Syllabus
ID 440 Contract Design II

TIME/PLACE: M/W, 9:00 – 11:50 a.m.
Interior Design Studio (IDS) Room 107

INSTRUCTOR: Claire Hamilton, ASID

OFFICE: Kate Hubbard House, 301

TELEPHONE/ E-MAIL: 601-266-6437 or 601-408-2524
Claire.hamilton@usm.edu

ID Website: http://www.usm.edu/interiordesign/
Course Website: http://ocean.otr.usm.edu/~w135249

OFFICE HOURS: Mon & Wed: 1:30 – 2:45
Tue: 1:00 – 2:45 and 4:00 – 5:00
Thurs: 1:00 – 2:45
Friday: 9:00 – 12:00

(Office hours will not be honored during the week of final exams. If you need to meet with the instructor during this week, please schedule an appointment.)

COURSE DESCRIPTION: 3 credit hours / Studio - Lecture
Advanced problems in commercial interiors with an emphasis on hospitality, retail, and medical or institutional projects.

PREREQUISITES: See University catalog for current prerequisites.

TEXTBOOK(S): REQUIRED (Same books as ID 439 Contract Design I)


REFERENCE


**COURSE OBJECTIVES:**

The following 2014 Council for Interior Design Accreditation standards will be evaluated this semester and will include:

**Standard 2. Global Perspective for Design**

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student work demonstrates *understanding* of:

a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

d) exposure to contemporary issues affecting interior design
Standard 3. Human Centered Design
The work of interior designers is informed by knowledge of behavioral science and human factors and theories of human behavior related to the build environment.

a) Students understand that social and cultural norms vary from their own and are relevant to making appropriate design decisions.

Student work demonstrates:
b) the ability to appropriately apply theories of human behavior in the built environment.
c) the ability to select, interpret, and apply appropriate anthropometric data
d) the ability to appropriately apply universal design concepts.

Standard 4. Design Process
Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Students are able to:
a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
b) gather appropriate and necessary information and research findings to solve the problem (pre-design investigation).
d) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
e) demonstrate creative thinking through presentation of a variety of ideas, approaches, and concepts.

Program Expectations:
The Interior Design Program includes:
f) opportunities to solve simple to complex design problems
g) exposure to a range of design research and problem solving methods
h) opportunities for innovation and creative thinking
i) opportunities to develop critical listening skills.

Standard 5: Collaboration
Entry-level interior designers engage in multi-disciplinary collaboration.
a) Teamwork structures and dynamics

Program Expectations:
d) Interaction with multiple disciplines representing a variety of points of view and perspective.

Standard 6: Communication
Entry-level interior designers are effective communicators.

a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:
b) express ideas clearly in oral communication.
c) Express ideas clearly in written communication.
d) Express ideas clearly through visual media (ideation drawings and sketches.)
e) produce presentation drawings across a range of appropriate media.
f) produce integrated contract documents including drawings, schedules, and specifications appropriate to project size and scope
g) integrate oral and visual material to present ideas clearly.
Standard 7. Professionalism and Business Practice
Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations
Students understand:
c) The elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines.)
f) The interior design program provides exposure to various market sectors and client types.

The interior design program provides exposure to the role and value of:
h) professional organizations.
i) life-long learning.
j) public and community service.

Standard 9. Space and Form
Entry-level interior designers apply elements and principles of two- and three-dimensional design.

Students effectively apply the elements and principles of design to:
a) two-dimensional design solutions.
b) three-dimensional design solutions.
c) Students are able to analyze and communicate theories or concepts of spatial definition and organization.

Standard 10. Color
Entry-level interior designers apply color principles and theories.

Student work demonstrates understanding of:
a) color principles, theories, and systems.
Students:
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.)

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Students have awareness of:
a) a broad range of materials and products.
c) Students select and apply appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.
d) Students are able to layout and specify furniture, fixtures, and equipment.

Standard 12. Environmental Systems and Controls
Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Students:
b) competently select and apply luminaires and light sources.
**Standard 13. Interior Construction and Building Systems**
Entry-level interior designers have knowledge of interior construction and building systems.

Student work demonstrates *understanding* that design solutions affect and are impacted by:

a) structural systems
b) non-structural systems including ceilings, flooring, and interior walls.
c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
d) energy, security, and building controls systems.

**Standard 14. Regulations**
Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student work demonstrates *understanding* of laws, codes, standards, and guidelines that impact fire and life safety, including:

c) compartmentalization: Fire separation and smoke containment
d) movement: access to the means of egress including stairwells, corridors, exitways.
e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems
f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Students *apply* appropriate:

g) federal, state/provincial, and local codes.
h) standards.
i) accessibility guidelines.

**POINT SYSTEM:**

<table>
<thead>
<tr>
<th>Project/Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1:</td>
<td>Beauty Salon</td>
<td>150</td>
</tr>
<tr>
<td>Speakers:</td>
<td>Guest speakers/field trips</td>
<td>25</td>
</tr>
<tr>
<td>Project 2:</td>
<td>Part I: Hotel Concept Development</td>
<td>125</td>
</tr>
<tr>
<td>Project 2:</td>
<td>Part II: Hotel Project</td>
<td>400</td>
</tr>
<tr>
<td>Project 2:</td>
<td>Part III: Wayfinding</td>
<td>100</td>
</tr>
<tr>
<td>Assignment:</td>
<td>Professionalism</td>
<td>100</td>
</tr>
<tr>
<td>Checks:</td>
<td>Hotel</td>
<td>100</td>
</tr>
<tr>
<td>Total Points:</td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

A = 900-1000 (90%-100% superior work)
B = 800-899 (80%-90% above average work)
C = 700-799 (70%-79%average work)
D = 600-699 (60%-69%below average)
F = below 599 (0-59% failure)

**NOTE:** The instructor reserves the right to make changes in the above point system and assignments as necessary. Grading scale listed is based on a point system of 1000 maximum.

**Policy Statement:**
A copy of the course policy is available on my website. Please print out a copy for your files and make sure you understand the attendance and grading policy. I will go over the policy during the first class.
Handouts:

Supplemental handouts and resources are available on my website at http://ocean.otr.usm.edu/~w135249

ADA Statement:

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 Fax: 601.266.6035
Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1.800.582.2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.