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

Advanced Architectural Interiors 1
(IND 4225 & 5227C)

6 Credits
Fall 2025

LOCATION: Jonathan and Melanie Antevy Hall Rooms 314, 416
MEETING TIMES: T, R | Period 6 -9 (12:50 PM – 4:55 PM)
WEBSITE: *http://elearning.ufl.edu*

Instructors:

- **Lisa Sundahl Platt**
  Email: lisaplatt@ufl.edu
  Phone: 352-294-1435
  Office: 334 Jonathan and Melanie Antevy Hall
  Office Hours: T&H | 8:30-10:30 AM (*Zoom or accommodation meetings may be available upon request and are subject to availability*)
- **Sheila Bosch**
  Email: sheilabosch@ufl.edu
  Office: 348 Jonathan and Melanie Antevey Hall I Hours: Thursday l 9:30– 11:30 am), or by appointment
  Zoom Personal Meeting Room: https://ufl.zoom.us/j/8978667940

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.

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, it is best to schedule a specific time through e-mail. Include course # in the email subject line. For help resolving technical issues, please visit the helpdesk website or call 352-392-4357.

Textbooks:

A textbook is not required for this course. 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: $139.66. Does not include field trip costs. May be subject to change.

Expected Behavior:

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, whenever possible. Students are expected to treat their peers and instructors with respect. Students are not allowed to give out the door code to the studio to anyone who is not enrolled in the course.

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:

Upon successful completion of this course, students will achieve the levels of awareness, understanding, and application required for professional interior design practice, as outlined in the CIDA 2024 Professional Standards. All learning objectives are directly mapped to CIDA standards, clearly specify expected competency, and are assessable through the results of student work and engagement in course activities.

1. Pre-Design, Programming, and Evidence-Based Planning

- Students can gather, interpret, and apply client information and data to inform quantitative and qualitative pre-design and programming, including project programming, evidence-based design, and strategic planning (Standards 6a, 6c, 6d, 6f; 8a).
- Students demonstrate the ability to apply professional project management practices throughout the initiation and development phases of healthcare design projects (Standard 6a, 6c, 6d).
- Students gather and synthesize client and contextual information to analyze and address complex user needs, developing responsive and targeted design interventions (Standard 8b, 8c, 8e, 8h, 8i).
- Students effectively use both qualitative and quantitative reasoning to inform pre-design research, conceptual development, and the advancement of design solutions (8c, 8d, 8h, 8i).

2. Regulatory Compliance, Codes, and Standards

- Students conduct comprehensive searches for current building codes and apply relevant laws, codes, standards, and guidelines that impact the health, safety, and wellbeing of occupants in healthcare interiors (14a-i; 16a-i).
- Students apply relevant life safety and wellbeing codes—including federal, state, and local requirements—to support occupant protection in healthcare environments (16a, 16c, 16d, 16e).
- Students can execute occupancy load calculations, develop space plans that ensure compliant means of egress, fire separation, smoke containment, and barrier-free design (16c-i).
- Students demonstrate the ability to design projects that adhere to current industry sustainability and wellness guidelines (e.g., WELL, LEED) (14a-i; 16b, 16c).

3. Contextual Analysis and Human Factors

- Students consider and integrate social, cultural, economic, and ecological contexts to inform design decisions in the built environment (4a-f).
    - Planning addresses pre-design and programming in response to current and emerging issues impacting healthcare safety and experience (4a-d).
    - Design solutions incorporate universal design principles and consider the interdependence of contextual factors and holistic user impacts (4c-f).

4. Human-Centered, Evidence-Based, and Design Synthesis

- Students identify complex problems and generate human-centered healthcare design solutions that enhance human experience and behavior within interior environments (7a-f; 13a, 13d, 13e, 13f).
- Students understand and apply theories of human behavior, ergonomic and anthropometric data, and universal design principles (7a, 7b).
- Students generate evidence-based design solutions integrating appropriate furniture, fixtures, equipment, and finishes within the context of healthcare facilities and building systems (7a-f; 13a, 13d, 13e, 13f).

5. Design Elements, Theories, and Visual-Spatial Reasoning

- Students demonstrate the ability to apply design elements, principles, and theoretical frameworks to develop creative and aesthetically compelling solutions (11a-d; 12a-k; 13a, 13d, 13e, 13f; 14b, 14c).

- Students strengthen visual and volumetric thinking skills, applying two- and three-dimensional design theories to analyze and organize space (11b-d).
- Students refine understanding and application of aesthetic theories, including color and light, to support placemaking, patient orientation, wayfinding, and diagnostic efficacy in healthcare design (11a, 11c, 11d; 12a-k).

6. Interior Construction, Environmental Systems, and Wellbeing

- Students demonstrate understanding of interior construction and building systems—including materiality, lighting, acoustics, thermal comfort, and indoor air quality—and apply these systems to enhance health, safety, and welfare in healthcare settings (12a-k; 13a, 13d, 13e, 13f; 14b, 14c).
- Students articulate the role of color and illuminance in patient experience, wayfinding, and interior placemaking in healthcare environments (12a-k).

7. Collaboration and Teamwork

- Students work collaboratively in teams to synthesize multiple ideas and produce innovative design solutions (5a-e).
- Students demonstrate the ability to coordinate with other professional disciplines and consider specialized equipment requirements in healthcare environments (5a, 5b, 5e).
- Students effectively use technology-based collaboration methods as a team to support the design and problem-solving process in the built environment (5c, 5d).

8. Communication Proficiency

- Students communicate healthcare design concepts effectively in oral, written, and visual forms, integrating sketches, competent presentation drawings, and written documentation to clearly convey design intent (9a-g).
- Students demonstrate the ability to present pre-design data, code and standard compliance, and evidence-based research within healthcare design proposals (9a-c).
- Students express conceptual design ideas and rationale through ideation drawings and digital sketches (9d, 9e).
- Students effectively use evolving technologies to communicate and present healthcare design solutions (9e, 9f).

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 and outside of class time as needed. Group work is encouraged to increase the quality of your daily work.

Grading Policies:

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. Refer to rubrics on Canvas site for grading criteria.

Grading Criteria:
Studio Participation (e.g., Pro-day, Team Collaboration, Field Trips, etc.) **10%**
Midterm Project: **40%**
Final Project: **50%**

Academic Policies and Campus Resources:

Up-to-date information on campus policies and resources is located here: https://go.ufl.edu/syllabuspolicies.

Health and Wellness

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 suppor*t*, 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/.

Course Schedule - Critical Dates:

EBD pre-design research presentations: **9/02**
Midterm Project Deadline: **10/15**
Midterm Presentation: **10/16**
Required Class Trip: Week of November 3rd
Final Project Deadline: **11/17**
Final Review: **11/18**
Pro Day: **12/02**

- *Graduate coursework associated 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.**

IND 4225 - Fall 2025 - 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	08/21	-Course/syllabus Overview - Intro to Healthcare Design /Evidence-based Design - Intro to assignment (EBD & pre-design) -Review on finding peer-reviewed literature	
2	T	08/26	Pre-design -Overview of project design - Code compliance and sustainability standards review	Students have selected project design teams.
	R	08/28	Pre-design -LEED, WELL and EDAC accreditation overview	***Team building work sheet completed. Desk review of EBD literature-based discovery (PPT format)***
3	T	09/02	Pre-design	***EBD pre-design presentations***
	R	09/04	- Project 1 program review - Introduction to Conceptual Design Development --Qualitative and quantitative programming considerations --Occupancy load calculations --Critical code compliance considerations	
4	T	09/09	Conceptual Design Development -Design thinking and concept ideation tools -Bubble diagramming -Adjacency Matrices	***Student presentations of initial concept ideas, inspirational images, occupancy load calculations, and critical code compliance considerations*** **Graduate students will be required to submit an executive summary of pre-design efforts and a synopsis of findings.*
	R	09/11	Conceptual Design Development -Building massing and block diagramming	***Desk review of bubble diagrams and adjacency matrices***
5	T	09/16	Conceptual Design Development	***Desk review of blocking diagrams with appropriate square footage in each block***

	R	09/18	Conceptual Design Development	***Desk review of initial space plan(s)***
6	T	09/23	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:*** Address: overall concept development, integration of EBD literature, occupancy loads, critical code compliance considerations (e.g., health, safety and welfare; sustainability) **Graduate students will be required to submit an executive summary of conceptual design efforts and a synopsis of findings.*
	R	09/25	Schematic Design Development	***Desk review of proposed space plan(s)***
7	T	09/30	Schematic Design Development	***Desk review of draft finish schedule and legend***
	R	10/02	Schematic Design Development	***Desk review of wire frame and furniture layout***
8	T	10/07	Schematic Design Development	***Desk review of draft code compliance checklist and sustainability matrix***
	R	10/09	Schematic Design Development	***50% rendering***
9	T	10/14	Schematic Design Development	***Desk review of mid-point presentations***
	R	10/16	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 -Design concepts that support universality, optimal user-experience, and placemaking	**MID-POINT REVIEW** **Mid-point submissions due at 11:59 pm on 10/15** **Graduate students will be required to submit an executive summary of schematic design development efforts and a synopsis of findings.*
10	T	10/21	Design Development	***Desk review of plan development***
	R	10/23	Design Development	***Desk review of finish schedule development***
11	T	10/28	Design Development Begin Production	***Desk review of 90% rendering***
	R	10/01	Design Development Production	***Desk review of final presentation draft***
12	T	11/04	Class Field Trip	

	R	11/06	Class Field Trip	
13	T	11/11	Veteran's Day holiday – NO CLASS	
	R	11/13	Final Production	
14	T	11/18	Student team presentation of following design efforts – see Canvas: -Completed space plan -Completed Finish Legend and Schedule -Evidence-based design annotated plan -Completed code-compliance matrix -Completed crosswalk of sustainability standard compliance	**FINAL PRESENTATIONS** **Final submission due at 11:59 pm on 11/17**
	R	11/20	-Final presentation de-brief -Portfolio review -STUDIO CLEAN-UP (Everyone is expected to participate. Failure to do so will result in lowering of participation grade)	***Portfolio review*** ****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.***
15	T	11/25	FALL BREAK – NO CLASS	
	R	11/27	FALL BREAK – NO CLASS	
16	T	12/02	**Pro-Day**	**Pro-Day**

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, whenever possible. For the exception case, a delay of over one week will not be accepted.

Student Work:

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