20 Years of Art & Design
1998–2018

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APPENDIX K

MACRO CURRICULUM ANALYSIS
COUNCIL FOR INTERIOR DESIGN ACCREDITATION

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DEPARTMENT OF INTERIOR DESIGN
VIRGINIA COMMONWEALTH UNIVERSITY—QATAR

IDES Curriculum Map
Project Size, Scope, and Complexity

Project Size

	SOPHOMORE		JUNIOR		SENIOR	
	Fall IDES 201	Spring IDES 202	Fall IDES 301	Spring IDES 302	Fall IDES 400	Spring IDES 401
	• Series of small projects • Emphasis on elements and principles of design	• 80 m² • 100--150 m²	• 100 m² • 600 m²	• 215-325 m² • 120—2400 m²	• 1500m² and ≥	• 1500m² • 3000 m²

Comments

Square footage sequencing is appropriate.
We have to pay attention to other studio courses that are taught at the same curriculum level; e.g., IDES 201, IDES 211, and IDES 231
IDES 400 should follow the square footage sequencing and Learning Objectives

Project Scope

	SOPHOMORE		JUNIOR		SENIOR	
	Fall IDES 201	Spring IDES 202	Fall IDES 301	Spring IDES 302	Fall IDES 400	Spring IDES 401
	Applications Not types of application but underscore design communication Design and architecture fundamentals **Methodology** Use of sketching Ergonomics anthropometrics Design process Building models Posters	**Applications** Residential Commercial **Methodology** **Collaborative** and individual projects Case studies **Literature review** Reports Emphasis on space planning, user needs, functionality, aesthetics	**Applications** Branded Retail Kiosk Trade show Retail/2-3 areas of concentration **Methodology** **Exposition to theories of branding,** identity and communication Underscore research on the correlation of brand character **and cultural influences** Emphasis on collaboration and interdisciplinary	**Applications** High End Residential Cutting Edge Office Design Hospitality every other spring semester **Methodology** **Case Studies** design needs may vary for different cultures **creative thinking and originality** through generation of multiple concepts Advanced space planning techniques	**Applications** Commercial and non Commercial Applications Emphasis on medium size projects **Methodology** Investigate, explore, and enhance problem solving. **Clients' interviews** Project Rotation Involvement of guest critiques--diversit y of critiques disciplines and perspectives	**Applications** Residential Hospitality Office environments Healthcare Art/Cultural Institutions **Methodology** Report generated in IDES 441 Case studies Literature review **Emphasis on Evidence-Based Design** Use of concept to generate creativity

Comments

Applications:
Necessity to balance the study of different applications to include: Residential, hospitality, retail, healthcare, and office environments.
The context requires more emphasis on high-end residential, hospitality, and office enviroments. Possibilities of implementation at IDES 302, 400, and 401.

Methodologies:
At the sophomore level, the use of case studies and literature review is a good introduction to research phase.
At the junior level, more elaboration techniques on literature review, photographic testimonies, case studies, interviews, and participant observation ought to be added. This will ensure increase in complexity relative to the research phase and prepare the seniors to address the requirements of the senior year…
At the Senior level, IDES 400—must follow the curriculum map including size of the projects, scope and complexity…
Avoid Urban planning interventions and extremely small projects…
Use interior design projects that would take care of the Student Learning Objectives…
This will ensure that the seniors are well-prepared for their thesis project.

Summary:
In the sophomore year, include case studies and intro to literature review, may add other methods but in a very basic approach.
In the junior year, include advanced literature review, study of complex case studies, site analysis, include interviews and participant observation. Hence, in the senior year, students are well-prepared to address the projects research needs…

Project Complexity

	SOPHOMORE		JUNIOR		SENIOR	
	Fall IDES 201	Spring IDES 202	Fall IDES 301	Spring IDES 302	Fall IDES 400	Spring IDES 401
	Sensory Design Client needs Cultural influences Sustainability Intro to students critiques… Design processes Collaboration	Influence of modern movement, ADA, Gerontology, Collaboration\ Awareness of sustainability	Collaboration and interdisciplinary approach Group activity…	Collaboration with high end design firms Collaboration with Commercial design firms	Students become the instructor—self-learner concept… Emphasis on socio-economic and cultural constraints Collaboration with design firms, and Emphasis on compliance with criticial program standards.	Use of Evidence-Based Approach Generate competent presentation Creative thinking and originality Illustrate a capstone course taking into account curriculum requirements Freedom as a complexity

Comments

Collaboration/partnership and cultural influences constitute strengths of the program…
Use of cultural influences, historic influences, diversity, sustainability including LEED, BEREM, QSAS, Inclusive Design, i.e., elderly and children environments, Gender influences, socio-economic impacts, and interdisciplinary/multidisciplinary collaboration constitute appropriate venues for injecting of a certain level of complexity to our projects…

Additionnal Comments As per Faculty Observations

| Small projects are very appropriate.

Shorter assignments, time wise, are so rewarding as they address time management constraints, production…

This will help eliminate possibilities of plagiarism/violation of honor code… | Students were showed solutions to the problems since they are too slow to move, due to lack of previous knowledge.

Add on should not take on over the existing projects.

Find alternatives to make students productive and prompt in delivering assignments | Gender and Age
Sustainability
Cultural and Socio-economics
Universal/inclusive design

Programing techniques,
Env. Behavior approach
Combination of Construction and Presentation docs.

Split project into smaller modules—will take care of different SLO's. | Necessity of preliminary studies: site analysis, behavioral influences, reports that inform the design…

This will facilitate the transition to the senior studios.

Good to think about sequencing…. Increase level of complexity on what have been learned before… [X, x+1, x+2], | Emphasis on Interior design…

Project size should be within curriculum map guidelines

Course should conspicuously address critical curriculum requirements—generate smooth transition to the senior capstone… | Course is not meeting curriculum requirements as it stands…

Use IDES 441 course for all the programmatic data…

Dedicate Jan10—April 10—primarily for design, design compositions, const docs, modeling, graphic design, and senior critique.

April 15 ≥ Should be Dedicated to BFA/MFA and Senior Thesis Presentation |