## IND1200 interior design 2

**IND1200**  
interior design 2

**Course Description:** Intermediate projects in residential design with emphasis on all aspects of the design process and creative problem solving. Students will learn to analyze floor plans for function and aesthetics, applying to projects color theories and schemes, and selecting appropriate interior finishes, furnishings and accessories. Laboratory fee. (2 hr. lecture; 4 hr. lab) ( 2 hr. lecture 4 hr. lab )  
Prerequisite: IND1020  
Corequisite: IND1300, IND1100, ARC1126

<table>
<thead>
<tr>
<th>Course Competency</th>
<th>Learning Outcomes</th>
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| **Competency 1:** The student will examine the interrelationship between humans and their environments by: | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 1. Using professional methods of collecting information and projected user requirements for developing design concepts. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 2. Developing a client profile. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 3. Analyzing clients to identify needs. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 4. Identifying personal and group needs that influence the use of each occupied space, including those of persons with special needs and of the aged. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 5. Identifying family needs and activities that influence space requirements. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 6. Identifying environmental characteristics of housing that affect the well-being of the family. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 7. Identifying ways that spaces influence social behavior and emotional well-being. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 8. Distinguishing the difference in needs and functional concerns between residential or public space users. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 9. Analyzing criteria for the selection and arrangement of furnishings including furnishings to be used by persons with disabilities, the elderly, and/or children. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |

| Competency 2: The student will analyze residential space allocations utilizing user needs and principles by: | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 1. Completing schematics and matrix to reveal relationships between adjacent spaces. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 2. Differentiating components of the building envelope including types of foundations, framing, roofing, windows and other materials that impact design solutions. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 3. Recognizing the implications of altering construction systems and construction materials as related to cost, structure, and design. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |
| 4. Identifying egress requirements in residential situations. | 1. Communication  
2. Numbers / Data  
3. Critical thinking  
4. Information Literacy  
5. Cultural / Global Perspective  
9. Aesthetic / Creative Activities  
10. Environmental Responsibility |

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Competency 3: The student will plan for space utilization according to identified functions by:

1. Illustrating a variety of schematic techniques.
2. Relating spatial adjacency, utilization, circulation, light, and function.
3. Contrasting public and private space, form, and usage.
4. Incorporating functional and aesthetic goals and objectives.
5. Identifying the psychological, social, and social responses of people using interior spaces.
6. Confirming appropriate allocations of space according to programmatic needs.
7. Combining furniture pieces and equipment to create functional and aesthetic groupings and areas in a residential design.
8. Developing a traffic plan.

Competency 4: The student will incorporate evaluation, space planning, layout, workflow and design methods for residential spaces by:

1. Developing a total concept for interior design and furnishings including circulation.
2. Researching selected works of architecture and interior design as precedents.
3. Applying design methods and techniques to represent a residential interior design project.
4. Demonstrating the programming sequences in a design project.
5. Demonstrating the design development stages in completing a design project.
6. Applying the principles and elements of design to satisfy aesthetic criteria.
7. Applying building, safety, and fire codes into the project to ensure the public’s health, safety and welfare.
8. Applying color theories to design solutions.
9. Demonstrating the relationship between color and space.
10. Illustrating the significance of scale and proportion as a major design requirement.
11. Unifying a variety of diverse forms and colors generating a concept of harmony.
12. Selecting materials and surfaces to appropriate interior needs and function.
13. Applying knowledge of human behavior in all design projects.
14. Arranging furniture, equipment and accessories.

Competency 5: The student will design safe and universally accessible spaces by:

1. Incorporating the use of ramps and automated systems designed to accommodate persons with disabilities.
2. Selecting fixtures, floor surfaces and functional layouts that demonstrate the anthropometrics and ergonomics of a disabled person.
3. Implementing the principles of universal design.
4. Discussing the Americans with Disabilities Act (ADA), local, state, and other building codes, describing how they affect the residential interior environments.
5. Specifying appropriate levels and types of light for design solutions related to accessibility.
**Competency 6:** The student will specify design materials and resources by:

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<tr>
<th>Number</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1.</td>
<td>Identifying manufacturers of furniture, equipment, lighting, architectural treatments and accessories.</td>
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<tr>
<td>2.</td>
<td>Selecting appropriate finishes and materials for various furnishings and functional areas of a home.</td>
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<tr>
<td>3.</td>
<td>Preparing finish schedules and plans.</td>
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<td>4.</td>
<td>Selecting furniture, equipment and accessories, providing samples of finishes and fabrics appropriate to the requirements of the project.</td>
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<td>5.</td>
<td>Developing a comprehensive presentation describing the design solution including sketches, diagrams, final drawings and models.</td>
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<td>6.</td>
<td>Conducting verbal presentations of their work.</td>
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