



## SYLLABUS

### Studio Coordinators

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### STUDIO INTENTIONS

Welcome to your final year of undergraduate studies in Interior Design at the University of Florida. Your studio instructors have organized a series of complex design experiences intended to expand your creative range as a designer and challenge your intellect as a budding professional. The class membership will be considered as a major source for experiential attitudes, design methodologies, and creative problem solving. The design challenges have been selected in order to provide a framework for invention, innovation, and cross-fertilization. Along with the establishment of user need and adherence to codes protecting public health, safety and welfare, a nurturing of creative spirit will be of primary concern.

### EDUCATIONAL GOALS

The two primary educational goals of the course are:

- 1) To understand the planning and execution of interior architecture as a participatory process that engages building users and other stakeholders to create appropriate spaces that support identified activities and needs while meeting psychological, physiological, aesthetic, and other needs.
- 2) To learn the skills required to undertake pre-design research and produce high-quality programming documents and schematic design proposals. The specific goals are derived from the 2017 Council for Interior Design Accreditation (CIDA) standards including, but not limited to, the following:

#### **Standard 4. Global Context**

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

*Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions.*

#### **Student Learning Expectations**

a) Students are **aware** that building technology, materials, and construction vary according to geographic location.

Student work demonstrates **understanding** of:

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

### **Standard 7. Human-Centered Design**

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

*Intent: This standard ensures that graduates identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.*

#### **Student Learning Expectations**

Student work demonstrates **understanding** 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.
- c) methods for gathering human-centered evidence.

Student work demonstrates the **ability** to:

- d) analyze and synthesize human perception and behavior patterns to inform design solutions.
- e) apply human factors, ergonomics, and universal design principles to design solutions.
- f) apply wayfinding techniques to design solutions.

### **Standard 8. Design Process**

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

*Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum.*

*Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.*

#### **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:

- b) solve progressively complex design problems.
- c) identify and define issues relevant to the design problem.
- d) execute the design process: pre-design, schematic design, and design development.
- e) synthesize information to generate evidenced-based design solutions.
- 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.

### **Standard 9. Communication**

**Interior designers are effective communicators.**

*Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.*

### **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.

### **Standard 10. History and Theory**

**Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.**

*Intent: This standard ensures graduates have the knowledge base of design history and theory to inform design solutions.*

### **Student Learning Expectations**

Students **understand** significant movements, traditions, and theories in:

- f) Students **apply** precedents to inform design solutions.

### **Standard 11. Design Elements and Principles**

**Interior designers apply elements and principles of design.**

*Intent: This standard ensures graduates are able to use design elements and principles in shaping space and form in support of design concepts and solutions.*

### **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.**

*Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.*

### **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.

c) strategies for using and modulating natural light.

d) Students competently select and apply luminaires and light sources.

e) Students have awareness of a range of sources for information and research about color.

f) Students understand how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates **understanding** of:

g) color terminology.

h) color principles, theories, and systems.

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.

l) use color solutions across different modes of design communication.

### **Standard 13. Products and Materials**

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

*Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.*

### **Student Learning Expectations**

Student work demonstrates **understanding** of:

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.

### **Standard 16. Regulations and Guidelines**

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

*Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.*

### **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.
- d) movement: access to the means of egress including stairwells, corridors, exitways.

Students **apply**:

- g) industry-specific regulations and guidelines related to construction.
- h) industry-specific regulations and guidelines related to products and materials.
- i) federal, state/provincial, and local codes and guidelines.
- j) barrier-free and accessibility regulations and guidelines.

## COURSE ORGANIZATION

### Required Studio Text(s)

Appropriate handouts including guidelines, code information, research articles, web-based software, and book excerpts will be issued to provide support material for each project. In addition, each student is responsible for seeking sources and resources to support their design intent, development and innovation.

Materials and Supplies Fees: \$28.33

Equipment fee: \$116.22

### Studio Work

Working in studio is essential as it establishes a collective energy for the design process and fosters creative exchanges between students. Design work should be completed in your assigned studio. Group work is encouraged to increase the quality of your daily work.

### Attendance and Participation

Students' participation in the studio is defined as follows: 1) regular attendance; 2) active involvement in studio discussions in a comment and listening mode; and 3) civil and cordial relations with your peer group and project team members. Up to 2 unexcused absences from class are allowed. Additional unexcused absences will result in the reduction of the course grade. Each student is expected to be on time for lectures and/or discussions. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Attendance at all studio reviews—including, but not limited to, the mid-term and final reviews—is mandatory. *Any student not attending a review, not contacting a professor and/or not producing a valid excuse—will receive a failing grade for the course.*

No late work will be accepted at any time. Instructors reserve the right to remove a student's project from a jury review if the work is deemed unfit.

## EVALUATION

### Grading breakdown

The final grade will be based on assigned exercises, class participation, mid-point review and final critiques for all projects. Detailed project evaluation and comment sheets will be distributed for each project. Information in regard to UF's grading policy can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Grade Assessment

Project 1 (Hospitality)	65%
Project 2 (Portfolio)	25%
<u>Participation/Check points</u>	<u>10%</u>
Total: 100%	

### Grading Scale

<b>A</b>	93-100	4.0	<b>C</b>	73-76.9	2.0
<b>A-</b>	90-92.9	3.67	<b>C-</b>	70-72.9	1.67
<b>B+</b>	87-89.9	3.33	<b>D+</b>	67-69.9	1.33
<b>B</b>	83-86.9	3.0	<b>D</b>	63-66.9	1.0
<b>B-</b>	80-82.9	2.67	<b>D-</b>	60-62.9	.67
<b>C+</b>	77-79.9	2.33	<b>E</b>	0-59	0.0

### Incomplete Grades

An incomplete grade is described in the Undergraduate Catalog. It is the instructors' discretion as to what extenuating circumstances warrant adequate excuse for not completing required course work.

### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

### ADDITIONAL POLICIES

#### Academic Integrity and the UF Honor Code

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the

seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity.

All examinations, quizzes, design projects, and assignments in the Department of Interior Design are subject to this policy. Maintaining strict academic integrity is a priority of the Department of Interior Design and all instructors will fully enforce the UF Honor Code in their studios and classes. A strict adherence to the Honor Code is expected by the University of Florida and reflects the ethical standards of the interior design profession.

### **Special Accommodations**

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see <http://www.dso.ufl.edu/drc/getstarted.php>. The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### **Classroom Climate**

Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others.



IND 4226 ADVANCED ARCHITECTURAL INTERIORS 2  
 UNIVERSITY OF FLORIDA  
 COLLEGE OF DESIGN, CONSTRUCTION AND PLANNING  
 DEPARTMENT OF INTERIOR DESIGN

## CALENDAR

Week 1	M	T	W	R	F	weekend
<b>January</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
in class:	Class start Project 1		Desk Crit		Desk Crit	
due:						
assign:	Phase 1: Pre- Design Research					

Week 2	M	T	W	R	F	weekend
<b>January</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18/19</b>
in class:	Desk Crit		Desk Crit		<b>Research Presentation</b>	
due:						
assign:						

Week 3	M	T	W	R	F	weekend
<b>January</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25/26</b>
in class:	MLK—no class		Concept Desk Crit		Concept Desk Crit	
due:					Final Concept	
assign:						

Week 4	M	T	W	R	F	weekend
<b>Jan/Feb</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>1/2</b>
in class:	Desk Crit		Desk Crit		Desk Crit Half of Class	
due:	PHASE 2					
assign:						




Week 5	M	T	W	R	F	weekend
<b>February</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8/9</b>
in class:	Desk Crit Half of Class		Desk Crit Half of Class		Desk Crit Half of Class	
due:						
assign:						

Week 6	M	T	W	R	F	Weekend
<b>February</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15/16</b>
in class:	Desk Crit- Half of Class		Desk Crit- Half of Class	<b>Phase 2: Design Development Completed by 5:00pm</b>	<b>Review w/juries</b>	
due:						
assign:						

Week 7	M	T	W	R	F	Weekend
<b>Feb/March</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22/23</b>
in class:	Desk Crit-		Desk Crit- Half of Class		Desk Crit- Half of Class	
due:						
assign:	Phase 3: Design Development/Final Presentation					

Week 8	M	T	W	R	F	Weekend
<b>Feb/March</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29/1</b>
in class:	Desk Crit- Half of Class		Desk Crit- Half of Class		<b>Process Pin-up- Peer Evaluation</b>	
due:						
assign:						

Week 9	M	T	W	R	F	Weekend
<b>March</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7/8</b>
in class:						
due:						
assign:						

Week 10	M	T	W	R	F	Weekend
<b>March</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14/15</b>
in class:	Production		Production		Production	
due:						
assign:						

Week 11	M	T	W	R	F	Weekend
<b>March</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21/22</b>
in class:	Production		Production		Production	
due:						
assign:						

Week 12	M	T	W	R	F	Weekend
<b>March</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28/29</b>
in class:	<b>Project 1 Presentations w/ juries</b>		<b>Project 1 Presentations w/ juries</b>		Desk Crits	
due:						
assign:					<b>Project 2:Portfolio</b>	

Week 13	M	T	W	R	F	Weekend
<b>April</b>	<b>30</b>	<b>31</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4/5</b>
in class:	Desk Crits		Desk Crits		Desk Crits	
due:						
assign:						

Week 14	M	T	W	R	F	Weekend
<b>April</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
in class:	<b>Internal Portfolio review- Peer review</b>		Production		<b>The Awards Ceremony</b>	
due:						
assign:						

Week 15	M	T	W	R	F	Weekend
<b>April</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18/19</b>
in class:	Production		Production		Production	
due:						
assign:						

Week 16	M	T	W	R	F	weekend
<b>April</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25/26</b>
in class:	<b>Project 2: Portfolio</b>		<b>Classes End Senior Breakfast at 9:00am</b>			
due:	<b>Honors Portfolios</b>					
assign:						