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EID 470

SENIOR STUDIO - RESIDENTIAL

FALL 2019

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 This course 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, Guidelines and Regulations relative to designing residential spaces. These personal spaces provide unique challenges and opportunities for creative problem-solving solutions.

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.

COURSE LEARNING OUTCOMES (CLO)

Successful Residential Studio students will demonstrate:

- **Role of the Interior Designer** DEVELOPING/MASTERING (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.
- **Available & Appropriate Resources** DEVELOPING/MASTERING (PO 1, 3; **C 8, 13, 14, 15, 16**) [IL]
the knowledge of available resources in Hawaii, the Mainland and world-wide, as needed.
- **Business Practice & Ethics** DEVELOPING/MASTERING (PO 1, 3; **C 6**) [SL-PLO 1]
an understanding of basic business practices, professional ethics, and personal design strategies.
- **Designer's Impact on Decision-Making** 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.

- **Creative Problem-Solving** 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 directed by the client, programming information, project type and best practices in understanding the principles of evidence-based design.

- **Portfolio Quality Work** DEVELOPING/MASTERING (PO 1, 5; C 9) [WC]

quality work suitable for incorporation in student's portfolio for employment.

NOTE: See pp 4-7 for explanations of Program (PLO), CIDA (C), Core Competencies 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 ADA|ADAAG Guidelines

RECOMMENDED SUPPLEMENTS (most found in Sullivan Library)

International Residential Code (2012 – Hawaii's current resource)

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

Professional Practice for Interior Designers (Piotrowski) ISBN: 10:1118090799

Designing Your Business (Kendall & Painchaud) ISBN: 978-1-5013-1395-0

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 \(JID\)](#)
- [ASID Resource Center](#)

REQUIRED SUPPLIES

- Sketchbook
- **USB – 8G** (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 students)

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.
- 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).
- **ADA Policy** - Statement from [2018-2019 New Student Handbook](#) - Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center in the Student Support Services Building, Room 101, by phone at (808) 735-4845 or email: counselingcenter@chaminade.edu for further information. Web: studentaffairs.chaminade.edu/counseling-center/counseling-services
- **Tutoring & Writing Services** - Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua `Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua `Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua `Ike at tutoring@chaminade.edu or 808-739-8305.
- **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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.
- **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 in the context of the course)

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

Required - Senior Portfolio Exhibit Attendance/Participation

Chaminade Grading Scale Information

- A** Outstanding scholarship and an unusual degree of intellectual initiative
- B** Superior work done in a consistent and intellectual manner
- C** Average grade indicating a competent grasp of subject matter
- D** Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F** Failed to grasp the minimum subject matter; no credit given

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.

CHARACTERISTICS OF A MARIANIST EDUCATION & NATIVE HAWAIIAN VALUES

Educate for	Formation in Faith	E ola au i ke akua <i>May I live by God</i>
Provide an	Integral Quality Education	Lawe i ka ma'alea a kū'ono'ono <i>Acquire skill and make it deep</i>
Educate in the	Family Spirit	Kōkua aku kōkua mai <i>Recognize others, help others, be helped</i>
Educate for	Service, Justice and Peace	Ka lama kū o ka no'eau <i>Education is the standing torch of wisdom</i>
Educate for	Adaptation to Change	'A'ohe pau ka 'ike i ka hālau ho'okahi <i>All knowledge is not taught in the same school</i>

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 LEARNING OUTCOMES (PLO)

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 COMPETENCIES

- [OC]** oral communication
- [WC]** written communication
- [QR]** quantitative reasoning
- [IL]** information literacy
- [CT]** critical thinking skills

SERVICE LEARNING

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

COURSE RUBRIC ATTACHED IN HANDOUT

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

EID 470 SENIOR STUDIO – RESIDENTIAL

CALENDAR – FALL 2019

Class Meets: Monday – Wednesday AM 9:30-12:20

Instructor: Joan Riggs Eiben 210 808.739.8574 Office Hours: Mon-Wed 2:00 - 4:00 pm or by appointment

NOTE: Calendar is dynamic – changes may occur due to project(s) scope, site visit/guest speaker availability & instructor’s discretion

WK	DATE	STUDIO CONTENT	DUE DATES	NOTES
1 PD AUG	Mon 8/24	Welcome; Course Introduction; Initial Paperwork Exercise I: My Passion, My Story Project I: Overview Book Selections	In-class Wed 9/4 Wed 9/11	Reading, Research and Precedent Studies to be worked on continually
	Wed 8/26	Guest Speaker – Project I Q & A Session Research Precedents Project I: Preliminary Design Phase	Wed 9/11 Wed 10/2	
2 PD SEPT	Mon 9/2	Labor Day – no classes		
	Wed 9/4	Presentations – My Passion, My Story Exercise II: EDEE Experiential Disability Expedition & Expression EDEE Phase 1 & 2 – overview, video, on-campus & home	Mon 9/18	UD/Sustainable Checklist
3 PD SEPT	Mon 9/9	EDEE – Phase 2 & 3 – off-campus & home experience		
	Wed 9/11	Presentations – Research Highlights & ACT development		HUM & IDpro Mtgs
4 PD SEPT	Mon 9/16	Site Visit to Wailua Project Site		
	Wed 9/18	Presentations – EDEE Expressions <i>(include UD/Sust Checklist)</i>		
5 PD SEPT	Mon 9/23	Project I: Inspiration; Site Issues; Space Adjacencies; Codes		
	Wed 9/25	Project I: Inspiration; Site Issues; Space Adjacencies; Codes		
6 PD OCT	Mon 9/30	Project I: Inspiration; Site Issues; Space Adjacencies; Codes		
	Wed 10/2	PD REVIEW - Client Info; Site Info; 2D & 3D Representations		Skype with Client
7 DD OCT	Mon 10/7	Project 1: Design Development Phase CD development; FF&E; FT&A; Landscaping	Wed 10/23	
	Wed 10/9	Project 1: CD development; FF&E; FT&A; Landscaping		
8 DD OCT	Mon 10/14	Discoverer’s Day – no classes		
	Wed 10/16	Project 1: CD development; FF&E; FT&A; Landscaping		
9 DD OCT	Mon 10/21	Project 1: CD development; FF&E; FT&A; Landscaping		CIDA set-up in the afternoon
	Wed 10/23	DD REVIEW – CD Set submission; Desk Crits		CIDA set-up in the afternoon
10 PREZ NOV	Mon 10/28	CIDA Visiting Team may come to class Student & Faculty meetings 9:00 – 11:00 am		
	Wed 10/30	Project 1: Presentation Phase	Wed 11/13	CIDA take-down in AM & PM

11 PREZ NOV	Mon 11/4	Project 1: Presentation Phase		
	Wed 11/6	Project 1: Presentation Phase		
12 PREZ NOV	Mon 11/11	VETERAN'S DAY – no classes		
	Wed 11/13	Presentation: Project 1		Skype with Client
13 K & B NOV	Mon 11/18	Project 2: NKBA Kitchen & Bath Competition	Finals Week	
	Wed 11/20	Project 2: NKBA Kitchen & Bath Competition		
14 K & B NOV	Mon 11/25	Project 2: NKBA Kitchen & Bath Competition		HAPPY THANKSGIVING Nov 28-29
	Wed 11/27	Project 2: NKBA Kitchen & Bath Competition		
15 K & B DEC	Mon 12/2	Project 2: NKBA Kitchen & Bath Competition		
	Wed 12/4	Project 2: NKBA Kitchen & Bath Competition		
16 FINALS WEEK OCT	Mon 12/9	11:00 – 1:00 Possible Presentation		CONGRATULATIONS You made it!! MERRY CHRISTMAS & HAPPY NEW YEAR
	Wed 12/11	11:00 – 1:00 Possible Presentation		
	Thur 12/12	11:00 – 1:00 Possible Presentation		

470 SENIOR STUDIO - RESIDENTIAL
FALL 2019 BOW – Body of Work Assessment

	LEARNING EXPECTATION (EXPECTED OUTCOME) <i>Successful Residential Studio students will demonstrate::</i>	SCORE	STUDENT PROFICIENCY LEVEL (ACTUAL OUTCOME)
1	Role of the Interior Designer <i>understanding of the variety of roles as Interior Designers on residential projects and their interaction with clients, architects, engineers, contractors and industry partners.</i> PO 1; C 5, 6 DEVELOPING/MASTERING	0 1 2 3 4 5 NA	5 – students took it upon themselves to seek interactions with clients and interdisciplinary resources to support their design work 3 – students participated in course-arranged interactions with clients and interdisciplinary resources to support their design work 1 – students had limited interaction with clients and interdisciplinary resources
2	Available & Appropriate Resources <i>Knowledge and active resourcing of available resources in Hawaii, the Mainland and world-wide as needed</i> PO 1, 3; C 8, 13, 14, 15, 16 [IL] DEVELOPING/MASTERING	0 1 2 3 4 5 NA	5 – students thoroughly research and select appropriate FF&E, furniture and accessories, addressing client budget constraints, HSW aspects, universal and sustainable qualities and local availability. 3 – students adequately research and select appropriate FF&E, furniture and accessories, in some cases addressing client budget constraints, HSW aspects, universal and sustainable qualities and local availability. 1 - students limit their research to ordinary or expected FF&E, furniture and accessories; limited acknowledgment of the client budget constraints, HSW aspects, universal and sustainable qualities and local availability.
3	Business Practice & Ethics <i>Application of basic business practices, professional ethics and cooperative team work</i> PO 1, 3; C 6 [SL-PLO 1] DEVELOPING/MASTERING	0 1 2 3 4 5 NA	5 – students complete assigned corporate documents including but not limited to: scope of work, time sheets, billing statements, and budget totals. Interactions with clients and peers are highly professional.
4	Designer’s Impact on Decision-Making <i>Understanding of the holistic nature of design and demonstration of the designer’s impact on the ultimate outcome of a residential project</i> PO 1, 4; C 4, 7, 8, 13 [CT] [SL-CLO 1, SL-PLO 1,2] MASTERING	0 1 2 3 4 5 NA	5 – students produce a complete presentation package that conveys the design concept; an understanding of the programmatic/clients’ needs; a good representation of the phases of a design project; and an estimated budgetary understanding of the project
5	Creative Problem-Solving <i>Design strategies to initiate, organize, problem-solve and present creative design solutions that meet requirements dictated by the client, programming information and project type.</i> PO 2, 3, 4; C 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 [CT, IL, OC, WC] [SL-CLO 1, SL-PLO 1, 2] MASTERING	0 1 2 3 4 5 NA	5 – students demonstrate a variety of creative design solutions through sketches, iterative samples and/or finalized design concepts, fulfilling programmatic criteria
6	Portfolio Quality Work <i>The ability to produce quality work suitable for incorporation into employment portfolio</i> PO 1, 5; C 9 [WC] DEVELOPING/MASTERING	0 1 2 3 4 5 NA	5 – final project is ready for inclusion in student portfolio 3 – final project is requires some fine tuning to include in student portfolio 1 – final project is NOT of a caliber to include in student portfolio
7	Service-Learning CLO 1 <i>Understanding of the connections between academic work and real-life situations</i> PO 1 ; C 4, 6, 9 [SL-CLO 1] MASTERING	0 1 2 3 4 5 NA	5 – student submits a thoughtful reflection on the project design process in relationship to project actualization, client interaction and readiness for practice
8	Service Learning PLO 1 <i>Understanding of and commitment to their role in issues of public concern</i> PO 1; C 4, 5, 6, 7, 9 [SL-PLO 1] MASTERING	0 1 2 3 4 5 NA	5 – student’s reflections demonstrate their understanding of the designer’s role in issues concerning the health, safety and welfare of the general public in relationship to the design challenges and client programming needs brought to light in the project
9	Service Learning PLO 2 <i>Demonstrate how service-learning increased their interest in being civically engaged.</i> PO 1; C 4, 5, 6, 7 [SL-PLO 2] DEVELOPING	0 1 2 3 4 5 NA	5 – Student reflections demonstrate how this service-learning opportunity provides an avenue for collaboration and meaningful engagement in the community.