Advanced Architectural Interiors 1 (IND 4225 & 5227C)

6 Credits
Fall 2023

LOCATION: ARCH 0314
MEETING TIMES: M, W | Period 2 - 5 (8:30 AM - 12:35 PM)
WEBSITE: *http://elearning.ufl.edu*

Instructors:

- **Lisa Platt**
  Email: lisaplatt@ufl.edu
  Office: # 334 I Hours: M&W (1:00 – 2:00 pm), or by appointment
  Zoom Personal Meeting Room: https://ufl.zoom.us/j/95269533608?

- **Sheila Bosch**
  Email: sheilabosch@ufl.edu
  Office: #348 I Hours: W (1:30 – 3:30), or by appointment
  Zoom Personal Meeting Room: https://ufl.zoom.us/j/8978667940

Course Communications:

The preferred method of communication in this course is email. If you have any questions before the next class meeting, send it to the instructors via Canvas message or UFL email. To meet the instructors during their office hours, you will need to schedule a specific time through e-mail. Include course # in the email subject line.

Textbooks:

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 additional resources to support their design intent, development, and innovation.

Materials and Supplies Fees:

Estimate: $141.22. Subject to change.

Course Description:

Advanced architectural interiors 1 will focus on advanced problems in interior design with respect to the needs of the sophisticated clients in urban settings, potentially ranging from the infrastructure of large urban spaces to the details of individual interior spaces.

Prerequisite Knowledge and Skills:

To enroll in this course, students must have successfully completed IND 3216 Architectural Interiors 2. In this course, we will also build on the knowledge that you gained through the following courses: IND 2635 Environment & Behavior; IND 3483 Interior Design Construction Documents; IND 2460C Computer Applications in 3-D Design; and IND 2422 Interior Finishes & Materials.

Course Objectives:

By the end of this course, students will:

1. Understand how to use client information and data for quantitative and qualitative pre-design efforts such as project programming, evidence-based design hypothesis development, and strategic planning (CIDA standard 6 a,c,and d, and f; 8 a-1)

   a. Use professional interior design project management practices to operationalize healthcare project commencement and design development (CIDA standard 6 a,c,and d)

   b. Gather client and contextual information to use for understanding complex client needs and designing interventions to address them (CIDA standard 8 b,c,e,h, and i)

   c. Use qualitative and quantitative reasoning for informing pre-design and conceptual development (CIDA standard 8 c,d,h,and i)

2. Can conduct relevant building code search and apply laws, codes, standards, and guidelines that impact human experience of interior spaces (CIDA standard 14 a-i; CIDA standard 16 a-i)

   a. Applying relevant life safety and wellbeing federal, state, and local codes relevant to building context and health safety and wellbeing of building occupants (CIDA standard 16 a,c,d,and e)

   b. Can execute occupancy load calculations and develop space plan that ensures appropriate means of egress, compartmentalization such as fire separation and smoke containment and barrier free design (CIDA standard 16 c,d,e,f,g,h, and i)

   c. Can demonstrate design that adheres to leading industry guidelines related to sustainability and wellness (e.g., WELL and LEED ID+C and BD+C) (CIDA standard 14 a-I; CIDA standard 16 b and c)

3. Consider design solutions that support the social, cultural, economic, and ecological context of the built environment (CIDA standard 4 a-f)
    a. Planning responds to pre-deign and design program related to current and emerging issues that shape care environment safety and experience (CIDA standard 4 a-d).
    b. Design for environment considers universal design and the inter-dependence of multiple contextual elements related to a design solution and their holistic, potential impact on the user (CIDA standard 4 c-f).

4. Identify and explore complex problems and generate human-centered design solutions that support human experience and behavior within the interior environment (CIDA standard 7 a-f; CIDA Standard 13 a,d,e and f)

    o Understand and apply theories of human behavior, ergonomic and anthropometric data, and universal design concepts (CIDA standard 7 a and b)

    o Generate evidence-based design solutions within the context of building systems using appropriate furniture, fixtures, equipment, and finish material products (CIDA standard (CIDA standard 7 a- f; CIDA Standard 13 a,d,e, and f).

5. Apply design elements, principles, and theories to formulate creative and aesthetic solutions (CIDA standard 11 a-d; CIDA standard 12 a-k; CIDA standard 13 a,d,e and f; CIDA standard 14 b and c)

    o Strengthen the ability to think visually and volumetrically and apply the theories of two- and three-dimensional design; analyze and discuss spatial definition and organization (CIDA standard 11 b-d)

    o Refine knowledge of, and apply aesthetic theories including principles and theories of color and light (CIDA standard 11 a,c, and d)

    o Demonstrate understanding of interior construction and building systems including materiality, lighting, acoustics, thermal comfort, and indoor air quality, and their application to enhance the health, safety, welfare, and performance of building occupants (CIDA standard 12 a-k; CIDA Standard 13 a,d,e, and f; CIDA standard 14 b and c)

    o Understand the role of color and illuminance in supporting patient orientation, wayfinding, interior placemaking, and diagnostic efficacy (CIDA standard 12 a-k)

6. Work collaboratively in teams to produce unique design solutions that synthesize multiple ideas (CIDA standard 5 a-e)

    a. Can create healthcare environments that consider the coordination of other professional disciplines and equipment needs (CIDA standard 5 a,b and e)

      b.   Effectively use technology-based collaboration methods, as a team, to support the problem-solving process for design of the built environment (CIDA standard 5 c and d).

7. Communicate effectively in oral, written, and graphic form; use sketches; produce competent presentation drawings; integrate written and visual material to present ideas clearly (CIDA standard 9 a-g)

      a.   Demonstrate the ability to communicate pre-design data, code and standard compliance, and apply evidence-based design research to care environment design (CIDA standard 9 a-c)

      b.   Express conceptual design ideas and their rationale developed in the design process through ideation drawings and sketches (CIDA standard 9 d and e).

      c.   Demonstrate ability to use evolving technologies to communicate design intent (CIDA standard e and f)

Instructional Methods:

Learning in this course will occur mainly through project reviews and desk critiques. Projects are designed to meet student learning outcomes of this course through a variety of deliverables. Supporting lectures and workshops will be provided by faculty and guests. Working in the studio is essential, as it establishes a collective energy for the design process and fosters creative exchanges between students. Design work should be completed during the studio meetings. Group work is encouraged to increase the quality of your daily work.

Grading Policies:

Methods by which students will be evaluated and their grade determined.

The final grade will be based on assigned exercises, class participation, mid-point review and final critiques for the projects. Project evaluation (using assignment rubrics) and comments will be provided through Canvas for each assignment.

Grade breakdown:

Studio Participation (e.g., Pro-day, Team Collaboration, and Field Trips) **10%**
Midterm Project Review: **35%**
Final Project: **55%**

Refer to rubrics on Canvas site for grading criteria.

Current UF grading policies for assigning grade points:
This course will follow the policies on the UF Undergraduate Catalog:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Grading Scale:

For further information on UF's Grading Policy, see: http://www.isis.ufl.edu/minusgrades.html

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

Course Schedule:
Critical Dates:

EBD Research and Pre-design: **9/11**
Midterm Project Deadline: **10/17**
Midterm Presentation: **10/18**
New Orleans Trip (HCD): 11/4-11/8
Final Project Deadline: **11/14**
Final Review: **11/15**

- ***Graduate coursework associates with IND 5227C level are asterisked (*) and italicized under deliverable due dates.***

A Weekly Schedule of Topics and Assignments:

For detailed schedule of assignments and class activities, see course Schedule on Canvas. Disclaimer: This schedule represents our current plans and objectives. **As we go through the semester, those plans may need to change to enhance the class learning opportunity.**

Course evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. 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 on the Gator Evals page.

Last update: 8/15/2023

IND 4225 - Fall 2022 - Course Schedule

This calendar is a general outline of the course. Instructors reserve the right to alter the course in response to academic conditions and opportunities. Instructors may add additional assignments, as part of studio participation grade, to ensure satisfactory progress.

WK	DY	DT	Topics / Activities	Due
1	W	08/23	-Ice breaker -Course/syllabus Overview - Intro to Healthcare Design (HCD)/Evidence-based Design - Intro to assignment (EBD & pre-design) -Review on finding peer-reviewed literature	
2	M	08/28	-Overview of project design - Code compliance and sustainability standards review	Students have selected design team members.
	W	08/30	- Project 1 program review Introduction to: -Programming/Predesign stages -Evidence-based design hypothesis development	*Team building work sheet completed.* *Desk review of EBD literature-based discovery (PPT format)*
3	M	09/04	HOLIDAY (Labor Day) – NO CLASS	
	W	09/06	- Qualitative Approaches to Programming/Predesign Quantitative Approaches to Programming/Predesign (e.g., applied AI)	*Desk review of draft EBD pre-design presentations*
4	M	09/11	Student team presentation of following predesign efforts: -Occupancy load calculations -Critical code compliance considerations -Sustainability standard relevance -EBD literature-based discovery findings and design hypotheses. Introduction to Conceptual Design Development	**Evidence-based pre-design presentations** ***Graduate students will be required to submit an executive summary of pre-design efforts and a synopsis of findings.***
	W	09/13	-Design thinking and concept ideation tools -Bubble diagramming -Adjacency Matrices	*Desk review of initial concept ideas, inspirational images*

			-Project field trip to similar care environment	
5	M	09/18	--Building massing and block diagramming Conceptual Design Development	*Desk review of bubble diagrams and adjacency matrices*
	W	09/20	Conceptual Design Development	*Desk review of blocking diagrams with appropriate square footage in each block*
6	M	09/25	**Student team presentation** of following conceptual design efforts: -Application of Health Safety and Welfare (HSW) code and sustainability standards to concept development -Application of design ideation that integrates principles of EBD -Design concepts that demonstrate design thinking Introduction to Schematic Design Development -Life safety requirements -FF&E and Equipment Coordination -Development of Materiality design standards (e.g., Finish Legend and Schedule)	**Conceptual design presentations** *Graduate students will be required to submit an executive summary of conceptual design efforts and a synopsis of findings.*
	W	09/27	Schematic Design Development	*Desk review of proposed space plan*
7	M	10/02	Schematic Design Development	*Desk review of draft finish schedule and legend*
	W	10/04	Schematic Design Development	*Desk review of wire frame and furniture layout*
8	M	10/9	Schematic Design Development	*Desk review of draft code compliance checklist and sustainability matrix*
	W	10/11	Schematic Design Development	*50% rendering*
9	M	10/16	Schematic Design Development	*Desk review of mid-point presentations*
	W	10/18	Student team presentation of following schematic design efforts: -Application of Health Safety and Welfare (HSW) code and sustainability standards to concept development -Application of design ideation that integrates principles of EBD	**Mid-point submissions due at 11:59 pm on 10/17** **Presentations on 10/18** *Graduate students will be required to submit an executive summary of schematic design development efforts and a synopsis of findings.*

			-Design concepts that support universality, optimal user-experience, and placemaking	
10	M	10/23	Design Development	*Desk review of plan development*
	W	10/25	Design Development	*Desk review of 90% rendering*
11	M	10/30	Design Development Begin Production	*Desk review of schedule development*
	W	11/01	Design Development Production	
12	M	11/06	HCD Expo New Orleans Field Trip	
	W	11/08	HCD Expo New Orleans Field Trip	
13	M	11/13	Final Production	
	W	11/15	Student team presentation of following design efforts: -Completed space plan -Completed Finish Legend and Schedule -Evidence-based design annotated plan -Completed code-compliance matrix -Completed crosswalk of sustainability standard compliance	**Final submission due at 11:59 pm on 11/14 Presentation on 11/15** **Graduate students will be required to submit a five-page compiled paper inclusive of preceding executive summaries and a cited summation of how principles of EBD, universality, placemaking, HSW and sustainability were addressed.*
14	M	11/20	Post final review de-brief	
	W	11/22	HOLIDAY (Thanksgiving) – NO CLASS	
15	M	11/27	Professional development in design practice- EDAC overview UF Shands Atrium Charrette	
	W	11/29	Professional development in design practice- LEED and WELL accreditation overview UF Shands Atrium Charrette	
16	M	12/04	UF Shands Atrium Charrette conceptual design presentations	-Charette Conceptual Design

			Professional development in design practice- ProDay	
	W	12/06	**STUDIO CLEAN-UP** (Everyone is expected to participate. Failure to do so will result in lowering of participation grade)	**-** Presentation of course insights

HEALTH SAFETY

In response to RSV, COVID-19, Flu, and other contagious conditions the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against viruses.

- Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

   o Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

   o Good hand sanitizing practice.

- If you are sick, stay home and self-quarantine until you have recovered.

   o Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up the work.

COURSE POLICIES

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 regarding 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.

Attendance & Participation:
Attendance is essential to the learning process. Students must be on time for each class session and present for the entire class to be marked present. The instructor must be notified in advance of any necessary absence in person or by email. Two absences will be tolerated without penalty. Each additional absence will result in the reduction of a course grade by one letter grade. More than six absences will automatically result in failing the course.

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. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

Laptops, Cell Phones, Tablets:

Students may bring mobile devices to class and use them during the period ***for course-related purposes only***. Students are not permitted for use during quizzes.

STUDENT IT SUPPORT SERVICES

For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-HELP (4357), select option 2. For Help Desk hours visit: Information Technology–UF Computing Help Desk (http://helpdesk.ufl.edu).

Project Due Dates:
All assignments - completed or incomplete - must be turned in on the due date and will be graded as they stand. No projects will be accepted late. The right to make an exception will be reserved only in extreme cases (due to emergencies). In such cases, the instructor must be notified in advance by email. For the exception case, a delay of over one week will not be accepted.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at
https://catalog.ufl.edu/ugrad/1516/regulations/info/attendance.aspx

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 an accommodation.
Student Work:

The Department of Interior Design reserves the right to retain any student work completed in the curriculum for accreditation purposes.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/.

Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/

SOFTWARE USE

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

CAMPUS RESOURCES:

Mental Health, Safety and Wellbeing

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu/.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process