DEPARTMENT OF DESIGN

Visual Communication Design

Mission Statement:

Winthrop University's Visual Communication Design (VCD) program imparts rigorous professional preparation over a comprehensive four-year bachelor degree in illustration, graphic, and interactive media. The VCD faculty, facilities, and technology support students' research, analysis, and design necessary for their end products to meet audience needs and intended contexts for print, screen, or built environments. We empower students to become directors of visual communication, who think conceptually, with an emphasis on systematic and strategic approaches to design.

Program Outcomes:

1. Students will demonstrate the ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes. (NASAD Handbook 2010-11: IX-J-3-a (sic) and IX-K-3-a (abridged).

2. Students will demonstrate the ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/ composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.(NASAD Handbook 2010-11: IX-J-3-c (sic) and IX-K-3-e,f (abridged).

3. Students will demonstrate an understanding of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media (film, video, computer multimedia); painting, photography, typography, general design procedures, and digital/computer-aided design. (NASAD Handbook 2010-11: IX-J-3-d (sic) and IX-K-3-c (sic, appended).

Interior Design

Mission Statement:

The mission of the Interior Design Program at Winthrop University is to strive for a high standard of design education in order to provide a learning environment that encourages the development of highly competent interior design professionals at the baccalaureate level. The program focuses on the ability (for students) to design quality interior environments that contribute to the well-being and safety of individuals and groups along with incorporating a concern for the environment and society at large.

Program Outcomes (From Council of Interior Design Accreditation Professional Standards)

Standard: Global Perspective for Design

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 for a range of socio-economic stakeholders.

Program Expectations

Standard: Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

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.[1]
c) the *ability* to select, interpret, and *apply* appropriate anthropometric data.
d) the *ability* to appropriately *apply* universal design concepts.[2]

Standard: 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.

[1] Refers broadly to how interior design impacts occupant well-being and performance.

[2] Refers broadly to "the design of products and environments to be useable by all people to the greatest extent possible, without the need for adaptation or specialized design." Quote attributed to Ron Mace, excerpted from North Carolina State University Center for Universal Design website.

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 and originality through presentation of a variety of ideas, approaches, and concepts.

Standard: 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.
b) the nature and value of integrated design practices.[3]

Standard: Communication

Entry-level interior designers are effective communicators.

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:

a) express ideas clearly in oral and written communication.
b) use sketches as a design and communication tool (ideation drawings).
c) produce competent presentation drawings across a range of appropriate media.

[3] This involves an integrated team process in which the design team representing all disciplines (interior design, architecture, construction, etc.) and all affected stakeholders (clients, community participants, etc.) work together.

d) produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.
e) integrate oral and visual material to present ideas clearly.

Standard: 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.

Student Learning Expectations:

Students *understand*:
a) the contributions of interior design to contemporary society.
b) various types of design practices.[4]
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: History

Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context.

Student Learning Expectations:

a) Students *understand* the social, political, and physical influences affecting historical changes in design of the built environment.
a) Students *understand*:
b) movements and periods in interior design and furniture.
c) movements and traditions in architecture.
d) stylistic movements and periods of art.
e) Students *apply* historical precedent to inform design solutions.

Standard: Space and Form

Entry-level interior designers apply elements and principles of two- and three-dimensional design.

[4] Examples include sole proprietor, partnerships, etc.

Student Learning Expectations:

Students effectively *apply* the elements and principles of design to:

a) two-dimensional design solutions. 1
b) three-dimensional design solutions. 1
c) Students are *able* to evaluate and communicate theories or concepts of spatial definition and organization.[5]

Standard: Color

Entry-level interior designers apply color principles and theories.

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.
a) Students:
b) appropriately select and *apply* color with regard to its multiple purposes.[6]
c) *apply* color effectively in all aspects of visual communication (presentations, models, etc.)

Standard: Furniture, Fixtures, Equipment, and Finish Materials

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations:

Students have *awareness* of:

a) a broad range of materials and products.
b) typical fabrication and installation methods and maintenance requirements.
c) Students select and *apply* appropriate 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.

[5] Across the curriculum, examples could include board layout, individual exercises, design solutions, models, digital presentations, etc.
[6] Examples of purposes include functional, behavioral, aesthetic, perceptual, cultural, and economic.

Standard: Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Student Learning Expectations:

Students:

a) *understand* the principles of natural and electrical lighting design.[7]
b) competently select and *apply* luminaires and light sources.
a) Students *understand*:
b) the principles of acoustical design.[8]
c) appropriate strategies for acoustical control.[9]
d) Students *understand*:
e) the principles of thermal design.[10]
f) how thermal systems impact interior design solutions.

Students *understand*:

g) the principles of indoor air quality.[11]
h) how the selection and application of products and systems impact indoor air quality.

Standard: Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student Learning Expectations:

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

a) structural systems and methods.[12]
b) non-structural systems including ceilings, flooring, and interior walls.

[7] Examples include color, quality, sources, use, control

[8] Examples include noise control, sound distribution, speech privacy

[9] Examples include material selection; white noise; space planning; floor, wall and ceiling systems.

[10] Examples include mechanical system design, airflow, and occupant reaction to thermal variables.

[11] Examples include pollutant source control, filtration, ventilation variables, CO2 monitoring, mold prevention.

[12] Examples include wood-frame and steel-frame.

c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
d) energy, security, and building control systems.[13]
e) the interface of furniture with distribution and construction systems.
f) vertical circulation systems.[14]
g) Students are *able* to read and interpret construction drawings and documents.

Standard: Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations:

Students have *awareness* of:
a) sustainability guidelines.[15]
b) industry-specific regulations.[16]

Student work demonstrates *understanding* of laws, codes, standards, and guidelines that impact fire and life safety, including:
a) compartmentalization: fire separation and smoke containment.
b) movement: access to the means of egress including stairwells, corridors, exit ways.
c) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
d) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.
e) Students *apply* appropriate:
f) federal, state/provincial, and local codes.[17]
g) standards.[18]
h) accessibility guidelines.

[13] Examples include energy management including HVAC, safety, and security.

[14] Examples include stairways and elevators.

[15] Examples include LEED, CHPS, Energy Policy Act 2005, California 01350.

[16] Examples include health codes, regulations for government projects, regulations for education projects including daycare, and regulations governing work in historic districts or on historic properties

[17] Examples include the International Building Code (IBC) and the National Building Code of Canada

[18] Examples include flammability and American National Standards Institute (ANSI).