

Course Title: IDES 4337: Sustainable Design

Semester Credit Hours: 3 (3,0)

I. Course Overview

The course will expand the student's awareness of the relationship between ecology and the built environment. It exposes the student to sustainable design utilizing skills and knowledge obtained in all previous IDES courses.

II. PMU Competencies and Learning Outcomes

Continued development of PMU competencies is supported through traditional classroom activities. Communication is supported through reading, writing, listening, and speaking in English. Critical thinking and problem solving are supported through reading, listening, and speaking activities that require students to demonstrate an active, analytical approach to material. Teamwork is emphasized through small group activities in the classroom. Information technology skills are developed as students use word-processing and the Internet to complete assignments.

III. Detailed Course Description

The course provides an exploration of the relationships of culture, design, and technology as they relate to the built and natural environments. Areas of study include environmental history, societal development, consumerism, and ethical behavior in a global setting.

IV. Requirements Fulfilled

This course is required of all students majoring in interior design. It is taken in the first semester of senior year.

V. Required Prerequisites

- IDES 3414: Interior Design Studio VI-Hospitality
- IDES 3322: Interior Building Systems II
- IDES 3341: Professional Practices.

VI. Learning Outcomes

Students in this course develop:

- An awareness of environmental history.
- An awareness of the effects of consumerism on the environment.
- The ability to apply sustainable practices in everyday life.
- An understanding of contemporary products and solutions to environmental design issues in the built environment.

VII. Assessment Strategy

Grades are generated by homework, in-class participation and productivity, quizzes, and the final examination.

- Weekly reading assignments (10%)
- In-class participation: presentation of homework, oral responses, interactive group work, discussions, presentations, note taking (10%)
- Four quizzes over selected sections of the text (20%)
- One team project (20%)
- Two individual projects (20%)
- Final exam (20%)

VIII. Course Format

The class has a traditional lecture format. Students are expected to complete reading assignments prior to class.

Classroom Hours (3 hours per week)

Class: 3

Studio: 0

IX. Topics to be Covered

- A. Sustainability and design
- B. The ecological design process
- C. The building as analogy
- D. Environmental impact of building materials
- E. The envelope
- F. Ventilation
- G. Passive solar design
- H. Photovoltaics
- I. Adaptive reuse
- J. Field trips – to be determined by professor-of-record.

X. Laboratory Exercises

None.

XI. Technology Component

Students are required to use their acquired skills, including Internet use, in researching an assigned topic related to the course.

XII. Special Projects/Activities

- A. Students will prepare a synopsis, including information sources, of an example of human interaction with the environment that shows either positive or negative impact.
- B. Students will select a material or product that is identified as environmentally friendly or responsible and evaluate the product to confirm or deny the truthfulness of the marketing presentation. Evaluation will be based on acquired knowledge about sustainable production and materials.

- C. Student teams will select a built interior design project that utilizes sustainable building techniques and/or green materials and products. Teams will utilize the LEED standards to evaluate the project and make a presentation to the class regarding their structure or interior.

XIII. Textbooks and Teaching Aids

A. Required Textbook

1. Van der Ryn, Sim & Cowan, Stuart. *Ecological Design*. Covelo, California: Island Press, 1996.
ISBN: 1-55963-388-3
2. Roaf, Sue, *EcoHouse : A Design Guide*. Burlington, Massachusetts, USA: Architectural Press, 2001.
ISBN: 0-7506-4904-6

B. Alternative Textbooks

1. *Sustainable Architecture White Papers*, 2000, Earth Pledge Foundation
ISBN: 0-9675099-1-2
2. McDonough, William & Braungart, Michael. *Cradle-To-Cradle: Remaking the Way We Make Things*. New York: North Point Press, 2002.
ISBN: 0-865-47587-3
3. Mendler, Sandra F. & Odell, William. *The HOK Guidebook to Sustainable Design*. New York: John Wiley & Sons, Inc., 2000.
ISBN: 0-471-37906-9
4. Pilatowicz, Grazyna. *Eco-Interiors: A Guide to Environmentally Conscious Interior Design*. New York: John Wiley & Sons, Inc., 1994.
ISBN: 0471040452

C. Supplemental Print Materials

1. *Building Design & Construction*
2. *Environmental Building News*
3. *Green @ Work*
4. *EnvironDesign Journal*

Additional Arabic books, journals, and magazines may be identified and included by the professor-of-record.

D. Supplemental Online Materials

None.

Course Title: IDES 4338: Interior Design Internship

Semester Credit Hours: 3 (0,3)

I. Course Overview

This course gives students to apply their studio and class experience to practical use in a work-world apprentice situation. Students have the opportunity to seek design employment in the surrounding geographic area or in the PMU Community Design Center.

II. PMU Competencies and Learning Outcomes

The nature of the internship experience requires that student participants exhibit effective communication through reading, writing, listening and speaking. Critical thinking and problem solving are inherent in the practice of Interior Design and will be enhanced through this experience. Teamwork is reinforced through everyday work activities to complete assigned tasks. It is anticipated that students will be called upon to use their technology skills towards successful completion of daily and project tasks. Leadership skills are reinforced through interaction with design professionals and clients.

III. Detailed Course Description

Students achieve a broadened knowledge of the Interior Design industry achieved through an apprenticeship experience in a local design related firm or the PMU Community Design Center. Internships must be pre-approved by the Chair of the Interior Design Department prior to the work experience. This course exposes the students to the professional application of acquired skills and knowledge obtained in all previous IDES courses.

IV. Requirements Fulfilled

This course is required of all students majoring in interior design. It is taken in the second semester of senior year.

V. Required Prerequisites

- Academic standing as a second semester senior.
- Concurrent registration in ASSE 4311: Learning Assessment III

VI. Learning Outcomes

In this course, students acquire the ability to function and grow in a professional working environment.

VII. Assessment Strategy

Students are assessed through evaluation of their notebook, supervisor evaluations and participation in weekly discussions with the instructor of record.

VIII. Course Format

The principal work is accomplished through the daily work experiences of the student. Students are expected to complete a minimum of 120 hours in a pre-approved design firm or the PMU Community Design Center.

A weekly meeting offers the opportunity for students to discuss issues and experiences about their work with the faculty and fellow students on assigned subjects.

Classroom Hours (1 hours per week)

Class: 1

Studio: 0

IX. Topics to be Covered

- A. Company Organization and Specialization
- B. Company Interaction and Communication
 - 1. In-House
 - 2. Outside
- C. The Role of the Designer
- D. Unexpected Office Experiences
- E. Project Documentation
- F. Forms Utilized in the Office Environment
- G. Supervisors
- H. Project Production and Completion
- I. Field trips – to be determined by professor-of-record.

X. Laboratory Exercises

None.

XI. Technology Component

Information Technology skills are used to file weekly work reports via the Internet. Students will use their AutoCAD skills to successfully complete assigned job tasks.

XII. Special Projects/Activities

Each student prepares a work experience portfolio reflecting their assigned tasks, forms, accomplishments, and supervisor evaluation forms.

XIII. Textbooks and Teaching Aids

A. Required Textbook

None.

B. Alternative Textbooks

None.

C. Supplemental Print Materials

None.

D. Supplemental Online Materials

None.

Course Title: IDES 4425: Interior Design VII-Healthcare Design

Semester Credit Hours: 4 (1,3)

I. Course Overview

The course focuses on the interior design of healthcare facilities. The emphasis is placed on special needs populations including the cognitively/mentally impaired, geriatric populations, and children. In consultation with the instructor, the student design team selects a special population to research. At completion of research, the student team provides programming, pre-design documents, and a final design presentation.

II. PMU Competencies and Learning Outcomes

PMU students are engaged in research, teaming, and utilization of modern technology to develop a comprehensive healthcare design project. The process of research requires critical thinking, and design analysis. The students work in teams to analyze data, assess the needs of a special population, and to assimilate the information for design of a health care facility..

III. Detailed Course Description

This course exposes the students to healthcare design utilizing skills and knowledge obtained in all previous IDES courses. The comprehensive studio develops the student's ability to design healthcare facilities for both hospital and out-patient settings. Appropriate computer aided design software are used for final presentation drawings.

IV. Requirements Fulfilled

This course is required of all students majoring in interior design. It is taken in the first semester of senior year.

V. Required Prerequisites

Academic standing as a first semester senior.

VI. Learning Outcomes

In this course, students learn:

- To incorporate healthcare projects and experiences that respond to needs of populations with special requirements.
- To demonstrate competency in space planning that is specific to health care facilities.
- To demonstrate competency in layout of healthcare furniture plans, equipment plans, and fixtures plans that are specific to needs of a population with special requirements.
- To demonstrate ability to assimilate information and communicate an appropriate design solution.
- To demonstrate a knowledge of sources for materials and products specific to design of the healthcare built-environment.
- To demonstrate an understanding of universal design concepts and principles specific to health care design.
- To demonstrate an understanding that in designing for individuals and groups with special needs, one solution is not right for everyone.
- To enhance team-building skills and group dynamics for the successful design implementation of a health care facility.
- To enhance leadership skills including organization, information management, time management, communication, and professional competence.
- To further develop the student's ability to make full use of the design process.
- To understand the process of budgeting and cost projection.

VII. Assessment Strategy

The course includes a combination of exams based on concepts and principles related to health care design. The major health care project is the major grade determinant.

- A. A series of three exams is administered (each exam worth 10% of the final grade for a total of 30%)
- B. Final project are worth 60% of final grade.
 1. Research and programming
 2. Team collaboration
 3. Written communication
 4. Design, plans and final presentation drawings
 5. Problem solution
 6. Oral presentation

VIII. Course Format

The course will include a combination of lecture, discussion, individual research, team collaboration, field trips to local health care facilities and application/implementation of design process. A major focus of the course is the gathering and assimilation of information, written, graphic and oral communication of the findings in a final healthcare plan accompanied by process drawings, specifications, and final presentation drawings.

Classroom Hours (4 hours per week)

Class: 1

Studio: 3

IX. Topics to be Covered

- A. Brief history of healthcare industry (culminating in a 21st century model that includes operating rooms, recovery rooms/intensive care units linked to hotel accommodations)
- B. Technological advancement in healthcare industry.
- C. Hospital settings (includes field trip)
- D. Out-patient settings (includes field trip)
- E. Textiles, furniture, and non-toxic materials for healthcare facilities (ceilings, acoustical materials, furniture, upholstery, floor coverings, wall coverings, and window treatments)
- F. Working in teams.
- G. Success strategies for collaboration
- H. Regulations and regulatory agencies including fire codes
- I. Way finding
- J. Design process (selection of team, programming and pre-design, schematic designs, design development, construction drawings and presentation)
- K. Lighting appropriate to the healthcare setting.
- L. Budget/cost projections.
- M. Spaces to be considered include: public lobbies, religious areas, food services, retail services, community and volunteer spaces, administrative and staff offices, hospital or out-patient facilities, patient rooms, family rooms, consultation rooms, examination rooms, treatment and procedure rooms, electronic communication centers, laboratories, resource centers, maintenance support services, teaching and conferencing facilities, and physician consultation rooms. Some facilities may not require all the areas identified.
- N. Field trips – to be determined by professor-of-record.

X. Laboratory Exercises

None.

XI. Technology Component

Students use computer aided design to produce drawings for final presentations.

XII. Special Projects/Activities

A final project is based on research including programming, team collaboration, written communication, design/plans and final presentation drawings. Development of the project includes both individual and team input. The project can be a hospital or out-patient setting for use by a population needing special accommodation.

XIII. Textbooks and Teaching Aids

A. Required Textbook

1. Joint Commission on Accreditation of Healthcare Organizations. *Planning, Design, and Construction of Healthcare Environments*. One Renaissance Boulevard, Oakland Terrace, IL, (1997)
ISBN 0-86688-543-9
2. Tiffey, Alvin P. *The Measure of Man & Woman – Human Factors in Design*. New York: Wiley & Sons. (2002)
ISBN 0-471-09955-4

B. Alternative Textbooks

None.

C. Supplemental Print Materials

1. Cote, Ron. (Ed.). *Life Safety Code Handbook*. Quincy, Massachusetts: National Fire Protection Association. (2003).
2. Davidson, A. W., Using the environment to promote human well-being. *Journal of Healthcare Design*, 7 (1995).
3. Preiser, Wolfgang, F. E., and Ostroff, Elaine, *Universal Design Handbook* (2001). New York: McGraw-Hill.
4. Spengler, John D., Jonathan M. Samet, and John F. McCarthy (Eds.). *Indoor Air Quality Handbook*. New York: McGraw-Hill. (2001).

Additional Arabic books, journals, and magazines may be identified and included by the professor-of-record.

D. Supplemental Online Materials

1. The Center for Health Design – www.healthdesign.org
2. National Symposium on Healthcare Design – www.hcaredesign.com
3. Healthcare Design Magazine – www.hcmagazine.com
4. The Journal for Healthcare Design and Development – www.healthdesign.org/jour_hc_des.html

Course Title: ASSE 4311: Learning Assessment III

Semester Credit Hours: 3 (1,2)

I. Course Overview

The capstone course in the Assessment Capstone Series is a design studio that addresses the creative, professional, technical, and historical issues involved in a problem chosen and defined by the student. This course culminates in the formal presentation of a unique solution to the problem as a part of the final professional portfolio.

II. PMU Competencies and Learning Outcomes

Communication (reading, writing, listening, and speaking in English) is the dominant student competency developed by this course. The student develops critical thinking and problem solving skills through reading, listening, and speaking activities that require them to demonstrate an active, analytical approach to material. The broad use of technology skills will be required for the successful completion of the course. Leadership skills will be exhibited through the individual student's ability to create and complete the capstone project.

III. Detailed Course Description

The capstone course of the Interior Design degree provides the opportunity to design a project that will be the focal point of the student's portfolio. This course provides the opportunity for students to exhibit the competency and knowledge obtained in all previous interior design courses. Past course work is called upon to create and produce the appropriate documentation for a project selected by the student. Students prepare their final portfolio with this project serving as the key item. It represents the type of design specialization the student will seek upon graduation.

IV. Requirements Fulfilled

ASSE 4311: Learning Assessment III, the final of three courses in the Assessment Capstone Series, is required of all PMU students as part of the University Core Curriculum.

In the Interior Design Curriculum, the course is taken in the second semester of the senior year.

V. Required Prerequisites

- Fourth year standing in the interior design program.
- IDES 4425: Interior Design Studio VII - Healthcare
- IDES 4337: Sustainable Design.

VI. Learning Outcomes

Students in this course learn to:

- Integrate and apply concepts from previous course work.
- Research the chosen interior design problem independently and through consultation with faculty and advisors from the professional community.
- Formulate a creative solution for the problem which satisfies aesthetic and functional requirements while adhering to legal codes and observing consideration of public and individual welfare.
- Present the project formally to an audience of faculty, professional practitioners, and student peers.
- Create the final portfolio in preparation for the anticipated job search.

VII. Assessment Strategy

This course includes two formal critiques with faculty. The first occurs approximately four weeks into the semester. At this time, the student exhibit her program, plans, and all other anticipated drawings in draft form and rough furniture, finishes, and equipment (FF&E) selections. This review is worth 30% of the final grade.

The second and final review occurs in the last week of the semester. The student presents her final project and portfolio to a faculty and outside practicing professional panel. This review is worth 70% of the final grade.

VIII. Course Format

The course is conducted in the context of the professional design office. Students and instructor attend each studio period, much as the practitioner is expected to be at the office each working day. This time period is the only opportunity for the exchange of design theory and criticism.

Classroom Hours (12 hours per week)

Class: 1

Studio: 12

IX. Topics to be Covered

1. Topics are determined by the individual student as they select the type of project, location of interior space, and develop their solution.
2. Field trips – to be determined by professor-of-record.

X. Laboratory Exercises

There are no specific laboratory assignments for this course.

XI. Technology Component

Students are expected to exhibit competence in their use of technology for the creation of their construction documents and preparation of program brief, final presentation materials and their portfolio.

XII. Special Projects/Activities

- A. A bound set of drawings that clearly illustrate the design and its construction. Suggested drawings include: a construction/demolition plan with full dimensions; a furniture plan coded to correlate with furniture specifications; an architectural finish plan coded to correlate with finish specifications; and a lighting/electrical plan with schedule. Other drawings include building sections, interior elevations, and selected details.
- B. A formal presentation package of professional quality. This package includes: color perspective drawings, color-enhanced plans and elevations, axonometric drawings, three-dimensional models, finish sample boards and selected furniture photos. All convey a sense of professionalism. Because the student is required to formally present the project to an audience at the end of the semester, the presentation must take into consideration the visual impact of the presentation at a distance of 10-20 feet.
- C. A spiral-bound book containing all drawings, documents, photos, and written material involved in the project. The book contains a table of contents. It includes the following written material that is appropriate to the project:
 - 1. Historical background
 - 2. Existing conditions
 - 3. Client requirements
 - 4. Design program outline
 - 5. Design concept

In addition, the book will include all furniture specifications and photos. All large documents should be reduced to book size for binding. A set of color slides (or digital images) of the presentation materials are included in the book. Students are encouraged to make an additional copy for their portfolio, as the program faculty will retain the book submitted.

XIII. Textbooks and Teaching Aids

A. Required Textbook

1. DeChiara, Joseph, Panero, Julius, & Zelnik, Martin. *Time-Saver Standards for Interior Design and Space Planning*. New York: McGraw-Hill, 2001.
ISBN: 0-07-134616-3
2. Each student will have differing text needs determined by the focus of their final project.

B. Alternative Textbooks

None.

C. Supplemental Print Materials

Additional Arabic books, journals, and magazines may be identified and included by the professor-of-record.

D. Supplemental Online Materials

None.