GW INTERIOR ARCHITECTURE

LISBON: HOSPITALITY DESIGN FOR THE PEOPLE

COURSE INFORMATION
IA 6560 CRN: TBD
Prerequisite: Studio 2 course
Credits: 6
Room: #219 Flagg

INSTRUCTOR INFORMATION:
Instructor: Nadia Volchansky
Office Hours: TBD
Telephone: 202-242-6704
E-mail: volna@gwu.edu

On Campus: May 16 - June 25 (6 weeks)
Abroad: June 26 - July 10 (2 weeks)

M, W, F 8.30 – 1.30
M, T, W, R, F 9.00 – 12.00

READING MATERIALS:
Required textbooks:
Operative Design: A catalogue of Spatial Verbs; Anthony Di Mari
The Interior Design Reference + Specification Book; Linda O’Shea & C. Grimley; Rockport

Reference Design Text:
Detail in Contemporary Hotel Design; Drew Plunkett, Olga Reid
Best of Hospitality: Architecture and Design (vol.2); Cindy Allen
The World’s Coolest Hotel Rooms; Bill Tikos
Brandlife: Boutique Hotels & Hostels; Viction Workshop
Architecture: Form, Space, and Order; Latest Edition; Ching
A Wealth of Insight: The World’s Best Luxury Hoteliers on Leadership

Reference Technical Text:
ANSI 117.1 - 2009 Edition (Hardcopy or pdf); ICC
Building Construction Illustrated; Latest Edition; Ching; Wiley & Sons
Interior Design Illustrated; Latest Edition; Ching
Building Codes Illustrated; Latest Edition; Ching and Winkel; Wiley & Sons
Interior Graphic Standards: Student Edition (paperback); Corky Binggeli; Wiley & Sons
Construction Drawings and Details for Interiors; Kilmer and Kilmer
Understanding the Americans with Disabilities Act; Rhoads, Marcela Abadi; Wiley & Sons

COURSE DESCRIPTION:
This course is focused on hospitality design industry, specifically in Lisbon. It will offer students an exciting, in-depth study of a global site (in Lisbon), its user group, and overall experience, resulting in a boutique hotel design project. The hybrid (on-campus and abroad) model, in which this course will be structured, is novel for a course of its type, but is essential in connecting off-site to on-site research, and reinforcing design decisions. In this course, students will lead a thorough pre-design research of a global site, hospitality issues, and trends, and use it to design a boutique hotel project to reflect their study on campus. Students will then travel to Lisbon to experience hospitality industry in Lisbon, explore the relevance of their research, and work closely with European designers and architects to finalize their design project. Semester will culminate with a design critique and student reflection on the relevance of user research and significance of site in their design projects.

Students are expected to incorporate previous expertise in all areas, including, but not limited to: concept, program analysis, space planning, technology, building codes and environmental psychology. Projects include the commercial applications of color, materials, display, lighting and finishes. In addition, students will select and specify furniture and their appropriate applications.

This course will introduce students to multifaceted and complex problems in hospitality design, allowing further exploration of design theory, practical application and guidelines, and development of advanced studio work. Students will continue to cultivate their understanding of the design process, further develop critical thinking and the expression of original thought, and be introduced to the codes and regulations that pertain to hospitality interiors as well as collaborative learning.

METHOD OF INSTRUCTION AND CLASS PROCEDURE:
• This course will be focusing on individual design explorations relying on individual motivation, ability to conceptualize design and execute its intent. Studio time will be used for individual and group critiques, and reviews by GW faculty and professionals in the field. Come prepared to do work as well as to show and discuss your progress every time we meet with the instructor/
classmates. To encourage fluent and frequent exchange of ideas, formal and informal group critiques will be used often throughout the semester. During lectures, students MUST take notes on paper only (electronic note-taking is not allowed!).

- **Design process does not follow a linear pattern.** The first solution you arrive at may not be your best, in fact it usually takes many attempts to excel; at times we backtrack, start over, and design ‘in excess.’ This is a natural design process. You are encouraged, and expected to explore multiple (yes, this means more than one) options for each challenge. DOCUMENT AND SAVE ALL PROCESS WORK AS YOU GO.

- **Please bring all sketches, models, drawings, plots, photos, images, samples, etc. to class that will aid in the discussion / criits with the instructor.** You must have with you at all times the following: sketchbook, trace, scale (architect’s), pens/pencils, and laptops.

- **All work that has been done on a computer to be discussed and reviewed must be printed out to scale before class begins.** Please do not ask the instructor to allow time for printing before the critique.

- To gain the most from each critique, it is imperative that new information is presented each and every time. Progress must be visible from day to day; rehashing the same scheme, idea, sketch, drawing, etc. will impede development of your project.

- Discussion amongst your peers is strongly encouraged during criits within the classroom.

- Your design education is cumulative – what you learned in the past must be used now in all your work.

- In order to ensure a thorough exploration and due development of each design challenge, students are expected to dedicate AT LEAST 3x the weekly studio hours on their studio projects. Students are expected to work DURING class time!

- Objectives and criteria will be discussed at the onset of each assignment and milestone.

- **Over 5 weeks, this 6-credit studio will meet for 18 hours for studio instruction per week, and students will be expected to spend an additional 18 hours per week working on their design project and preparing for class.** After a week-long break, students will continue the course with a two week abroad study. They will spend 9 hours of in-class time in Amsterdam, and are expected to spend 9 hours on coursework outside of class.

**COURSE OBJECTIVES:**
At the completion of this course, the student’s full participation will enable them to:

a) understand the principles and elements of design
b) further develop professional quality graphic and presentation skills (visual communication)
c) apply the principles and elements of design in two and three dimensions
d) develop a basic design concept for a project
e) construct two and three dimensional projects to communicate design issues to others
f) explore the development of schematic and spatial concepts
g) develop basic knowledge regarding building codes and accessibility guidelines
h) gain knowledge in sustainability, furniture selection and planning, and commercial finish and material use
i) reinforce the critical need for research, observation and development of listening skills.
j) **demonstrate the strength of designing with the focus on user experience**
k) **display the ability to design within the global context**

**PROJECT POLICY:**
1. Late work will not be accepted and will be recorded as a Zero (0). It is recommended that you turn in unfinished assignments for partial credit rather than receive no credit at all.
2. All assignments (complete or incomplete) are due at the beginning of class and on the date noted on the individual project assignment and/or course schedule.

**PRINTING**
- Use at own risk. If GW plotter or printer breaks down, that is not an excuse for projects being late.
  - Find a print shop, such as Fed Ex or ABC Imaging Inc.
- Students are responsible for any printing fees associated with projects.
- GW IA will supply enhanced bond paper for both plotters.
- Costs associated with printers: .07 cents per side of black/white page and .85 cents per side of color page.
- Students should NOT rely on the GW IA plotters and printer (ESPECIALLY DURING MIDTERM AND FINAL EXAM TIME).
- For more information about printing at other GW locations go to Colonial Printing, [https://printing.gwu.edu/](https://printing.gwu.edu/).

**REFER TO GW SUMMER POLICIES 2020 FOR ADDITIONAL INFORMATION**
COUNCIL FOR INTERIOR DESIGN ACCREDITATION (CIDA):
CIDA-accredited programs assure the public that interior design education prepares students to be responsible, well-informed, skilled professionals who make beautiful, safe, and comfortable spaces that also respect the earth and its resources. The Professional Standards set forth by the Council for Interior Design Accreditation (CIDA) are used to evaluate interior design programs that prepare students for entry-level interior design practice and position them for future professional growth.

In this course we address the following CIDA 2018 criteria:

**STANDARD 4: GLOBAL CONTEXT**
- **a)** (S) Students are aware that building technology, materials and construction vary according to geographic location.
- **b)** (S) how social, economic, and cultural contexts inform interior design.
- **c)** (P) how environmental responsibility informs the practice of interior design.

The interior design program provides:
- **d)** (S) exposure to the current and relevant events that are shaping contemporary society and the world.
- **e)** (S) exposure to a variety of cultural norms.
- **f)** (S) opportunities for developing multi-cultural awareness

**STANDARD 5: COLLABORATION**
Students have an awareness of:
- **d)** (S) the dynamics of team collaboration and the distribution and structure of team responsibilities.

**STANDARD 7: HUMAN-CENTERED DESIGN**
Student work demonstrates understanding of:
- **a)** (P) theories related to the impact of the built environment on human experience, behavior, and performance.
- **b)** (P) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.
- **c)** (P) methods for gathering human-centered evidence.
- **d)** (P) analyze and synthesize human perception and behavior patterns to inform design solutions.

Student work demonstrates the ability to:
- **e)** (P) apply human factors, ergonomics, and universal design principles to design solutions.
- **f)** (S) apply wayfinding techniques to design solutions.

**STANDARD 8: DESIGN PROCESS**
Student Learning Expectations
- **a)** Student work demonstrates the ability to apply space planning techniques throughout the design process.

Student work demonstrates the ability to apply knowledge and skills learned to:
- **b)** (P) solve progressively complex design problems (complex site, program or both)
- **c)** (P) identify and define issues relevant to the design problem.
- **d)** (P) execute the design process: pre-design, schematic design, and design development.
- **e)** (P) synthesize information to generate evidenced-based design solutions.
- **f)** (P) explore and iterate multiple ideas.
- **g)** (P) design original and creative solutions.
- **h)** (S) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Program Expectations
The interior design program includes:
- **i)** (S) exposure to a range of problem identification and problem solving methods.
- **j)** (S) opportunities for innovation and risk taking.
- **k)** (S) exposure to methods of idea generation and design thinking.

**STANDARD 9: COMMUNICATION**
Student Learning Expectations
Students are able to effectively:
- **a)** (P) distill and visually communicate data and research.
- **b)** (S) express ideas in oral communication.
- **c)** (S) express ideas in written communication.
- **d)** (P) express ideas developed in the design process through visual media: ideation drawings and sketches.
- **e)** (P) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.
- **f)** (S) exposure to evolving communication technologies.

**STANDARD 10: HISTORY & THEORY**
- **f)** (S): Students apply historical precedent to inform design solutions.

**STANDARD 11: DESIGN ELEMENTS & PRINCIPLES**
Student Learning Expectations
a) (P) Students **understand** the elements and principles of design, including spatial definition and organization. Student work demonstrates the **ability to**:

- b) (P) explore two- and three-dimensional approaches across a range of media types.
- c) (P) two-dimensional design solutions.
- d) (P) three-dimensional design solutions.

**STANDARD 12: LIGHT & COLOR**

Student Learning Expectations

a) (S) Students are **aware** of the environmental impact of illumination strategies and decisions. Students **understand**:

- b) (S) the principles of natural and artificial lighting design.
- c) (P) strategies for using and modulating natural light.
- d) (P) Students competently select and **apply** luminaires and light sources.

Student work demonstrates **understanding of**:

- g) (S) color terminology.
- h) (P) color principles, theories, and systems.
- i) (P) color in relation to materials, textures, light, and form.

Student work demonstrates the **ability to** appropriately:

- j) (P) select and apply color to support design concepts.
- k) (P) select and apply color to multiple design functions.
- l) (P) use color solutions across different modes of design communication.

**STANDARD 13: PRODUCTS & MATERIALS**

Student Learning Expectations

a) (S) Students are **aware** of the influence of furnishings, objects, materials, and finishes on human wellbeing. Student work demonstrates **understanding of**:

- b) (S) how furnishings, objects, materials, and finishes work together to support the design intent.
- d) (P) appropriate design or specification of products and materials in relation to project criteria and human wellbeing.
- e) (P) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- f) (S) Students are **able** to design and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

**STANDARD 14: ENVIRONMENTAL SYSTEMS & COMFORT**

Student Learning Expectations

a) (S) Students **understand** that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment. Students **understand**:

- c) (S) appropriate strategies for acoustical control (e.g., **material selection**, **white noise**, floor and/or wall and ceiling systems)
- f) (S) the principles of indoor air quality.
- g) (S) how the selection and application of products and systems impact indoor air quality.

**STANDARD 16: REGULATIONS & GUIDELINES**

Student Learning Expectations

a) (S) Students have **awareness** of the origins and intent of laws, codes, and standards. Student work demonstrates **understanding of**:

- b) (P) standards and guidelines related to sustainability and wellness.

Student work demonstrates the ability to **apply**:

- d) (S) federal, state/provincial, and local codes including fire and life safety.
- e) (S) barrier-free and accessibility regulations and guidelines.

**GRADING RATIONALE:**

Projects will be evaluated on the basis of independent thought process, design development, originality, creativity, and adherence and application to program requirements (including codes), quality of graphic and verbal presentations, organization and completeness. Additionally, the entire project assignment is graded on a bell curve weighing your abilities alongside your peers. An evaluation form for each project will explain the grading criteria.

The course grade is based on the due date completion and submittal of assignments. Assignments are due on the date posted. If a student is absent on the date an assignment is due, they must arrange for someone to turn in their assignment by the end of the class session. Assignments turned in after the turn-in time will be **marked down one letter grade for each day past the due date**. No final assignments will be accepted for full credit immediately after the deadline time.
### GRADING % notes:

**Process Work (50%)**
- Site/History Analysis: 10% (2/3 class)
- Building Code Analysis: 10% (1/3 class)
- Precedent research: 10% (documents, photos and diagrams)
- Concept Review: 5% (*parti* development)
- Sketchbook: 5% (document ideas and progress via sketches)
- Participation: 10% (e.g., attendance, conduct, professionalism, self-improvement)
- Mid Review (w/guests): 10% (design and completion of requirements)

**Final Work (50%)** refer to final deliverables (includes digitally documented work)

**Total:** 100%

(*) Students are expected to project a level of professionalism towards their work and relationship with others. Always show respect for your work, your instructor, guest jurors, your classmates and their work. Avoid late work and tardiness. Not keeping a level of professionalism in class will lower your grading (e.g., Attitude, Self-Improvement, Conduct and Attendance).
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<thead>
<tr>
<th>MONDAY</th>
<th>WEDNESDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>05/16</td>
<td>- Discuss Syllabus</td>
<td>05/20</td>
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<td>- Intro to Boutique Hotel project</td>
<td>Site &amp; History Analysis Presentations.</td>
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<td>- Site Analysis (M. Abrams) – examples from previous Studio 3 sections</td>
<td>Upload digital model to Blackboard.</td>
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<td>- Divide class into Site/History groups and Revit/Sketch-Up group</td>
<td>User + Precedent Analysis, Programming</td>
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<td>05/23</td>
<td><strong>No Class: Memorial Day</strong></td>
<td><strong>05/27</strong></td>
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<td><strong>No Class: Memorial Day</strong></td>
<td>Concept Review (Desk Crits):</td>
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<td>Mood board</td>
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<td>(3) Conceptual Models (<em>parti</em>)</td>
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<td>(2) Analytical diagrams each <em>parti</em></td>
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<td>(2) Bubble diagrams</td>
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<td>05/29</td>
<td>Lecture: RCP</td>
<td>06/01</td>
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<td>Desk Crits: Study model (1/8”), sketched plans (with two furniture layouts, each level), 2 sections</td>
<td>Desk Crits:</td>
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<td>New study model (1/8”), sketched plans</td>
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<td>(with two furniture layouts &amp; proper clearances, each level), (2) building sketched sections (long + cross)</td>
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<td>06/06</td>
<td>Lecture: Lighting (Erin Speck)</td>
<td>06/08</td>
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<td>MID REVIEW (with guests)</td>
<td>Desk Crits:</td>
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<td>Revised study model, RCP, plans, sections, (4) Modified Analytical Diagrams</td>
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<td>06/13</td>
<td>Lecture: Composition (M. Abrams)</td>
<td>06/10</td>
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<td>Desk Crits: discuss FF&amp;E selection &amp; 3 perspectives (interior+exterior)</td>
<td>Desk Crits:</td>
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<td>Relevance of design to <em>user profile</em></td>
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<td>Revised study model, plans, sections, RCP &amp; millwork detail</td>
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<td>06/19</td>
<td><strong>No Class</strong></td>
<td>06/22</td>
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<td>06/27</td>
<td>IN LISBON</td>
<td>Welcome brunch</td>
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<td>Firm Visit: Pedra Silva Architectos</td>
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<td>06/28</td>
<td>IN LISBON</td>
<td>Gare Do Oriente: User Analysis</td>
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<td>User experience @ Santiago de Alfama Hotel, O Artista Boutique Hotel, Internacional Design Hotel</td>
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<td>06/29</td>
<td>IN LISBON</td>
<td>Firm Visit: Future Architecture Thinking, LDA</td>
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<td>Discussion: ‘for the people’</td>
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<td>Discussion: User profile</td>
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<td>06/30</td>
<td>IN LISBON</td>
<td>Site Visits: Hospitality industry in Lisbon – design + user experience: h10 Duque de Loule, The Art Inn Lisbon</td>
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<td>07/01</td>
<td>IN LISBON</td>
<td>Progress Review</td>
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<td>Future Architecture Thinking, LDA</td>
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<td>Work Day</td>
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<td>07/04</td>
<td>IN LISBON</td>
<td>Site Visit: MAAT Museum of Art, Architecture and Technology</td>
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<td>07/05</td>
<td>IN LISBON</td>
<td>Site Visit: University of Lisboa, Faculty of Architecture</td>
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<td>Work Day</td>
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<tr>
<td>07/06</td>
<td>IN LISBON</td>
<td>Dress Rehearsal (with local jurors)</td>
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<td>07/07</td>
<td>IN LISBON</td>
<td>Site Visits: Portugal Pavilion</td>
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<td>Work Day: final revisions</td>
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<td>07/08</td>
<td>IN LISBON</td>
<td>FINAL REVIEW @ Pedra Silva Architectos</td>
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<td>Submission on Blackboard by 9:00am</td>
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<td>Good bye Dinner: 7/10</td>
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ATTENDANCE POLICY AS PER GW OFFICE OF THE REGISTRAR   https://registrar.gwu.edu/university-policies#attendance
Attending regularly scheduled and scheduled make up classes is a fundamental student responsibility. Faculty will use class attendance and participation as factors in determining course grades (see IA policy below). The contributions of class attendance and participation will count toward course grades and is explicitly stated on each individual course syllabi, as are all factors used when determining these grades.

While it is expected that students will make every effort to attend classes, it is recognized that personal circumstances (e.g., religious observances, documented family and medical emergencies) and University-scheduled events (e.g., varsity athletic competitions, performances) will arise which preclude class attendance. In such circumstances, faculty will make appropriate accommodations, such accommodations to be determined by the faculty member. The student is responsible for obtaining the materials presented in missed classes and for making up missed tests and other assignments. No academic penalty shall be imposed for class absences which are permissible in accordance with University policy.

ATTENDANCE POLICY AS PER IA
As stated above, attendance in all studio classes is mandatory with the exception of religious observances, documented family and medical emergencies, and varsity athletic competitions/performances. For all other absences, points will be deducted from professionalism, and the overall course grade will be lowered.

Due to the fast-paced nature of the condensed summer schedule, and the amount of content covered in each course session, students who miss four courses in the core studio will fail the course and students who miss three courses in the supporting lecture course will fail the course. Missing extensive class content does not meet our accreditation standards.

Two late arrivals (any time after the start of the course) or early departures (any time before the end of the course) will count as an absence.

Extreme circumstances will be reviewed by the faculty on a case-by-case basis.

RELIGIOUS HOLIDAYS AS PER GW OFFICE OF THE REGISTRAR   https://registrar.gwu.edu/university-policies#attendance
Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance in writing to the instructor.

AVERAGE MINIMUM AMOUNT OF OUT-OF-CLASS OR INDEPENDENT LEARNING EXPECTED PER WEEK

-SUPPORTING LECTURE COURSE
In a 5-week summer semester, a 3-credit course should include 6 hours of direct instruction and a minimum of 12 hours of independent learning, totaling a minimum of 18 hours per week.

-CORE STUDIO COURSE
In a 6-week summer semester, a 6-credit course should include 18 hours of direct instruction and a minimum of 18 hours of independent learning, totaling a minimum of 36 hours per week.

<table>
<thead>
<tr>
<th>GRADING</th>
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<tbody>
<tr>
<td>94% and 100%</td>
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<td>90% and less than 94%</td>
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<td>87% and less than 90%</td>
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<td>84% and less than 87%</td>
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<tr>
<td>80% and less than 84%</td>
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<td>77% and less than 80%</td>
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BFA ACADEMIC STANDING
Per GW’s undergraduate policies on academic standing, a minimum grade of C- must be attained in all upper-level courses numbered in the 2000s through the 4000s that are required for the major, regardless of whether those courses are internal or external to the home department. If a student received a grade of D+, D, or D- in such a course, it will not count towards the minimum number of credits required for the major until the course is repeated and a satisfactory grade (C- or better) is attained. This condition of C- or better does not apply to introductory-level courses (numbered in the 1000s) that may apply to the major.

MFA ACADEMIC STANDING
Per GW’s graduate policies on academic standing, graduate students must maintain a minimum cumulative GPA of 3.0 to remain at the University. The program has the choice to petition the dean’s office to give the student one semester only of academic probation. After that semester, if a 3.0 is not reached, they will be terminated from the university.

CRITIQUES
Studio 03: For the People | Summer 2022 | Volchansky
Critiques are equivalent to an exam. Students must be on time and stay from beginning to end, no matter when the student is scheduled to present.

LAB/COURSE FEE
These fees cover costs to run all studios. This includes computer software, equipment, equipment maintenance and printer maintenance.

CELL PHONES
Students must turn off and put away cell phones when they walk in the classroom door or points will be deducted from the final grade.

LAPTOPS
Close laptops during class unless directly related to course work. Laptops should be closed during informal critiques, presentations, or guest lectures. Computer use for any reason other than course work or points will be deducted from the final grade.

ACCESS TO CORCORAN FLAGG BUILDING
You can enter the building at the front door between 7:00 am and 11:00 pm. Your GWORLD card can be used anytime to enter at the locked entrances on either New York Avenue or E Street. Students have access to the building M-F 7:00 am-11:00 pm and 9:00 am-9:00 pm on Saturdays and Sundays. If you are already in the building at closing time, you can remain in the building until you finish.

OTHER IA NOTES
- The Interior Architecture Program is a professional degree program with expectations to treat all students as adults. Therefore, there will not be reminders to be on time, to close a laptop, to turn off a phone, etc. If the faculty notes the student abusing these course rules, points will be deducted from the final grade.
- All assigned work is to be completed before class time. Working on assignments during class time (without the instructor’s permission) while presentations, discussions, lectures, and demonstrations are taking place will result in dismissal from class.
- Please check GW email for field trip information the night before the scheduled trip for changes and cancellations.
- Students must clean out and check GW email daily…this is how the professors communicate with students outside of class.
- Email is also the best way to contact the instructor outside of class, which is subject to a 48-hour turn-around time (not counting weekends and holidays).
- The syllabus and schedules are NOT legal contracts. The instructor reserves the right to cancel class, change deadlines, or modify the course schedule and/or syllabus at any time during the semester.
- Please note that your project may be kept for CIDA evaluation and may be used as teaching materials, for an accreditation visit, or for display in the department and beyond.

ACADEMIC INTEGRITY GW POLICY
The GW Code of Academic Integrity states: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” For the remainder of the code, see: http://www.gwu.edu/code-academic-integrity.
In addition to the above, academic dishonesty includes Using other people's design work as own, not giving credit to designer of work used in a presentation, tracing over a photograph if assignment is to sketch from life, tracing over a drawing that is not student's own, and handing in work done that was done in a previous course.

DISABILITY SUPPORT SERVICES GW POLICY
- Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Disability Support Services (DDS) office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information see: disabilitysupport.gwu.edu
- At the student's request, DDS will prepare an individualized letter to professors, which verifies the nature of the student's disability and documents the need for auxiliary aids and services and/or academic adjustments. This letter MUST be submitted to faculty within FIRST 2 WEEKS OF THE SEMESTER. Students are required to meet with each professor early in the semester to discuss the academic implications of the disability as they relate to the specific course and to request accommodation.
- A second letter to the faculty needs to accompany the DDS letter within the first 2 weeks of the semester. This letter should be from the student stating a proposal of specific needs you are requesting for approval.

MENTAL HEALTH SERVICES 202.994.5300
The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see counselingcenter.gwu.edu.

SAFETY AND SECURITY GW POLICY
In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.