El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	**Interior Design Technology**
COURSE RUBRIC AND NUMBER	**INDS 2315**
COURSE TITLE	**Lighting for Interior Designers**
COURSE CREDIT HOURS	**3 2 : 2** **Credits Lec Lab**

I. Catalog Description

Presents the fundamentals of lighting design, including lamps, luminaries, lighting techniques and applications for residential and commercial projects. **(2:2). Lab fee**.

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

A. Identify and define quantity, quality, source and fixture of light, their function and applications
B. Analyze and evaluate residential and commercial lighting projects.
C. Create and produce a reflected ceiling plan for given projects conforming to all items on the assignment sheet using compositional lighting techniques; develop schematic layout; and create a schematic layout presentation.
D. Provide the symbols utilized in electrical and lighting drawings
E. Create legends associated with the drawings to include standard symbols for electrical, lighting, and communication systems
F. Specify lighting fixtures, lumen requirements, and spacing criteria per specified area
G. Create electrical floor plans to include power and communication requirements
H. Discuss lighting technology and its effects on energy and cost constraints
I. Site visit lighting firms for actual fixture applications
J. Read architectural floor plans
K. Design and provide a study model-building
L. Discuss the use of natural and artificial light
M. Design and build a luminaire
N. Identify and differentiate among ambient/general, task, and accent lighting and their uses.
O. Research light sources, luminaries, and applications in terms of function, aesthetics, and economics.
P. Produce drawings of field-verified existing electrical, data, and reflecting ceiling plans
Q. Adhere to codes and requirements for electrical and lighting in residential and commercial applications
R. Articulate design concepts in written, verbal, and automated formats.
S. Plan and conduct presentations in front of instructor and peers.
T. Demonstrate professionalism as in following instructions, preparation, timeliness, responsibility, and good conduct.
U. Identify and utilize tools, software, and equipment learned in all the interior design classes to include:
    1. Computers, printers, plotters, scanners, copiers, projectors, matboard cutter, labeler, glue gun, and pressmount
    2. Microsoft Word, Excel, PowerPoint, Publisher; Autocad; and Adobe Photoshop
    3. Architectural scale, triangles, manual drafting, mechanical pencils, furniture templates, and measuring tape
    4. Presentation materials-matboards, foamboard, adhesives, exacto knives, metal rulers, markers, vellum, and prisma color
V. Discuss the function and maintenance of a fabric and product library.

III. THECB Learning Outcomes (WECM)

1. Use accurate lighting terminology and symbols.
2. Evaluate the structure and function of luminaries types.
3. Describe various lighting techniques and specifications.
4. Assess appropriate lighting applications for residential and commercial spaces.
5. Identify energy codes and their impact on lighting design.

IV. Evaluation

A. Exams, Quizzes & Performance Tests
   1. Students are evaluated with three (2-3) exams, quizzes or performance tests during the semester.
   2. The material covered comes from the lectures, text, and assigned readings.
   3. There is a combination of short essay, true/ false, definition, identification, and performance of design skills tested.

B. Lab Projects & Performance Tests
   1. There are numerous lab projects throughout the semester to be done in lab time with some outside research. Various projects are of the learning process, while others are part of a performance test and receive a grade.
   2. Lab projects are graded on the basis of creativity and application of design concepts, and solution meeting the criteria of a performance test.
   3. There is comprehensive final project focusing on lighting design meeting functional design criteria.

C. Grading Scale

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
69- below	=	F

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.