

Advanced Architectural Interiors 1 (IND 4225 & 5227C)

6 Credits

Fall 2024

LOCATION: ARCH 0314

MEETING TIMES: T, R | Period 6 -9 (12:50 PM – 4:55 PM)

WEBSITE: <http://elearning.ufl.edu>

Instructors:

- **Shabboo Valipoor**

Email: sh.valipoor@ufl.edu

Office: ARCH 350 | Hours: Thursday (8:50 – 12:50), or by appointment

Zoom Personal Meeting Room: <https://ufl.zoom.us/my/valipoor>

- **Sheila Bosch**

Email: sheilabosch@ufl.edu

Office: ARCH 348 | Hours: Wednesday (9:30 – 12:00 and 1:00 - 2:30), 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)
 - Understand and apply theories of human behavior, ergonomic and anthropometric data, and universal design concepts (CIDA standard 7 a and b)
 - 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)
 - 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)
 - Refine knowledge of, and apply aesthetic theories including principles and theories of color and light (CIDA standard 11 a,c, and d)
 - 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)
 - 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, on-time class attendance, field trip engagement, studio clean-up) **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/UGRD/academic-regulations/grades-grading-policies/>

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

Critical Dates:

EBD Research and Pre-design: **9/11**

Midterm Project Deadline: **10/15**

Midterm Presentation: **10/18**

Dallas, TX Required Class Trip: 11/5- 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 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

COURSE POLICIES

Academic Integrity:

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information located at <https://sccr.dso.ufl.edu/process/student-conduct-code/>. If you have any questions or concerns, please consult with the instructor in this class.

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.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies located at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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>).

Special Accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage on the Disability Resource Center site located here: <https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Student Work:

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

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>

IND 4225 - Fall 2024 - 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	R	08/22	- Ice breaker - Course/syllabus overview - Intro to healthcare design (HCD); Evidence-based design (EBD); Peer-reviewed literature - Intro to assignments (EBD pre-design)	<i>Students select design teams</i>
2	T	08/27	- Code compliance and accessibility standards review	<i>Desk review of EBD literature-based discovery</i>
	R	08/29	EBD pre-design presentations	<i>EBD pre-design presentation (Canvas submission due at 11:59 pm on 8/28)</i>
3	T	09/03	Project/program overview with RLF	
	R	09/05	Concept development	<i>Desk review of initial concept ideas, inspirational images</i>
4	T	09/10	Concept development	<i>Desk review of diagrams</i>
	R	09/12	Field trip to Ocala Neighborhood Hospital, 2100 NW 35th Avenue Road, Ocala, FL 34475	
5	T	09/17	Guest speaker Kristin Roberts/Xan Henderson re: NCIDQ exam (Perdue)	<i>Desk review</i>
	R	09/19	Conceptual design development	<i>Review of conceptual design presentations</i>
6	T	09/24	Schematic design development	<i>Desk review</i>
	R	09/26	Schematic design	<i>Desk review</i>
7	T	10/01	Schematic design	<i>Desk review</i>
	R	10/03	Schematic design	<i>Desk review</i>
8	T	10/8	Schematic design development	<i>Desk review</i>
	R	10/10	Schematic design development	<i>Desk review</i>

9	T	10/15	MID-POINT REVIEW	<i>Mid-point presentation (Canvas submission due at 11:59 pm on 10/16)</i>
	R	10/17	Design revision & development	<i>Desk review of revision plans and implementations</i>
10	T	10/22	Design development	<i>Desk review</i>
	R	10/24	Design development	<i>Desk review</i>
11	T	10/29	Design development	<i>Desk review</i>
	R	10/31	Design development	<i>Desk review</i>
12	T	11/05	Field Trip to Dallas, TX	
	R	11/07	Field Trip to Dallas, TX, return 11/08	
13	T	11/12	Production	<i>Desk review</i>
	R	11/14	Final work mock presentation	<i>Review of team works</i>
14	T	11/19	FINAL REVIEW	<i>Final presentation (Canvas submission due at 11:59 pm on 11/18)</i>
	R	11/21	- Final presentation de-brief Professional development in design practice: - LEED and WELL accreditation overview (Guest speaker: L. Platt) - EDAC overview	
15	T	11/26	FALL BREAK – NO CLASS	
	R	11/28	FALL BREAK – NO CLASS	
16	T	12/03	Portfolio review STUDIO CLEAN-UP (Everyone is expected to participate. Failure to do so will result in lowering of participation grade)	<i>Desk review of portfolios</i>
	R	12/05	ProDay	