

## **IND 4450C      Advanced Interior Design Detailing**

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Fall 2016 (4 credits)

Meeting Time      **M/W** 1:55 pm – 3:50 pm

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Office Hours: M/W 11:30 – 12:30pm (or by appointment)

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### **Course Overview**

Advanced problems in design and detailing of interior finish systems such as interior architecture and cabinetry. Exploration and production of interior mechanical, millwork drawings, and construction documents. Integration of building codes and life safety issues.

The course is organized to illustrate that detailing is an integral part of an ongoing design process. Just as there is no single procedure for designing spaces, there is no exact method, technique, or formula for the designing of details. The ability to communicate your design intentions to the contractor or fabricator is critical to the successful and efficient completion of your design project. This is the final course in a technical series that serves to integrate key concepts and knowledge. Prerequisite courses are IND 3216 (Architectural Interiors II) and IND 3424 (Interior Design Construction Documents).

### **Course Objectives**

The course objectives 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 5. Collaboration**

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

*Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.*

#### **Student Learning Expectations**

Students have **awareness** of:

- a) the nature and value of integrated design practices.
- c) technologically-based collaboration methods.

Students **understand**:  
d) team work structures.

#### **Standard 6. Business Practices and Professionalism**

**Interior designers understand the principles and processes that define the profession and the value of interior design to society.**

*Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.*

#### **Student Learning Expectations**

Students **understand**:  
g) instruments of service: contract documents, transmittals, schedules, budgets, and specifications.

#### **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 work demonstrates the **ability** to:  
e) apply human factors, ergonomics, and universal design principles to 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:  
e) 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.**

*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 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:

- b) how furnishings, objects, materials, and finishes work together to support the design intent.
- c) typical fabrication, installation methods, and maintenance requirements.
- d) appropriate design or specification of products and materials in relation to project criteria and human wellbeing.

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.<sup>2</sup>

#### **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.**

**Intent:** This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

#### **Student Learning Expectations**

Students **understand**:

- c) appropriate strategies for acoustical control.

Students **understand**:

- 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.**

**Intent:** This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

#### **Student Learning Expectations**

- a) Students have **awareness** of the environmental impact of construction.

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

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

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.
- 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.**

*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.
- c) compartmentalization: fire separation and smoke containment.

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 Structure**

1. Lectures by faculty and other professionals will be presented in visual format.
2. Outside work will include text and other assigned readings, library/web research, site visits, and project administration.
3. Two semester projects (1 individual, 1 team) will give students the chance to apply course concepts.

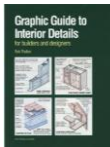
### **Projects & Grading**

Project 1: Individual Project	50%
Project 2: Team Project	40%
Participation/Check points	10%
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Total	100%

The scale for letter grades is as follows:

A = 93 – 100%	C = 73 – 76%
A- = 90 – 92%	C- = 70 – 72%
B+ = 87 – 89%	D+ = 67 – 69%
B = 83 – 86%	D = 63 – 66%
B- = 80 – 82%	D- = 60 – 62%
C+ = 77 – 79%	E = 59 and Below

### **Recommended Texts**



Rob Thallon. (1996). **Graphic Guide to Interior Details for Builders and Designers**  
(Should already have this: Approx. \$17-24)

### **Reference Texts**

- *Interior Construction and Detailing for Designers and Architects* (2005). Ballast, David K. Belmont: Professional Publications, Inc
- *Specifications for Commercial Interiors: Professional Liabilities, Regulations, and Performance Criteria* (1989). Reznikoff, S. C. New York: Watson-Guptill Publications

- *Architectural Woodwork Quality Standards* (1999). Reston: Architectural Wood Institute (AWI) <http://www.awinet.org/>
- *Interior Design Reference Manual* (2002) Ballast, David. K. Belmont: Professional Publications, Inc.
- *International Building Code* (2000) Falls Church, VA.: The Council.
- *The Codes Guidebook for Interiors* (2003) Harmon, Sharon K. New York: John Wiley and Sons, Inc
- *Graphic Guide to Frame Construction* (1991) Thallon, R. Newtown: The Taunton Press, Inc.
- *Building Construction Illustrated* (1991) Ching, Francis D.K. New York :Van Nostrand Reinhold
- *Florida Building Code, 2<sup>nd</sup> Ed.* (2001) State of Florida. [www.floridabuilding.org](http://www.floridabuilding.org)

### Course Policies

1. Each student is expected to be prepared, on time, and ready to participate in course presentations and discussions.
2. **Attendance:** The instructor operates under the assumption that you are mature adults who are intrinsically motivated to learn and attend class; as such, this course commences without a formalized attendance policy. Attendance will be taken daily for information purposes. If for any reason attendance becomes an issue, the instructor reserves the right to implement a formalized attendance policy.
3. Repeatedly missing class, lateness and/or early departure will result in a reduction of your final participation grade.
4. Late projects will not be accepted without prior instructor approval.
5. Failure to bring required assignments and materials may result in a reduction of your final project grade.

### Special accommodations

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see <http://handbook.aa.ufl.edu/policies.aspx>. 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.

### Academic Integrity

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.

### Note:

*\*The instructor reserves the right to make changes in the course schedule and syllabus as required to facilitate learning. Adjustments will be made when necessary and according to the professional judgment of the instructor.*

\*All work produced is property of the Department of Interior Design. Instructors will keep samples of student work. Students are advised to document work before collection.