Class Hours: 3.0                Credit Hours: 3.0
Laboratory Hours: 0.0          Revised: Spring 04

NOTE: This course is not designed for transfer credit.

Catalog Course Description:

Laws, codes, standards, and specifications relative to nonresidential interiors.

Entry Level Standards:

The student entering this course must have architectural drafting skills and intermediate-level design skills.

Prerequisites:

IDT 1100, IDT 1500, IDT 1600; RCS 1200

Textbook(s) and Other Course Materials:

Required:
Harmon, *The Codes Guidebook for Interiors*.
Reznikoff, *Specifications for Commercial Interiors*.

Materials:
To be discussed in class - as needed throughout semester

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Course Objectives, etc.</td>
</tr>
<tr>
<td>2-3</td>
<td>Commercial design characteristics</td>
</tr>
<tr>
<td>4</td>
<td>Fire performance of interior finishes</td>
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<tr>
<td>5</td>
<td>Measuring and installing commercial finishes</td>
</tr>
<tr>
<td>6</td>
<td>Office systems furniture</td>
</tr>
<tr>
<td>7</td>
<td>Life cycle costing</td>
</tr>
<tr>
<td>8-9</td>
<td>Specifications</td>
</tr>
</tbody>
</table>
II. Course Objectives*:
A. Be able to effectively evaluate liability issues in interior design. I, II, III, IV, V, VI
B. Be able to compare regulations and standards. I, II, III, IV, V
C. Be able to select appropriate flammability standards and performance tests along with products that meet the standards. I, II, III, IV
D. Be able to specify appropriate floor systems, ceiling systems, wall finishes, paneling, window systems, and commercial furniture. I, II, VI
E. Be able to show evidence of understanding life-cycle costing. I, II, III, IV
F. Be able to specify barrier-free public interiors. I, II, III, IV
G. Be able to develop and coordinate contract documents with the correct specification format and content for an assigned project. I, II, III

*Roman numerals after course objectives reference goals of the IDT program.

III. Instructional Processes*:

Students will:

1. Develop a design presentation methodology in order to communicate design solutions effectively in the design industry. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy

2. Continue to develop a portfolio of work necessary to acquire a position in the interior design field after graduation. Personal Development Outcome, Active Learning Strategy

3. Apply research methodology using the internet, manufacturer’s sources available through CD-rom, as well as ERC sources. Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

4. Develop a professional work ethic by regularly attending class, being punctual, cooperating with fellow classmates and showing a positive attitude. Personal Development Outcome, Transitional Strategy, Active Learning Strategy

5. Complete assignments requiring application of learned theories. Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome

6. Analyze and apply current trends, methods, processes, equipment to cultural and social
status. Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategy

7. Engage in collaborative activities working in team settings to complete required assignments. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy

8. Apply CAD software and required computer hardware currently being used in the industry when applicable. Personal Development Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

9. Develop presentation skills, both visual and verbal, by generating architectural drawings either manually or computer generated. Communication Outcome, Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

10. Develop time management skills in order to complete required lab work on time in a professional manner. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy

11. Develop presentation skills, both visual and verbal, by presenting design ideas and solutions. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

12. Learn appropriate technologies. Technological Literacy Outcome

13. Use critical thinking to solve problems in team situations to promote idea sharing. Problem Solving and Decision Making Outcome, Active Learning Strategy

14. Engage in teamwork to facilitate cooperative learning. Active Learning Strategy

15. Read assigned essays and participate in class discussion. Communication Outcome, Active Learning Strategy

16. Use related equipment and tools. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Have a comprehensive understanding of commercial design for office/corporate-, hospitality-, and special environments. A, B, C, D, E, F, I, J

2. Have a general knowledge of the applicable codes, standards, ADA requirements and finishes pertaining to commercial settings. A, B, D, E

3. Be able to utilize CADD for interior design problem solving and presentation. C, F, I

4. Be able to execute manual drafting techniques for interior design problem solving and
5. Have an understanding of presentation techniques and be able to execute the basics of colored rendering using a variety of medias and techniques for presentation. G, H

6. Understand and be able to execute floor plans, elevations, sections, details, reflected ceiling plans and perspectives. A, C, D, F, G, I, J

7. Have a knowledge of furniture, fixtures, and equipment (FF&E) to effectively write specifications for commercial settings. A, E

8. Be able to orally and graphically present a design solution. C, F, G, H, I, J

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

1. Research Exercises and Sketchbook: 15% of grade
   Research will be required for preliminary information before you begin the design projects. A sketchbook will be required throughout the course. Assignments will be given in class. These two requirements will account for 15% of your final grade.

2. Projects: 75% of grade
   A detailed description of each project will be given and the majority of the work for each project MUST be done in class. Projects will have intermittent submittal dates in order to "stay-on-track." All design work must be your own original work. Design projects will account for 75% of your final grade.
   
   All projects will be due at a specified time. A project turned-in after the due date will have 5 points deducted for every day it is late. For example, a project due on Monday will have 10 points deducted from the overall grade if submitted on the following Wednesday. In addition, weekends count as 2 days such that a project due on Friday that is turned-in on Monday will have 15 points deducted from the grade.

3. Intermittent Submissions: 10% of grade
   Projects will have intermittent submittal dates in order for the student to “stay-on-track.” The submission dates will be provided with the description of each project. These intermittent submissions will comprise 10% of the final grade.

Grading Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Exercises and Sketchbook</td>
<td>15%</td>
</tr>
<tr>
<td>Projects</td>
<td>75%</td>
</tr>
<tr>
<td>Intermittent Submissions</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

B. Laboratory Expectations:

N/A

C. Field Work:
D. Other Evaluation Methods:

N/A

E. Grading Scale:

A  = 90—100
B+ = 87—89
B  = 80—86
C+ = 77—79
C  = 70—76
D+ = 67—69
D  = 60—66
F  = Below 60

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course (Pellissippi State Catalog). Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent.

B. Academic Dishonesty:

In keeping with college-wide policies, the student is expected to adhere to the general rules and regulations relevant to academic and classroom misconduct as outlined in the catalog.

C. Other Policies:

IDT 2050 Class Attendance Policy:

Class attendance for the full period is mandatory for all students. A significant portion of each project phase or aspect must be completed in class in order to receive credit for the work. You are responsible for all materials and information given during class. In the event of an absence, information about upcoming classes should be obtained from fellow classmates or the instructor prior to the next class period.

Attendance will be taken only at the beginning of the class. Parking problems, car problems, babysitter problems, or work scheduling problems do not constitute an excuse for an absence. You will be marked late at five minutes after the class is scheduled to begin. Habitual tardiness may result in the lowering of your final grade, and five tardies will equal one absence.

An absence is not an acceptable reason for failing to submit a project or other assignment that is due on the day of the absence. If a test, quiz, reading assignment, project, or exercise is due the next class period following an absence, you are still responsible for it.

Two absences are permitted without penalty. Three absences will result in a penalty of one letter grade for the semester, and each additional absence will result in a penalty of one letter grade for the semester.