- d) Students are *able* to layout and specify furniture, fixtures, and equipment.

Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Student Learning Expectations

Students:

- a) **understand** the principles of natural and electrical lighting design.
- b) competently select and **apply** luminaires and light sources.

Students **understand**:

- c) the principles of acoustical design.
- d) appropriate strategies for acoustical control.

Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations

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

- a) structural systems and methods.
- b) non-structural systems including ceilings, flooring, and interior walls.
- c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
- e) the interface of furniture with distribution and construction systems.
- g) Students are able to read and interpret construction drawings and documents.

Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have **awareness** of:

- a) sustainability guidelines.
- b) industry-specific regulations.

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

- c) compartmentalization: fire separation and smoke containment.
- d) movement: access to the means of egress including stairwells, corridors, exitways.
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
- f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Students select and **apply** appropriate:

- g) federal, state/provincial, and local codes.
- h) standards.
- i) accessibility guidelines.

POINT SYSTEM

Required Field Trips/Speakers:	(5% of grade)
Field Trip: Tour Design Firms	20
CET Designer Workshop/Webinar	10
Lighting and lighting controls	10
DISC Workshop	10
Assignments/Exams:	(60% of grade)
Codes Notebook Project	200
Exam 1:	100
Exam 2:	100
Professionalism Assignment	100
Homework/In-class assignments	100
Design Project :	(35% of grade)
Office Design Project	350

Total: 1000 points

A = 900-1000	(90%-100% superior work)
B = 800-899	(80%-89% above average work)
C = 700-799	(70%-79% average work)
D = 600-699	(60%-69% below average)
F = below 599	(0-59 % failure)

OFFICE FOR DISABILITY ACCOMMODATIONS:

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232 Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu

Note: The instructor reserves the right to make changes in the above point system and assignments as necessary.

As the evolution of the Middle East's interior design industry continues unabated, Commercial Interior Design (CID) continues widening the platforms from which it addresses this increasingly important and affluent market. Be The First To Know. Subscribe to our newsletter to receive the latest news and stories in the interior design market across the Middle East straight to your inbox. No, thanks. Product 1 LLP311 » Bleached Tasmanian Oak » LooseLay » Wood » 1500mm x 250mm » 4.5mm thick. Installation designs (Scroll for more). Your favorites. You have no saved favorites currently. ZONESUN HF1 Design Customize Logo Embossed Stamp Stainless Steel Seal for Office Bussiness And Unversity Document. 0.0 (0 votes) Store: ZONESUN18 Store. US \$51.30.