IND5212C ARCHITECTURAL INTERIORS I

University of Florida • College of Design, Construction and Planning • Department of Interior Design

Fall 2024   **M,W period 2-5 (8:30 – 12:35)**

SYLLABUS

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Office Hours: TBA   Office Hours: T/R 1-3pm; F Virtual 1-3pm

STUDIO DESCRIPTION
Architectural Interiors I continues the Interior Design Department's studio series.   Students are expected to build upon and expand knowledge and skills acquired during previous studios.   This studio will continue to explore and apply theoretical concepts, design processes, graphic communications, sustainable practices, technical knowledge, and regulations related to interior design.   In particular, this studio focuses on pre-design research and programming—how to effectively work with building users and others to identify needs and to develop a program that addresses those needs and results in spaces that satisfy and inspire.

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 2022 Council for Interior Design Accreditation (CIDA) standards including, but not limited to, the following:

> **Standard 4. Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.**
> 4b) Students demonstrate an understanding of how social, cultural, and physical contexts inform interior design.
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> **Standard 5. Collaboration - Interior designers collaborate and also participate in interdisciplinary teams.**
> 5b) the terminology and language necessary to communicate effectively with members of allied disciplines.
> 5c) technology-based collaboration methods specific to the problem-solving process for the built environment disciplines.
> 5d) the dynamics of team collaboration and the distribution and structure of team responsibilities.
> 5e) Student work demonstrates the ability to create environments that are informed by multiple disciplines, stakeholders, and clients in developing design solutions.
>
> **Standard 7. Human-Centered Design - Interior designers apply knowledge of human experience and behavior to designing the built environment.**
> 7b) the relationship between the designed environment and human experience, wellbeing, behavior, and performance.
> 7c) gather and apply human-centered evidence.
> 7d) analyze and synthesize human perception and behavior patterns to inform design solutions.
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> **Standard 8. Design Process - Interior designers employ all aspects of the design process to creatively solve a design problem.**
> 8a) Student work demonstrates the ability to apply space planning techniques throughout the design process.

8b) solve progressively complex design problems.
8c) identify and define issues relevant to the design problem.
8d) execute the design process: pre-design, schematic design, and design development.
8e) synthesize information to generate evidence-based design solutions.
8f) explore and iterate multiple ideas.
8g) design creative and effective solutions.
8h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
8i) understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
8j) exposure to a range of problem identification and problem-solving methods.
8k) opportunities for innovation and risk taking.
8l) exposure to methods of idea generation and design thinking.

Standard 9. Communication - Interior designers are effective communicators.
9a) interpret and communicate data and research.
9b) express ideas and their rationale in oral communication.
9d) express ideas and rationale developed in the design process through visual media: ideation drawings and sketches.
9g) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.

Standard 11. Design Elements and Principles - Interior designers apply elements and principles of design.
11a) Students understand the elements and principles of design, including spatial definition and organization.
11b) explore a range of two- and three-dimensional design solutions.
11c) apply principles and elements of design to two-dimensional design solutions.
11d) apply principles and elements of design to 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.
12i) color in relation to materials, textures, light and form.
12j) select and apply color to multiple design functions.
12k) 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.
13a) how furnishings, objects, materials, and finishes work together to support the design intent.
13e) Students select and apply products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life safety.
13f) Students are able to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, 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.
16h) movement, travel distance, and means of egress.
16i) federal, state/provincial, and local codes and guidelines including barrier-free and accessibility regulations and guidelines.

COURSE REQUIREMENTS
Students must actively engage in the design process and work individually, within groups, and with instructors throughout each project.   The role of faculty members in this course is to coach, facilitate, and offer advice in reaction to work produced by the student designer/teams.   To ensure student progress therefore it is essential that you complete the stated requirements for each design project plus all the associated tasks assigned by your instructors on the respective due dates and times.

Students must also:
- Attend class on time and have materials, drawing tools, and work at each class period.
- Complete daily assignments, work on projects outside of class time, and arrive at each class period prepared for class activities and for participation in them.

- Participate in group assignments such that all team members feel that each member has contributed equal effort in the final product.
- Seek critiques from faculty and students on a consistent and regular schedule.
- Work quietly and respect the privacy and property of fellow students at all times.
- Keep work organized and documented.
- Inform the instructors ahead of the event if you are going to miss a class for any reason.

Required Textbooks: N/A
Course Material & Supply Fees: $120.55

COURSE POLICIES
Process Walls
All students are required to "work" on the walls. Each student or project team will be asked to claim a section of the studio wall, not simply to display their work but to serve as their primary thinking space, a vertical extension of their desk that evolves throughout the course of the project.   Since the "process walls" continuously morph, they give your instructors a daily measure of how the class is approaching the project; which helps them quickly target areas of need, focus classroom discussions, and identify students that may require extra guidance and support. The process walls also energize the classroom, encouraging a culture of sharing, collaboration, and active ideation.   We will also use the process walls to conduct lightning critique sessions.   The space in front of all walls must remain clear for circulation (albeit tight minimal circulation). NO STUDENT DESKS OR OTHER PERSONAL SPACES ARE ALLOWED TO TOUCH THE WALLS

Studio Grades
Studio grades are based on the completion of a series of studio assignments (a percentage is presented representing the assignments portion of the overall studio grade).   More detail for each assignment and a grading rubric will be further explained in separate handouts.

Project 1: Destination Restaurant – (Individual Project)	**60%**
(Pre-Design Research, Concept Development, Design Dev., Design Communication, Competition Submission)	
Project 2: Higher Education – (Team Project)	**35%**
(Pre-Design Research, Concept Development, Design Dev., Design Communication, Competition Submission)	
Studio Exercises, Checkpoints, & Participation	**5%**
	100% Total

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

Attendance Policy
You are **expected** to stay home if you are sick or show any symptoms of being sick. Any absence related to illness or other symptoms will be excused; however, email the lead instructor before missing any class.

Three or more unexcused absences will result in the lowering of a student's final studio grade. Final studio grades will be lowered a half letter-grade starting with the third unexcused absence.   Each additional unexcused absence will further reduce the final grade by a half letter-grade.

Attendance at all studio reviews–including, but not limited to, the mid-project and final reviews is mandatory.   Any student not attending a review, not contacting the professor and/or not producing a valid excuse will be penalized.

Late Assignments
All assignments—complete or incomplete—must be turned in on the due date and will be graded as they stand. If a student's work is incomplete, the professors have the right to cancel that student's presentation to the design jury.   Students who seek an alternative to this rule must attain written permission from instructors prior to the due date. The projects will be evaluated based on what is turned in at that time. **NO UNEXCUSED LATE PROJECT WILL BE ACCEPTED.**

Incomplete Grades
The criteria by which a student may receive an incomplete grade (I*) are described at http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html#incomplete
Please note that the instructor is not required to assign incomplete grades. It is at the instructor's discretion as to the extenuating circumstances that may warrant adequate excuse for not completing required course work.

Class Field Trips
Some class field trips may take place outside of the scheduled studio hours.   All students are required to attend.   Absence from a field trip, without a previously arranged excuse, will result in a student's grade being lowered one letter grade.

Honor Code
All University of Florida students are expected to comply in full to the University of Florida Student Honor Code.   This honor code details academic honesty expectations at the University of Florida.   It is essential all students review this policy to understand the scope of these standards as well as the magnitude of infractions.   It is each student's responsibility to read, understand, and follow these guidelines.   All assessments (tests, quizzes, final exams, etc.), design studio projects, and any other assignments in UF's Interior Design Department are subject to Honor Code policy.   Consequently, all instructors will strictly enforce the UF Honor Code in studio and classroom settings, which is the University of Florida's expectation as well as reflecting the profession of interior design's ethical standards.   To review the honor code, visit: http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php.

Special Honor Code Issues for Interior Design Students
It is common in design related fields to take inspiration from various sources.   While we encourage inspiration from any source it is the responsibility of the student to always maintain a clear delineation between inspirations from **OTHER SOURCES** and **YOUR AUTHENTIC** work. This applies both to in process-work as well as final classroom deliverables.   Any violations of this policy will be considered plagiarism.

Special Accommodations
Student requesting classroom accommodation must register with the Disability Resource Center at UF's Dean of Student's office.   The Dean of Students Office will review each case and provide documentation to the student who in turn will provide this documentation to instructors when requesting accommodation.   See: http://www.dso.ufl.edu/drc/getstarted.php

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 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/.

WORK PRODUCTS All work produced in class is property of the University of Florida Department of Interior Design. Instructors may elect to keep samples of student work for CIDA accreditation purposes.

PRELIMINARY COURSE SCHEDULE 2024

WK	DAY	DATE	CLASS SCHEDULE	DUE DATES
1			**No classes M/W**	
2	M	8/26	**Intro Project 1: Destination Restaurant (Individual Project)** *Precedent, Possibilities, and Risk-taking* **Intro: Reflective Designer**	
	W	8/28	*Concept Development*	**Due:** **P1: Benchmarking Presentation** (with Discussion Groups) **Reflective Designer Exercise** (on wall at beginning of class)
3	M	9/02	**Holiday: Labor Day**	
	W	9/04	Concept Refinement Schematic Design Expectations	**Due:** **P1: 3 Concepts and Massing Studies** (on wall at beginning of class)
4	M	9/09	Schematic Design	
	W	9/11	Schematic Design	
5	M	9/16	Schematic Design	
	W	9/18	Schematic Design	
6	M	9/23	Design Development	**Due:** **P1: Schematic Design Review** (on wall beginning of class)
	W	9/25	Design Development	
7	M	9/30	Design Development	
	W	10/02	Design Development / Design Communication	
8	M	10/07	Design Development / Design Communication	
	W	10/09	Design Development / Design Communication	
9	M	10/14	Design Communication	**Due:** **P1: Presentation Layout Review** (on wall beginning of class) *[Okken Out of Town on Site Visit]*
!	T	10/15	Project 1 Final Submission	**Due:** **P1: Final Files Submitted** (11:00 PM in Canvas)
	W	10/16	**Project 1 Final Presentations**	
10	M	10/21	**Intro Project 2: Higher Education (Team Project)** *Predesign Research, Precedent, Possibilities, and Risk-taking*	
	W	10/23	Pre-design Research Concept Development	**Due:** **P1: Benchmarking Presentation**

				(with Discussion Groups)
11	M	10/28	Schematic Design	**Due:** **P2: 3 Concepts and Massing Studies** (on wall at beginning of class)
	W	10/30	Schematic Design	
12	M	11/04	Schematic Design	
	W	11/06	Design Development	**Due:** **P2: Schematic Design Review** (on wall beginning of class)
13	M	11/11	No Class	
	W	11/13	Design Development	
14	M	11/18	Design Development / Design Communication	
	W	11/20	Design Communication - Production	**Due:** **P1: Presentation Layout Review** (on wall beginning of class)
15	M	11/25	**Holiday: Thanksgiving**	
	W	11/27	**Holiday: Thanksgiving**	
16	M	12/02	Design Communication - Production	**Due:** **P2: Final Files Submitted** (11:00 PM in Canvas)
!	W	12/04	**End of Semester** **Studio Clean-Up**	**Due:** **P2: Final Client Presentation**