TIME/PLACE: | MW 9:00 – 11:50 p.m.  
Interior Design Studio (IDS) Room 306

INSTRUCTOR: | Claire Hamilton, ASID

OFFICE: | Interior Design Studio 301

TELEPHONE/EMAIL: | 266-6437  
claire.hamilton@usm.edu

WEBSITE: | http://www.usm.edu/interiordesign/

OFFICE HOURS: | Monday 8:00 – 9:00 and 1:30 – 4:30  
Tuesday/Thursday 11:00 – 12:00 and 1:30 – 2:30  
Wednesday 8:00 – 9:00 and 1:30 – 2:30  
Or by appointment

(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 office design projects.

PREREQUISITES: | See University catalog for current prerequisites

TEXTBOOK(S): | **REQUIRED**


REFERENCES


**COURSE OBJECTIVES:**

The following 2009 CIDA standards will be evaluated this semester and will include:

**Standard 2. Global Context 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:

**Program Expectations**

The interior design program provides:

d) exposure to contemporary issues affecting interior design.
e) exposure to a variety of business and organizational structures.

**Standard 3. Human Behavior**

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student work demonstrates:

b) understanding and the ability to appropriately apply theories of human behavior.
c) the ability to select, interpret, and apply appropriate ergonomic and anthropometric data.

**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.
Student Learning Expectations
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 (evidence based design).
  c) evaluate, select, and apply information and research findings to design.
  d) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
  e) demonstrate creative thinking and originality 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.
  i) opportunities to develop critical listening skills.

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations
Students have awareness of:
  a) team work structures and dynamics.

Program Expectations
The interior design program includes learning experiences that engage students in:
  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

Entry-level interior designers are effective communicators.

Student Learning Expectations
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 and written communication.
  c) use sketches as a design and communication tool (ideation drawings).
  d) produce competent presentation drawings across a range of appropriate media.
  e) produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.
  f) 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:
  b) various types of design practices.
  c) the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines).
  e) professional ethics.

Program Expectations

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

Standard 9. Space and Form

Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.

Student Learning Expectations
Students effectively apply the elements, principles, and theories of design to:
  a) two-dimensional design solutions.
  b) three-dimensional design solutions.
  c) Students are able to analyze and discuss spatial definition and organization.

Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations
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.

Student Learning Expectations
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.

Student Learning Expectations
Students:
a) **understand** the principles of natural and electrical lighting design.
b) competently select and **apply** luminaires and light sources.

Students **understand**:
c) the principles of acoustical design.
d) appropriate strategies for acoustical control.

Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

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

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

Student Learning Expectations
Students have **awareness** of:
a) sustainability guidelines.
b) industry-specific regulations.
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 select and **apply** appropriate:
g) federal, state/provincial, and local codes.
h) standards.
i) accessibility guidelines.
**POINT SYSTEM**

<table>
<thead>
<tr>
<th>Required Field Trips/Speakers:</th>
<th>(5% of grade)</th>
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<tbody>
<tr>
<td>Field Trip: Tour Design Firms</td>
<td>20</td>
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<tr>
<td>CET Designer Workshop/Webinar</td>
<td>10</td>
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<tr>
<td>Lighting and lighting controls</td>
<td>10</td>
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<td>DISC Workshop</td>
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<tr>
<th>Assignments/Exams:</th>
<th>(60% of grade)</th>
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<tr>
<td>Codes Notebook Project</td>
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<tr>
<td>Exam 1:</td>
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<td>Exam 2:</td>
<td>100</td>
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<tr>
<td>Professionalism Assignment</td>
<td>100</td>
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<td>Homework/In-class assignments</td>
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<tr>
<th>Design Project :</th>
<th>(35% of grade)</th>
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<tr>
<td>Office Design Project</td>
<td>350</td>
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Total: 1000 points

A = 900-1000 (90%-100% superior work)
B = 800-899 (80%-89% above average work)
C = 700-799 (70%-79% average work)
D = 600-699 (60%-69% below average)
F = below 599 (0-59 % failure)

**OFFICE FOR DISABILITY ACCOMMODATIONS:**

If a student has a disability that qualifies under the American 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

Note: The instructor reserves the right to make changes in the above point system and assignments as necessary.
During my 13 years as a C (turned C++) Computer-Aided Design (CAD) software developer, I have seen over and over that planning ahead invariably produces a higher-quality, more maintainable product. My emphasis at Mentor Graphics has been on helping to ensure that quality is an integral part of the design process from the very start. In 1990 I developed the graduate course "Object-Oriented Design and Programming" at Columbia University. I have avoided examples that illustrate one point but have blatant errors in other aspects of the design. I have also tried to avoid examples that illustrate a detail of the language but serve no other useful purpose. Except where otherwise indicated, all examples in this text are intended to represent "good design." Designed for low-end phones, the Snapdragon 439 is a 12nm chipset that include quad cores of Cortex A53 that clocks at 1.9 GHz and quad cores of Cortex A53 that functions at 1.45 GHz. The SoC also includes Adreno 505 graphics and X6 LTE modem. Its other features are dual 4G VoLTE, up to 21-megapixel single camera, up to 8-megapixel dual camera and support for FHD+ displays. The Snapdragon 439 can deliver 25 percent better performance than Snapdragon 430. Snapdragon 429. Smartphones powered by Snapdragon 632, 439 and 429 are expected to debut in the second half of the year. Recently, popular tipster Roland Quandt had claimed that forthcoming Android Go devices will be powered by Snapdragon 439 and 429 chipsets.