

Division of Interior Architecture  
University of Wisconsin-Stevens Point

## IA 415: Problems in Interior Architecture

Semester I: 2016-17

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### COURSE DESCRIPTION

4 cr. Develop and present major project; may include client interaction, research, programming, space planning, visual concepts, reports. Prereq: IA 311 or cons instr.

Note: Although numbered as IA 415, this course is designed and counts as a required upper level (senior) studio for this semester.

Meeting time: Monday: 9:00 a.m. – 12:00 p.m. (Lecture & Studio)

Wednesday: 10:00 a.m.– 12:00 p.m. (Studio)

Room: 329 CPS (**Door Code: 1 3+5 2+4**)

Ricoh Printer Code in the Computer Lab: **42273**

Instructor: Dr. Nisha Fernando

Office Hours: Tuesday: 12:15-2:45 p.m. and by appointment

Office: 314 CPS 715-346-4074

Email: [Nisha.Fernando@uwsp.edu](mailto:Nisha.Fernando@uwsp.edu)

### COURSE LEARNING OUTCOMES

At the end of this course, you 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 multi-use 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
- Apply key sustainable design practices to the design

Note: This course also meets several CIDA (Council for Interior Design Accreditation) professional standards. See the end of the syllabus for the details.

### REQUIRED TEXTS

The following books are required for the course. It is available at the Text Rental in the UWSP Bookstore:

***The Codes Guidebook for Interiors*, (2014) (6th Edition), by Sharon Koomen Harmon & Katherine E. Kennon**

***Interior Graphic Standards- Student Edition*, (2011) (2nd Edition), by Corky Binggeli**

***Human Dimension and Interior Space: A Source Book of Design Reference Standards*, (1979), by Julius Panero**

## COURSE CONTENT

The course focuses on a design project that addresses aging in place and specific space-behavior-safety relationships of elderly populations with Alzheimer's disease. The course content includes:

1. Collecting and analyzing research with a focus on extensive user analysis and design problems identification
2. Universal Design principles for accessibility and applications
3. Case studies relevant to the project
4. Conceptual development
5. Schematic development and design development
6. Building codes and application
7. Lighting design
8. User-specific specifications for furniture and lighting
9. User-specific specifications for materials and finishes
10. Preparation of a complete Project Manual
11. Preparation and presentation of design project (drawings, model, and material boards), including the final digital presentation

## GRADING CRITERIA

• <b>Alzheimer's Care Facility Project (Phase 1-4)</b>	<b>650 Points</b>
Phase 1: 100 Points	
Phase 2: 100 Points	
Phase 3: 200 Points	
Phase 4: 150 Points	
Project Manual 100 Points (50x2)	
• <b>Demonstrated in-studio work progress</b>	<b>50 Points</b>
• <b>Class participation &amp; professional activities</b>	<b>100 Points</b>
<b>TOTAL:</b>	<b>800 POINTS</b>

### Percentage and Letter Grade Equivalents

100 - 93%	A	73 - 77%	C
90 - 92%	A-	70 - 72%	C-
88 - 89%	B+	68 - 69%	D+
83 - 87%	B	60 - 67%	D
80 - 82%	B-	59 - %	F
78 - 79%	C+		

- Regular studio work, including having work ready for instructor's critiques and feedback in studio each week, consist a significant portion of the grades in each phase.
- All grades will be duly posted on D2L, so make sure to check D2L periodically.
- Total point values for each class activity depend on the accuracy, complexity and the quality of your work.
- The instructor evaluates all work submitted/presented carefully and thoroughly in a fair and objective manner. Therefore, grades are not negotiable (unless there is a computational error).

- Grades for team projects will be equal among all team members, unless otherwise noted. Any concerns within a team should be readily brought to the instructor's immediate attention and before the projects are completed.
- Late work is not accepted for a grade, and incompletes are not given in this class unless in a dire circumstance and only at the instructor's discretion.
- Regular attendance in class is required. In keeping with the university policies, absences are allowed only in case of a documented health/special need reasons or an emergencies. **Please note that more than 3 unexcused absences and/or lack of participation in class activities will affect your grade by a reduction of a whole letter grade.**

### IMPORTANT REMINDERS

- If you have any special needs to be accommodated in the classroom, please inform the instructor as soon as the semester begins. You can obtain more information regarding special need accommodation at the [UWSP Disability Services](#).
- The Division of Interior Architecture is preparing for two upcoming accreditation reviews: CIDA (Spring 2018) and NASAD (Fall 2017). 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.

### GENERAL NOTES

- All communication pertaining to the course outside the classroom is done through the UWSP email and through D2L. It is your responsibility to check your email on a daily basis to receive information and also to check on D2L for various posts.
- All submissions are digital and on D2L unless otherwise noted.
- In the professional world, each design project is a collaborative activity and complex team work. This work environment is emulated in this studio and is an important part of your educational experience. Therefore it is expected that you and your partner nboth take the responsibility to plan, organize, share and delegate the project-related activities both in and out of class time.
- Senior studio students typically spend a minimum of 3-4 hours per week in the studio outside of class for work time. Based on the stage of the project, students may spend even more hours. You are encouraged to plan their weekly schedules and work time accordingly.
- Desk critiques in class will be held regularly over the course of the semester. You are expected to be ready to discuss your work in each studio session as necessary. Lack of such work will result in deducting points under in-studio class progress. You may supplement the desk critiques by posting your work on D2L for the instructor's review, but the primary mode of studio instructions will be done in the studio itself.

- If you must be absent from class due to an unavoidable circumstance, you are responsible for obtaining any course-related information from your peers or the professor. Due dates and course requirements, however, will not change as a result of your absence unless it is a documented medical concern.
- 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.
- Please turn off all cell phones, music devices, pagers, and any other electronic devices while in class. Checking personal emails, using social media, and sending text and other messages during class time is not allowed.
- It is important that the studio is kept clean of food items, beverages, and garbage. Please recycle all paper, plastic bottles, and cans in the proper recycle bins in the stairway area, not in the garbage bins in the studio.
- Drafting desks should not be used as surfaces for cutting using adhesives. Instead use the wooden boards (available in the studio) or a rubber/plastic cutting mats.

## **CIDA PROFESSIONAL STANDARDS RELEVANT TO THIS COURSE**

### **Standard 5. Collaboration**

**Interior designers collaborate and also participate in interdisciplinary teams.**

Students understand:

- team work structures.
- leadership models and the dynamics of collaboration.

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

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

Student work demonstrates understanding of:

- the impact of the built environment on human experience, behavior, and performance.
- the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.
- methods for gathering human-centered evidence.

Student work demonstrates the ability to:

- analyze and synthesize human perception and behavior patterns to inform design solutions.
- apply human factors, ergonomics, and universal design principles to design solutions.
- 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.**

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 problems.
- identify and define issues relevant to the design problem.
- execute the design process: pre-design, schematic design, and design development.
- synthesize information to generate evidenced-based design solutions.
- explore and iterate multiple ideas.
- 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**

**Interior designers are effective communicators.**

Students are able to effectively:

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

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

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

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.
- 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 work demonstrates the ability to appropriately:

- select and apply color to support design concepts.
- select and apply color to multiple design functions.
- 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.**

Student work demonstrates understanding of:

- how furnishings, objects, materials, and finishes work together to support the design intent.

- appropriate design or specification of products and materials in relation to project criteria and human well being.

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 16. Regulations and Guidelines**

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

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

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

Students apply:

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