

ACADEMIC & PROFESSIONAL MINI PORTFOLIO

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RID, LEED AP ID+C, IIDA

LAURA HARRIS

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SYLLABUS & WEEKLY LESSON PLANS

CIDA Standards and Related Outcomes:

CIDA 6A - Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Evaluation Instruments Used: First Project & Final Project

CIDA 6E - Students can produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and to show how design solutions and interior construction are related.

Evaluation Instruments Used: Projects 2-7 & Final Project

CIDA 13C - Students demonstrate understanding that design solutions affect and are impacted by distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.

Evaluation Instruments Used: Second Project, Fifth Project, Sixth Project, & Final Project

CIDA 13G - Students can read and interpret construction drawings and documents.

Evaluation Instruments Used: Projects 2-8, Final Project, & Time Log

Course Learning Objectives

Upon completion of this course, students will be able to:

- 1) Work as a team using new technologies and communication skills.

Evaluation Instruments Used: First Project

- 2) Document a three-dimensional idea in a two-dimensional format.

Evaluation Instruments Used: Projects 2-7 & Final Project

- 3) Read, interpret, and replicate construction documents.

Evaluation Instruments Used: Projects 2-8, Final Project, & Time Log

- 4) Polish and prepare documents for presentation.

Evaluation Instruments Used: Eighth Project & Final Project

- 5) Understand basic code information related to ADA and building codes.

Evaluation Instruments Used: First Project & Eighth Project

AUTOCAD ID233

The adjacent syllabus and weekly lesson plan overview

illustrate my approach to organizing technical coursework in a way that builds student confidence through incremental skill development. ID 233 introduces students to AutoCAD as a professional documentation tool, guiding them from foundational drafting techniques to the completion of a comprehensive construction document set. The course emphasizes technical precision, professional standards, and the integration of digital tools with interior design practice.

Weekly Lesson Plans

Week	Start Dates	Topic	Assignment(s)
1	May 4	Introduction to CAD, Tools, and Organization	Mon-Wed: Watch Welcome Video & Week 1 Lecture Mon-Wed: Post short bio in Canvas Mon-Sat: Read Chapter 1 Thurs-Sat: Watch introductory YouTube tutorial
2	May 11	Interpreting and Exploring Drawings	Mon-Wed: Watch Week 2 Lecture Mon-Sat: Read Chapters 2 & 3 Wed-Sat: Develop Partition Plan
3	May 18	Text, Tables, and Fields	Mon-Wed: Watch Week 3 Lecture Mon-Sat: Read Chapters 10 & 11 Wed-Sat: Develop Furniture Plan
4	May 25	Memorial Day Holiday	Students use this week to catch up on coursework and seek assistance as needed
5	June 1	Blocks, Groups, and Hatching	Mon-Wed: Watch Week 5 Lecture Mon-Sat: Read Chapter 4 Wed-Sat: Develop Finish Plan
6	June 8	Layers and Layer Management	Mon-Wed: Watch Week 6 Lecture & Lynda.com video Mon-Sat: Read Chapter 5 Wed-Sat: Develop Reflected Ceiling Plan (RCP)
7	June 15	External References	Mon-Wed: Watch Week 7 Lecture & Cadcoaching tutorial Mon-Sat: Read Chapter 7 Wed-Sat: Complete Midterm Exam
8	June 22	General and Annotative Dimensions	Mon-Wed: Watch Week 8 Lecture & Lynda.com tutorial Mon-Sat: Read Chapter 12 Wed-Sat: Develop Power and Communications Plan
9	June 29	July Fourth Holiday	Students use this week to catch up on coursework and seek assistance as needed
10	July 6	Model/Layout Space & Viewports	Mon-Wed: Watch Week 10 Lecture and CAD tutorial Wed-Sat: Develop Interior Elevations

ACADEMIC WORK

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EXAMPLE ASSIGNMENT: WEEK 6

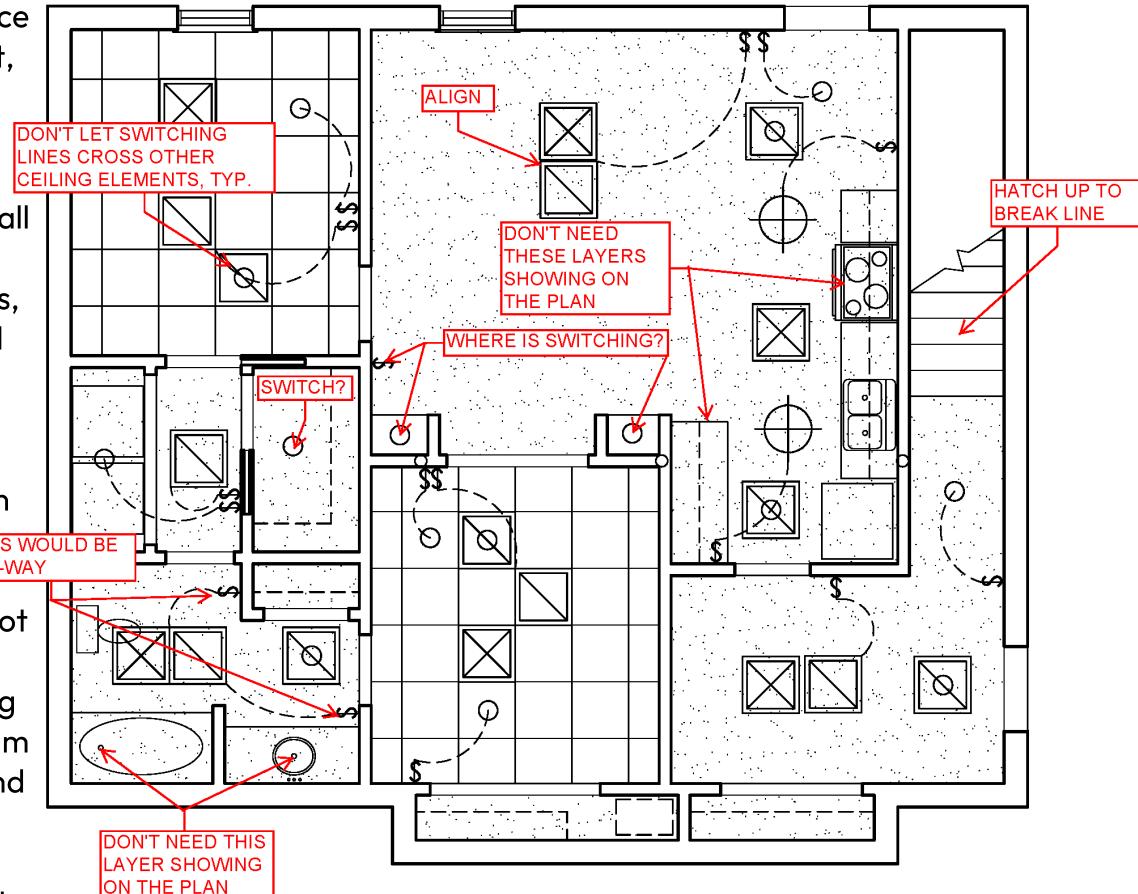
AUTOCAD ID233 REFLECTED CEILING PLAN

The goal of this project was two-fold: to introduce students to layer organization and management, and to introduce the development of RCPs as a component of interior design documentation.

Students were required to appropriately assign all building elements to layers established by the interior design department. Naming conventions, lineweights, colors, and line types were assessed for accuracy and consistency.

To demonstrate their understanding, students were required to produce a reflected ceiling plan with a lighting legend. Because students had not yet completed their studio coursework, the design quality of the RCP was not graded. Instead, students were required to incorporate specific technical elements, including two types of light fixtures, ceiling grid and gypsum board ceilings, HVAC components, switching, and appropriate annotation.

An example of a student submission with instructor feedback is shown to the right, illustrating the use of clear, actionable feedback to support technical accuracy, consistency, and student learning.



ACADEMIC WORK

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EXAMPLE RUBRIC: FINAL PROJECT

Assessment Criteria	Points
<u>Partition Plan</u> ▪ All building elements are included on the plan ▪ All room names must be at the proper text height ▪ All building elements must be dimensioned with accurate dimension properties ▪ All building elements/text must be on the correct layers, and all layers must have the correct properties	38
<u>Furniture Plan</u> ▪ Furniture is included in the Living Room, Dining Room, and Bedrooms ▪ Furniture must be appropriate for the space and use. ▪ Furniture must be sized and drawn accurately ▪ Furniture is created as blocks ▪ Furniture text briefly describes the furniture (e.g. table lamp) ▪ All furniture pieces are on the correct layers, and all layers have the correct layer properties	38
<u>Reflected Ceiling Plan</u> ▪ At least two different ceiling heights are included ▪ Both gyp board and ceiling grid must be included. ▪ HVAC supplies and returns must be included in the Living Room, Dining Room, Kitchen, Utility/Pantry, Bathrooms, and Bedrooms (but not closets) ▪ Light fixtures must be included in every room; walk-in closets should also have a light fixture but are not required in small closets ▪ At least three types of light fixtures are included ▪ Light fixture symbols, HVAC symbols, and gyp/ceiling grid patterns must be included on a RCP legend ▪ Specific manufacturer information must be included on the legend ▪ All RCP patterns are drawn at the correct scale and appropriate for the material ▪ All RCP elements are on the correct layers; all layers should have the correct layer properties	38
<u>Power & Communications Plan</u> ▪ Power outlets must be included in every room (not closets); they should be coordinated with the furniture layout ▪ All appliances must have appropriate power outlets ▪ At least one cable and internet connection must be included ▪ All power, TV, and internet symbols must be included on a legend with a general description ▪ All power/communications elements must be on the correct layers with the correct layer properties	38
<u>Finish Plan</u> ▪ All rooms must include a floor pattern ▪ At least two different flooring finishes must be used ▪ Specific manufacturer information must be included on the legend ▪ All finish patterns are drawn at the correct scale and appropriate for the finish selected ▪ All finish patterns must be on the correct layers; all layers should have the correct layer properties	38
<u>Interior Elevations & Sections</u> ▪ Sections are drawn using the appropriate line-weights ▪ Sections represent the conditions shown in the elevations ▪ Section markers are added to elevations. ▪ Sections are organized in layout space with individual titles displaying the section number	38
<u>Organization & Instructions</u> ▪ CAD files & PDFs are named correctly ▪ Titleblock is accurately completed and inserted ▪ Plans are shown at the correct scale and labeled ▪ Project was submitted on time	22
TOTAL POINTS POSSIBLE	250

Excerpt from grading rubric used in AutoCAD ID233 to assess technical accuracy, organization, and clarity in interior design documentation standards. Partial credit was awarded based on completeness, consistency, and level of execution.

ACADEMIC WORK

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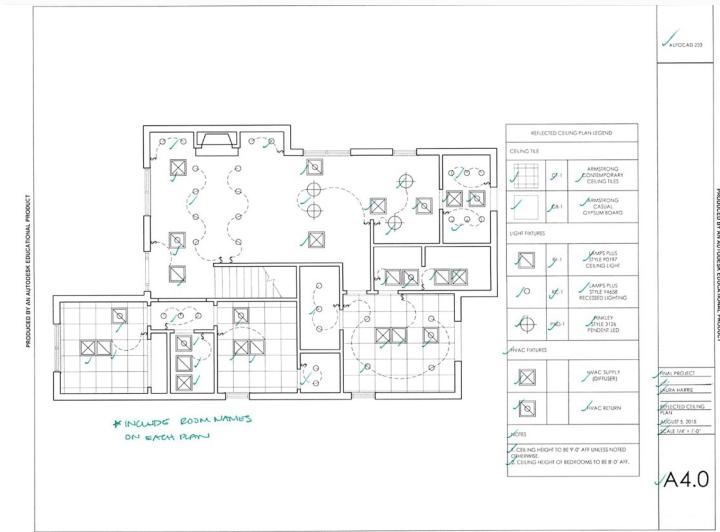
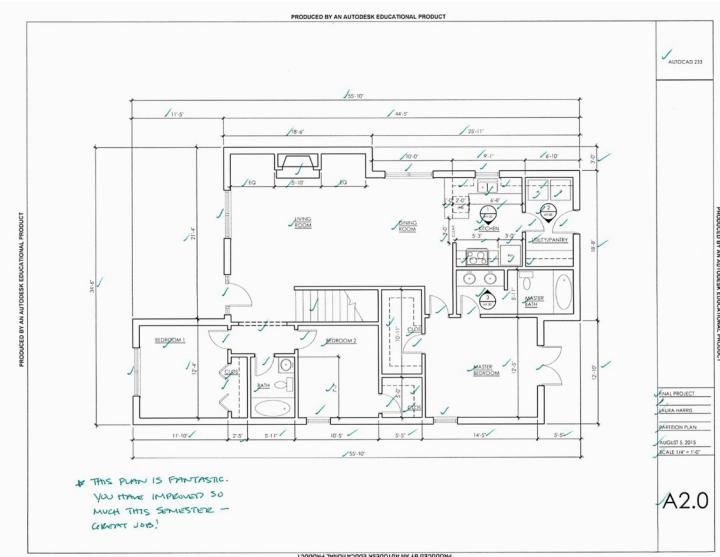
FINAL PROJECT: CONSTRUCTION DOCUMENTS

The goal of this project was to integrate all AutoCAD techniques introduced throughout the course and apply them to a comprehensive interior design construction documentation scenario.

Students were required to produce a complete construction document set, including a partition plan, furniture plan, reflected ceiling plan, power and communications plan, finish plan, interior elevations, and interior sections. All drawings were required to follow established interior design documentation standards, including correct layer usage, naming conventions, lineweights, text heights, symbols, annotation, and titleblock completion.

Because this course serves as a prerequisite to upper-level studio instruction, design principles were not evaluated. Instead, students were assessed on their ability to synthesize technical AutoCAD skills and professional documentation standards into an organized and accurate construction document set.

Examples of student submissions with instructor feedback and the grading rubric are shown to the right. Final project outcomes demonstrate students' ability to apply industry-standard documentation practices, technical precision, and presentation clarity in preparation for advanced studio coursework.



ACADEMIC WORK

PROJECT ONE: ECOTECH INSTITUTE

Launched in 2011, Ecotech Institute, owned by Education Corporation of America (ECA), was a private technical college dedicated to preparing graduates for careers in sustainability, renewable energy, and energy efficiency. A former indoor amusement park was converted into a \$5.8 million, LEED Gold learning facility encompassing 62,125 square feet of finished interior space. The program included traditional classrooms, administrative offices, and specialized technical laboratories designed to support hands-on instruction in green-collar fields. The building generated more than 65,000 kilowatt-hours of electricity annually through onsite renewable energy systems.

As a junior designer, I assisted with portions of the construction documents and was solely responsible for the furniture package. Because sustainability was central to the educational facility's mission, the design concept sought to inspire students and reinforce renewable energy principles through the use of sustainable materials, organic forms, and imagery drawn from natural systems. A curved feature wall spanning the front of the building referenced the form of wind turbine blades, while large-scale nature imagery was incorporated through stretched canvas installations and custom wallcoverings positioned throughout the facility.

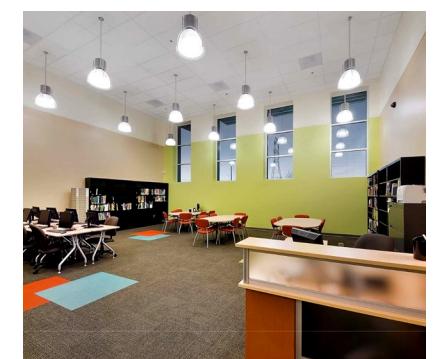
These design elements integrated the technical aspects of sustainable energy education with visual references to the natural environment that both inspires and sustains the industry. In recognition of its design excellence, Ecotech Institute received IIDA Alabama's Best of Institutional Award at the 2013 IDIE Awards.

Interior Design: ECA Team

FF&E Procurement: Laura Harris

Architecture: Rob Walker Architects

LAURA HARRIS



— ECOTECH INSTITUTE —

— INTERIOR DESIGNER —

PROJECT TWO: UNIVERSITY OF SOUTH FLORIDA

Capstone Development Partners was awarded the development, design, financing, and construction of a \$134 million on-campus residential mixed-use village at the University of South Florida. The project encompassed five new concrete residence halls totaling 578,088 square feet and 2,171 student beds, delivered in phases in August 2017 and August 2018. The village includes semi-suite and traditional-style residential units, a health and wellness facility, dining venues, retail spaces, and outdoor amenities. The project achieved LEED Silver certification.

Capstone Development Partners contracted with Capstone Interiors to provide the FF&E package for the new village. I served as the primary designer assigned to the University of South Florida project and was responsible for the development and coordination of the \$5.5 million furniture package, including custom-designed student unit furniture, amenity spaces, administrative offices, wellness facilities, and outdoor furnishings. My responsibilities included developing furniture plans coordinated with electrical requirements and signage, assisting with budgeting and bid coordination, presenting furniture packages to the university, specifying furniture, and supporting large-scale installations through on-site coordination and punch-list review. I worked closely with the developer, university representatives, and construction teams to ensure alignment between the built environment and the FF&E package during both delivery phases.

Interior Design & Architecture: Design Collective
FF&E Procurement: Laura Harris

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UNIVERSITY OF SOUTH FLORIDA: THE VILLAGE

DESIGNER & PROJECT MANAGER