FALL 2015 SYLLABUS

Ms. Laura Morthland, Assistant Professor

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Office Mailbox: Located in the SoA office of the 4th Floor of Quigley Hall
MRC: http://materials.architecture.siuc.edu/
Fall Office Hours: TWF 9:00 – 11:00 am

Contacting Me: My direct office phone is not formatted with an answering system so if you need to leave me a message please call the SoA office phone and leave a message for me with the receptionist. You may also contact me via e-mail. I check my e-mail with a fair amount of regularity; however, in the evening hours I may not have the opportunity and it may be the next day before I am able to answer your question or respond to any class related issues.

Course Content: All relevant course content will be placed on the ID 491 Desire2Learn [D2L] course web site. This site can be accessed via SIU online at: https://online.siu.edu/ Hard copies of critical materials will be handed out to all students as needed; however, supplementary materials will often only be available on the D2L web site. Additionally, the instructor may require assigned work to be submitted digitally to the course “drop box” on D2L. Please contact me immediately if this poses a significant barrier to your course completion this term.

Course Description:
This class focuses on interior development of environments at the corporate or institutional level. We will explore the distinct role of client (owner/user) within the design process while managing complex programmatic issues and generating creative solutions. We also work in detail with office furniture systems; examining their planning, specification, and integration into larger building systems (i.e. data and electrical systems). Prerequisites for this course include: ID 272, 274, 382, 392 and major in interior design or consent of department head

Specific ID 491 Course Objectives:
Upon completion of Interior Design 491, the student will have:

1. Conducted project research on office landscapes, open office systems, ceilings, and acoustical control
2. Developed a complex facility program
3. Completed initial space planning
4. Executed design development with basic architectural plans and sections, reflected ceiling plans, coded finish and furniture plans, cabinetry detailing, and appropriate schedules
5. Made oral, written, and graphic presentations on design solutions at several stages

General Studio Objectives:
Core expectations for interior design studio/programming courses are:

1. The development of multiple preliminary design solutions, demonstrated in process work and presented in loose format from early concept development through schematic design development
2. The use of stylistic and historical exemplars, demonstrated in process work and visually in conceptual, schematic, and final design phases

3. The practice of sketchbook/journal keeping as a model for life-long learning to record ideas, images, process work, field trips, critique sessions, internship experiences, contributions of interior design to contemporary society, etc.

4. The participation (whenever possible in a given semester/studio) in community service projects; community service includes service to the interior design program, the School of Architecture, and to public or not-for-profit organizations

Meeting Times:
This class will meet twice a week, Tuesday and Thursday from 2:00 p.m. to 4:50 p.m.

GENERAL STRUCTURE
This course will be a combination of lecture style presentation and focused lab work. You will be asked to complete required elements individually and as part of small group effort. You will be expected to complete research as needed, reading assignments as needed, and project production as needed. Although flexibility of class time is anticipated, the basic daily format will be as follows:

- Attendance Sign In & General Announcements/Questions
- Lecture/Discussion and/or In Class Exercise (if no lecture or exercise, begin with desk crits)
- Assigned Desk Crits (Weekly times established by the instructor)

Desk Critiques
All design materials and ideas shall be in PRINTED or sketch format. You may use the computer to supplement, but unless there are PRINTED ideas with which to critique and discuss you risk forfeiting your desk critique time. Additionally, if any student is absent from class or is not prepared for a critique, the instructor will move on to the next individual on the list. If time is remaining, after all scheduled critiques, the instructor will continue with open crit time.

Presentations
In this course you will also take part in a number of in class exercises, review sessions, and presentations. Because of the nature of these sessions, it may not possible to “make up” a missed presentation or exercise. Therefore, you are responsible for notifying the instructor immediately of any field trips that arise in other course work. If you miss a review due to illness, a written explanation with a Doctor or Student Health Services signature is required. In the event of a missed review and/or exercise, the instructor reserves the right to assign additional work as compensation for a missed review and/or proceed with a reduction of your final grade.

Class Communication
Throughout the term, e-mail will be utilized as the primary form of communication when class is not in session. As in the working world, you are responsible for checking e-mail on a daily basis for course updates.

COURSE REQUIREMENTS

Textbook Required
Textbook for Reference

Other Instructor Reference Texts


Materials
1. Sketchbook (suggested 8.5 x 11)
2. Min. 12" tracing paper
3. Calculator
4. Writing utensils (pens, pencils, markers, etc)
5. Basic model building tools (cutting board, exacto knife w/blades, masking tape, scale, etc)
6. A digital camera
7. All previous studio materials

Decision Booklet
See supplemental handout

Course Reflection
This term each student will complete a 'course reflection' that summarizes their studio experience in relation three key issues: 1) the role and value of life-long learning, 2) the contributions of interior design to contemporary society and 3) the role of the instructor. Students will be given a digital Word file to type in reflections. No name will be needed on the reflection but a hard copy print out is required for submission at the time of final exam.

Digital Course Folder
This term each student will be required to include all final project content for the course within an individual digital folder. The folder shall contain the PDF files of all final project layouts AND a folder per project containing all original images (perspectives, plans, elevations, etc) used for the project saved as JPG files. The digital folder should be named: Fall 15_Last Name_ID491

Content:
- A folder per project containing:
  - PDF copy of your final project layouts
  - Images (perspectives, plans, etc) used for the project layout saved as JPG files
  - Images of final models completed for the project saved as JPG files

Attendance Policy
Attendance is expected and required in the design studio. As in a professional office, your participation and dedication are indications of your desire to be a design professional. If you miss a class it is your responsibility to acquire the information given in lecture and/or demonstration from another student. The instructor will not deliver information twice. Additionally, unless specifically discussed with the instructor, it is required that you work in studio until the end of scheduled class time.
You are allowed to miss THREE classes each term without grade impact. The instructor will not ask for reason or documentation for the first three absences and you may not "post excuse" the absence...so use absences with caution and only if needed! **After missing three classes, each additional class will result in a reduction of 5% points from your final grade.**

**Sign In**

Attendance signup sheets will be available during the first 15 minutes of each class period. It is your personal responsibility to remember to sign your name on this list. The instructor is NOT responsible for reminding students to sign in. Attendance is based on your personal signature on the attendance sheet. A lack of signature indicates an absence for the day.

**Exceptions**

If you must miss MORE than three classes for a valid reason, such as a serious illness, death in the immediate family, or other dire circumstances (i.e. jury duty) please discuss the situation with the instructor immediately. The instructor reserves the right to request documentation to support the absence. It will remain the discretion of the instructor to determine if the student will be provided the opportunity to make-up or submit projects and/or assignments that may have been due during the absence period.

**GRADING & EVALUATIONS**

SPECIAL NOTE: Any student who has a documented disability on file with the Disability Support Services [DSS] or the Achieve Program, and who anticipates needing accommodations in taking this class, should please notify the instructor as soon as possible. Requests for accommodations need to be accompanied by a letter verifying any learning disability sent from DSS or the Achieve Program.

If you do not have a documented disability but feel that you may need accommodations in taking this class, please notify the instructor as soon as possible. DSS can work with students to help determine if academic accommodations are needed and how best to administer the accommodations.

Please remember, the responsibility for communicating a disability and/or difficulty in learning in a timely manner rests with you. Accommodation cannot be provided if issues are left unstated and/or undocumented.

**Student work**

Per SoA policy, the instructor reserves the right to keep individual projects and/or assignments for departmental record and use in program review sessions and/or as example work for successive terms. In this event, the instructor may choose to keep an original work or ask a student for a digital or hard copy of work for future use.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 - 90%</td>
</tr>
<tr>
<td>B</td>
<td>89.9 - 80%</td>
</tr>
<tr>
<td>C</td>
<td>79.9 - 70%</td>
</tr>
<tr>
<td>D</td>
<td>69.9 - 60%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>
**Course Criteria by Point Total**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project #1</td>
<td>100 pts</td>
</tr>
<tr>
<td>Bonus*</td>
<td>20 pts</td>
</tr>
<tr>
<td>Project #2</td>
<td>100 pts</td>
</tr>
<tr>
<td>Assignments/ (6 total)</td>
<td>60 pts</td>
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<tr>
<td>Preliminary Presentations (4 total)</td>
<td>40 pts</td>
</tr>
<tr>
<td>Decision Booklet</td>
<td>75 pts</td>
</tr>
<tr>
<td>Course Reflection**</td>
<td>25 pts</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400 pts</strong></td>
</tr>
</tbody>
</table>

* Based on submittal to the 2015 Steelcase NEXT University Design Competition. Only two students will be eligible for the bonus.

** Graded only on submission. Submission of reflection yields full points. No submission of reflection yields zero points.

**Project Grading Criteria**

Every project will be assessed based on the following criteria.

**Concept**
The concept is clearly articulated in written/diagrammatic form; it has direct relevance to the stated project challenge, goals, and client identity; it forms the basic (and guiding) rationale for the project; it can be directly related to the final design solution – **10 points possible**

**Design Quality**
The solution is appropriate to the defined concept, client identity, and project function/program; the solution is creative; the solution takes into account all three dimensions (not simply plan) and provides a multi-layered spatial experience; the solution is based upon (and/or shows command of) the elements and principles of design; the solution indicates a complexity of design thinking – **30 points possible**

**Interior Finish**
The colors selected work well with the client’s defined identity and have a cohesive relationship with each other to enhance the overall design; materials selected reflect and enhance the overall concept/identity and are appropriate for their application; fixtures selected (i.e. furniture, lighting, etc.) reflect and enhance the overall concept/identity and are appropriate for their application – **20 points possible**

**Presentation Quality**
All presentation elements are laid out in a visually compelling manner that relates to the project and enhances the understanding of the design; images are professionally drawn/rendered, appropriately utilized (enhance the understanding of the design) and visually compelling; model(s) are well crafted, shown at the appropriate scale, and enhance the three dimensional understanding of the design – **30 points possible**

**Professionalism**
All required elements are included/submitted; the work was submitted per the deadline; basic grammar, spelling, punctuation are appropriate; images and written content that comes from other sources has been given citation credit; – **10 points possible**

*If verbal presentation is required:* the verbal presentation has been thought out and prepared ahead of time; the verbal presentation is given with confidence; reviewers are taken on a clear path through the project, visually and verbally and have a clear understanding of the project upon presentation completion.

*If team work is required:* throughout the project you have been available to meet/work as a team; showcased independent initiative on project work; been cooperative with the team; showcased high productivity for all assigned tasks related to the project.
Grading Rubric – Assignments / Preliminary Presentations / Etc.

**Perfect Score (++)**
Assignment/presentation content has all required components, layout and/or craft of the content is exemplary and shows depth of thought and/or multiple modes of inquiry (sketching, writing, modeling) related to research/content

**Assignment/presentation content has many to all required components, layout and/or craft of the content is very strong and shows thought and/or multiple modes of inquiry (sketching, writing, modeling) related to research/content (++)

**Assignment/presentation content has most required components, layout and/or craft of the content is solid and shows some thought and/or multiple modes of inquiry (sketching, writing, modeling) related to research/content (++)

**Assignment/presentation content has some required components, layout and/or craft of the content is basic and shows basic depth of thought and/or multiple modes of inquiry (sketching, writing, modeling) related to research/content (++)

**Assignment/presentation content has minimal required components, layout and/or craft is poor and shows minimal depth of thought and/or multiple modes of inquiry (sketching, writing, modeling) related to research/content (++)

**Assignment/presentation content has minimal to no required components, layout and/or craft is very poor and shows minimal to no depth of thought and/or multiple modes of inquiry (sketching, writing, modeling) related to research/content (++)

Grade Contests
If the student wishes to contest a grade the instructor must be contacted during noted office hours within one week of the date that the assignment/project has been returned/discussed in class. If it is determined by the instructor that the grade warrants modification, the grade will be updated.

Late Projects
Project work that is handed in late will be deducted 5 points the first day and 5 points each additional day until the project is turned in. The first 5 point deduction happens the DAY and TIME the project is due.

Late Assignments
Assignments that are late by one class period will receive a maximum of half credit (5 pts). NOTE: Assignments will not be accepted after one class period late.

Hand In Policy
If a student wishes to turn in a project late the student must coordinate with the instructor for specific instructions. NOTE: Unless expressly permitted by the instructor, work left on studio desks and not personally received by the instructor is not considered a “hand in” and will be marked late.

Exceptions
If a project/assignment is handed in late for a valid reason such as a serious illness, death in the immediate family, or other dire circumstances (i.e. jury duty) please discuss the situation with the instructor immediately. The instructor reserves the right to request documentation to support the late hand in. It will remain the discretion of the instructor to determine the amount of deduction.

Academic Dishonesty
Although the format of this course encourages collaboration and peer based learning, it is important that all assignments and projects designs are your own work. The SIUC Conduct Code will be followed at all
times in this course. For clarification of the SIUC Conduct Code visit http://www.siuc.edu/~policies/policies/conduct.html

Note: All major courses must be completed with a grade of ‘D’ or better. Students who do not officially withdraw from the course before the drop deadline will receive a grade based upon their semester average, which will include a zero for all missed work. Continual non-attendance of a course DOES NOT automatically drop a student from enrollment in the course.

STUDIO CULTURE

"The students, staff and faculty of the Architecture School at Southern Illinois University Carbondale share the responsibility of possessing and preserving this policy. This policy builds upon, rather than replaces, the SIU code of conduct. Architecture faculty members are expected to model good behavior and hold students to the standards detailed in this Handbook. Students should encourage one another to maintain the School’s policies. When policies are disregarded, it is a shared responsibility to bring the infraction to the attention of the proper authority and seek proper resolution."

SoA Studio Culture Policy Preamble, August 2008

Please view the entire Studio Culture Policy, presented as a PDF, on the course D2L web site within the 'General Information' module.

Studio Expectations

Students are expected to read and understand the code of conduct outlined in the STUDIO CULTURE POLICY STATEMENT. Students are expected to adhere to proper conduct in studio at all times. **After-hours access to the studio is a privilege, not a right.** Students should respect the facilities and their fellow studio mates both in and out of scheduled class times. This means, among other things:

- Conduct all interaction in a courteous manner
- As much as humanly possible, please refrain from foul language
- Keep conversation levels to a low level out of respect for other students and instructors working within the shared space
- Music (when appropriate during open work session) should be enjoyed via headphones ONLY
- When other studio sections are in session there should be absolutely NO interruptions to their work flow

Studio Access

Unlike many university courses, you will be provided a permanent desk space within room 133. Access to this space outside of class and afterhours is provided via a studio key. You will be given a studio key (if you so choose) the first week of class. **THIS KEY IS STATE PROPERTY.** As such it MUST be returned at the end of the term. **NOTE:** Although access to this room is controlled via keys, the security of valuables (especially after hours) **CANNOT** be guaranteed. Use caution and discretion when leaving items of value unattended in studio.

Facility Care

This studio is “home” for the duration of the semester. As this studio space is shared with another section please keep it clean & give EXTREME CARE to the furniture and equipment provided by the School of Architecture.

1. Per SIUC regulations, smoking is prohibited at all times in all indoor areas of property owned or controlled by the university.
2. The use of spray adhesive or spray paint is prohibited at all times in all indoor and outdoor areas.
3. Absolutely NO CUTTING of material is allowed on desktops.
4. Remember to lock the doors if you are the last person to leave.
5. All cell phones shall be in silent and/ or vibrate mode for the duration of the class.
Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Students With a Disability:

Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado:

During the spring semester we have a **Storm Drill.**

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to be quiet in the basement as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

Fire:

During the fall semester we have a **Fire Drill.**

Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.

Bomb Threat:

If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. **DO NOT USE YOUR CELL PHONES.** Some bombs are triggered by a cell phone signal.
Shooter in the Building:

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. Be quiet and wait for the police to arrive. The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person MUST raise his/her hands above his/her head.

Earthquake:

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

Rave Mobile Safety Alert System:

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to hrs.siu.edu (Human Resources Self-Services System), login with your regular SIU login username and password, click on Personal Information, fill out the information or update the information and save it. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

CPR/First Aid Classes:

If you would be interested in getting your name on a list for a free four hr. CPR or First Aid class contact LaVon Donley-Cornett at lavong@siu.edu.

Women's Self Defense Classes are offered to female students faculty and staff by the Department of SIU Public Safety. For more information, contact Officer Russell Thomas russellt@dps.siu.edu.
Syllabus Attachment
Fall 2015
http://pvcaa.siu.edu/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: (618) 453-5714, or salukicares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusivenessiu.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://tutorial.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/sp/home/displayLogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

IMPORTANT DATES *
Semester Class Begins: 08/24/2015
Last day to add a class (without instructor permission): 08/30/2015
Last day to withdraw completely and receive a 100% refund: 09/06/2015
Last day to drop a course using SalukiNet: 11/01/2015
Last day to file diploma application (for name to appear in Commencement program): 08/18/2015
Final examinations: 12/14–12/18/2015

Note: For add/drop, internet, and short course drop/add dates, visit Registrar’s Academic webpage: http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 11/06–11/13/2015
Veteran’s Day Holiday 11/11/2015
Thanksgiving Holiday 11/25–11/29/2015

WITHDRAWAL POLICY — Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal term needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit: http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY — Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in pursuing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, or D, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at: http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit: http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about
FALL 2015 SYLLABUS_ CIDA Standards Addendum

Instructor
Ms. Laura Morthland, Assistant Professor

COUNCIL FOR INTERIOR DESIGN ACCREDITATION (CIDA)
PROFESSIONAL STANDARDS 2011; STUDENT LEARNING EXPECTATIONS

There are thirteen standards that apply to Student Learning Expectations. In order to be accredited, an interior design program must comply or partially comply with all these standards as well as three additional standards relating to program mission, goals, curriculum, and administration.

If the program achieves the standard statement, the program is in compliance. If program achievement of student learning and program expectations is near the required level, but weaknesses were identified, then the program will be in partial compliance. The program will be required to report progress toward improving these areas. An interim on-site review may be required to evaluate progress.

Student learning expectations are identified by three levels of learning:
• **Awareness** – familiarity with specified data and information that is demonstrated in student work.
• **Understand/Understanding** – a thorough comprehension of concepts and their interrelationships.
• **Apply/Ability/Able** – competent entry-level skills that must be demonstrated in completed student work.

Student work is broadly defined to include all tangible work produced by students such as projects, research papers, completed exams, class exercises, recorded presentations, etc.

This course demonstrates student performance that meets the following CIDA accreditation criteria either in whole or in part:

**STANDARD 3. HUMAN BEHAVIOR**

b) the *ability* to appropriately **apply** theories of human behavior.
c) the *ability* to select, interpret, and **apply** appropriate anthropometric data.
d) the *ability* to appropriately **apply** universal design concepts

**STANDARD 4. DESIGN PROCESS**

c) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
d) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.
e) opportunities to solve simple to complex design problems.
g) opportunities for innovation and creative thinking.

**STANDARD 5. COLLABORATION**

a) team work structures and dynamics.
b) the nature and value of integrated design practices.
c) collaboration, consensus building, leadership, and team work.
d) interaction with multiple disciplines representing a variety of points of view and perspectives.

**STANDARD 6. COMMUNICATION**

c) use sketches as a design and communication tool (ideation drawings).
d) produce competent presentation drawings across a range of appropriate media.
f) integrate oral and visual material to present ideas clearly.

**STANDARD 10. COLOR**
c) appropriately select and **apply** color with regard to its multiple purposes.
d) **apply** color effectively in all aspects of visual communication (presentations, models, etc.)

**STANDARD 11. FURNITURE, FIXTURES, EQUIPMENT, AND FINISH MATERIALS**

a) a broad range of materials and products.
b) typical fabrication and installation methods, and maintenance requirements.
c) Students select and **apply** appropriate materials and products on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life cycle cost.
d) Students are able to layout and specify furniture, fixtures, and equipment.

**STANDARD 12. ENVIRONMENTAL SYSTEMS AND CONTROLS**

a) **understand** the principles of natural and electrical lighting design.
b) competently select and **apply** luminaires and light sources.
c) the principles of acoustical design.
d) appropriate strategies for acoustical control.
g) the principles of indoor air quality.
h) how the selection and application of products and systems impact indoor air quality.

**STANDARD 13. INTERIOR CONSTRUCTION AND BUILDING SYSTEMS**

a) structural systems and methods.
b) non-structural systems including ceilings, flooring, and interior walls.
c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
e) the interface of furniture with distribution and construction systems.
g) Students are able to read and interpret construction drawings and documents.

**STANDARD 14. REGULATIONS**

a) sustainability guidelines.
c) compartmentalization: fire separation and smoke containment.
d) movement: access to the means of egress including stairwells, corridors, exitways.
g) federal, state/provincial, and local codes.
h) standards.
i) accessibility guidelines.
MEMO

Date: ____________

To: Ms. Laura Morthland

From: ___________________________________________________________________

Subject: Interior Design 491 Fall 2015 Syllabus

I have read the course syllabus and reviewed the attached course calendar. I understand the requirements of the class. I have paid particular attention to the absence policy, grading policy and scale, as well as any basic descriptions of assignments and projects. I understand that I am fully responsible for meeting the requirements as stated in the course syllabus.

________________________________________________________________________

Signed and Dated