## Request for Addition of New Course

**Department:** Landscape Architecture  
**College:** Art and Design  
**Date:** January 25, 2015

### Proposed Course Description

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Site Systems I</th>
</tr>
</thead>
<tbody>
<tr>
<td>L A 7011</td>
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<td>Site Systems I</td>
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</table>

**Short Title:** Site Systems  
**Semester Hours of Credit:** 6

**Repeat Credit Max. (if repeatable):** 6 credit hours  
**Graduate Credit?** Yes

**Credit will not be given for this course and:**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Lec/Rec</th>
<th>Lec/Sem</th>
<th>Lec/Lab</th>
<th>Res/Ind</th>
<th>Clin/Pract</th>
<th>Intern</th>
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</tbody>
</table>

**Maximum enrollment per section:** 15

**Grading System:** Letter Grade

**Final Exam:** Yes

**Course Description:**


### Budget Impact

**If this course is approved, will additional staff be needed?** Yes

**Will additional space, equipment, special library materials or other major expense be involved?** Yes

### Attachments

**JUSTIFICATION:** Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

**SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria  
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

### Approvals

**Department Faculty Approval Date:** April 8, 2013  
**College Faculty Approval Date:** November 2013

---

**Department Chair Signature:** 
**Graduate Dean Signature:** 
**College Contact:** leslie@co.uk

**College Dean Signature:** 
**Chair, FS CEC Committee:**

**Academic Affairs Approval:**

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**Colleges and Schools:**

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**Form A Administration:**

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**Effective:** 3/5/2015
LA 7011 Site Systems I – 6hrs

The Course is a central part of the Master of Landscape Architecture Curriculum change started in 2011. Course content was authorized by the School and College faculty in April 2013.

The Course is a prerequisite for LA 7021 Site Systems II – 6hrs.

The course provides students with an understanding of the breadth of the discipline and provide a foundational knowledge that introduces the materials, systems, and theories that drive both the practice and discipline of landscape architecture.

This course introduces students to fluctuating environmental and material forces and asks students to work with change and time as two essential drivers of form and space. Studio will build on basic spatial concepts introduced in the pre-studio and introduce methods for specifically addressing the landscape as a fluctuating/dynamic medium. Students will gain a basic understanding of site inventory and analysis and methods of analog and digital representation.

There is no final exam but a final review as part of the landscape architecture studio design process. Students will have multiple critiques and reviews of their studio work during the semester, part of the core of our pedagogy.

Critiques or Pin-Ups happen more frequently during a semester, and usually include a review of studio work-in-progress with the studio instructor and at least another faculty member from the School or related disciplines, critiquing a student or student group’s work to date in the studio.

The final review is a formal critique including landscape architecture faculty, external reviewers from the professional fields, faculty or scholars from related disciplines or members of an impacted community related to the studio project. The final review happens at least three weeks before the end of the semester, allowing students to reflect upon the critiques and reviews of the student’s work, and to incorporate those suggestions and ideas into the final book from the studio.

Grades are determined through the instructor’s evaluation of the student’s design processes and the final design.
LA 7011 - Site Systems I Studio

Course Description
This course introduces students to fluctuating environmental and material forces and asks students to work with change and time as two essential drivers of form and space. Studio will build on basic spatial concepts introduced in the pre-studio and introduce methods for specifically addressing the landscape as a fluctuating/dynamic medium. Students will gain a basic understanding of site inventory and analysis and methods of analog and digital representation. Methods of recording and analysis will be introduced that allow students to express landscape as an environment in flux (e.g. precision drafting, dynamic modeling and animation, and system diagramming). The studio will introduce students to a broad range of theory, collaborations, and techniques that expose them to the larger built environment.

Lab Course Workload
This 6 credit hour studio meets for 12 hours per week. A minimum of 12 hours of work per week outside of the studio meeting is expected. This time will include completing assigned readings, researching precedents, and composing alternate solutions to assigned problems.

Course Objectives
• Develop methods of site inventory and observation focusing on site systems
• Develop methods of site recording necessary to understand temporal systems
• Identify methodologies to analyze and represent site opportunities and constraints
• Represent landscape inventory and analysis using analog and digital media
• Model three-dimensional site conditions using analog media
• Create drafted/measured site proposals using CAD and digital illustration software
• Analyze and implement a given site program
• Expose students to theory and techniques within the larger built environment
• Create proposals for sited landscape interventions that integrate manipulated topography and basic program
• Develop methods of site circulation that are integrated into topographic and programmatic solutions
• Integrate contemporary and historical design theory into conceptual site proposals

Readings

Course Schedule
Week 1  Introduction to Site Analysis
Week 2  Beginning Site Analysis Techniques
Week 3  Beginning Site Analysis Techniques
Week 4  Introduction to Program
Week 5  Beginning Program Analysis
Week 6  Beginning Program Analysis
Week 7  Relationship Between Site and Program
Week 8  Relationship Between Site and Program
Week 9  Introduction to the Design Process
Week 10  Design Techniques
Week 11  Design Techniques
Week 12  Design Techniques
Week 13  Design Synthesis
Week 14  Final Presentation of Assignment 3

Grades
Departmental Grading
A  90% - 100%
B  80% - 89%
C  70% - 79%
D  60% - 69%
F  Below 60%

Description of Grade Ranges
A (4.0) An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking; a superior ability to organize, to analyze and to integrate ideas; and a through familiarity with the relevant literature and techniques.

B (3.0) A good to very good performance in which the student demonstrated a thorough grasp of the subject matter and on ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a solid familiarity with the relevant literature and techniques.

C (2.0) A fair performance in which the student demonstrates a general grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, an a general familiarity of the relevant literature and techniques.

D (1.0) A poor performance in which the student demonstrates a minimal familiarity with the subject matter, but whose attempts to examine the material in a
critical and constructive manner are inadequate. The student displays minimal understanding of the relevant literature and techniques.

F (0.0) An inadequate performance. Failure will generally (but not always) result from minimal student effort and poor attendance. This may indicate that perhaps this is not the field for you to pursue.

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<thead>
<tr>
<th>Site Analysis Review</th>
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<tbody>
<tr>
<td>Program Analysis Review</td>
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<tr>
<td>Site and Program Review</td>
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<tr>
<td>Design Process Review</td>
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<td>Participation</td>
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<td>Final Presentation Review of Assignment 3</td>
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The final review is a formal critique including landscape architecture faculty, external reviewers from the professional fields, faculty or scholars from related disciplines or members of an impacted community related to the studio project. The final review happens at least three weeks before the end of the semester, allowing students to reflect upon the critiques and reviews of the student’s work, and to incorporate those suggestions and ideas into the final book from the studio.

Grades are determined through the instructor’s evaluation of the student’s design processes and the final design. The design process includes your full participation in studios where desk critiques happen each week with the instructor and where peer collaboration, discussions and exchanges are essential to your work.
29 Jan 2015

School of Landscape Architecture
Master of Landscape Architecture - Curricula Paperwork

DROP
LA 7001 Graduate Landscape Design I: Basic Design
LA 7002 Graduate Landscape Design II: Site Design
LA 7003 Graduate Landscape Design III: Community Design
LA 7004 Graduate Landscape Design IV: Landscape Planning & Development
LA 7005 Graduate Landscape Design V: Urban Landscape Design
LA 7006 Graduate Landscape Design VI: Final Project

CHANGE
LA 7000 Pre-Studio

ADD
LA 7011 Site Systems I
LA 7021 Site Systems II
LA 7031 Water Systems
LA 7041 Urban Systems
LA 7051 Advanced Topics I
LA 7061 Advanced Topics II
<table>
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<tr>
<th>MLA Studios</th>
<th>Listed in Catalog Fall 2014</th>
<th>Proposed MLA Studios</th>
<th>Proposed Removal of Studios</th>
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<tr>
<td>LA 7001: Site Systems I</td>
<td>LA 7001: Graduate Landscape Design I: Basic Design</td>
<td>LA 7001: Site Systems I</td>
<td>LA 7001: Graduate Landscape Design I: Basic Design</td>
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<tr>
<td>LA 7002: Site Systems II</td>
<td>LA 7002: Graduate Landscape Design II: Site Design</td>
<td>LA 7002: Site Systems II</td>
<td>LA 7002: Graduate Landscape Design II: Site Design</td>
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<tr>
<td>LA 7006: Advanced Topics Studio</td>
<td>LA 7006: Graduate Landscape Design VI: Final Project</td>
<td>LA 7006: Advanced Topics Studio II</td>
<td>LA 7006: Graduate Landscape Design VI: Final Project</td>
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<tr>
<td>LA 7000: Pre-Studio</td>
<td>LA 7000: Pre-Studio</td>
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REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

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<th>LA 7021</th>
<th>Title</th>
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<td>Semester Hours of Credit</td>
<td>Lecture:</td>
<td>Lab/Sem/Rec:</td>
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<td>Repeat Credit Max. (if repeatable):</td>
<td>credit hours</td>
<td>Graduate Credit?</td>
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<tr>
<td>Credit will not be given for this course and:</td>
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<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
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<td>Lab 12</td>
<td>Seminar</td>
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<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
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<td>Grading System:</td>
<td>Letter Grade</td>
<td>Pass/Fail</td>
<td>Final Exam:**</td>
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<tr>
<td>Course Description:</td>
<td>(Concise catalog statement exactly as you wish it to appear in the General Catalog)</td>
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<td>LA 7021 Site Systems II (6)</td>
<td>Prereq: LA 7011 or Consent of the School.12 hrs. studio.</td>
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<td>Human Systems, site scale resolution, advanced topography/strata, vegetation processes of landscape design.</td>
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</table>

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

| If this course is approved, will additional staff be needed? | Yes | No |
| Will additional space, equipment, special library materials or other major expense be involved? | Yes | No |

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students.)

APPROVALS

Department Faculty Approval Date | April 8, 2013 | College Faculty Approval Date | November, 2013

Department Chair Signature (date) | Graduate Dean Signature (date) | Academic Affairs Approval (date)
LA 7021 Site Systems II – 6hrs

The Course is a central part of the Master of Landscape Architecture Curriculum change started in 2011. Course content was authorized by the School and College faculty in April 2013.

The Course is a prerequisite for LA 7031 Water Systems – 6hrs.

Studio is changing from a site design focus to one of site systems, grounded in complex site design and students are expected to develop an analytical approach to the design of landscape and an understanding of site systems. There is an emphasis on design process, research application, site planning and understanding/analyzing program.

The studio incorporates site grading, hydrology and the construction of biotic and constructed soils, rudimentary implementation of plant material and green infrastructures.

There is no final exam but a final review as part of the landscape architecture studio design process. Students will have multiple critiques and reviews of their studio work during the semester, part of the core of our pedagogy.

Critiques or Pin-Ups happen more frequently during a semester, and usually include a review of studio work-in-progress with the studio instructor and at least another faculty member from the School or related disciplines, critiquing a student or student group’s work to date in the studio.

The final review is a formal critique including landscape architecture faculty, external reviewers from the professional fields, faculty or scholars from related disciplines or members of an impacted community related to the studio project. The final review happens at least three weeks before the end of the semester, allowing students to reflect upon the critiques and reviews of the student’s work, and to incorporate those suggestions and ideas into the final book from the studio.

Grades are determined through the instructor’s evaluation of the student’s design processes and the final design.
La 7021 - Site Systems II Studio

Course Description
This course introduces students to fluctuating environmental and material forces. Studio is grounded in complex site design and students are expected to develop an analytical approach to the design of landscape and an understanding of site systems. There is an emphasis on design process, research application, site planning and understanding/analyzing program.

Course Objectives
- Develop methods of program analysis
- Implement and develop complex program arrangements
- Use topographic manipulation to manage site hydrology
- Use vegetation to support design form, site systems, and micro-climatic conditions
- Develop social and cultural landscape strategies
- Represent sites through complex digital and analog modeling/drafting

Lab Course Workload
This 6 credit hour studio meets for 12 hours per week. A minimum of 12 hours of work per week outside of the studio meeting is expected. This time will include completing assigned readings, researching precedents, and composing alternate solutions to assigned problems.

Readings
Materials for Sustainable Sites, Calkins, Meg. 2010 Wiley Press.
Weathering and Durability in Landscape Architecture, Kirkwood, Niall, 2004 Wiley Press.
Detailing for Landscape Architecture, Ryan, Tom. 2011 Wiley Press.

Course Schedule
Week 1 Introduction
Week 2 Site Analysis Techniques
Week 3 Site Analysis Techniques
Week 4 Program Analysis Techniques
Week 5 Program Analysis Techniques
Week 6 Planting Design
Week 7 Planting Design
Week 8 Cultural Landscapes
Week 9 Cultural Landscapes
Week 10 Micro-climates in Design
Week 11 Micro-climate in Design
Week 12 Design Studies
Week 13 Design Studies
Week 14 Final Presentation
Grades
Departmental Grading
A  90% - 100%
B  80% - 89%
C  70% - 79%
D  60% - 69%
F  Below 60%

Description of Grade Ranges
A (4.0)  An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking; a superior ability to organize, to analyze and to integrate ideas; and a thorough familiarity with the relevant literature and techniques.
B (3.0)  A good to very good performance in which the student demonstrated a thorough grasp of the subject matter and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a solid familiarity with the relevant literature and techniques.
C (2.0)  A fair performance in which the student demonstrates a general grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, an adequate familiarity of the relevant literature and techniques.
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<td>Cultural Landscapes Review</td>
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<td>Final Presentation Review</td>
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<td><strong>Total</strong></td>
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Grades are determined through the instructor's evaluation of the student's design processes and the final design. The design process includes your full participation in studios where desk critiques happen each week with the instructor and where peer collaboration, discussions and exchanges are essential to your work.
# REQUEST FOR ADDITION OF NEW COURSE

**Form A**

**Effective:** 3/1/2015

**Proposed Course Description**

<table>
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<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Short Title (≤ 19 characters)</th>
<th>Semester Hours of Credit</th>
<th>Repeat Credit Max. (if repeatable)</th>
<th>Course Type (Indicate hours in the appropriate course type.)</th>
<th>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</th>
<th>Grading System:</th>
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<td>LA 7031</td>
<td>Water Systems</td>
<td>W a t e r S y s t e m s</td>
<td>Lecture: _</td>
<td>Lab/Sem/Rec: _</td>
<td>Lecture/Seminar: _</td>
<td>15</td>
<td>Letter Grade X</td>
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</table>

Credit for this course will not be given for this course and:

**Course Description:**

(Conclude catalog statement exactly as you wish it to appear in the General Catalog)


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**Budget Impact**

If this course is approved, will additional staff be needed? Yes No

Will additional space, equipment, special library materials or other major expense be involved? Yes No

Academic Affairs Approval:

---

**Attachments**

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

---

**Approvals**

Department Faculty Approval Date: April 8, 2013

College Faculty Approval Date: November, 2013

Department Chair Signature: (date) 1.25.15

Graduate Dean Signature: (date) 2.2.15

College Contact: E-mail

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Chair, FS C&C Committee: (date) 2.6.15

Academic Affairs Approval: (date) 2.6.15
LA 7031 Water Systems – 6hrs

The Course is a central part of the Master of Landscape Architecture Curriculum change started in 2011. Course content was authorized by the School and College faculty in April 2013.

The Course is a prerequisite for LA 7041 Urban Systems – 6hrs.

This course changes from one that examines neighborhood and community design scales to a course that investigates water as a natural resource and design element at various geographies and scales, and includes a field trip. A series of design projects will be completed in different climates (wet tropical, arid, temperate) using water as the primary design element. The projects will offer a chance to understand the role water plays in the built environment at the site scale, the park scale and the regional scale.

There is no final exam but a final review as part of the landscape architecture studio design process. Students will have multiple critiques and reviews of their studio work during the semester, part of the core of our pedagogy.

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Grades are determined through the instructor’s evaluation of the student’s design processes and the final design.
LA 7031 – Water Systems Studio

Course Description
This course investigates water as a natural resource and design element at various geographies and scales. A series of design projects will be completed in different climates (wet tropical, arid, temperate) using water as the primary design element. The projects will offer a chance to understand the role water plays in the built environment at the site scale, the park scale and the regional scale.

Course Objectives
- Develop an understanding of water infrastructure in an urban environment
- Use of water as a design tool
- Understanding of technical requirements for stormwater design
- Use vegetation in stormwater management
- Integration of urban water infrastructure into site design projects

Lab Course Workload
This 6 credit hour studio meets for 12 hours per week. A minimum of 12 hours of work per week outside of the studio meeting is expected. This time will include completing assigned readings, researching precedents, and composing alternate solutions to assigned problems.

Readings
On-site Stormwater Management: Applications for Landscape and Engineering, Ferguson, Bruce. 1990 Van Nostrand Reinhold.

Course Schedule
Week 1   Introduction to Urban Water Infrastructure
Week 2   Potable Water Systems
Week 3   Waste Water Systems
Week 4   Stormwater Systems
Week 5   Geographic Influences
Week 6   Technological Influences
Week 7   Regulatory and Economic Influences
Week 8   Stormwater Calculation Methods
Week 9   Stormwater Calculation Methods
Week 10  Stormwater Calculation Methods
Week 11  Designing Site Scale Water Systems
Week 12  Designing Site Scale Water Systems
Week 13  Designing Site Scale Water Systems
Week 14  Final Presentation
Grades
Departmental Grading
A  90% - 100%
B  80% - 89%
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Description of Grade Ranges
A (4.0)  An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking; a superior ability to organize, to analyze and to integrate ideas; and a thorough familiarity with the relevant literature and techniques.

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<td>Waste Water Systems Review</td>
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<td>10%</td>
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<tr>
<td>Regulatory and Economic Influences Review</td>
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<td>Stormwater Calculation Methods Review</td>
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<td>Designing Site Scale Water Systems Final Review</td>
<td>30%</td>
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<tr>
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**REQUEST FOR ADDITION OF NEW COURSE**

**Department:** Landscape Architecture  
**College:** Art and Design  
**Date:** January 25, 2015

### Proposed Course Description

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#### Semester Hours of Credit

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| 15 |

**Grading System:**

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**Course Description:**

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

LA 7041 Urban Systems (6) Prereq: LA 7031 or consent of the School. 12 hrs. Studio. City Landscapes, infrastructure, public, social and cultural space within a temporal context.

**Budget Impact (If answer to any question is “Yes”, attach explanation.)**

- If this course is approved, will additional staff be needed? **Yes** **No X**
- Will additional space, equipment, special library materials or other major expense be involved? **Yes** **No X**
- Academic Affairs Approval: **

**Attachments (Attach the following to your proposal)**

- JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
- SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

**Approvals**

- Department Chair Signature:  
  **Nelson, I. 2015**
  **Z - 2 - 15**
- Graduate Dean Signature:  
  **Enrique, D.**
  **E-mail: trimmel@lsu.edu**
- College Contact:  
  **E-mail:**
- Chair, FS C&G Committee:  
  **John, B.**
  **Z - 2 - 15**
- Academic Affairs Approval:  
  **(date)***

**College Faculty Approval Date:** November, 2013
LA 7041 Urban Systems – 6hrs

The Course is a central part of the Master of Landscape Architecture Curriculum change started in 2011. Course content was authorized by the School and College faculty in April 2013.

The Course is a prerequisite for LA 7051 Advanced Topic Studio I – 6hrs.

This course will shift from a planning and development course to one that explores different design approaches to developing urban parks and open space systems in cities. Urban-wide analysis of open space systems and their conditions will be conducted resulting in an open space strategy for the urban environment. Individual components of the system will be designed as the site scale to introduce typical issues involved in urban open space design and implementation.

There is no final exam but a final review as part of the landscape architecture studio design process. Students will have multiple critiques and reviews of their studio work during the semester, part of the core of our pedagogy.

Critiques or Pin-Ups happen more frequently during a semester, and usually include a review of studio work-in-progress with the studio instructor and at least another faculty member from the School or related disciplines, critiquing a student or student group’s work to date in the studio.

The final review is a formal critique including landscape architecture faculty, external reviewers from the professional fields, faculty or scholars from related disciplines or members of an impacted community related to the studio project. The final review happens at least three weeks before the end of the semester, allowing students to reflect upon the critiques and reviews of the student’s work, and to incorporate those suggestions and ideas into the final book from the studio.

Grades are determined through the instructor’s evaluation of the student’s design processes and the final design.
LA 7041 – Urban Systems Studio

Course Description
This course will explore different design approaches to developing urban parks and open space systems in cities. Urban-wide analysis of open space systems and their conditions will be conducted resulting in an open space strategy for the urban environment. Individual components of the system will be designed as the site scale to introduce typical issues involved in urban open space design and implementation.

Course Objectives
- Develop an understanding of how parks and open space function in cities
- Understanding of environmental effects of parks and open space
- Learn techniques for streetscape design and alternative transportation design
- Learn techniques for urban park and plaza design
- Integration of parks to create an urban network

Lab Course Workload
This 6 credit hour studio meets for 12 hours per week. A minimum of 12 hours of work per week outside of the studio meeting is expected. This time will include completing assigned readings, researching precedents, and composing alternate solutions to assigned problems.

Readings
Urban Design, Kreiger, Alex. 2009 U of Minnesota Press.

Course Schedule
Week 1  Introduction to Urban Systems
Week 2  Park Systems in Cities: Worldwide
Week 3  Park Systems in Cities: National
Week 4  Ecological Benefits of Open Space Systems in Cities
Week 5  Ecological Benefits of Open Space Systems in Cities
Week 6  Ecological Benefits of Open Space Systems in Cities
Week 7  Introduction to Alternative Transportation Design in Cities
Week 8  Alternative Transportation Design
Week 9  Alternative Transportation Design
Week 10 Open Space System Design
Week 11 Open Space System Design
Week 12 Open Space System Design
Week 13 Open Space System Design
Week 14 Final Review

Grades
Departmental Grading
A  90% - 100%
B  80% - 89%
C  70% - 79%
D  60% - 69%
F  Below 60%

Description of Grade Ranges
A (4.0) An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking; a superior ability to organize, to analyze and to integrate ideas; and a through familiarity with the relevant literature and techniques.
B (3.0) A good to very good performance in which the student demonstrated a thorough grasp of the subject matter and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a solid familiarity with the relevant literature and techniques.
C (2.0) A fair performance in which the student demonstrates a general grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, an a general familiarity of the relevant literature and techniques.
D (1.0) A poor performance in which the student demonstrates a minimal familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are inadequate. The student displays minimal understanding of the relevant literature and techniques.
F (0.0) An inadequate performance. Failure will generally (but not always) result from minimal student effort and poor attendance. This may indicate that perhaps this is not the field for you to pursue.

| Urban Systems Review   | 10% -  |
| Urban Park Systems Review | 10% - |
| Urban Open Space Systems Review | 15% - |
| Alternative Transportation Design Review | 15% - |
| Open Space System Design Review | 20% - |
| Final Review           | 30%    |
| Total                  | 100%   |

The final review is an integral part of the landscape architecture studio design process. Students will have multiple critiques and reviews of their studio work during the semester, a core component of our pedagogy.
Critiques or Pin-Ups happen more frequently during a semester, and usually include a review of studio work-in-progress with the studio instructor and at least another faculty member from the School or related disciplines, critiquing a student or student group's work to date in the studio.

The final review is a formal critique including landscape architecture faculty, external reviewers from the professional fields, faculty or scholars from related disciplines or members of an impacted community related to the studio project. The final review happens at least three weeks before the end of the semester, allowing students to reflect upon the critiques and reviews of the student's work, and to incorporate those suggestions and ideas into the final book from the studio.

Grades are determined through the instructor's evaluation of the student's design processes and the final design. The design process includes your full participation in studios where desk critiques happen each week with the instructor and where peer collaboration, discussions and exchanges are essential to your work.
# REQUEST FOR ADDITION OF NEW COURSE

**Department:** Landscape Architecture  
**College:** Art and Design  
**Date:** January 25, 2015

## PROPOSED COURSE DESCRIPTION

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**Credit will not be given for this course and:**

### Course Type (Indicate hours in the appropriate course type.)

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***(Attach justification if the proposed course will not hold a final exam during examination week.)*

### Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

LA 7051 Advanced Topics I Studio (6) Prereq: LA 7041 or consent of the School, 12 hrs. Studio. Advanced research studio focusing on specific landscape problems sites or topics.

## BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

- **If this course is approved, will additional staff be needed?** Yes No |
- **Will additional space, equipment, special library materials or other major expense be involved?** Yes No |

### Academic Affairs Approval:

**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

- **JUSTIFICATION:** Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
- **SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria  
  (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

## APPROVALS

<table>
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<tr>
<th>Department Faculty Approval Date</th>
<th>April 8, 2013</th>
<th>College Faculty Approval Date</th>
<th>November, 2013</th>
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**Chair, FS CBE Committee** (date)

**Academic Affairs Approval** (date)
LA 7051 Advanced Topics Studio I – 6hrs

The Course is a central part of the Master of Landscape Architecture Curriculum change started in 2011. Course content was authorized by the School and College faculty in April 2013.

The Course is a prerequisite for LA 7061 Advanced Topic Studio II – 6hrs or LA 8000 Thesis Research 6-12 hrs.

This course changes the curriculum from one that examines urban landscape design at this point, to one that formalizes the Advanced Topic Studio structure in place for the past three years, allowing students to concentrate on research and design driven by a specific expertise or interests of individual faculty members leading the studio.

There is no final exam but a final review as part of the landscape architecture studio design process. Students will have multiple critiques and reviews of their studio work during the semester, part of the core of our pedagogy.

Critiques or Pin-Ups happen more frequently during a semester, and usually include a review of studio work-in-progress with the studio instructor and at least another faculty member from the School or related disciplines, critiquing a student or student group’s work to date in the studio.

The final review is a formal critique including landscape architecture faculty, external reviewers from the professional fields, faculty or scholars from related disciplines or members of an impacted community related to the studio project. The final review happens at least three weeks before the end of the semester, allowing students to reflect upon the critiques and reviews of the student’s work, and to incorporate those suggestions and ideas into the final book from the studio.

Grades are determined through the instructor’s evaluation of the student’s design processes and the final design.
Economic and Community Development through Transportation: Connecting the Lower Ninth Ward

The Studio
This Advance Topic Studio is a transportation driven continuation of the regeneration of the Lower Ninth Ward, connecting the Waterfront Warehouse District, the Holy Cross School Site, the Caffin Avenue Corridor, and the Bayou Bienvenue and the Triangle Wetlands to the rest of New Orleans and the region through transportation planning and design strategies. Transportation infrastructure in the Lower Ninth Ward, particularly along St. Claude, North Claiborne, and Florida Avenues, has become a major part of the recovery effort of New Orleans. The New Orleans Sewerage and Water Board has engaged in major street infrastructure repair throughout the neighborhood.

Simultaneously, the City of New Orleans is also involved in a $45 million dollar rebuild of the Lower Ninth Ward Streets. It is also engaged in the Pilot Streets Project that may serve as a "Complete Streets" model for much of New Orleans. There is a growing community interest in expanding the Desire Streetcar Line past Poland Avenue along the St. Claude Avenue corridor, into the Lower Ninth Ward. The Port of New Orleans is active at its Alabo Street Warf, moving semi-trucks loaded with metals, in and out continuously, and maintaining an active railroad line connecting to St. Bernard Parish.

Bicyclists and pedestrians are increasingly competing with a growing automobile, bus, and truck traffic for the use of a shared lane crossing the St. Claude Avenue Bridge into Bywater and the Upper Ninth Ward and back into the Lower Ninth Ward.

In addition, the Lower Ninth Ward is situated at the intersection of two major shipping routes --- the Mississippi River and the Inner Harbor Navigation Canal. Except for three bridges, the Canal effectively separates the Lower Ninth Ward from the remainder of New Orleans. The raising and lowering of the bridges is a negotiation between street traffic, a railroad line, and shipping traffic entering the Inner Harbor Navigation Canal Lock. The residents of the Lower Ninth Ward and the region often think of the neighborhood as isolated, with both a negative and positive impact upon the community. The island affect is derived from water surrounding the neighborhood on three sides and Jackson Barracks on the fourth side, as well as the unpredictable timing of bridge delays.

Connecting Lower Ninth Ward Sites
At least four sites within the community have particular significance as potential ways to eliminate the negative aspects of isolation while strengthening the connection of the Lower Ninth Ward to the region, including the Waterfront Warehouse District, the Holy Cross School Site, the Caffin Avenue Corridor and the Bayou Bienvenue and the Triangle Wetlands. The Waterfront Warehouse District has been dormant since Hurricane Katrina, decertified by the London Metal Exchange. The 17-acre Holy Cross School Site has been dormant since 2008 when the school moved out of the Lower Ninth Ward. The Bayou Bienvenue and its Wetlands Triangle lost its Cypress forest to the MRGO over 45 years. Caffin Avenue is the main River to Bayou street, still in terrible condition since the flooding of Hurricanes Katrina and Rita. All four sites have the potential to shape economic and community development through transportation planning and design strategies. Two are on the Mississippi River, the third represents the closest part of
the Gulf Coast to New Orleans, and the fourth links the other three together. The Lower Ninth Ward Center for Sustainable Engagement and Development (CSED) is currently working with the Louisiana State University Coastal Sustainability Studio on an initiative along the waterfront—a culmination of plans and strategies, particularly those developed since the fall of 2005, tied to the Bayou Bienvenue Wetlands, Inner Harbor Canal and Mississippi River adjacencies within the Lower Ninth Ward. This studio is an opportunity to work with CSED, to further develop community-initiated ideas on the recovery of neighborhood. The studio will participate in CSED based research, studies on “Transit Deserts” and with planning studios at the University of New Orleans. The visioning, analysis and planning will lead the studio into conceptual designs of integral parts of the four sites, connecting them to each other and to the rest of New Orleans, serving as catalytic sites for the recovery of the whole.

The Studio will attempt to address these issues from a neighborhood perspective, continuing and building upon previous studios and the research of the LSU Coastal Sustainability Studio. One of my main goals for the studio is to use transportation infrastructure to thoroughly establish an intertwining of the resilience and innovation of the social and cultural fabric of the Lower Ninth Ward to create regenerative landscapes and urban design.

**Required Texts:**

**Suggested Texts:**

**Cultural Identity, Infrastructure and Place**
*Cultural Geographers insist that landscapes do not exist independently of human investment toward space, which is one way of distinguishing them from the idea of “nature.” For nature is that which we usually conceive of as existing independently from us, whereas it is our (real and imaginary) interaction with nature and the environment that produces the landscape. In other words, should humans and all things human disappear from the face of the earth tomorrow, nature as we conceive of it would likely continue to exist (and even possibly thrive!), which is more than we could say for landscapes.* Lefebvre, Martin, *Landscape and Film,* (New York: Routledge, 2006), xiii.

Ronald knew the people across the canal looked down on the Lower Ninth Ward, with its hogs and unpaved streets and its hodgepodge of square bungalows and skinny shotguns on brick stilts. It was as far down river—as far down the social ladder—as you could go in New Orleans. That Betsy had broken only the levee into the Lower Ninth Ward had only confirmed the rest of the city’s sense of superiority. Well, he told himself, we just
Outcomes
Upon completion of the course the student should be able to:
Demonstrate knowledge of the broad range of alternative approaches to design research.
Critically assess the strengths and weaknesses of various research designs.
Exhibit an appreciation of multiple methods and perspectives in analyzing problems.
Recognize the interrelationships of theory, epistemology, and methodology as features of inquiry.
Operate within a common discourse of knowledge and terminology related to various research design strategies.
Transform a stated problem or question into a plan of research.

Lab Course Workload
This 6 credit hour studio meets for 12 hours per week. A minimum of 12 hours of work per week outside of the studio meeting is expected. This time will include completing assigned readings, researching precedents, and composing alternate solutions to assigned problems.

The level of evaluation to be used for grading is as follows:
A/90 to 100 (Exceptional work)
B/80/89 (Graduate Level Performance)
C/70 to 79 (Below Graduate Level Performance)
F/69 to 4 (Unacceptable Performance)

Studio Review 15%
Studio Review 2 5%
1st Community Review 15%
2nd Community Review 15%
Midterm Review 20%
Final Review 30%
Final Revisions 10%
Total 100%

The final review is an integral part of the landscape architecture studio design process. Students will have multiple critiques and reviews of their studio work during the semester, a core component of our pedagogy.

Critiques or Pin-Ups happen more frequently during a semester, and usually include a review of studio work-in-progress with the studio instructor and at least another faculty member from the School or related disciplines, critiquing a student or student group's work to date in the studio.

The final review is a formal critique including landscape architecture faculty, external reviewers from the professional fields, faculty or scholars from related disciplines or members of an impacted community related to the studio project. The final review happens at least three weeks before the end of the semester, allowing students to reflect upon the critiques and reviews of the student's work, and to incorporate those suggestions and ideas into the final book from the studio.
Grades are determined through the instructor’s evaluation of the student’s design processes and the final design. The design process includes your full participation in studios where desk critiques happen each week with the instructor and where peer collaboration, discussions and exchanges are essential to your work.

Protocol
The following ground rules apply to all students and are designed to ensure a classroom environment conducive to learning for all students:
1. Cell phones should be kept on silent, with phone conversations held outside of the studio space.
2. Attendance at all scheduled classes is compulsory. Let us know if you will be absent or late. We will work with you if we are meeting in 326 or other locations and it presents a problem.
3. Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism.
4. You must take an active role in discussions and critiques throughout the semester.

LA 7051 - Fall 2012 - AT Studio

Week One
20th, 22nd & 24th August
Review and Review of the LSU Coastal Sustainability Studio Analysis
All Student Meeting on the 22nd 12:30-1:30PM

Week Two
27th, 29th & 31st August
New Orleans from the evening of the 27th through the morning of the 30th.

Week Three
3rd, 5th & 7th September
Studio Review One on the 7th.

Week Four
10th, 12th & 14th September
Studio in New Orleans Friday 14th

Week Five
17th, 19th & 21st September
Studio in New Orleans Friday 21st

Week Six
24th, 26th & 28th
ASLA on the 28th

Week Seven
1st, 3rd & 5th October
ASLA on the 1st

Possible review with Peter Walker on the 3rd
Community Review in New Orleans Friday 5th

Week Eight
8th, 10th & 12th October
Midterm Review

Week Nine
15th, 17th & 19th

Week Ten
22nd, 24th & 26th October
Studio in New Orleans Friday 26th
Week Eleven  
29th, 31st & 2nd October/November  
Studio Review Two on the 2nd.

Week Twelve 5th, 7th & 9th  
Thirteen 12th, 14th & 16th  
Week Fourteen  
19th, 21st & 23rd November  
Final Review November 19th, Thanksgiving Break 21st and 23rd

Week Fifteen  
26th, 28th & 30th November  
2nd Community Review November 30th  
Studio in New Orleans Friday

Week Sixteen  
3rd, 5th & 7th December  
Revisions for Portfolio and Book

Week Seventeen  
10th December  
Final Revision for Portfolio and Book Due
## REQUEST FOR ADDITION OF NEW COURSE

**Proposed Course Description**

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**Course Description:**

LA 7061 Advanced Topics Studio II (6) Prereq: LA 7051 or consent of the School, 12 hrs. Studio. Final advanced research studio focusing on specific landscape problems sites or topics or an independent design project.

## Budget Impact (If Answer to Any Question is "Yes", Attach Explanation.)

- If this course is approved, will additional staff be needed? Yes No
- Will additional space, equipment, special library materials or other major expense be involved? Yes No

**Academic Affairs Approval:**

**Attachments (Attach the Following to Your Proposal)**

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

## Approvals

| Department Faculty Approval Date | April 8, 2013 |
| College Faculty Approval Date | November, 2013 |

**Department Chair Signature**

**Graduate Dean Signature**

**College Contact**

**College Dean Signature**

**Chair, FS/C&C Committee**

**Academic Affairs Approval**
LA 7061 Advanced Topics Studio – 6hrs

The Course is a central part of the Master of Landscape Architecture Curriculum change started in 2011. Course content was authorized by the School and College faculty in April 2013.

This course changes from one that examines independent design projects or final projects to one that formalizes the Advanced Topic Studio structure in place for the past three years, allowing students to concentrate on research and design driven by a specific expertise or interests of individual faculty members leading the studio. It also serves as the independent design studio as the final studio for MLA students.

There is no final exam but a final review as part of the landscape architecture studio design process. Students will have multiple critiques and reviews of their studio work during the semester, part of the core of our pedagogy.

Critiques or Pin-Ups happen more frequently during a semester, and usually include a review of studio work-in-progress with the studio instructor and at least another faculty member from the School or related disciplines, critiquing a student or student group’s work to date in the studio.

The final review is a formal critique including landscape architecture faculty, external reviewers from the professional fields, faculty or scholars from related disciplines or members of an impacted community related to the studio project. The final review happens at least three weeks before the end of the semester, allowing students to reflect upon the critiques and reviews of the student’s work, and to incorporate those suggestions and ideas into the final book from the studio.

Grades are determined through the instructor’s evaluation of the student’s design processes and the final design.
New Orleans and the Design of Disaster Recovery: The Waterfront Warehouse District

An Introduction
This Studio is a continuation of the urban regeneration in the City of New Orleans, at the Waterfront Warehouse District in the Lower Ninth Ward. Rethinking and reusing infrastructure and place, altered by catastrophic events is a driving component of an exploration of community institutions, offering innovation to existing urban form in a unique neighborhood. Added to this is the necessity to work in multiple scales, presenting multiple levels of design details on actual projects planned for construction within a finite period of time. In addition, a critical component of the studio is an examination of the cultural identity of place in the recovery of the City of New Orleans. One of the main goals of the studio is to thoroughly establish an intertwining of the human social and cultural fabric and condition into the physical possibilities and limitations of landscape and urban design.

The Waterfront Warehouse District
The Lower Ninth Ward Center for Sustainable Engagement and Development (CSED) is currently working with the Louisiana State University Coastal Sustainability Studio on an initiative along the waterfront -- a culmination of plans and strategies, particularly those developed since the fall of 2005, tied to the Bayou Bienvenue Wetlands, Inner Harbor Canal and Mississippi River adjacencies within the Lower Ninth Ward. This studio is an opportunity to work with CSED in the further development of community-initiated ideas on the recovery of neighborhood. Specifically the Studio will compliment and expand upon the analysis and design work accomplished by the Morgan State University Graduate Landscape Architecture Program contribution in the Fall 2011.

The Fall site included the 25-acre, 301 Alabo Street site, which includes the refurbished Delery Street Neighborhood Park, mainly composed of closed, dilapidated warehouses owned by the Port of the City of New Orleans. In the New Orleans Neighborhoods Rebuilding Plan, September 23, 2006, architect and planner, M. David Lee of Stull and Lee, Inc. focuses on this area, as a critical part of the recovery effort for the Lower Ninth Ward. As early as August 2008 discussions began with CSED on the possibility of tying food security to the economic development of the warehouse district of the Lower Ninth Ward, a site considered one of the greatest economic assets of the community. The fall findings have made it necessary to include the St. Maurice Church combined properties and to focus on the very active Alabo Warf of the Port of New Orleans. This studio suggests that the expanded Waterfront Warehouse District offers greater economic and cultural opportunity as an active industrial site and an important destination point within the greater New Orleans community, regardless of how other areas are developed. The CSED has been re-engaging David Lee in a current
assessment of the site; as well as the graduate studio from Morgan State University led by Diane Jones of Design Jones LLC., ultimately weighing the feasibility of short term and long term strategies for the development of this space as it relates to the future development of the Lower Ninth Ward commerce.

The expectation of this studio is to interact with the students of Morgan State, The LSU Coastal Sustainability Studio, the Lower Ninth Ward community through focus groups of homeowners and residents and individual interviews on a continuous basis, city officials and others instrumental in the economic development and urban design of the District. The studio will further the analysis and master planning, participating in CSED and Studio based research. The visioning, analysis and planning will lead the studio into conceptual designs of integral parts of the District, that may serve as catalytic sites for the recovery of the whole.

**Cultural Identity, Infrastructure and Place**

Cultural Geographers insist that landscapes do not exist independently of human investment toward space, which is one way of distinguishing them from the idea of “nature.” For nature is that which we usually conceive of as existing independently from us, whereas it is our (real and imaginary) interaction with nature and the environment that produces the landscape. In other words, should humans and all things human disappear from the face of the earth tomorrow, nature as we conceive of it would likely continue to exist (and even possibly thrive), which is more than we could say for landscapes. Lefebvre, Martin, *Landscape and Film*. (New York: Routludge, 2006), xiii.

Ronald knew the people across the canal looked down on the Lower Ninth Ward, with its hogs and unpaved streets and its hodgepodge of square bungalows and skinny shotguns on brick stilts. It was as far down river— as far down the social ladder— as you could go in New Orleans. That Betsy had broken only the levee into the Lower Ninth Ward had only confirmed the rest of the city’s sense of superiority. Well, he told himself, we just got to live with that. Baum, Dan, *Nine Lives: Death and Life in New Orleans*. (New York: Spiegel and Grau, 2009), 6.

**Course Meets in New Orleans - Thursdays Every Other Week**

February 2, 2012  
February 16, 2012  
March 2, 2012  
March 15, 2012  
March 29, 2012  
April 19, 2012

**Outcomes**

Upon completion of the course the student should be able to:

- Demonstrate knowledge of the broad range of alternative approaches to design research.
- Critically assess the strengths and weaknesses of various research designs.
- Exhibit an appreciation of multiple methods and perspectives in analyzing problems.
- Recognize the interrelationships of theory, epistemology, and methodology as features of inquiry.
- Operate within a common discourse of knowledge and terminology related to various research design strategies.
- Transform a stated problem or question into a plan of research.

**Lab Course Workload**

This 6 credit hour studio meets for 12 hours per week. A minimum of 12 hours of work per week outside of the studio meeting is expected. This time will include completing assigned readings, researching precedents, and composing alternate solutions to assigned problems.
Required Texts
Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier
By Edward Glaeser,
ISBN 9781594202773 | 338 pages | 10 Feb 2011 |
The Penguin Press, 375 Hudson Street, New York, New York 10014

By Meg Calkins
Hardcover
John Wiley and Sons Inc., 111 River Street, Hoboken, New Jersey 07030

The level of evaluation to be used for grading is as follows:
A/90 to 100 (Exceptional work)
B/80/89 (Graduate Level Performance)
C/70 to 79 (Below Graduate Level Performance)
F/69 to and below (Unacceptable Performance)

<table>
<thead>
<tr>
<th>Studio Review 1</th>
<th>10% -</th>
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<tbody>
<tr>
<td>Studio Review 2</td>
<td>10% -</td>
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<tr>
<td>1st Community Review</td>
<td>10% -</td>
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<tr>
<td>2nd Community Review</td>
<td>10% -</td>
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<tr>
<td>Midterm Review</td>
<td>20% -</td>
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<tr>
<td>Final Review</td>
<td>30% -</td>
</tr>
<tr>
<td>Final Revisions</td>
<td>10% -</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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The final review is an integral part of the landscape architecture studio design process. Students will have multiple critiques and reviews of their studio work during the semester, a core component of our pedagogy.

Critiques or Pin-Ups happen more frequently during a semester, and usually include a review of studio work-in-progress with the studio instructor and at least another faculty member from the School or related disciplines, critiquing a student or student group's work to date in the studio.

The final review is a formal critique including landscape architecture faculty, external reviewers from the professional fields, faculty or scholars from related disciplines or members of an impacted community related to the studio project. The final review happens at least three weeks before the end of the semester, allowing students to reflect upon the critiques and reviews of the student's work, and to incorporate those suggestions and ideas into the final book from the studio.

Grades are determined through the instructor's evaluation of the student's design processes and the final design. The design process includes your full participation in studios where desk critiques happen each week with the instructor and where peer collaboration, discussions and exchanges are essential to your work.

Protocol
The following ground rules apply to all students and are designed to ensure a classroom environment conducive to learning for all students:
1. Cell phones should be kept on silent, with phone conversations held outside of the studio space.
2. Attendance at all scheduled classes is compulsory. Let us know if you will be absent or late. We will work with you if we are meeting in 310 or other locations and it presents a problem.
3. Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism.
4. You must take an active role in discussions and critiques throughout the semester.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities</th>
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</table>
| Week One | 17th & 19th of January | Review of Morgan State University Analysis and Review of the LSU Coastal Sustainability Studio Analysis  
Chapter 1-4 - Glaeser  
Thursday Group or Individual Presentation of Synthesis of Materials  
Design Week. No Class  
Chapter 5-8 - Glaeser |
| Week Two | 24th & 26th of January | Chapter 9-Conclusion – Glaeser  
Chapter 1-2 - Calkins  
Pin-Up – Morgan Vision and Analysis, CSS Analysis and Master Plan, Glaeser and Calkins Impact at end of 31st.  
Studio in New Orleans Thursday Inventory and several interviews on the 2nd.  
Studio in New Orleans Thursday February 9th  
Chapter 3-5 - Calkins |
| Week Three | 31st of January and 2nd of February |  
Studio in New Orleans Thursday February 9th  
Chapter 3-5 - Calkins  
Chapter 6-8 - Calkins  
Studio in New Orleans Thursday  
Mardi Gras Day – No Class on the 21st, but we have Pin up Baton Rouge  
Studio Review 1 Baton Rouge on February 28th  
Studio in Baton Rouge Thursday stay for Charles Waldheim Lecture  
Possible review with Charles Waldheim on Friday, March 2nd |
| Week Four | 7th & 9th of February |  
Studio in New Orleans Thursday February 9th  
Chapter 3-5 - Calkins  
Chapter 6-8 - Calkins  
Studio in New Orleans Thursday  
Mardi Gras Day – No Class on the 21st, but we have Pin up Baton Rouge  
Studio Review 1 Baton Rouge on February 28th  
Studio in Baton Rouge Thursday stay for Charles Waldheim Lecture  
Possible review with Charles Waldheim on Friday, March 2nd |
| Week Five | 14th & 16th of February |  
Studio in New Orleans Thursday  
Mardi Gras Day – No Class on the 21st, but we have Pin up Baton Rouge  
Studio Review 1 Baton Rouge on February 28th  
Studio in Baton Rouge Thursday stay for Charles Waldheim Lecture  
Possible review with Charles Waldheim on Friday, March 2nd |
| Week Six | 21st & 23rd of February |  
Studio in New Orleans Thursday  
Mardi Gras Day – No Class on the 21st, but we have Pin up Baton Rouge  
Studio Review 1 Baton Rouge on February 28th  
Studio in Baton Rouge Thursday stay for Charles Waldheim Lecture  
Possible review with Charles Waldheim on Friday, March 2nd |
| Week Seven | 28th of February & 1st & 2nd of March |  
Studio in New Orleans Thursday  
Mardi Gras Day – No Class on the 21st, but we have Pin up Baton Rouge  
Studio Review 1 Baton Rouge on February 28th  
Studio in Baton Rouge Thursday stay for Charles Waldheim Lecture  
Possible review with Charles Waldheim on Friday, March 2nd |
| Week Eight | 6th & 8th of March | Midterm Review March 8th  
Studio in New Orleans Thursday  
Mardi Gras Day – No Class on the 21st, but we have Pin up Baton Rouge  
Studio Review 1 Baton Rouge on February 28th  
Studio in Baton Rouge Thursday stay for Charles Waldheim Lecture  
Possible review with Charles Waldheim on Friday, March 2nd |
| Week Nine | 13th & 15th of March | 1st Community Focus Group Review  
Studio in New Orleans Thursday  
Mardi Gras Day – No Class on the 21st, but we have Pin up Baton Rouge  
Studio Review 1 Baton Rouge on February 28th  
Studio in Baton Rouge Thursday stay for Charles Waldheim Lecture  
Possible review with Charles Waldheim on Friday, March 2nd |
| Week Ten | 20th & 22nd of March |  
Studio in New Orleans Thursday  
Mardi Gras Day – No Class on the 21st, but we have Pin up Baton Rouge  
Studio Review 1 Baton Rouge on February 28th  
Studio in Baton Rouge Thursday stay for Charles Waldheim Lecture  
Possible review with Charles Waldheim on Friday, March 2nd |
| Week Eleven | 27th & 29th of March |  
Studio in New Orleans Thursday  
Mardi Gras Day – No Class on the 21st, but we have Pin up Baton Rouge  
Studio Review 1 Baton Rouge on February 28th  
Studio in Baton Rouge Thursday stay for Charles Waldheim Lecture  
Possible review with Charles Waldheim on Friday, March 2nd |
| Week Twelve | 3rd & 5th of April |  
Studio Review 2 April 5th  
Spring Break April 6-15, 2012 – No Class  
2nd Community Review April 19th  
Studio in New Orleans Thursday  
Final Review April 26th |
| Week Thirteen | 10th & 12th of April |  
Spring Break April 6-15, 2012 – No Class  
2nd Community Review April 19th  
Studio in New Orleans Thursday  
Final Review April 26th |
| Week Fourteen | 17th & 19th of April |  
Spring Break April 6-15, 2012 – No Class  
2nd Community Review April 19th  
Studio in New Orleans Thursday  
Final Review April 26th |
| Week Fifteen | 24th & 26th of April |  
Spring Break April 6-15, 2012 – No Class  
2nd Community Review April 19th  
Studio in New Orleans Thursday  
Final Review April 26th |
| Week Sixteen | 1st & 3rd of May |  
Revisions for Portfolio and Book  
Final Revision for Portfolio and Book Due May 8th |
| Week Seventeen | 8th of May |  
Revisions for Portfolio and Book  
Final Revision for Portfolio and Book Due May 8th |
REQUEST FOR ADDITION OF NEW COURSE

<table>
<thead>
<tr>
<th>Department</th>
<th>Interior Design</th>
<th>College</th>
<th>Art + Design</th>
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<tbody>
<tr>
<td>Date</td>
<td>12-17-2014</td>
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PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Honors: Interior Design Studio I</th>
</tr>
</thead>
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Short Title (≤ 19 characters) | H | N | R | S | I | D | S | T | U | D | I | O | 1 |
Semester Hours of Credit      | 4 |

If combination course type, # hrs. of credit for
Lecture: ____________________ | Lab/Sem/Rec: ____________________ |
Repeat Credit Max. (if repeatable): 0 credit hours | Graduate Credit? Yes | X No |
Credit will not be given for this course and: ID 2750 Interior Design Studio I
Course Type (Indicate hours in the appropriate course type.)
Lecture | Lab | Seminar | Recitation | Lec/Rec | Lec/Sem | Lec/Lab | Res/Ind | Clin/Prac |
Maximum enrollment per section: (use integer, e.g. 25 not 20-30) | 30 |
Grading System: Letter Grade | Pass/Fail | Final Exam:** Yes | X No |
**(Attach justification if the proposed course will not hold a final exam during examination week.)*

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

ID 2650 Honors: Interior Design Studio I (4) Prereq.: admission to professional program in interior design or permission of department. Concurrent enrollment in ID 2781. 8 hrs. studio. Same as ID 2750, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 2750.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes | X No |
Will additional space, equipment, special library materials or other major expense be involved? Yes | X No |
Academic Affairs Approval: ___________________________ (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses? SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date | 1-7-15 | College Faculty Approval Date | 1-23-15 |
Department Chair Signature: ___________________________ (Date) | Graduate Dean Signature: ___________________________ (Date) |
College Contact: ___________________________ E-mail: ___________________________ | Chair, FS C&I Committee: ___________________________ (Date) |
Academic Affairs Approval: ___________________________ (Date) |
ID 2650 Honors: Interior Design Studio I (4)  Prereq.: admission to professional program in interior design or permission of department. Concurrent enrollment in ID 2781. 8 hrs. studio. Same as ID 2750, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 2750.

This studio is added as an HONORS studio which can be substituted for ID 2750 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework.

There is no effect on other departments or required resources.

Due to the design studio format of this problem-based learning course a final exam is not given. The assessment is through daily desk critiques and formal interim and final reviews of student presentation of work by peers, faculty and guest reviewers.
ID 2650 Honors: Interior Design Studio I Fall 20xx

INSTRUCTOR
Section 001
Instructor's Name and Rank
Office Location and Office Hours
Contact Information

CATALOG DESCRIPTION
ID 2650 Honors: Interior Design Studio I (4). Prereq.: admission to professional program in interior design or permission of department. Concurrent enrollment in ID 2781. 8 hrs. studio. Same as ID 2750, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 2750.

LOCATION and TIME
Design Building, Room 422, Monday and Friday, 1:00 - 4:50 PM

SPECIAL EMPHASIS
Students enrolled in ID 2650 Honors: Interior Design I will prepare a design portfolio: a formal compilation of course work completed during the semester, including a written explanation of the work and course reflection.

COURSE OVERVIEW
ID 2650 Honors: Interior Design I is the first of six successive studio classes that form the foundation of the Interior Design curriculum. This course introduces students to the design process, the manipulation of space and form, elements of organizing space, visual and verbal communication, an expanded design vocabulary, and the challenges and opportunities of self, peer, and external evaluation and assessment.

INSTRUCTIONAL METHODS
This course consists of both individual and group assignments of varying length and complexity. Instructional methods include informal lectures and demonstrations; individual and group research, formal and informal presentations, and project critiques; class discussions, field trips, peer reviews, and juried reviews.

OUTCOMES
At the conclusion of this course, students have had the opportunity to:

- Examine aspirations as an emerging interior designer,
- Apply and develop a design process in creative problem solving and generate multiple solutions that support human aspirations within the interior environment,
- Explore the value and opportunities of design critiques, evaluation and assessment,
- Incorporate a design vocabulary emerging from readings, discussions, and project investigations, in various forms of communication,
- Explore the qualities and characteristics of interior form, spatial narrative, and habitable space,
- Apply elements for organizing space, including texture, threshold, light, sequence, plane and object,
- Experiment with graphic and model making skills as tools to investigate design problems and communicate their resolution, and
- Improve oral communication skills through experience in desk critiques, peer review, and informal and formal presentations of project work.

CIDA PERFORMANCE STANDARDS
At the conclusion of this course students have been exposed to learning opportunities that support Professional Standards, as defined by the Council for Interior Design Accreditation (CIDA). For additional information, please visit http://accredit-id.org/professional-standards. Specifically, this course addresses the following CIDA Professional Standards:

Section II. Interior Design: Critical Thinking, Professional Values, and Processes
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 optimize the human experience 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, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).
   c) Synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
   d) Demonstrate creative thinking through presentation of a variety of ideas, approaches, and concepts.

Program Expectations
The interior design program includes:
   e) Opportunities to solve simple to complex design problems.
   f) Exposure to a range of design research and problem solving methods.
   g) Opportunities for innovation and creative thinking.
   h) Opportunities to develop critical listening skills.

Standard 5. Collaboration
Entry-level interior designers engage in multi-disciplinary collaboration.

Student Learning Expectations
Students have awareness of:
   a) Team work structures and dynamics.
   b) The nature and value of integrated design practices.

Program Expectations
The program includes learning experiences that engage students in:
   c) Multi-disciplinary collaboration, leadership, and teamwork.
   d) Interaction with multiple disciplines representing a variety of points of view and perspectives.

III. Interior Design: Core Design and Technical Knowledge
Standard 9. Space and Form
Entry-level interior designers apply elements and principles of two- and three-dimensional design.

Student Learning Expectations
Students effectively apply the elements and principles of design to:
   a) Two-dimensional design solutions.
   b) Three-dimensional design solutions.
   c) Students are able to analyze and communicate theories or concepts of spatial definition and organization.
REQUIRED TEXTS

COURSE OUTLINE
Core Design Studio Sequence ID 2750, 2651, 3652, 3653, 4654, 4755 and HONORS parallel studios
The core of the Interior Design Program is the sequence of Design Studios. These are problem-based learning laboratories to instruct the student in the professional program through inquiry, critical thinking and graphic resolution. Practice and project types and pertinent topics are allowed flexibility in the course sequence to accommodate opportunities such as competitions, outreach projects and visiting professors. A representative range of project types and important topic areas are given to each student group during their accent to graduation. As the student progresses through the core design sequence there is a systematic investigation and application of the design process in increasing intensity and complexity culminating in the senior capstone project, which is the most comprehensive inquest and resolution. Therefore the specific projects may vary accordingly each studio level and semester offering.

Fourteen-Week Course Outline

1. P1: Framing Interior Design | definition and point of view
2. P2: The Crit | critique as a tool for learning
3. P2: The Crit | critique as a tool for learning
4. P3: The Artifact | cultural identity and design
5. P3: The Artifact | cultural identity and design
6. P4: Spatial Narratives | design and the human experience
7. P4: Spatial Narratives | design and the human experience
8. P5: Light Stories and The Wall | form, scale, and perception
9. P5: Light Stories and The Wall | form, scale, and perception
10. P6: Ritual and Artifact | light, program, form and experience
11. P6: Ritual and Artifact | light, program, form and experience
12. P6: Ritual and Artifact | light, program, form and experience
13. P6: Ritual and Artifact | light, program, form and experience
14. P6: Ritual and Artifact | light, program, form and experience

COURSE MANAGEMENT SYSTEM
This course relies on MOODLE as the primary form of class communication. Moodle (Modular Object-Oriented Dynamic Learning Environment) is LSU’s Course Management System (CMS). Students are responsible for accessing the content of this online course tool. Whenever possible, assignments, supplementary reading, and other materials will be provided and collected in a digital format. Students are responsible for accessing the course MOODLE site daily.

GRADING CRITERIA
Completion of all required work does not guarantee acceptable mastery of the course content. The Department of Interior Design further defines the definitions found in the University General Catalog as follows:
A Distinguished mastery of the course material
Exceptional work meeting and exceeding the expectations of the course. The process, resolution and presentation demonstrate superior development and indicate mastery of knowledge appropriate to experience level.

B Good mastery of course material
Process reflects thorough understanding of issues. Design elements and principles are integrated into clear and creative application. Presentation is skillful and well executed.

C Acceptable mastery of course material
Process reflects satisfactory understanding of major issues. The design is acceptable but lacks clarity or depth. The presentation is adequate but may be absent of convincing organization and graphic skills.

D Minimally acceptable achievement
The process does not indicate acceptable development of fundamental knowledge. The design is incomplete or poorly resolved. The presentation is unconvincing or without coherence. Performance is generally lacking.

F Failing
The student's work indicates a failure in comprehension, development and presentation of the subject matter.

A grade of "D" is unacceptable in Interior Design major courses and ID students must repeat courses in which they receive a grade of "D" before proceeding in the studio sequence.

Students are evaluated on a series of projects and assignments accomplished in the class or as out of class homework. The length, complexity and involvement of projects determines their weight as part of the grading scale. It is vital to a student's success to make regular progress with his/her assignments/tasks. Daily preparation results in projects that are more thoroughly conceived and developed, and have had the benefit of regular feedback. One goal of this course is to develop professionalism, discipline, and responsibility. The student must independently schedule reasonable time for the completion of project requirements. Late projects will be penalized. Due to the studio format of this course, project evaluation will be communicated through individual project critiques and evaluation by the instructor, and formal reviews by instructors, students and/or guests. Written comments may supplement evaluations as necessary.

GRADING SCALE
Course final grades will be based on the following:

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<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
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<tbody>
<tr>
<td>Project 1 Framing Interior Design</td>
<td>5%</td>
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<tr>
<td>Project 2 The Crit</td>
<td>10%</td>
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<tr>
<td>Project 3 The Artifact</td>
<td>10%</td>
</tr>
<tr>
<td>Project 4 Spatial Narratives</td>
<td>15%</td>
</tr>
<tr>
<td>Project 5 Light Stories and The Wall</td>
<td>20%</td>
</tr>
<tr>
<td>Project 6 Ritual and Artifact</td>
<td>35%</td>
</tr>
<tr>
<td>Design Process and Participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The final grade may be based on standardized scores (curving the final point values); however, minimum points for a specified grade shall be no greater than: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59. Late projects receive a ½ letter grade deduction for each class period it is late. However, final projects receive a full letter grade deduction for each class period it is late.

ATTENDANCE
Attendance is mandatory for the scheduled duration of the course. You will be expected to be on time, to come to class fully prepared (with necessary equipment/materials) and to remain in class the full scheduled time
unless otherwise dismissed. If for any reason you are unable to attend class, notify the instructor in advance. It is the student's responsibility to secure handouts, notes or other information missing due to an absence from class. More than three unexcused absences may constitute grounds for placement on attendance probation. Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence. LSU general catalog, attendance regulations: an absence due to illness or other causes beyond a student's control will be excused when the instructor is convinced that the reason for absence is valid. The university's policy statement 22 discusses approved trips, activities, and other instances of excused absences. Instructors will excuse any student who is unable to attend or participate in class or an examination on a religious holiday supported by the student's religious beliefs. It is the student's responsibility to anticipate such conflicts and discuss this with the faculty member well in advance. Policy statement 31 discusses the university's policy on observance of religious holidays in further detail. See policies for interior design studios and classes for further information on attendance requirements.

FACILITIES
The designated location for this class is Room xxx in the Design Building. Unless otherwise notified, all classes will be held in this space. Every student will have his/her own assigned workstation and will be held responsible for its maintenance. See Policies for Interior Design Studios and Classes for further information. Be mindful of the safety and security of personal items and yourselves at all times.

- Keep studio doors locked when no one is in studio and after hours.
- It is strongly recommended that you do not work in the studio or travel around campus after dark alone.
- Campus Transit provides shuttle service after dark. Hours of operation are 5:30-2:00 a.m., 578-5555.
- Call Campus Police immediately to report any strange activity or individuals who do not belong in the building.
- Report any theft immediately either to the Campus Police and the Interior Design Office, room 402.

DEPARTMENT POLICIES
Policies for Interior Design Studios and Classes are available through the Interior Design Department's Community Moodle site accessed through your PAWS account. These policies and all LSU Policies are applicable to this course. Students are responsible for reading and abiding by these policies each semester.

ACADEMIC INTEGRITY
General Statement on Academic Integrity
Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community. Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

PLAGIARISM AND CITATION
As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use the
Chicago Manual of Style. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at www.lsu.edu/saa.

GROUP WORK
All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faculty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is acceptable without permission constitutes a violation of the LSU Code of Student Conduct.

HONORS CODE
Honors College Student Honors Code
“We, the students of the Honors College at Louisiana State University, pledge to uphold the highest personal, academic, and social standards for the betterment of our community and ourselves. We will make every effort to maintain the highest level of integrity by opposing all forms of academic dishonesty so that we may preserve the honor for which the Honors College stands. We will support the academic mission of both LSU and the Honors College in order to achieve a balanced education that extends beyond the classroom and into our community. As students of the Honors College at Louisiana State University, we pledge to uphold these ideals now and in our future personal and professional lives.” For additional information visit https://www.honors.lsu.edu/.

DISABILITY SERVICES
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

LECTURE-LAB COURSE
It is expected that the students have read the chapters prior to class for the background necessary to properly learn the content and apply the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours on preparing for the next class and completing homework and laboratory assignments.
Syllabus Agreement
ID 2650 Honors: Interior Design Studio I, Fall 20xx

I, ________________________________, have read and understood the policies in this document and I agree to abide by the terms of this syllabus.

Date: ____________________________ Signature: ________________________________
FROM: DEPARTMENT OF INTERIOR DESIGN

SUMMARY:

PURPOSE
The purpose of this proposal is to 1) recruit high performing students in the Department of Interior Design, 2) provide opportunities for Honors students to major in Interior Design, and 3) to become an Honors College Upper Division Honors program in the University (currently there are 35).

LIST OF COURSES: Form A Request for Addition of a New Course for each
ID2650 Honors Interior Design Studio I
ID2651 Honors Interior Design Studio II
ID3652 Honors Interior Design Studio III
ID3653 Honors Interior Design Studio IV
ID4620 Honors Seminar in Interior Design
ID4654 Honors Interior Design Studio V
ID4655 Honors Interior Design Studio VI

These courses are the Honors equivalent to the 6 Design Studio sequence plus the Senior Seminar (part of Capstone/HonorsThesis sequence)

See attached Honors Course Sequence Proposal
January 30, 2015

Dear members of the Course and Curriculum Committee:

The Honors College enthusiastically supports the Upper Division Honors Program proposed by the Department of Interior Design. This program will provide valuable opportunities for students in the Honors College and add value to our other offerings.

Sincerely,

Jonathan Earle
Roger Hadfield Ogden Dean
Roger Hadfield Ogden Honors College
PURPOSE
The purpose of this proposal is to 1) recruit high performing students in the Department of Interior Design, 2) provide opportunities for Honors students to major in Interior Design, and 3) to become an Honors College Upper Division Honors program in the University (currently there are 35).

COURSE SEQUENCE
Admissions to Honors College
Entering freshmen with the following minimum ACT or SAT scores and a 3.50 academic high school GPA. ACT requirements—30 composite and 30 English or 29 composite and 31 English. SAT requirements—1330 combined math and critical reading and 660 critical reading.

College Honors
A minimum of six hours of HNRS course work;
12 hours at 3000+ level, following upper division departmental honors programs, where they exist;
Senior thesis or project, following thesis guidelines;
3.5 GPA in cumulative, LSU, and honors course work.

Sophomore Honors Distinction
20 hours of Honors courses in the first four semesters, including 6 hours of HNRS (Honors College) course credit.
3.5 GPA in overall, Honors, and LSU course work.
*** 8 hours available in ID (ID2650 and ID2651). Remaining 12 HNRS (Gen. Ed).

Upper Division Honors Distinction
12 hours of Honors course credit at the 3000/4000 level, including 3-6 hours of thesis or project
Senior Honors thesis project
3.5 GPA in both overall and LSU course work, and for all Upper Division program courses.
***19 hours available in ID, including 7 hours thesis* (3652, 3653, 4654, 4655*, 4620*).

ADDITIONAL STUDENT WORK
ID2650, ID2651, ID3652, ID3653, ID4654
Prepare a design portfolio: a formal compilation of course work completed during the semester, including a written explanation of the work and course reflection.

ID4620
First semester of the Honors Thesis. Students enrolled in this course will have secured a commitment from a professor to serve as their Honors thesis director and requested enrollment from the Honors College in this course by the last day of class in the semester preceding thesis enrollment. Students will prepare and submit a formal thesis proposal including an abstract, literature review, and annotated bibliography.

ID4655
Second semester of the Honors Thesis. Students enrolled in this course will have requested enrollment from the Honors College for the second semester of thesis by the end of the previous semester. By the last day to drop classes without receiving a grade of W, students will report their two additional committee members to their Upper Division Adviser. By the midterm exam period, students will submit a final draft of the complete thesis to their thesis director and schedule their defense. For additional information, requirements, and deadlines about the Honors Thesis visit http://www.honors.lsu.edu/academics/curriculum/thesis.

LIST OF COURSES
ID2650 Honors Interior Design Studio I
ID2651 Honors Interior Design Studio II
ID3652 Honors Interior Design Studio III
ID3653 Honors Interior Design Studio IV
ID4620 Honors Seminar in Interior Design
ID4654 Honors Interior Design Studio V
ID4655 Honors Interior Design Studio VI
STUDENT NAME:

FOR STUDENTS ENTERING ID PROGRAM IN 2013/2014 AND PRIOR

LSU DEPARTMENT OF INTERIOR DESIGN UNDERGRADUATE CURRICULUM

<table>
<thead>
<tr>
<th>REQUIRED INTERIOR DESIGN</th>
<th>ELECTIVE</th>
<th>LSU GENERAL EDUCATION</th>
<th>RECOMMENDED D SEMESTER CREDIT HOURS</th>
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<tbody>
<tr>
<td>F</td>
<td>ID 3760 TECH. DRAWING (3)</td>
<td>ART 1011 ART HISTORY (3)</td>
<td>ENG 1001 (3)</td>
</tr>
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<td>ID 1011 ART HISTORY (3)</td>
<td>ID 1053 INTRO TO ID (3)</td>
<td>MATH (3)</td>
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</tbody>
</table>

FIRST YEAR

<table>
<thead>
<tr>
<th>REQUIRED INTERIOR DESIGN</th>
<th>ELECTIVE</th>
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<td>ID 1053 INTRO TO ID (3)</td>
<td>MATH (3)</td>
</tr>
</tbody>
</table>

EXAMPLE OF FRESHMAN AND SOPHOMORE HONORS COURSES

A: REQUIRED COURSES MUST BE TAKEN IN SEQUENCE, UNLESS NOTED OTHERWISE IN THE LSU GENERAL CATALOG.

B: GENERAL EDUCATION COURSES ARE REQUIRED BY LSU. SEE THE LSU CATALOG FOR A LIST OF THESE REQUIREMENTS. THE SPECIFIC COURSES LISTED HERE ARE ALSO REQUIRED BY THE DEPARTMENT OF INTERIOR DESIGN AND FULLFIL THE FOLLOWING GENERAL EDUCATION REQUIREMENTS: MATH 1021, & AN ANALYTICAL REASONING, ENG 1001 AND 2000 (ENGLISH), HUMANITIES COMM STUDIES.
# Request for CHANGING an Existing Course

**Department:** Interior Design  
**College:** Art & Design  
**Course Rubric & Number:** ID 2750  
**Date:** 12-17-2014

## Present Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Interior Design Studio I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester Hours of Credit:</strong></td>
<td>4</td>
</tr>
</tbody>
</table>

- **If combination course type, # hrs. of credit for:**
  - Lecture: ______
  - Lab/Sem/Rec: ______

- **Repeat Credit Max. (if repeatable):**

- **Graduate Credit?** Yes No

<p>| <strong>Credit will not be given for this course and:</strong> |</p>
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Recitation</th>
<th>Intern</th>
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</table>

<p>| <strong>Contact Hours Per Week:</strong> (Indicate hours in appropriate course type.) |</p>
<table>
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<tr>
<th>Lecture</th>
<th>Lab</th>
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</tbody>
</table>

| **Total Weekly Contact Hours:** | 8 |
| **Grading System:** | Letter Grade x Pass/Fail |

## Proposed Course Description

<table>
<thead>
<tr>
<th>Title</th>
<th>Interior Design Studio I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Title:</strong></td>
<td>ID STUDIO I</td>
</tr>
</tbody>
</table>

- **Semester Hours of Credit:** 4

- **If combination course type, # hrs. of credit for:**
  - Lecture: ______
  - Lab/Sem/Rec: ______

- **Repeat Credit Max. (if repeatable):**

- **Graduate Credit?** Yes No

<p>| <strong>Credit will not be given for this course and:</strong> |</p>
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</tr>
</tbody>
</table>

| **Total Weekly Contact Hours:** | 8 |
| **Grading System:** | Letter Grade x Pass/Fail |

## ID 2750 Interior Design Studio I (4)

**Prereq.:** admission to professional program in interior design or permission of department. Concurrent enrollment in ID 2781. 8 hrs. studio. Basic design problems in the built environment; emphasis on design process, form and principles of spatial organization.

## id 2750 Interior Design Studio I (4)

**Prereq.:** admission to professional program in interior design or permission of department. Concurrent enrollment in ID 2781. 8 hrs. studio. An Honors course, ID 2650, is available. Credit will not be given for this course and: ID 2650. Basic design problems in the built environment; emphasis on design process, form and principles of spatial organization.

## Approvals

**Department Faculty Approval Date:** 1-7-2015  
**College Faculty Approval Date:** 1-23-2015

**Department Chair Signature:** (date)

**Graduate Dean Signature:** (date)

**College Contact E-mail:** tsofranco@ecu.edu

**College Dean Signature:** (date)

**Chairs, FS & C Committee:** (date)

**Academic Affairs Approval:** (date)

---

**THESE QUESTIONS, MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.**

- Has this change been discussed with and approved by all departments/colleges affected? Yes No N/A

- Is this course included in any curricula, concentrations, or minors? Yes No

- Is this course a prerequisite for other courses? Yes No

- Is this course on the General Education list? Yes No

**JUSTIFICATION/EXPLANATION:** Use separate sheet.

**Note:** IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.
ID 2650 is being added as an HONORS class which can be substituted for ID 2750 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework.

The wording in the catalog description in this course must identify that there is an Honors option for this course.

This course is a prerequisite to ID 2751 and 2781 and is included in the Interior Design curriculum.
# REQUEST FOR ADDITION of NEW COURSE

**Department:** Interior Design  
**College:** Art + Design  
**Date:** 12-17-2014

## PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>Title</th>
<th>Honors: Interior Design Studio II</th>
</tr>
</thead>
</table>

### Short Title (≤ 19 characters)

| H | N | R | S | I | D | S | T | U | D | I | O | 1 | I |

### Semester Hours of Credit

4

### If combination course type, # hrs. of credit for

- Lecture: _____  
- Lab/Sem/Rec: _____

### Repeat Credit Max. (If repeatable):

- 0 credit hours  
- Graduate Credit? Yes [ ] No [ ]

### Credit will not be given for this course and:

ID 2751 Interior Design Studio I

### Course Type (Indicate hours in the appropriate course type.)

- Lecture [ ]  
- Lab [ ]  
- Seminar [ ]  
- Recitation [ ]  
- Lec/Rec [ ]  
- Lec/Sem [ ]  
- Lec/Lab [ ]  
- Res/Ind [ ]  
- Clin/Pract [ ]

### Maximum enrollment per section: (use integer, e.g. 25 not 20-30)

30

### Grading System:

- Letter Grade [ ]  
- Pass/Fail [ ]  
- Final Exam: ** [ ] Yes [ ] No [ ]

***(Attach justification if the proposed course will not hold a final exam during examination week.)***

## Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

### ID 2651 Honors: Interior Design Studio II (4)

Prereq.: ID 2750 or ID 2650 or equivalent. 8 hrs. studio. Same as ID 2751, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 2751.

## BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

- If this course is approved, will additional staff be needed? Yes [ ] No [ ]
- Will additional space, equipment, special library materials or other major expense be involved? Yes [ ] No [ ]

### Academic Affairs Approval:

(Date)

## ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

- **JUSTIFICATION:** Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
- **SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
  (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

## APPROVALS

- **Department Faculty Approval Date:** 1-7-15  
- **College Faculty Approval Date:** 1-23-15

### Department Chair Signature

(date)

### Graduate Dean Signature

(date)

### College Contact

E-mail

### Chair, FS C&C Committee

(Date)

### Academic Affairs Approval

(Date)
ID 2651 Honors: Interior Design Studio II (4) S

Prereq.: ID 2750 or ID 2650 or equivalent. 8 hrs. studio.
Same as ID 2751, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 2751.

This studio is added as an HONORS studio which can be substituted for ID 2751 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework.

There is no effect on other departments or required resources.

Due to the design studio format of this problem-based learning course a final exam is not given. The assessment is through daily desk critiques and formal interim and final reviews of student presentation of work by peers, faculty and guest reviewers.
SYLLABUS

ID 2651 Honors: Interior Design Studio II  Spring 20xx
Louisiana State University College of Art + Design Department of Interior Design

INSTRUCTOR
Section 001
Instructor's Name and Rank
Office Location and Office Hours
Contact Information

CATALOG DESCRIPTION
ID 2651 Honors: Interior Design Studio I (4) S Prereq.: ID 2750 or ID 2650 or equivalent. 8 hrs. studio. Same as ID 2751, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 2751.

LOCATION and TIME
Design Building, Room 425, Monday and Friday, 1:00 - 4:50 PM

SPECIAL EMPHASIS
Students enrolled in ID 2651 Honors: Interior Design II will prepare a design portfolio: a formal compilation of course work completed during the semester, including a written explanation of the work and course reflection.

COURSE OVERVIEW
ID 2651 Honors: Interior Design II is the second of six successive studio classes that form the foundation of the Interior Design curriculum. Students will be introduced to projects ranging from very limited with specific data to those encompassing more complex data during the course of the semester. Projects will vary in scope, complexity, scale, and duration in order to exercise creative, evidence based, decision making on part of each student at all phases of the design process. Continued exploration of media and presentation formats will encourage each student to professionally convey design solutions at different degrees of completion.

I. Overview
   a) Apply design process to interior environment.
   b) Learn strategies for approaching design problems
   c) Communicate design process and solutions in a professional manner.

II. Process and Presentation
   a) Research informed design decisions
   b) Models as a means to evaluate spatial consequences of design decisions
   c) Drawings as a means to evaluate and communicate design decisions
   d) Delight: learn to evaluate the interdependence of form, space, light and their power to enhance the quality of life

III. Concepts
   a) Research to investigate all aesthetic, functional and formal aspects of a design project
   b) Commodity: learn to evaluate the functional requirements of a project
   c) Firmness: learn to evaluate the soundness of structure and materials for a project
INSTRUCTIONAL METHODS
The studio format, including informal lectures, class discussions, and individual student critiques, will be used to communicate course content and guide them through developing the knowledge and skills introduced in this class. Students are encouraged to utilize the design resource center, Middleton library, CADGIS and learned software for class.

OUTCOMES
- Students will demonstrate an understanding of the arrangement and organization of form and space to create interior environments, which elicit responses, communicate meaning, and fulfill program requirements.
- Students will demonstrate knowledge of the design process and be able to apply this process to problems of small-scale interior spaces and other design projects.
- Students will understand the development of design concepts in projects of varying scope and duration.
- Students will demonstrate continued growth in their ability to communicate graphically and verbally.

CIDA PROFESSIONAL STANDARDS
At the conclusion of this course students have been exposed to learning opportunities that support Professional Standards, as defined by the Council for Interior Design Accreditation (CIDA). For additional information, please visit http://accredit-id.org/professional-standards. Specifically, this course addresses the following CIDA Professional Standards:

Section II. Interior Design: Critical Thinking, Professional Values, and Processes
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 optimize the human experience 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, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).
- c) Synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
- d) Demonstrate creative thinking through presentation of a variety of ideas, approaches, and concepts.

Program Expectations
The interior design program includes:
- e) Opportunities to solve simple to complex design problems.
- f) Exposure to a range of design research and problem solving methods.
- g) Opportunities for innovation and creative thinking.
- h) Opportunities to develop critical listening skills.

REQUIRED TEXTS
COURSE OUTLINE
Core Design Studio Sequence ID 2750, 2651, 3652, 3653, 4654, 4755 and HONORS parallel studios
The core of the Interior Design Program is the sequence of Design Studios. These are problem-based learning laboratories to instruct the student in the professional program through inquiry, critical thinking and graphic resolution. Practice and project types and pertinent topics are allowed flexibility in the course sequence to accommodate opportunities such as competitions, outreach projects and visiting professors. A representative range of project types and important topic areas are given to each student group during their accent to graduation. As the student progresses through the core design sequence there is a systematic investigation and application of the design process in increasing intensity and complexity culminating in the senior capstone project, which is the most comprehensive inquest and resolution. Therefore the specific projects may vary accordingly each studio level and semester offering.

Fourteen-Week Course Outline

1. Design Process and Research Inspired Design (RID)
2. Project 1, Scale and Complexity Level 1
3. Project 1, Scale and Complexity Level 1
4. Project 2, Scale and Complexity Level 2
5. Project 2, Scale and Complexity Level 2
6. Project 2, Scale and Complexity Level 2
7. Project 2, Scale and Complexity Level 2
8. Project 3, Scale and Complexity Level 3
9. Project 3, Scale and Complexity Level 3
10. Project 3, Scale and Complexity Level 3
11. Project 3, Scale and Complexity Level 3
12. Project 3, Scale and Complexity Level 3
13. Project 3, Scale and Complexity Level 3
14. Project 3, Scale and Complexity Level 3

COURSE MANAGEMENT SYSTEM
This course relies on MOODLE as the primary form of class communication. MOODLE (Modular Object-Oriented Dynamic Learning Environment) is LSU's Course Management System (CMS). Students are responsible for accessing the content of this online course tool. Whenever possible, assignments, supplementary reading, and other materials will be provided and collected in a digital format. Students are responsible for accessing the course MOODLE site daily.

GRADING CRITERIA
Completion of all required work does not guarantee acceptable mastery of the course content. The Department of Interior Design further defines the definitions found in the University General Catalog as follows:

A Distinguished mastery of the course material
Exceptional work meeting and exceeding the expectations of the course. The process, resolution and presentation demonstrate superior development and indicate mastery of knowledge appropriate to experience level.

B Good mastery of course material
Process reflects thorough understanding of issues. Design elements and principles are integrated into clear and creative application. Presentation is skillful and well executed.

C Acceptable mastery of course material
Process reflects satisfactory understanding of major issues. The design is acceptable but lacks clarity or depth. The presentation is adequate but may be absent of convincing organization and graphic skills.

D Minimally acceptable achievement
The process does not indicate acceptable development of fundamental knowledge. The design is incomplete or poorly resolved. The presentation is unconvincing or without coherence. Performance is generally lacking. 

**F Failing**
The student’s work indicates a failure in comprehension, development and presentation of the subject matter.

A grade of “D” is unacceptable in Interior Design major courses and ID students must repeat courses in which they receive a grade of “D” before proceeding in the studio sequence.

Students are evaluated on a series of projects and assignments accomplished in the class or as out of class homework. The length, complexity and involvement of projects determines their weight as part of the grading scale. It is vital to a student’s success to make regular progress with his/her assignments/tasks. Daily preparation results in projects that are more thoroughly conceived and developed, and have had the benefit of regular feedback. One goal of this course is to develop professionalism, discipline, and responsibility. The student must independently schedule reasonable time for the completion of project requirements. Late projects will be penalized. Due to the studio format of this course, project evaluation will be communicated through individual project critiques and evaluation by the instructor, and formal reviews by instructors, students and/or guests. Written comments may supplement evaluations as necessary.

**GRADING SCALE**
Course final grades will be based on the following:

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Process and RID Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Project 1</td>
<td>15%</td>
</tr>
<tr>
<td>Project 2</td>
<td>30%</td>
</tr>
<tr>
<td>Project 3</td>
<td>45%</td>
</tr>
<tr>
<td>Design Process and Participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The final grade may be based on standardized scores (curving the final point values); however, minimum points for a specified grade shall be no greater than: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59. Late projects receive a \( \frac{1}{2} \) letter grade deduction for each class period it is late. However, final projects receive a full letter grade deduction for each class period it is late.

**ATTENDANCE**
Attendance is mandatory for the scheduled duration of the course. You will be expected to be on time, to come to class fully prepared (with necessary equipment/materials) and to remain in class the full scheduled time unless otherwise dismissed. If for any reason you are unable to attend class, notify the instructor in advance. It is the student’s responsibility to secure handouts, notes or other information missing due to an absence from class. More than three unexcused absences may constitute grounds for placement on attendance probation. Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence. LSU General Catalog, Attendance Regulations: an absence due to illness or other causes beyond a student’s control will be excused when the instructor is convinced that the reason for absence is valid. Policy Statement 22 discusses approved trips, activities, and other instances of excused absences. Instructors will excuse any student who is unable to attend or participate in class or an examination on a religious holiday supported by the student’s religious beliefs. It is the student’s responsibility to anticipate such conflicts and discuss this with the faculty member well in advance. Policy Statement 31 discusses the university’s policy on observance of religious holidays in further detail. See *policies for interior design studios and classes* for further information on attendance requirements.
FACILITIES
The designated location for this class is Room 425 in the Design Building. Unless otherwise notified, all classes will be held in this space. Every student will have his/her own assigned workstation and will be held responsible for its maintenance. See Policies for Interior Design Studios and Classes for further information. Be mindful of the safety and security of personal items and yourselves at all times.

- Keep studio doors locked when no one is in studio and after hours.
- It is strongly recommended that you do not work in the studio or travel around campus after dark alone.
- Campus Transit provides shuttle service after dark. Hours of operation are 5:30–2:00 a.m., 578-5555.
- Call Campus Police immediately to report any strange activity or individuals who do not belong in the building.
- Report any theft immediately either to the Campus Police and the Interior Design Office, room 402.

DEPARTMENT POLICIES
Policies for Interior Design Studios and Classes are available through the Interior Design Department’s Community Moodle site accessed through your PAWS account. These policies and all LSU Policies are applicable to this course. Students are responsible for reading and abiding by these policies each semester.

ACADEMIC INTEGRITY
General Statement on Academic Integrity
Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community. Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

PLAGIARISM AND CITATION
As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use the Chicago Manual of Style. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at www.isu.edu/saa.

GROUP WORK
All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus.
and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faulty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is acceptable without permission constitutes a violation of the LSU Code of Student Conduct.

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Honors College Student Honors Code
"We, the students of the Honors College at Louisiana State University, pledge to uphold the highest personal, academic, and social standards for the betterment of our community and ourselves. We will make every effort to maintain the highest level of integrity by opposing all forms of academic dishonesty so that we may preserve the honor for which the Honors College stands. We will support the academic mission of both LSU and the Honors College in order to achieve a balanced education that extends beyond the classroom and into our community. As students of the Honors College at Louisiana State University, we pledge to uphold these ideals now and in our future personal and professional lives." For additional information visit https://www.honors.lsu.edu/.

DISABILITY SERVICES
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LECTURE-LAB COURSE
It is expected that the students have read the chapters prior to class for the background necessary to properly learn the content and apply the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours on preparing for the next class and completing homework and laboratory assignments.
Syllabus Agreement
ID 2651 Honors: Interior Design Studio I, Spring 20xx

I, __________________________, have read and understood the policies in this document and I agree to abide by the terms of this syllabus.

Date: ________________________  Signature: __________________________
Request for **CHANGING** an Existing Course

<table>
<thead>
<tr>
<th>Department</th>
<th>Interior Design</th>
<th>College</th>
<th>Art &amp; Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Rubric &amp; Number</td>
<td>ID 2751</td>
<td>Date</td>
<td>12-17-2014</td>
</tr>
</tbody>
</table>

**PRESENT COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Interior Design Studio II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>4</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: Lab/Sem/Rec:</td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>Yes</td>
</tr>
<tr>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours Per Week:</td>
<td>8</td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade x Pass/Fail</td>
</tr>
<tr>
<td>Course Description:</td>
<td>(Include course number, title, etc. exactly as it appears in the General Catalog)</td>
</tr>
</tbody>
</table>

**ID 2751 INTERIOR DESIGN STUDIO II (4)**

Prereq.: ID 2750 or equivalent. 8 hrs. studio. Exploration and analysis of design decisions related to interior space.

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Interior Design Studio II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>ID STUDIO II I I</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>4</td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for</td>
<td>Lecture: Lab/Sem/Rec:</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>

**ID 2751 INTERIOR DESIGN STUDIO II (4)**

Prereq.: ID 2750 or equivalent. 8 hrs. studio. An Honors course, ID 2651, is also available. Credit will not be given for this course and ID 2651. Exploration and analysis of design decisions related to interior space.

**JUSTIFICATION/EXPLANATION:** Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

**APPROVALS**

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
<th>1-7-2015</th>
<th>College Faculty Approval Date</th>
<th>1-23-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair Signature</td>
<td>2-5-15</td>
<td>College Dean Signature</td>
<td>2-9-15</td>
</tr>
<tr>
<td>Graduate Dean Signature</td>
<td></td>
<td>Chair, FSC C&amp;C Committee</td>
<td>2-6-15</td>
</tr>
</tbody>
</table>

**FORM C**

Effective: 3/5/2015
ID 2651 is being added as a HONORS class which can be substituted for ID 2751 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework.

The wording in the catalog description in this course must identify that there is an Honors option for this course.

This course is a prerequisite to ID 3752, 3782, AND 4751 and is included in the Interior Design curriculum.
### Request for Addition of New Course

**Form A**

**Effective:** 25/10/15

<table>
<thead>
<tr>
<th>Department</th>
<th>Interior Design</th>
<th>College</th>
<th>Art and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>12-17-14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>ID 3652</th>
<th>Title</th>
<th>HONORS: Interior Design Studio III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Title</td>
<td>(≤ 19 characters)</td>
<td>H</td>
<td>R</td>
</tr>
<tr>
<td>Semester Hours of Credit</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If combination course type, # hrs. of credit for Lecture:</td>
<td>Lab/Sem/Rec:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeat Credit Max. (if repeatable):</td>
<td>9 credit hours</td>
<td>Graduate Credit?</td>
<td>Yes</td>
</tr>
<tr>
<td>Credit will not be given for this course and:</td>
<td>ID 3752</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
<td>Lecture</td>
<td>Lab</td>
<td>Seminar</td>
</tr>
<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading System:</td>
<td>Letter Grade</td>
<td>Pass/Fail</td>
<td>Final Exam:**</td>
</tr>
<tr>
<td><strong>(Attach justification if the proposed course will not hold a final exam during examination week.)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Description:**

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

3652 HONORS: Interior Design Studio III (4) Prereq: ID 2751 or ID 2651 or equivalent, 8 hrs. studio. Same as ID 3752, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 3752.

**BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)**

If this course is approved, will additional staff be needed? | Yes | No |
Will additional space, equipment, special library materials or other major expense be involved? | Yes | No |

Academic Affairs Approval:

**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

**APPROVALS**

Department Faculty Approval Date | 1-7-15 | College Faculty Approval Date | 1-23-15

Department Chair Signature | (date) | College Dean Signature | (date)

Graduate Dean Signature | (date) | Chair, FS C&O Committee | (date)

College Contact | E-mail | Academic Affairs Approval | (date)

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Rev. 9/2014
ID 3652 HONORS: Interior Design Studio III (4) F

Prereq.: ID 2751 or ID 2651 or equivalent. 8 hrs. studio.
Same as ID 3752, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 3752.

This studio is added as an HONORS studio which can be substituted for ID 3752 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework.

There is no effect on other departments or required resources.

Due to the design studio format of this problem-based learning course a final exam is not given. The assessment is through daily desk critiques and formal interim and final reviews of student presentation of work by peers, faculty and guest reviewers.
ID 3652 Honors: Interior Design Studio III  Fall 20xx

INSTRUCTOR
Section 001
Instructor's Name and Rank
Office Location
Contact Information
Office Hours

CATALOG DESCRIPTION
3652 HONORS: Interior Design Studio III (4) F Prereq.: ID 2751 or ID 2651 or equivalent. 8 hrs. studio. Same as ID 3752, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 3752.

LOCATION and TIME
Design Building, Room 414, 417, Monday and Friday, 1:00 - 4:50 PM

SPECIAL EMPHASIS
Students enrolled in ID 3652 Honors: Interior Design III will prepare a design portfolio: a formal compilation of course work completed during the semester, including a written explanation of the work and course reflection.

COURSE OVERVIEW
The three middle studios, ID 3652, ID 3653 and ID 4654, address different project types and topics in increasing intensity. Typically the chosen project focuses more intently on certain areas of the design process while progressing through a complete project. A variety of building and construction types, climate, environment and site constraints, public, private or institutional facilities, and new construction verses adaptive reuse of historic/traditional structures are given to expand the experience and parameters of the studio exposure. The middle studios are a progressive investigation of design process, achievement of design intent and communication of design concept and details.

INSTRUCTIONAL METHODS
This course consists of both individual and group assignments of varying length and complexity. Instructional methods include informal lectures and demonstrations; individual and group research, formal and informal presentations, and project critiques; class discussions, field trips, peer reviews, and juried reviews.

OUTCOMES
At the conclusion of this course:
- Students will be able to perform advanced design development of interior environments at various levels of scope and detail.
- Students will provide proper space allocation for required tasks and functions; also considering life safety, accessibility and building codes and standards.
- Students will become aware of the needs for special user populations and apply their knowledge to interior environments and physical improvements for these users.
- Students will understand the value of working collaboratively and apply their knowledge to team projects.
- Students will utilize numerous approaches and methods of inquiry, such as research and analysis of data, communication and paradigm investigation and manipulation, to advance creative thinking during the
Student will be able to evaluate material selection and apply their knowledge to two and three-dimensional design projects and the writing of specifications.

• Students will be able to design and detail small-scale design proposals and apply their knowledge to proposing a full size prototype.

• Students will become aware of the value of focused design process and expectations through participating in an international and local competition projects.

CIDA PERFORMANCE STANDARDS
At the conclusion of this course students have been exposed to learning opportunities that support Professional Standards, as defined by the Council for Interior Design Accreditation (CIDA). For additional information, please visit http://accredit-id.org/professional-standards. Specifically, this course addresses the following CIDA Professional Standards:

Section II. Interior Design: Critical Thinking, Professional Values, and Processes

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 3. Human-centered Design
The work of interior designers is informed by knowledge of human factors and theories of human behavior related to the built environment.

Student Learning Expectations

a) Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.

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, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).

c) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

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.

Standard 6. Communication
Entry-level interior designers are effective communicators.

Student Learning Expectations
Students are able to:

b) use sketches as a design and communication tool (ideation drawings).

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.

d) Students are able to layout and specify furniture, fixtures, and equipment.
Standard 14. Regulations and Guidelines
Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations
Students apply:
  g) federal, state/provincial, and local codes.
  h) standards.
  i) accessibility guidelines.

REQUIRED TEXTS
Required Texts:

Reading Assignments:
All reading assignments are available in the required texts, reference materials or on Moodle and will be assigned in the project briefs.

Reference Materials:
Reference materials will be given in project briefs.

COURSE OUTLINE
Core Design Studio Sequence ID 2750, 2651, 3652, 3653, 4654, 4755 and HONORS parallel studios
The core of the Interior Design Program is the sequence of Design Studios. These are problem-based learning laboratories to instruct the student in the professional program through inquiry, critical thinking and graphic resolution. Practice and project types and pertinent topics are allowed flexibility in the course sequence to accommodate opportunities such as competitions, outreach projects and visiting professors. A representative range of project types and important topic areas are given to each student group during their accent to graduation. As the student progresses through the core design sequence there is a systematic investigation and application of the design process in increasing intensity and complexity culminating in the senior capstone project, which is the most comprehensive inquest and resolution. Therefore the specific projects may vary accordingly each studio level and semester offering.

Fourteen-Week Course Outline
1  P1: IDEC Competition introduction / Research
2  P1: IDEC Competition Concept / Development
3  P1: IDEC Competition Documentation / Presentation / Critiques
4  P2: OAP Fitness Center / Prototype / Introduction
5  P2: OAP Fitness Center / Research / Branding / Concept Development
6  P2: OAP Fitness Center / Research / Branding / Concept Development
7  P2: OAP Fitness Center / Bubble Diagrams / Adjacencies / Blocking
8  P2: OAP Fitness Center Bubble Diagrams / Adjacencies / Blocking
9  P2: OAP Fitness Center / Floor Plan / Building Sections / Development
10 P2: OAP Fitness Center Floor Plan / Building Sections / Development
11 P2: OAP Fitness Center / Fixture / Finishes / Equipment / Selection / Development / Design
12 P2: OAP Fitness Center / Fixture / Finishes / Equipment / Selection / Development / Design
13 P2: OAP Fitness Center / Lighting & Materials
14 P2: OAP Fitness Center / Presentation and Documentation / Critiques

COURSE MANAGEMENT SYSTEM
This course relies on MOODLE as the primary form of class communication. Moodle (Modular Object-Oriented Dynamic Learning Environment) is LSU’s Course Management System (CMS). Students are responsible for accessing the content of this online course tool. Whenever possible, assignments, supplementary reading, and
other materials will be provided and collected in a digital format. Students are responsible for accessing the course MOODLE site daily.

GRADING CRITERIA
Completion of all required work does not guarantee acceptable mastery of the course content. The Department of Interior Design further defines the definitions found in the University General Catalog as follows:

A  Distinguished mastery of the course material
   Exceptional work meeting and exceeding the expectations of the course. The process, resolution and presentation demonstrate superior development and indicate mastery of knowledge appropriate to experience level.
B  Good mastery of course material
   Process reflects thorough understanding of issues. Design elements and principles are integrated into clear and creative application. Presentation is skillful and well executed.
C  Acceptable mastery of course material
   Process reflects satisfactory understanding of major issues. The design is acceptable but lacks clarity or depth. The presentation is adequate but may be absent of convincing organization and graphic skills.
D  Minimally acceptable achievement
   The process does not indicate acceptable development of fundamental knowledge. The design is incomplete or poorly resolved. The presentation is unconvincing or without coherence. Performance is generally lacking.
F  Failing
   The student’s work indicates a failure in comprehension, development and presentation of the subject matter.

A grade of “D” is unacceptable in Interior Design major courses and ID students must repeat courses in which they receive a grade of “D” before proceeding in the studio sequence.

Students are evaluated on a series of projects and assignments accomplished in the class or as out of class homework. The length, complexity and involvement of projects determines their weight as part of the grading scale. It is vital to a student’s success to make regular progress with his/her assignments/tasks. Daily preparation results in projects that are more thoroughly conceived and developed, and have had the benefit of regular feedback. One goal of this course is to develop professionalism, discipline, and responsibility. The student must independently schedule reasonable time for the completion of project requirements. late projects will be penalized. Due to the studio format of this course, project evaluation will be communicated through individual project critiques and evaluation by the instructor, and formal reviews by instructors, students and/or guests. Written comments may supplement evaluations as necessary.

GRADING SCALE
The final grade may be based on standardized scores (curving the final point values); however, minimum points for a specified grade shall be no greater than: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59. Late projects receive a 1/2 letter grade deduction for each class period it is late. However, final projects receive a full letter grade deduction for each class period it is late. Course final grades will be based on the following:

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 IDEC Student Competition</td>
<td>15 %</td>
</tr>
<tr>
<td>P2 Fitness Center Prototype</td>
<td>75 %</td>
</tr>
<tr>
<td>Participation and Process</td>
<td>10 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>
ATTENDANCE
Attendance is mandatory for the scheduled duration of the course. You will be expected to be on time, to come to class fully prepared (with necessary equipment/materials) and to remain in class the full scheduled time unless otherwise dismissed. If for any reason you are unable to attend class, notify the instructor in advance. It is the student's responsibility to secure handouts, notes or other information missing due to an absence from class. More than three unexcused absences may constitute grounds for placement on attendance probation. Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence. LSU General Catalog, Attendance Regulations: an absence due to illness or other causes beyond a student's control will be excused when the instructor is convinced that the reason for absence is valid. Policy Statement 22 discusses approved trips, activities, and other instances of excused absences. Instructors will excuse any student who is unable to attend or participate in class or an examination on a religious holiday supported by the student's religious beliefs. It is the student's responsibility to anticipate such conflicts and discuss this with the faculty member well in advance. Policy Statement 31 discusses the university's policy on observance of religious holidays in further detail. See Policies for Interior Design Studios and Classes for further information on attendance requirements.

FACILITIES
The designated location for this class is Room xxx in the Design Building. Unless otherwise notified, all classes will be held in this space. Every student will have his/her own assigned workstation and will be held responsible for its maintenance. See Policies for Interior Design Studios and Classes for further information. Be mindful of the safety and security of personal items and yourselves at all times.

- Keep studio doors locked when no one is in studio and after hours.
- It is strongly recommended that you do not work in the studio or travel around campus after dark alone.
- Campus Transit provides shuttle service after dark. Hours of operation are 5:30-2:00 a.m., 578-5555.
- Call Campus Police immediately to report any strange activity or individuals who do not belong in the building.
- Report any theft immediately either to the Campus Police and the Interior Design Office, room 402.

DEPARTMENT POLICIES
Policies for Interior Design Studios and Classes are available through the Interior Design Department's Community Moodle site accessed through your PAWS account. These policies and all LSU Policies are applicable to this course. Students are responsible for reading and abiding by these policies each semester.

ACADEMIC INTEGRITY
General Statement on Academic Integrity
Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.
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LECTURE-LAB COURSE
It is expected that the students have read the chapters prior to class for the background necessary to properly learn the content and apply the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours on preparing for the next class and completing homework and laboratory assignments.
Syllabus Agreement
ID 3652 Honors: Interior Design Studio III, Fall 20xx

I, ________________________________, have read and understood the policies on this document and I agree to abide by the terms of this syllabus.

Date: __________________________ Signature: ________________________________
Request for CHANGING an Existing Course

Department: Interior Design  
College: Art & Design  
Course: ID 3752  
Date: 12-17-2014

### Present Course Description

**Title:** Interior Design III  
**Semester Hours of Credit:** 14

If combination course type, # hrs. of credit for:  
Lecture:  
Lab/Sem/Rec:  
Repeat Credit Max. (if repeatable):  
Graduate Credit?: Yes  
Credit will not be given for this course and:  
Contact Hours Per Week: (Indicate hours in appropriate course type.)  
Lecture  
Lab  
Seminar  
Recitation  
Intern  
Res/Ind  
Clin/Prac  
Total Weekly Contact Hours: 8

Grading System: Letter Grade  
Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)

**ID 3752 INTERIOR DESIGN STUDIO III (4)**

Prerequisite: ID 2751 and ID 2775 or equivalent. 8 hrs. studio. Formulation of design concept/image; design implications of function, space and scale.

### Proposed Course Description

**Title:** Interior Design III  
**Short Title:** I D S T U I O I I I

**Semester Hours of Credit:** 4

If combination course type, # hrs. of credit for:  
Lecture:  
Lab/Sem/Rec:  
Repeat Credit Max. (if repeatable):  
Graduate Credit?: Yes  
Credit will not be given for this course and:  
Contact Hours Per Week: (Indicate hours in appropriate course type.)  
Lecture  
Lab  
Seminar  
Recitation  
Intern  
Res/Ind  
Clin/Prac  
Total Weekly Contact Hours: 8

Grading System: Letter Grade  
Course Description: (Include course number, title, etc. exactly as it appears in the General Catalog)

**ID 3752 INTERIOR DESIGN STUDIO III (4)**

Prerequisite: ID 2751 and ID 2775 or equivalent. 8 hrs. studio.  
An Honors course, ID 3652, is also available. Credit will not be given for this course and ID 3652. Formulation of design concept/image; design implications of function, space and scale.

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**These questions must be answered completely and accurately or proposal will be returned.**

Has this change been discussed with and approved by all departments/colleges affected? Yes  
If yes, please list on a separate sheet.

Is this course included in any curricula, concentrations, or minors? Yes  
If yes, please list on a separate sheet.

Is this course a prerequisite or corequisite for other courses? Yes  
If yes, list courses; use separate sheet.

Is this course on the General Education list? Yes  
If yes, please list on a separate sheet.

**Justification/Explanation:** Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

### Approvals

Department Faculty Approval Date: 1-7-2015  
College Faculty Approval Date: 1-23-2015

Graduate Dean Signature:  
College Contact:  
E-mail:  
Chair, FS C&C Committee:  
Academic Affairs Approval:  

JUSTIFICATION

ID 3652 is being added as an HONORS class which can be substituted for ID 3752 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework.

The wording in the catalog description in this course must identify that there is an Honors option for this course.

This course is a prerequisite to ID 3753 AND 4720 and is included in the Interior Design curriculum.
REQUEST FOR ADDITION OF NEW COURSE

Department: Interior Design
College: Art and Design
Date: 12-17-14

PROPOSED COURSE DESCRIPTION

Rubric & No.: ID 3653
Title: HONORS: Interior Design Studio IV

Short Title: (≤ 19 characters) H R N S I D S T U D I O I V

Semester Hours of Credit: 4

If combination course type, # hrs. of credit for: Lecture: ____________ Lab/Sem/Rec: ____________

Repeat Credit Max. (if repeatable): 0 credit hours Graduate Credit? Yes X No

Credit will not be given for this course and: ID 3753

Course Type (Indicate hours in the appropriate course type.)
Lecture Lab. Seminar Recitation Lec/Rec Lec/Sem Lec/Lab Res/Ind Clin/Pract

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 30

Grading System: Letter Grade X Pass/Fail Final Exam: Yes X No

** (Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

3653 HONORS: Interior Design Studio IV (4). Prereq: ID 3752 or ID 3652 or equivalent. 8 hrs. studio. Same as ID 3753, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 3753.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes X No

Will additional space, equipment, special library materials or other major expense be involved? Yes X No

Academic Affairs Approval:

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date 1-1-15
College Faculty Approval Date 1-7-15

Graduate Dean Approval Date 2-6-15

College Chair, FS CEC Committee Approval Date 7-27-15

College Dean Approval Date 7-28-15

College Chair Approval Date 7-29-15

College Chair, FS GCC Committee Approval Date 7-27-15

College Chair, FSC Committee Approval Date 7-27-15

College Chair, GCC Committee Approval Date 7-27-15

College Chair, GCC Committee Approval Date 7-27-15
ID 3653 Honors: Interior Design Studio IV (4) S

ID 3653 Honors: Interior Design Studio IV (4) S Prereq.: ID 3752 or ID 3652 or equivalent. 8 hrs. studio. Same as ID 3753, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 3753.

This studio is added as an HONORS studio which can be substituted for ID 3753 to accommodate the qualified Honors students with a studio opportunity for special emphasis coursework.

There is no effect on other departments or required resources.

Due to the design studio format of this problem-based learning course a final exam is not given. The assessment is through daily desk critiques and formal interim and final reviews of student presentation of work by peers, faculty and guest reviewers.
ID 3653 Honors: Interior Design Studio IV  Fall 20xx

INSTRUCTOR
Section 001
Instructor’s Name and Rank
Office Location
Contact Information
Office Hours

CATALOG DESCRIPTION
ID 3653 Honors: Interior Design Studio (4) Prereq.: ID 3752 or ID 3652 equivalent. 8 hrs. studio. Same as ID 3753, with special emphasis for qualified Honors students. Credit will not be given for this course and ID 3753.

LOCATION and TIME
Design Building, Room 414 / 417, Monday and Friday, 1:00 - 4:50 PM

SPECIAL EMPHASIS
Students enrolled in ID 3653 Honors: Interior Design IV will prepare a design portfolio: a formal compilation of course work completed during the semester, including a written explanation of the work and course reflection.

COURSE OVERVIEW
The three middle studios, ID 3652, ID 3653 and ID 4654, address different project types and topics in increasing intensity. Typically the chosen project focuses more intently on certain areas of the design process while progressing through a complete project. A variety of building and construction types, climate, environment and site constraints, public, private or institutional facilities, and new construction verses adaptive reuse of historic/traditional structures are given to expand the experience and parameters of the studio exposure. The middle studios are a progressive investigation of design process, achievement of design intent and communication of design concept and details.

INSTRUCTIONAL METHODS
This course consists of both individual and group assignments of varying length and complexity. Instructional methods include informal lectures and demonstrations; individual and group research, formal and informal presentations, and project critiques; class discussions, field trips, peer reviews, and juried reviews.

OUTCOMES
At the conclusion of this course:
- Students will be able to perform advanced design development of interior environments at various levels of scope and detail.
- Students will become aware of the value of community service through participating in a community outreach project.
- Students will become aware of the needs for special user populations and apply their knowledge to interior environments and physical improvements for these users.
- Students will understand the value of working collaboratively and apply their knowledge to team projects.
- Students will utilize numerous approaches and methods of inquiry, such as research and infographic
communication and paradigm investigation and manipulation, to advance creative thinking during the design process.
- Student will be able to evaluate material selection and apply their knowledge to two and three-dimensional design projects.
- Students will be able to design and detail small-scale design proposals and apply their knowledge to constructing a full size prototype.

CIDA PERFORMANCE STANDARDS
At the conclusion of this course students have been exposed to learning opportunities that support Professional Standards, as defined by the Council for Interior Design Accreditation (CIDA). For additional information, please visit http://accredit-id.org/professional-standards. Specifically, this course addresses the following CIDA Professional Standards:

Section II. Interior Design: Critical Thinking, Professional Values, and Processes

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, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).
- c) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

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

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

Standard 6. Communication
Entry-level interior designers are effective communicators.

Student Learning Expectations
Students are able to:
- b) use sketches as a design and communication tool (ideation drawings).

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.

Program Expectations
The interior design program provides exposure to the role and value of:
- d) public and community service

REQUIRED TEXTS

Reading Assignments
All reading assignments are available in the required texts, reference materials or on Moodle and will be assigned in the project briefs.

Reference Materials
Reference materials will be given in project briefs.

COURSE OUTLINE
Core Design Studio Sequence ID 2750, 2651, 3652, 3653, 4654, 4755 and HONORS parallel studios
The core of the Interior Design Program is the sequence of Design Studios. These are problem-based learning laboratories to instruct the student in the professional program through inquiry, critical thinking and graphic resolution. Practice and project types and pertinent topics are allowed flexibility in the course sequence to accommodate opportunities such as competitions, outreach projects and visiting professors. A representative range of project types and important topic areas are given to each student group during their accent to graduation. As the student progresses through the core design sequence there is a systematic investigation and application of the design process in increasing intensity and complexity culminating in the senior capstone project, which is the most comprehensive inquest and resolution. Therefore the specific projects may vary accordingly each studio level and semester offering.

Fourteen-Week Course Outline
1. P1: pop up design / Introduction
2. P1: pop up design / Research and Design Development
3. P1: pop up design / Presentation and Critiques
4. P2: Infographic / Intro / Research and Analysis
5. P2: Infographic / Presentation and Critiques
6. P3: Pediatric Project / Site Visit, Introduction and Readings
7. P3: Pediatric Project / Analysis and Feasibility Studies
8. P3: Pediatric Project / Schematic Design
9. P3: Pediatric Project / Design Development
10. P3: Pediatric Project / Finalize Design
11. P3: Pediatric Project / Presentation and Documentation
12. P4: Design Component / Introduction and Research
13. P4: Design Component / Schematic Design and Design Development
14. P4: Design Component / Presentation and Documentation

COURSE MANAGEMENT SYSTEM
This course relies on MOODLE as the primary form of class communication. Moodle (Modular Object-Oriented Dynamic Learning Environment) is LSU’s Course Management System (CMS). Students are responsible for accessing the content of this online course tool. Whenever possible, assignments, supplementary reading, and other materials will be provided and collected in a digital format. Students are responsible for accessing the course MOODLE site daily.

GRADING CRITERIA
Completion of all required work does not guarantee acceptable mastery of the course content. The Department of Interior Design further defines the definitions found in the University General Catalog as follows:

A  Distinguished mastery of the course material
   Exceptional work meeting and exceeding the expectations of the course. The process, resolution and presentation demonstrate superior development and indicate mastery of knowledge appropriate to experience level.

B  Good mastery of course material
   Process reflects thorough understanding of issues. Design elements and principles are integrated
into clear and creative application. Presentation is skillful and well executed.

C Acceptable mastery of course material
Process reflects satisfactory understanding of major issues. The design is acceptable but lacks clarity or depth. The presentation is adequate but may be absent of convincing organization and graphic skills.

D Minimally acceptable achievement
The process does not indicate acceptable development of fundamental knowledge. The design is incomplete or poorly resolved. The presentation is unconvincing or without coherence. Performance is generally lacking.

F Failing
The student's work indicates a failure in comprehension, development and presentation of the subject matter.

A grade of "D" is unacceptable in Interior Design major courses and ID students must repeat courses in which they receive a grade of "D" before proceeding in the studio sequence.

Students are evaluated on a series of projects and assignments accomplished in the class or as out of class homework. The length, complexity and involvement of projects determines their weight as part of the grading scale. It is vital to a student's success to make regular progress with his/her assignments/tasks. Daily preparation results in projects that are more thoroughly conceived and developed, and have had the benefit of regular feedback. One goal of this course is to develop professionalism, discipline, and responsibility. The student must independently schedule reasonable time for the completion of project requirements. Late projects will be penalized. Due to the studio format of this course, project evaluation will be communicated through individual project critiques and evaluation by the instructor, and formal reviews by instructors, students and/or guests. Written comments may supplement evaluations as necessary.

GRADING SCALE
The final grade may be based on standardized scores (curving the final point values); however, minimum points for a specified grade shall be no greater than: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59. Late projects receive a ½ letter grade deduction for each class period it is late. However, final projects receive a full letter grade deduction for each class period it is late. Course final grades will be based on the following:

Course final grades will be based on the following:

<table>
<thead>
<tr>
<th>COURSE REQUIREMENT</th>
<th>PERCENT</th>
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</thead>
<tbody>
<tr>
<td>P1 Pop Up Design</td>
<td>5 %</td>
</tr>
<tr>
<td>P2 Research/Infographic</td>
<td>25 %</td>
</tr>
<tr>
<td>P3 Pediatric Project</td>
<td>40 %</td>
</tr>
<tr>
<td>P4 Design Component</td>
<td>25 %</td>
</tr>
<tr>
<td>Participation and Process</td>
<td>5 %</td>
</tr>
</tbody>
</table>

Total 100 %

ATTENDANCE
Attendance is mandatory for the scheduled duration of the course. You will be expected to be on time, to come to class fully prepared (with necessary equipment/materials) and to remain in class the full scheduled time unless otherwise dismissed. If for any reason you are unable to attend class, notify the instructor in advance. It is the student's responsibility to secure handouts, notes or other information missing due to an absence from class. More than three unexcused absences may constitute grounds for placement on attendance probation. Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence.

LSU General Catalog, Attendance Regulations: An absence due to illness or other causes beyond a student's
control will be excused when the instructor is convinced that the reason for absence is valid. The University's Policy Statement 22 discusses approved trips, activities, and other instances of excused absences. Instructors will excuse any student who is unable to attend or participate in class or an examination on a religious holiday supported by the student's religious beliefs. It is the student's responsibility to anticipate such conflicts and discuss this with the faculty member well in advance. Policy Statement 31 discusses the University's policy on observance of religious holidays in further detail. See Policies for Interior Design Studios and Classes for further information on attendance requirements.

FACILITIES
The designated location for this class is Room xxx in the Design Building. Unless otherwise notified, all classes will be held in this space. Every student will have his/her own assigned workstation and will be held responsible for its maintenance. See Policies for Interior Design Studios and Classes for further information.

- Keep studio doors locked when no one is in studio and after hours.
- It is strongly recommended that you do not work in the studio or travel around campus after dark alone.
- Campus Transit provides shuttle service after dark. Hours of operation are 5:30-2:00 a.m., 578-5555.
- Call Campus Police immediately to report any strange activity or individuals who do not belong in the building.
- Report any theft immediately either to the Campus Police and the Interior Design Office, room 402.

DEPARTMENT POLICIES
Policies for Interior Design Studios and Classes are available through the Interior Design Department's Community Moodle site accessed through your PAWS account. These policies and all LSU Policies are applicable to this course. Students are responsible for reading and abiding by these policies each semester.

ACADEMIC INTEGRITY
General Statement on Academic Integrity
Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

PLAGIARISM AND CITATION
As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use the Chicago Manual of Style. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively.
One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at www.lsu.edu/saa.

GROUP WORK
All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faculty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is acceptable without permission constitutes a violation of the LSU Code of Student Conduct.

HONORS CODE
Honors College Student Honors Code
"We, the students of the Honors College at Louisiana State University, pledge to uphold the highest personal, academic, and social standards for the betterment of our community and ourselves. We will make every effort to maintain the highest level of integrity by opposing all forms of academic dishonesty so that we may preserve the honor for which the Honors College stands. We will support the academic mission of both LSU and the Honors College in order to achieve a balanced education that extends beyond the classroom and into our community. As students of the Honors College at Louisiana State University, we pledge to uphold these ideals now and in our future personal and professional lives." For additional information visit https://www.honors.lsu.edu/.

DISABILITY SERVICES
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from Disability Services 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

LECTURE-LAB COURSE
It is expected that the students have read the chapters prior to class for the background necessary to properly learn the content and apply the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours on preparing for the next class and completing homework and laboratory assignments.
Syllabus Agreement
ID 3653 Honors: Interior Design Studio IV, Spring 20xx

I, ____________________________, have read and understood the policies on this document and I agree to abide by the terms of this syllabus.

Date: ____________________________  Signature: ____________________________
**Request for CHANGING an Existing Course**

<table>
<thead>
<tr>
<th>Department</th>
<th>Interior Design</th>
<th>Course Rubric &amp; Number</th>
<th>ID 3753</th>
<th>College</th>
<th>Art &amp; Design</th>
<th>Date</th>
</tr>
</thead>
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**PRESENT COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Interior Design Studio IV</th>
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<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>4</td>
</tr>
</tbody>
</table>

If combination course type, # hrs. of credit for:

- Lecture: __________ |
- Lab/Sem/Rec: __________ |
- Repeat Credit Max. (if repeatable):

<table>
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<tr>
<th>Graduate Credit?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Credit will not be given for this course and:

- Contact Hours Per Week: (Indicate hours in appropriate course type.)
  - Lecture: x |
  - Lab: x |
  - Seminar: x |
  - Recitation: x |
  - Intern: x |
  - Res/Ind: x |
  - Clin/Pract: x |
  - Total Weekly Contact Hours: 8

Grading System: Letter Grade x | Pass/Fail __________ |

**ID 3753 INTERIOR DESIGN STUDIO IV (4)**

Prereq.: ID 3752 or equivalent. 8 hrs. studio. Design development of interior environments.

**PROPOSED COURSE DESCRIPTION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Interior Design Studio IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Hours of Credit</td>
<td>4</td>
</tr>
</tbody>
</table>

If combination course type, # hrs. of credit for:

- Lecture: __________ |
- Lab/Sem/Rec: __________ |
- Repeat Credit Max. (if repeatable):

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<thead>
<tr>
<th>Graduate Credit?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Credit will not be given for this course and:

- Contact Hours Per Week: (Indicate hours in appropriate course type.)
  - Lecture: x |
  - Lab: x |
  - Seminar: x |
  - Recitation: x |
  - Intern: x |
  - Res/Ind: x |
  - Clin/Pract: x |
  - Total Weekly Contact Hours: 8

Grading System: Letter Grade x | Pass/Fail __________ |

**ID 3753 INTERIOR DESIGN STUDIO IV (4)**

Prereq.: ID 3752 or equivalent. 8 hrs. studio. An Honors course, ID. 3653, is also available. Credit will not be given for this course and ID. 3653. Design development of interior environments.

**THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED.**

- Has this change been discussed with and approved by all departments/colleges affected? Yes | No | N/A x
- Is this course included in any curricula, concentrations, or minors? Yes | No | If yes, please list on a separate sheet.
- Is this course a prerequisite or corequisite for other courses? Yes | No | If yes, list courses; use separate sheet.
- Is this course on the General Education list? Yes | No | x

**JUSTIFICATION/EXPLANATION:** Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

**APPROVALS**

<table>
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<tbody>
<tr>
<td>Department Chair Signature</td>
<td>2-5-15</td>
<td>College Dean Signature</td>
<td>2-9-15</td>
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<td>Graduate Dean Signature</td>
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JUSTIFICATION

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