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SENIOR STUDIO - RESIDENTIAL

EID 470

FALL 2018

SYLLABUS

COURSE DESCRIPTION The senior studio concentrates on the creation and presentation of residential interior design project(s) for the purpose of applying all previous course work and showcasing student's individual creativity and problem-solving capabilities. Various design scenarios may be completed to include renovation of an existing structure and/or new construction. The outcomes of this studio exhibit the student designer's ability to cohesively and comprehensively develop and express their design solutions, thus demonstrating their readiness to enter the design profession. Instructor and/or outside mentors will offer individualized instruction during the design process.

STUDIO COURSE – 6 contact hours/week; Prerequisites: EID 321, EID 319, and EID 370 or concurrent enrollment

RESIDENTIAL DESIGN explores the many facets of designing functional, fascinating and fulfilling living environments. Various project contexts and client requirements determine the project parameters. The study/project addresses Health, Safety and Welfare issues, as well as application of Universal & Sustainable Design concepts and Building Codes & Regulations relative to residential design.

The residential environment presents challenges from privacy to public entertaining; finishes to furnishings; personal space to indoor-outdoor living.

- It is in resourcing knowledge of design principles and professionalism that the designer approaches a project with confidence. It is in developing relationships with the clients and co-collaborators that the designer best recognizes and addresses client/project needs.
- It is through investigating the latest and most appropriate architectural Finishes, Fixtures, Equipment (FF&E) as well as, interior Furnishings, Textiles and Accessories (FT&A) that the design is innovative and interesting.
- It is the synthesis of knowledge, relationship and investigation that the resulting designs creatively, uniquely and cohesively resolve the identified design problems.

DESIGN STUDENTS draw on previous course work to organize and manage the project at hand. Students move through initial client contact/development, programming & preliminary design, design development & contract documentation, and presentation methodology. Assessment of the project is based on evidence of understanding the client's needs, problem identification, creative and comprehensive problem solving and professional project organization and presentation.

LEARNING OUTCOMES

Successful Residential Studio students will demonstrate:

- MASTERING/DEVELOPING (PO 1; **C 5, 6**)
an understanding of the variety of roles for an Interior Designers on residential projects and their interaction with clients, architects, engineers, contractors and industry partners.
- MASTERING/DEVELOPING (PO 1, 3; **C 8, 13, 14, 15, 16**) [\[IL\]](#)
knowledge of available resources in Hawaii, the Mainland and world-wide as needed.

- MASTERING (PO 1, 3; **C 6**) [SL-PLO 1]
understanding of basic business practices, professional ethics, and personal design strategies.
- MASTERING (PO 2, 3, 4, 5; **C 4, 7, 8, 13**) [CT] [SL-CLO 1, SL-PLO 1, 2]
the comprehensive and holistic nature of design and the designer's impact on the decision-making processes on a residential project.
- MASTERING (PO 2, 3, 4, 5; **C 7, 8, 9, 10, 11, 12, 13, 14, 15, 16**) [CT, IL, OC, WC] [SL-CLO 1, SL-PLO 1, 2]
personal design strategies to initiate, organize, design and present creative design solutions that meet requirements dictated by the client, programming information and project type.
- DEVELOPING/MASTERING (PO 1, 5; **C 9**) [WC]
quality work suitable for incorporation in student's portfolio for employment.

NOTE: See pp 5-7 for explanations of Program (PO), **CIDA** (C) , **Core Curricular** and Service Learning (SL) Outcomes

REQUIRED TEXTS

SKETCH JOURNAL – required; will be submitted at each review session and at the end of the semester

RESIDENTIAL INTERIOR DESIGN (Mitton, 2011) Wiley: 978-0-7679-1939-5

ILLUSTRATED CODES FOR DESIGNERS-RESIDENTIAL [CD] (Ankerson) Fairchild: 978-1-60901-118-5 (available online)

Required in previous courses and useful in this course:

Codes Guidebook for Interiors (Harmon & Kennon) 4th Ed, Wiley: 978-0-470-14941-6

Interior Graphic Standards (McGowan & Kruse), Wiley, 978-0-471-46196-8

2010 ADAAG Regulations

RECOMMENDED SUPPLEMENTS (most found in Sullivan Library)

The Measure of Man & Woman (Tilley 2001) ISBN: 978-0-471-09955-0

Interior Design Reference Manual-NCIDQ (Ballast 2013) ISBN: 978-1-59126-427-9

Business & Legal Forms for Interior Designers (Crawford & Bruck) ISBN: 1-58115-097-0

Environmental Psychology for Design (Kopek) ISBN: 978-1-60901-141-3

Building Codes Illustrated (Ching & Winkel) ISBN: 978-0-470-90357-7

Modern Sustainable Residential Design (Carpenter) ISBN: 978-0470126738

Cradle To Cradle (McDonough) ISBN: 978-0865475878

Scott Foresman Handbook for Writers (Foresman) ISBN: 978-0205751983

Professional Publications for Interior Design & Architecture worth subscribing to and using as a resource:

- [Custom Home Online](#)
- [IDeA - Center for Inclusive Design and Environmental Access](#)
- [InformeDesign](#)
- [Interiors & Sources](#)
- [Journal of Interior Design \(JID\)](#)

REQUIRED SUPPLIES

- Sketchbook
- **USB – 4G** (min) for final project submission
- **USB – 16G** (min) for 470 classwork backup or External Hard Drive (1 or 2 TB) for all coursework backup
- 2-3 Binders & Tabbed Dividers for each binder (e.g. Project, Spec's, Process)
- Codes Binder (from EID 321)
- 4 x 4 grid paper
- 12" &/or 18" roll sketch/trace paper

- Sharpie Markers (fine & medium tip)
- Presentation Boards (# & size TBD)
- Model-making materials (working model and/or final presentation model as determined by student)

COURSE EXPECTATIONS

- **Be resourceful** using texts, professional journals and magazines, building and design standards, applicable codes and professional and industry experts. Assignments include (and are not limited to) outside research, class presentation of information and skills application.
- Assignments/projects/review materials are **due on the date assigned**. Points will be deducted (See CUH-ID Code of Conduct) for each day the assignment is late. Projects will be graded/reviewed and returned to the student with mark-ups and/or an evaluation, as appropriate. This constitutes a portion of the “process work” in this course.
- All **written work** is to be typed in a simple font style. Staple your work when pages are 2 or more with all identification on each page. Instructor will determine if work is to be submitted electronically or in hard copy format.
- All Exercises, Project & Presentation Materials, and/or Tubes are to be **clearly labeled** with designer’s name, date, class and semester/year unless otherwise instructed.
- **Binders** are to have proper identification on **front outside cover and spine** – corporate identity, designer’s name, date, class and semester/year.
- **Presentation boards** are to display **only project and corporate information on the front**. Designer’s personal information, course/semester/year, project explanation/concept statement, etc. appear on the back.
- **Site Visit & Presentation Attire** – appropriate **casual office attire** is required by all E+ID students when visiting off-campus sites and during on/off-campus presentations. You will be asked to remain on campus (or leave the site) if inappropriately dressed. An exception would be a job site where specific safety clothing may be necessary (i.e. jeans, hiking shoes, etc). NOTE: Tank tops, spaghetti strap tops, strapless tops, muscle shirts, shorts, cut or ragged jeans, and rubber slippers are NOT considered office attire.
- Peer, faculty and industry professional **evaluations** may occur at any time.
- **Attendance** in class, on studio work days, site visits, guest speakers, presentations, exams etc. is mandatory and is Chaminade University’s Policy. Unexcused absences, tardiness and leaving class early may affect your overall grade. See the CUH-ID Code of Conduct for details.
- **Studios** are open for project work any time classes are not in session. Reasonable after-hours use is possible by contacting Security and presenting your student identification (hours TBD).
- **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

- **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | [808 735-4845](tel:8087354845)

- Any priest serving as a sacramental confessor or any ordained religious leader in the sacred confidence role

- **SILENCE** all electronic devices during class. Be respectful of faculty, peers and guests by refraining from using social media for non-course-related activity.

GRADING (for overall course) **A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = < 60%**

20 % Semester Exercises and/or Review Session(s)

20 % Competition (when appropriate)

60 % Semester Project(s) *(NOTE: 20% added to semester project if there is no participation in a competition)*

Portfolio Review Attendance/Participation: **Required**

If grades fall below 70%, **Deficiency Reports** are sent to the registrar and your advisor. A **2.5 GPA** is required for admitted majors in the CUH Interior Design Program.

COURSE CALENDAR

Available in class - Please note the calendar is dynamic and subject to change at the instructor's discretion.

CHAMINADE UNIVERSITY MARIANIST VALUES

Educate for	Formation in Faith
Provide an	Integral Quality Education
Educate in the	Family Spirit
Educate for	Service, Justice and Peace
Educate for	Adaptation to Change

ENVIRONMENTAL + INTERIOR DESIGN PROGRAM PROFESSIONAL CODE OF CONDUCT

Students of Chaminade University's Environmental + Interior Design Program (CUH-EID) are expected to maintain professional standards of behavior during their tenure here. As guidelines, CUH-EID has adopted the following protocols:

CLASSROOM BEHAVIOR

- Cell phone use in class (calls, texting, emailing) is prohibited; cell phones ringers must be turned off at all times except in case of emergency. If making a call is absolutely necessary, then please step outside the classroom to do so.
- When class is in session, you are expected to show courtesy to your instructor as well as to other students. If your behavior is deemed disruptive, you will be asked to leave the class and consequently receive an unexcused absence for that day.
- All assigned work should be completed by the beginning of the class period for which it is to be presented or submitted. Working on homework, presentations, etc. while an instructor or guest speaker is lecturing, or while students are presenting in class, is disrespectful and will not be tolerated.

CLASS ATTENDANCE & ASSIGNMENTS

- Three unexcused absences during the course of the semester will result in one letter grade demotion for the course. Similarly, six unexcused tardies will result in one letter grade demotion for the course.
- Failure to attend presentations or exams, without informing the instructor in advance, will result in an F for the exam/project; failure to attend a final presentation, final exam or final project submission without informing the instructor in advance will result in an F for the course.
- Students should always inform the instructor in advance (in writing or by email) of any anticipated absences, tardiness, or irregular/unanticipated scheduling conflicts (e.g., jury duty, team sport commitment, etc.) Do not schedule medical or personal appointments during scheduled class time.

- Assignments from a missed class must be made up by the next class meeting unless an extension has been arranged with the instructor. Do not expect an instructor to repeat a lecture for you; students must arrange with a fellow student to pick up class materials, lecture notes, homework assignments, exercises, etc.
- Assignments handed in late will not be accepted unless arranged in advance with the instructor; 5 points will be deducted from the total number of points for each day the assignment is late beyond the prescribed due date.

USE OF FACILITIES

- Only beverages in **sealed** containers are allowed in the EID assigned studios/classrooms; in rooms with computers, beverages must be kept on the floor, away from the computer equipment and outlets.
- Meals should be taken in the EID Student Resource Center, not in the studio/classroom; dry snacks however, will be permitted as long as workstations are kept clean and orderly.
- Clean up after yourselves in CAD studios, classrooms, the materials library, the kitchen area, the resource center, and the print room.
- Any damage to work stations or equipment will be charged to the student; if the person cannot be readily determined, the class(es) using the studio/classroom will bear the expense of the repairs collectively.

PERSONAL STANDARDS

- Students should dress in a professional manner when attending any public functions on behalf of the school, on field trips/site visits, or when guests visit the class. You are representing the EID Program, Chaminade University, and most importantly, yourself to your future constituents: employers, colleagues, contractors, clients, etc.
- Students must be prepared with all materials required for class; inability to work during the class will result in an unexcused absence for the day.
- Cheating on any exam or major assignment will result in automatic failure of the course.

ENVIRONMENTAL + INTERIOR DESIGN PROGRAM OUTCOMES

1 PROFESSIONALISM – understand, apply and participate in ethical design practices on a personal, project, peer and industry-wide level. *(CIDA 5, 6, 9)*

2-PROCESS – ability to identify problems/challenges and demonstrate an understanding of the complete design process from inception to installation, execute documentation supporting design decisions and effect comprehensive, creative, focused and functional design solutions. *(CIDA 4, 5, 7, 8, 9, 11, 13, 14, 15, 16)*

3-PRINCIPLES & PRIORITIES – integration of pedagogy, research, historic contexts, theory, and interdisciplinary collaboration to effectively and creatively analyze, evaluate and execute best design practices resulting in functional and aesthetically inspiring design. *(CIDA 8, 9, 10, 11, 12, 13)*

4-PUBLIC & ENVIRONMENTAL PROTECTION – demonstrate an understanding of the concepts, resources and implications of design decisions relative to the human interaction, technological impact and ecological balance of the built environment. *(CIDA 4, 7, 12, 13, 14, 15, 16)*

5-PRESENTATION – demonstrate ability to communicate design concepts and problem-solving justifications through written, oral and a variety of visual media. *(CIDA 6, 9)*

COUNCIL FOR INTERIOR DESIGN ACCREDITATION

2018 CIDA STANDARDS**PROGRAM EXPECTATIONS**

Standard 1. Program Identity and Curriculum

The interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.

Standard 2. Faculty and Administration

The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

Standard 3. Learning Environment and Resources

The interior design program has adequate facilities and resources to achieve program goals.

KNOWLEDGE ACQUISITION & APPLICATION

Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Standard 5. Collaboration

Interior designers collaborate and also participate in interdisciplinary teams.

Standard 6. Business Practices and Professionalism

Interior designers understand the principles and processes that define the profession and the value of interior design to society.

Standard 7. Human-Centered Design

Interior designers apply knowledge of human experience and behavior to designing the built environment.

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Standard 9. Communication

Interior designers are effective communicators.

Standard 10. History

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

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.

Standard 13. Products and Materials

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Standard 14. Environmental Systems and Comfort

Interior designers use the principles of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.

Standard 15. Construction

Interior designers understand interior construction and its interrelationship with base building construction and systems.

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

For full explanations of CIDA Standards visit: <http://accredit-id.org/professional-standards/>

**CHAMINADE UNIVERSITY
INSTITUTIONAL OUTCOMES**

CORE COMPETENCY

- CC 1 = oral communication (OC)
- CC 2 = written communication (WC)
- CC 3 = quantitative reasoning (QR)
- CC 4 = information literacy (IL)
- CC 5 = critical thinking skills (CT)

SERVICE LEARNING

1. Demonstrate an understanding of the connections between academic work and real-life situations (CLO 1)
2. Demonstrate an understanding of and commitment to their role in issues of public concern. (PLO 1)
3. Demonstrate how service-learning increased their interest in being civically engaged. (PLO 2)

COURSE RUBRIC ATTACHED IN HANDOUT