

**HID 777****Design Thesis****6 Credits****Spring Semester****Prerequisite Course(s):** HID 776 Design Thesis Research**Course Description:**

The Master of Healthcare Interior Design Thesis is the culminating educational experience for degree candidates. The intent of this self-directed design studio course is to continue further investigation and evaluation of theoretical ideas beyond the Design Thesis Research course (HID 776) pursuant to each student's delineated conceptual framework for research-based design. Continued applications of both traditional scholarly, and design-based research methods by which design processes can engage broader issues in healthcare design are to establish relevance and significance of the design thesis project. Design as both a discipline and a mode of inquiry will determine the process, methodology, and eventually, the success or failure of the self-selected proposed design project. A successful thesis will serve as evidence that the degree candidate has acquired the level of research skills and mastery of design required by the program and can therefore be accredited. Students will work closely with a thesis advisor in weekly meetings. In addition, faculty, medical experts, and practitioners will serve as project consultants and guest critics.

This self-directed research-based capstone design studio provides students the environment for discovery and innovation in which to execute an independent thesis project. The flexibility of pedagogical strategies allows each student to pursue individual interests while resolving formal, programmatic, and technical requirements posed by a complex multi-functional health promoting building interior.

**Learning Objectives:**

- I. Course Learning Objectives:  
Upon completion of the course, students will be able to:
  - manage all aspects of an independently selected and developed thesis design project
  - apply research gathered and analyzed into a clearly defined design program to inform design decisions
  - solve complex design problems using profession and industry standard processes
  - synthesize and visually communicate the knowledge and skills that have been acquired through the Master of Healthcare Interior Design curriculum in a capstone project
  
- II. Texts, readings, and instructional resources:
  - each student's fully developed and documented design program
  - thesis document prepared in the Design Thesis Research course (HID 776)
  - all reference materials and resources to be identified by students as required
  
- III. Assignments, evaluation procedures, and grading policy  
Academic Requirements:

**PROJECT:** To be determined by each student pursuant to one's Design Thesis Research (HID 776)

**SUBMISSION REQUIREMENTS:** To be approved by thesis committee and thesis advisor. Presentation to Jury panel, thesis advisor and committee, guests and public:  
Jury Week – End of Semester, date to be announced

**Academic Requirements in compliance with Council for Interior Design Accreditation (CIDA) Professional Standards:**

**Standard 2. Global Perspective for Design**

**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.

Students understand:

b) the implications of conducting the practice of design within a world context.

c) how design needs may vary in cultural and social groups with different economic means.

**Standard 3. Human-centered Design**

**Student Learning Expectations**

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

Student work demonstrates:

b) the ability to appropriately apply theories of human behavior in the built environment.

c) the ability to select, interpret, and apply appropriate anthropometric data.

d) the ability to appropriately apply Universal Design principles.

**Standard 4. Design Process**

**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.

**Standard 5. Collaboration**

**Student Learning Expectations**

Students have awareness of:

a) team work structures and dynamics.

b) the nature and value of integrated design practices.

**Standard 6. Communication**

**Student Learning Expectations**

a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are able to:

b) express ideas clearly in oral communication.

c) express ideas clearly in written communication.

d) express ideas clearly through visual media (ideation drawings and sketches).

e) produce presentation drawings across a range of appropriate media.

f) produce integrated contract documents including drawings, schedules, and specifications appropriate to project size and scope.

g) integrate oral and visual material to present ideas clearly.

**Standard 7. Professionalism and Business Practice**

**Student Learning Expectations**

Students understand:

a) the contributions of interior design to contemporary society.

b) various types of design practices.

c) the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines).

d) the elements of project management, project communication, and project delivery methods.

e) professional ethics.

#### Standard 8. History

##### Student Learning Expectations

a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.

Students understand movements and traditions in:

b) interior design

c) architecture.

d) furniture, decorative arts, and art.

e) Students apply precedents to inform design solutions.

#### Standard 9. Space and Form

##### 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.

#### Standard 10. Color

##### Student Learning Expectations

Student work demonstrates understanding of:

a) color principles, theories, and systems.

b) the interaction of color with materials, texture, light, form and the impact on interior environments.

Students:

c) appropriately select and apply color with regard to its multiple purposes.

d) apply color effectively in all aspects of visual communication (presentations, models, etc.)

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

##### Student Learning Expectations

Students have awareness of:

a) a broad range of materials and products.

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

c) Students select and apply materials and products on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life cycle cost.

d) Students are able to layout and specify furniture, fixtures, and equipment.

#### Standard 12. Environmental Systems

##### Student Learning Expectations

Students:

a) understand the principles of natural and electrical lighting design.

b) competently select and apply luminaires and light sources.

Students understand:

c) the principles of acoustical design.

d) appropriate strategies for acoustical control.

Students understand:

e) the principles of thermal design.

f) how thermal systems impact interior design solutions.

Students understand:

g) the principles of indoor air quality.

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

#### Standard 13. Building Systems and Interior Construction

##### Student Learning Expectations

Student work demonstrates understanding that design solutions affect and are impacted by:

- a) structural systems.
- b) non-structural systems including ceilings, flooring, and interior walls.
- c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
- d) energy, security, and building controls systems.
- e) the interface of furniture with distribution and construction systems.
- f) vertical circulation systems.
- g) Students are able to read and interpret construction drawings and documents.

#### Standard 14. Regulations and Guidelines

##### Student Learning Expectations

Students have awareness of:

- a) sustainability guidelines.
- b) industry-specific regulations.

Student work demonstrates understanding of laws, codes, and standards that impact fire and life safety, including:

- c) compartmentalization: fire separation and smoke containment.
- d) movement: access to the means of egress including stairwells, corridors, exitways.
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
- f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Students apply:

- g) federal, state/provincial, and local codes.
- h) standards.
- i) accessibility guidelines.

#### **Administrative Requirements:**

##### Studio Standards and Policies

The Program maintains standards of design quality in student work and personal conduct in design studios which are congruent with the mandate assumed by other professional programs accredited by the Council for Interior Design Accreditation. The design studio, therefore, is considered a learning environment predicated on presence, participation, dialogue, initiative and learning by doing. Sharing thoughts, discussing ideas and seeking feedback are important aspects in the testing, development, and refinement of design concepts.

In this context each design project is considered an experiment, where successful experiments must be based on sound reasoning, fact, knowledge, rigorous method, historical precedent and a valid concept. Through the design process one seeks to find unique design solutions to an identified problem by appropriately responding to design criteria with minimal undesirable, unforeseen side effects.

Because the activity of design is time-bound, design studio is time-bound. Hence, the strategic management of time is crucial to a quality design studio experience.

#### **Course Completion Requirements:**

- Completion of thesis project in compliance with project statement requirements. Incomplete projects are not considered for evaluation and are not formally presented.
- Presentation and defense of completed project by articulating corresponding relationships between program and proposed design concept.
- Projects must demonstrate a process in which conceptually innovative approaches to design problem solving not only produce design propositions but also serve as a mode of critical inquiry.

### **Letter Grade Description**

- A Superior:** Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the studio critic and exemplary to the rest of the class and sets a standard for the course.
- B Above Average:** Represents work that can be distinguished as being of “good” quality. The work is free of significant flaws, is comprehensive in scope and exceeds all minimum requirements. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. This work is of a quality that is exemplary for the course.
- C Average:** Represents satisfactory and average performance. The work is free of major flaws, is comprehensive in scope, and meets all minimum requirements. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and studio critic can take “satisfaction” in the average resolution of the course.
- D-F Failing:** Represents substandard work that is not passable. The work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the issues raised by the course and is unacceptable.
- I Incomplete:** An “incomplete” on a project can only be given in exceptional cases in which failure to complete the assignment is a direct result of verifiable documented illness or injury requiring a visit to a medical facility, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical records or legal notification). In addition, documentation for excused absences must be provided no later than the third class meeting following the event or the absence(s) will be counted as unexcused and no Incomplete can be given. All incomplete work is subject to late penalties as per the studio critic’s policy.

### **School of Architecture Grading Policy**

Any course required for a major in which a grade of C+ or less is received for a graduate level course, the course must be repeated with an earned grade of B- or above.

### **IV. Weekly Schedule**

To be determined by each student per one's Design Thesis Research (HID 776) approved by the student's thesis committee and thesis advisor

Jury Week – End of Semester

Presentation to Jury Panel, thesis committee and advisor

Date to be determined

### **V. Standard Provost’s Statements**

<http://www.unlv.edu/provost/policies-forms#Pars>

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is

plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Library Resources**—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: [https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Any other class specific information**—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)