

Interior Design 390

Interior Building Systems

Instructor Contact Information

Instructor: Connie Wais

E-mail: The class website on WebCT includes a web-based email service. **Use this email for ALL email that pertains to this class.** To use the site email follow the "Mail" from the class site Toolbar; then use the Browse function to select the addressee. Compose your message and send it. (For Emergencies ONLY: cwais@bcc.ctc.edu)

Telephone: 425-564-2623 (My direct line) or 425-564-2624 (Interior Design office) 425-564-2341 (A & H office)

Office hours: My office hours are by appointment only; contact me directly (using WebCT email) to make arrangements.

Course Description

Welcome to the Interior Building Systems! INDES 390 will provide the framework for an examination of interior building systems, regulations, and codes as related to the practice of Interior Design. All of the course materials will be underscored using a sustainability approach. The student will be expected to augment class readings and lectures through independent activities and research.

Course Learning Objectives

This course addresses Council for Interior Design Accreditation (CIDA) criteria and student learning objectives as follows:

Standard 2. Global Perspective 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 Learning Expectations

Student work demonstrates *understanding* of:

a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Standard 5. Collaboration Entry---level interior designers engage in multi---disciplinary collaborations and consensus building.

Student Learning Expectations

Students have *awareness* of:

b) the nature and value of integrated design practices.

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

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.
- b) typical fabrication and installation methods, and maintenance requirements.

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 **understand**:

- c) the principles of acoustical design.
- d) appropriate strategies for acoustical control.

Students **understand**:

- e) the principles of thermal design.
- f) how thermal systems impact interior design solutions.

Students **understand**:

- g) the principles of indoor air quality.
- h) how the selection and application of products and systems impact indoor air quality.

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.
- d) energy, security, and building controls systems.
- e) the interface of furniture with distribution and construction systems.
- f) vertical circulation systems.

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 **apply** appropriate:

- g) federal, state/provincial, and local codes.

Students enrolling in this course are expected to be comfortable with basic computer functions. As a core class within the Interior Design curriculum, all BAA degree-seeking students must earn a C or better in the course. See “Course Outcomes” to further clarify objectives of this course.

Textbooks and Materials

Your required textbooks for the quarter are:

Sustainable Building Systems and Construction by Lisa Tucker and
The Codes Guidebook for Interiors by Sharon Koomen and Katherine E. Kennon
(Both are available at the BC Bookstore and through various online retailers such as Amazon.com)

Also recommended are:

Interior Construction & Detailing for Designers and Architects by David Kent Ballast

Building Systems for Interior Designers by Corky Bengali

Materials, Structures, Standards by Julia Mcmorrough

Building Construction Illustrated by Francis D. K. Ching

Building Codes Illustrated by Francis D. K. Ching

2009 International Building Code, International Code Council, Inc.

(Note: Full-time students may join the International Code Council as student members, pay a one-time membership fee of \$25.00 and receive a complementary copy of the IBC.)

Materials that you will need to complete this class include:

- Access to the Web
- Access to word processing software and a printer
- Miscellaneous office supplies like paper, binders, cutting tools, etc.

Materials that you may need to complete this class include:

- Access to BC's Library - books on reserve and online databases.
- One or more CD-R or DVD-R disks, and/or Zip disks for backing up your work.

Class Web Site

To log onto our class website, go to <http://vista.bcc.ctc.edu>. Enter your student number as your username and your birth date (MMDDYY) to access you're my WebCT main screen. The class site should appear as a link. The site will be open by the first day of fall quarter. The site will be used to post announcements, discussions, messages and assignments, as well as course slide lectures.

Occasionally, web site technical problems can block you from accessing the site for a few minutes to a few hours. If you cannot access the site, check back later. If you still can't access the site, contact the Distance Education Office. They are an excellent resource for help with technical problems. They are very

knowledgeable about all aspects of online learning and it is the mission of the Distance Ed staff to assist you to have the best online learning experience possible. Contact the Distance Ed staff at 425.564.2438.

If you still cannot access the site please contact me using the emergency email address above for further instructions.

Class Participation and Communications

One of the advantages of an online class is that the classroom is open 24/7 and you can come to class when and where it is convenient for you. One of the disadvantages is that being an online learner often requires a greater degree of self-discipline. My suggestion to you is that you “come to class” at least three times per week, just like you would for an on-campus class. The more frequently you come to class, and the more that you participate through reading and writing discussion responses, the more you will get out of the course.

All communications will be done through the class’s Blackboard (Bb) site. Any necessary revisions or important class announcements will be announced through the site so you will need to check your class email and announcements on a regular basis. Please be aware that it is your responsibility to remain apprised of all class matters.

You can interact with me, or the whole class, via the discussion board or email. *Using the discussion board is equivalent to raising your hand in class.* It is a communication that will benefit the entire class and your classmates may respond. Of course broadcast emails to the entire class are another option for group interaction.

A personal email is equivalent to coming up to see me (or another student) after class or during a break. Please use email when a more one on one conversation is desired.

When corresponding with me via email, please understand that it may at times take up to 24 hours to respond on weekdays and up to 48 hours on weekends. I make every effort to check my email several times per day and to be responsive to your questions or concerns. It is my intention to provide feedback and grades within one week of the submission of work.

Assignments

You will be assigned activities and discussion questions throughout the quarter. You will be expected to participate in the class discussions on each learning module by answering discussion questions, replying to your classmates’ answers, and reading through the responses of others (roughly on a weekly basis).

Late work will not be accepted. Discussions and activity reports are due by 12:00 midnight on their assigned due date.

Exams

There will be a midterm and a final exam in this course. The midterms will cover the material surveyed in the readings and slide lectures prior to the exam. It is expected that the student will augment the assigned readings with the use of research materials to further clarify lecture topics. The final exam will cover new content knowledge from the last half of the quarter.

Exams will be timed so it is important that you have your study materials well organized before starting the exams.

Student Services

If you need help with your writing skills, please make use of the Writing Lab in D-221 (425-564-2493). These folks can really make the difference if you are struggling...but go to them early, not the hour before your assignment is due.

If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with me as soon as possible. If you would like to inquire about becoming a DRC (Disability Resource Center) student you may call (425) 564-2498 or go in person to the DRC office in B-132.

Final Grades

- Points will be totaled and grades assigned at the end of the quarter.
- Grades are awarded on an A through F scale, with "+" and "-" grades given between the letter grades.
- Instructor reserves the right to adjust the student's final grade up or down 5-15 points to reflect class participation and attendance.
- No incompletes will be given.

Since INDES 390 is requirement for graduation from the Bachelor of Applied Arts (BAA) program, your graduation will be denied until you pass this course with a C or better.

Student Procedures and Expectations

Students taking this course are subject to the terms and conditions outlined in the Arts and Humanities Student Procedures and Expectations manual. You can

find the full text of this document at
<http://bellevuecollege.edu/ArtsHum/policy.html>

Class Evaluation

Toward the end of the quarter, you will receive instructions on providing feedback about the course you are taking. This evaluation will only take a few moments of your time and is required of you by the college. Please let me know if you have any questions about this class requirement.

Grading

Points are awarded and converted to percentages for computation of your final grade based on the following:

- Midterm exam
- Final exam
- Activity Portfolio
- Discussions

Grading Scale:

95-100%	=A	90-94%	=A-
86-89%	=B+	84-85%	=B
80-83%	=B-	76-79%	=C+
74-75%	=C	70-73%	=C-
65-69%	=D+	60-64%	=D
<60%	=F		

Council for Interior Design Accreditation (CIDA)

Bellevue College Interior Design Department reserves the right to collect and keep student work as a part of our ongoing program development and accreditation requirements. Effective fall quarter 2010, faculty will retain selected student work in all courses within the Interior Design curriculum in order to prepare for our next CIDA site visit.

We thank you for cooperating with the faculty, and hope you understand it is an honor to have your work held to represent our program.

Please note: Student work includes all process work, notebooks, digital images, and all finished projects from the beginning of the quarter through final projects. Students may make arrangements with their instructors to photograph or scan their projects but the college will keep the original work. After the completion of the CIDA site visit in fall of 2012 work will be returned upon request.

