

Parsons The New School for Design
School of Constructed Environments
AAS Interior Design
Environmental Design
PAID 1028-X1, CRN 2775
Spring 2017

Professor Kent Hikida, AIA, LEED-AP ID+C, CDT, CCCA

E-mail: [REDACTED]

Office hours: by e-mail

Course: Environmental Design
Course No: PAID-1028-X1
CRN: 2775
Credits: 2.00
Location: Online
Dates: January 23, 2017 – May 15, 2017
Days: Online
Time: Online

Course Description – from the New School University website:

This course addresses the principles, process and practice of environmental design, at the interior design scale. It looks at the links between environmental and formal design, and the effect of that developing connection on the future of design theory and practice. It does this through lectures, exams, studio work, and site visits.

Open to: Associate degree in Interior Design majors; others by permission of the Interior Design program. Pre- or Co-requisite(s): PAID 1030 Drawing Interiors 1: 2D, and PAID 1211 Drawing Interiors 1: 3D

NOTE: The online course includes online slide presentations, weekly online discussions, weekly readings and online quizzes based on the weekly readings, a final PowerPoint presentation due in .PDF format via e-mail, and a final online examination.

Important Notices:

- Weekly Assignments and Discussions will be posted on the Canvas on Monday, and will be due at 11:59 PM on the following Sunday. If you miss the deadline for posting your assignment or discussion you will receive zero credit (0-credit) for that assignment/discussion – plan your week accordingly. There will be no extra-credit or make-up assignments for missed assignments.
- Assignments are listed in the “Assignments” folder.
- Discussions are posted to the “Discussions” folder.
- Quizzes are posted to the “Quizzes” folder.
- Supplemental resources are posted to the “Announcements” folder.
- Class participation will be based on the student’s participation in weekly “Discussions” posted to the Canvas in the “Discussions” folder.

- There may be additional discussions and supplemental assignments beyond those listed in the weekly course outline posted throughout the semester at the professor's discretion.

Course Outline

The goal of this course is to develop the student's awareness and understanding of the principles of sustainable design. The course will focus on underlying principles of sustainability, and examine case studies for practical design applications of sustainable principles. The first half of the semester will focus on principles of sustainable design by reviewing seminal texts, an overview of sustainable design as it applies to interior design, and the United States Green Building Council (USGBC) Leadership in Energy and Environmental Design Commercial Interiors (LEED-CI) program. The second half of the semester allows the student to apply the principles of sustainable design to an actual project, and to test the impact of and interconnectivity between sustainable practice and design.

Please purchase the following required texts online for use during the semester:

Required Reading

1. *** Winchip, Susan M., Sustainable Design for Interior Environments, Second Edition, Fairchild Publications, New York, 2011, ISBN: 978-1-60901-081-2.
2. *** Carson, Rachel, Silent Spring, Houghton Mifflin Company; Anniversary edition (October 22, 2002), ISBN-10: 0618249060, ISBN-13: 978-0618249060
3. *** USGBC, LEED Commercial Interiors V3.0 Reference Guide 2009, available online from usgbc.org
USGBC: United States Green Building Council (usgbc.org) LEED: Leadership in Energy and Environmental Design. This resource will be posted in the "Announcements" folder on the Canvas.
4. *** Required Viewing: An Inconvenient Truth (2006), Documentary, Al Gore, Davis Guggenheim – Director, 100 minutes, ASIN: B000ICL3KG
5. Other resources to be distributed during the course of the semester.

Week 1

01/23/17

Lecture: The Elements: Fire, Earth, Air, Water

The four elements

Empedocles established four ultimate elements which make all the structures in the world—fire, air, water, earth. [30] Empedocles called these four elements "roots", which he also identified with the mythical names of Zeus, Hera, Nestis, and Aidoneus [31] (e.g., "Now hear the fourfold roots of everything: enlivening Hera, Hades, shining Zeus. And Nestis, moistening mortal springs with tears." [32]) Empedocles never used the term "element" (Greek: στοιχεῖον, stoicheion), which seems to have been first used by Plato. [33] According to the different proportions in which these four indestructible and unchangeable elements are combined with each other the difference of the structure is produced. It is in the aggregation and segregation of elements thus arising, that Empedocles, like the atomists, found the real process which corresponds to what is popularly termed growth, increase or decrease. Nothing new comes or can come into being; the only change that can occur is a change in the juxtaposition of element with element. This theory of the four elements became the standard dogma for the next two thousand years.

From: <https://en.wikipedia.org/wiki/Empedocles>

Reading: Review Lecture 01_Introduction
Fire And Ice
Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.
Robert Frost
From: [REDACTED]

Assignment: Weekly online quiz based on this week's lecture, and weekly online discussion
Measuring resources. In order to solve a problem, one must first measure and quantify the
issue. This assignment focuses on measuring environmental issues in our daily lives.
Fire: Measure your energy use for one month based on your monthly electric bill.
Follow the example and use the worksheet. How much energy do you use?
Earth: Collect your trash and recycling for one week, and measure (weigh) the results.
Follow the example and use the worksheet. How much waste do you create? What
are the sources of your waste?
Air: Record the direction and velocity of the wind for one week. Use the attached
worksheet. Are there any patterns?
Water: Measure your water use for one week. How many gallons of water do you use?
Use the attached LEED-CI 2.0 WE Credit 1: Water Use Reduction Template.
Due: Sunday, January 29, 2017, 11:59 PM
Post to the Discussions Folder
10-points each, 40-points total

Week 2
01/30/17

Lecture: Review and Discussion of Fire, Earth, Air, and Water Measuring Assignment
Fire: How much energy do you use? What are the largest contributors to your energy
use: heating, air conditioning, refrigeration, lighting, appliances, and computers?
How can you reduce the amount of energy you use?
Earth: How much waste do you create: glass, plastic, metals, paper, corrugated
cardboard, organic waste? What are the sources of your waste? How can you
reduce the amount of waste you create?
Air: What direction did the wind predominantly come from: north, south, east, or
west? Was there a pattern? How can this contribute to natural ventilation?
Water: How many gallons of water do you use? What were the uses consumed the most
water? How can you reduce the amount of water you use?

Reading: Winchip, pp. xii – 59
Carson, Chapter 1, A Fable for Tomorrow
Carson, Chapter 2, The Obligation to Endure
LEED-CI 2009, Introductory Materials and Checklist

Assignment: Weekly online quiz based on this week's readings

Week 3 **Fire**

02/06/17

Lecture: Review Lecture 02_Fire

Reading: Winchip pp. 59-68, 86-101, 106-109, 176-194.
Carson, Chapter 3, Elixirs of Death
Carson, Chapter 4, Surface Waters and Underground Seas
LEED-CI 2009, Energy & Atmosphere (EA)

Assignment: Weekly online quiz based on this week's readings
Weekly online discussion

Week 4 **Earth**

02/13/17

Lecture: Review Lecture 03_Earth

Reading: Winchip pp. 75-82, 104-106, 112-142.
Carson, Chapter 5, Realms of the Soil
Carson, Chapter 6, Earth's Green Mantle
LEED-CI 2009, Sustainable Sites (SS)
LEED-CI 2009, Materials & Resources (MR)

Assignment: Weekly online quiz based on this week's readings
Weekly online discussion

Week 5 **Air**

02/20/17

Lecture: Review Lecture 04_Air

Reading: Winchip pp. 68-73, 145-172, Appendix C.
Carson, Chapter 7, Needless Havoc
Carson, Chapter 8, And No Birds Sing
LEED-CI 2009, Indoor Environmental Quality (EQ)

Assignment: Weekly online quiz based on this week's readings
Weekly online discussion

Week 6 **Water**

02/27/17

Lecture: Review Lecture 05_Water

Reading: Winchip, 73-75, 101-104.
Carson, Chapter 9, Rivers of Death
Carson, Chapter 10, Indiscriminately from the Skies
LEED-CI 2009, Water Efficiency (WE)

Assignment: Weekly online quiz based on this week's readings
Weekly online discussion

Week 7

03/06/17

Lecture: Weekly online discussions

Reading: Winchip, Chapter 8, Regulations, Programs, and Organizations
Carson, Chapter 11, Beyond the Dreams of Borgias
Carson, Chapter 12, The Human Price
LEED-CI 2009, Innovation in Design

Assignment: Weekly online quiz based on this week's readings
Weekly online discussion

Week 8

03/13/17

Lecture: Weekly online discussions

Reading: Winchip, Chapter 9, Sustainable Strategies for Integrated Designs: Commercial and Residential Interiors

Carson, Chapter 13, Through a Narrow Window

Carson, Chapter 14, One in Every Four

LEED-CI 2009, Regional Priorities

Assignment: Weekly online quiz based on this week's readings
Weekly online discussion

Week 9

03/20/17

SPRING BREAK WEEK

Week 10

03/27/17

Lecture: Weekly online discussions

Reading: Winchip, Chapter 10, Sustainable Strategies for Integrated Design Process

Carson, Chapter 15, Nature Fights Back

Carson, Chapter 16, The Rumbblings of an Avalanche

Carson, Chapter 17, The Other Road

Assignment: Weekly online quiz based on this week's readings
Weekly online discussion

Week 11

04/03/17

Final Presentation Project

Reading: Review Final Presentation examples posted in the Announcements folder

Assignment: Final Presentation: due at 11:59 PM on Sunday, May 14, 2017

For this assignment you are the Sustainable Design Consultant for an Interior Design Project, and you will prepare a PowerPoint slide presentation of your recommendations for sustainable design initiatives to implement on this project to your client. You will apply the sustainable design knowledge that you have gained through the semester's readings, lectures and discussions. Refer to sample presentations on the Canvas. It is important that your sustainable design recommendations be supported by data. It is not enough for an initiative to be "green", but you must explain and quantify how the initiative reduces the amount of energy, water, or material waste; or improves the indoor air quality.

Week 12 Water

04/10/17 FINAL ONLINE EXAMINATION AVAILABLE

FROM 04/10/17 UNTIL 11:59 PM ON 04/16/17

- **ONE-SHOT, 3-HOURS**
- **OPEN BOOK, OPEN NOTE**
- **NO COLLABORATION**
- **NO ACTIVE WEBSITE BROWSING**

DUE: DRAFT Final Presentation: due at 11:59 PM on Sunday, 05/14/17
Floor plan(s) with north arrow
Draft list of sustainable design initiatives for Fire, Earth, Air, and Water

**DUE: FINAL ONLINE EXAMINATION
11:59 PM ON SUNDAY, MAY 16, 2017**

Week 13 Fire

04/17/17

DUE: DRAFT Final Presentation: due at 11:59 PM on Sunday, 05/14/17
Draft list of sustainable design initiative(s) for Water

Week 14 Air

04/24/17

DUE: DRAFT Final Presentation: due at 11:59 PM on Sunday, 05/14/17
Draft of sustainable design initiative(s) for Fire.

Week 15 Earth

05/01/17

DUE: DRAFT Final Presentation: due at 11:59 PM on Sunday, 05/14/17
Draft list of sustainable design initiative(s) for Air

Week 16 FINAL DRAFT

05/08/17

DUE: DRAFT Final Presentation: due at 11:59 PM on Sunday, 05/14/17
Draft of sustainable design initiative(s) for Earth.

Week 17

05/15/17

Final Presentation Assignment. Due: May 14, 2017, 11:59 PM.

For this assignment you must put yourself in the role of a Sustainable Design Consultant for an Interior Design Project, and present your recommendations for sustainable design initiatives to implement for the project. You will apply the sustainable design knowledge that you have gained through the semester's readings, lectures and discussions. Refer to sample presentations on the Canvas.

Discussion: Class Recap and Next Steps

Learning Outcomes

By the successful completion of this course, students will be able to:

1. Develop an understanding of the factors that influence a carbon footprint as it relates to the built environment.
2. Determine which United States Green Building Council (USGBC) Rating System is appropriate for an application for a particular project.
3. Identify the five (5) environmental categories of the USGBC's Leadership in Energy and Environmental Design for Commercial Interiors (LEED-CI) 2009 Program.
4. Understand the interrelationship between the following environmental factors in interior design: site development, water conservation, energy conservation, indoor air quality, and materials selection and use.
5. Develop critical thinking related to building products and services as related to sustainable interior design.

Assessable Tasks

Participation during online class discussions

Weekly readings and online quizzes

Final online examination

Final PowerPoint presentation in .PDF format via e-mail

Final Grade Calculation

In Class Discussions	20%
Online Assignments	20%
Final Case Study Presentation	30%
Final Examination	30%
TOTAL	100%

Required Reading

6. *** Winchip, Susan M., Sustainable Design for Interior Environments, Second Edition, Fairchild Publications, New York, 2011, ISBN: 978-1-60901-081-2.
7. *** Carson, Rachel, Silent Spring, Mariner Books, 104 edition (October 22, 2002), ISBN-10: 0618249060, ISBN-13: 978-0618249060.
8. *** USGBC, LEED Commercial Interiors V3.0 Reference Guide 2009, available online from usgbc.org
USGBC: United States Green Building Council (usgbc.org) LEED: Leadership in Energy and Environmental Design.
9. *** Required Viewing: An Inconvenient Truth (2006), Documentary, Al Gore, Davis Guggenheim – Director, 100 minutes, ASIN: B000ICL3KG
10. Other resources to be distributed during the course of the semester.

Recommended Reading

1. Bergman, David, Sustainable Design: A Critical Guide for Architects and Interior, Lighting, and Environmental Designers, Princeton Architectural Press, 2011, ISBN: 978-1569899419.
2. Caro, Robert, The Power Broker: Robert Moses and the Fall of New York, Vintage, 1975, ISBN: 978-0394720241.
3. Cottrell, Michelle, Guidebook to the LEED Certification Process: For LEED for New Construction, LEED for Core & Shell, and LEED for Commercial Interiors (Sustainable Design), Wiley, 2011, ISBN: 978-0470524183.
4. Diamond, Jared, Guns, Germs, and Steel, W.W. Norton and Company, 1999, ISBN: 978-0-393-31755-8.

5. Glaeser, Edward L., Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier, Penguin Press, 2011, ISBN: 978-1594202773.
6. Gladwell, Malcolm, Blink: The Power of Thinking Without Thinking, Back Bay Books, 2007, ISBN: 978-0316010665.
7. Gladwell, Malcolm, Outliers: The Story of Success, Back Bay Books, 2011, ISBN: 978-0316017930.
8. Gladwell, Malcolm, The Tipping Point: How Little Things Can Make a Big Difference, Back Bay Books, 2002, ISBN: 978-0316346627.
9. Gladwell, Malcolm, What the Dog Saw: And Other Adventures, Back Bay Books, 2010, ISBN: 978-0316076203.
10. Jacobs, Jane, The Death and Life of Great American Cities, Vintage, 1992, ISBN: 978-0679741954.
11. Jones, Louise, Environmentally Responsible Design: Green and Sustainable Design for Interior Designers, Wiley, 2008, ISBN: 978-0471761310.
12. Kingsolver, Barbara, Animal, Vegetable, Miracle: A Year of Food Life, Harper Perennial, 2008, ISBN: 978-0060852566.
13. McDonough, William, Cradle to Cradle, Northpoint Press, 2002, ISBN: 978-0-86547-587-8.
14. Mender and Odell, The HOK Guidebook to Sustainable Design, John Wiley & Sons, Inc., New York, 2000, 1st Ed. ISBN: 0471379069
15. Owens, David, Green Metropolis: Why Living Smaller, Living Closer, and Driving Less are the Keys to Sustainability, Riverhead, 2009, ISBN-10: 1594488827, ASIN: B0027NS422.
16. Pilatowicz, Grazyna, Eco-Interiors – A Guide to Environmentally Conscious Interior Design, John Wiley & Sons, Inc., New York, 1995. ISBN: 0471040452
17. Pollan, Michael, The Botany of Desire, Random House, 2002, ISBN: 978-0375760396.
18. Pollan, Michael, In Defense of Food: An Eater's Manifesto, Penguin, 2009, ISBN: 978-0143114963.
19. Pollan, Michael, The Omnivore's Dilemma, Penguin, 2007, ISBN: 978-0143038580.
20. Pollan, Michael, A Place of My Own: The Architecture of Daydreams, Penguin, 2008, ISBN: 978-0143114741.
21. Pollan, Michael, Second Nature: A Gardener's Education, Grove Press, 2003, ISBN: 978-0802140111.
22. Rathje, William, Rubbish!: The Archaeology of Garbage, University of Arizona Press, 2001, ISBN: 978-0816521432.
23. Royte, Elizabeth, Garbage Land: On the Secret Trail of Trash, Back Bay Books, 2006, ISBN: 978-0316154611.
24. Schlosser, Eric, Fast Food Nation: The Dark Side of the All-American Meal, Harper Perennial, 2005, ISBN: 978-0060838584.
25. Sorkin, Michael, Twenty Minutes in Manhattan, Reaktion Books, 2009, ISBN: 978-1861894281.
26. Weber, Karl (editor), Food Inc.: A Participant Guide: How Industrial Food is Making Us Sicker, Fatter, and Poorer – and what you can do about it, PublicAffairs, 2009, ISBN: 978-1586486945.

Resources: <http://www.usgbc.org>

Materials and Supplies

Required texts

Grading Standards

This class will be graded on a curve. The following is the grade distribution based on a percentile curve. 100% equals the highest cumulative grade for the class.

"A"	95% - 100%	Work of exceptional quality
"A-"	90% - 94%	Work of very high quality
"B+"	85% - 89%	Work of high quality

"B"	80% - 84%	Very good work
"B-"	75% - 79%	Good work
"C+"	70% - 74%	Above average work
"C"	65% - 69%	Average work
"C-"	60% - 64%	Passing work
"D"	55% - 59%	Below average work
"F"	below 54%	Failure, no credit

F

Failing grades are given for required work that is not submitted, for incomplete final projects or for examinations that are not taken (without prior notification and approval). Make-up work or completion of missed examinations may be permitted only with the approval of the instructor and the program director.

D

The paper adheres to all of the general guidelines of formatting, page-length, and the minimum terms of the assignment. Written work receiving a "D" grade may be a simple restatement of fact or commonly-held opinion. These kinds of papers also will tend to put forward obviously contradictory or conflicting points of view. "D" papers may also have serious organizational and grammatical errors in evidence, which may or may not impede the reader's ability to understand the author's point.

C/C+

These are average papers. They will demonstrate some success in engaging with the assigned readings or material. The paper will show that the student can identify and work with key terms and passages in a text and apply them to ideas and examples found in other texts, or other outside material. Additionally, the paper will demonstrate effort in the areas of analysis and critical thinking by posing an interesting problem or question. Typical of a "C/C+" paper, however, is that the original problem or question, once asked, does not move the paper forward. Often, there is no real solution given, or there is a variety of possible solutions put forward without a clear sense of where the author's commitment lies. "C/C+" papers may also have significant organizational, grammatical and/or editorial errors in evidence. These errors may periodically impede the reader's ability to understand the author's point, or may lead to a paper that seems repetitive or circular.

B/B+

These are very good papers. The "B/B+" paper does everything a "C/C+" paper does, but offers a sustained and meaningful structure to a critical endeavor that is more complex than a paper at the "C/C+" level. What also distinguishes a "B/B+" paper is the author's ability to offer a unique insight, to ask questions of primary or secondary source material, and/or to set up a debate between texts or points of view. The author's point of view is clear and an argument is sustained fairly consistently throughout the paper. "B/B+" papers are logically organized, and also respond to the assignment in thoughtful and distinctive ways. Although minor grammatical and editorial errors may be present, they are under control and do not impede meaning or clarity in the paper.

A

These are exceptionally good papers that go above and beyond the expectations and requirements set forth in the assignment. They demonstrate substantial effort and achievement in the areas of critical thinking and scholarship. They also demonstrate considerable interpretive connections between concrete ideas or textual moments, a high level of analysis, and flexibility of argument. The argument or point of view that is offered is consistent throughout the paper, and governs the use and interpretation of all examples, and primary and/or secondary source material. "A" papers are very well organized, and are free of grammatical and editorial errors.

Given these criteria, the majority of papers in your class can be expected to fall in the "C" to "B+" range. Although minus grades are not included here, you may, of course, assign them at your discretion. Generally, minus grades are used in those cases where a student has fallen just short of achieving all the elements characterizing a paper in a particular grade range.

I
A grade of I (Incomplete), signifying a temporary deferment of a regular grade, may be assigned when coursework has been delayed at the end of the semester for unavoidable and legitimate reasons. Incomplete grades are given only with the written approval of the instructor and the program director. The Request for an Incomplete Grade form must be filled out by the student and instructor prior to the end of the semester.

For undergraduate students, if a grade of incomplete is approved, outstanding work must be submitted by the seventh week of the following Fall semester (for Spring and Summer courses) or by the seventh week of the following Spring semester (for Fall courses). Otherwise, a grade of I will automatically convert to a permanent unofficial withdrawal (WF) after a period of four weeks. For graduate students, the maximum deadline for completion of an incomplete is one year though a shorter period may be imposed at the discretion of the instructor.

Divisional, Program and Class Policies

- Responsibility

Students are responsible for all assignments, even if they are absent. Assignments will be available at 9:00 AM on Monday and will be due the following Monday at 9:00 AM. Late papers, failure to complete the readings assigned for class discussion, and lack of preparedness for in-class discussions and presentations will jeopardize your successful completion of this course.

- Participation

Class participation is an essential part of class and includes: keeping up with reading, contributing meaningfully to class discussions, active participation in group work, and coming to class regularly and on time.

- Attendance

Faculty members may fail any student who is absent for a significant portion of class time. A significant portion of class time is defined as three absences for classes that meet once per week and four absences for classes that meet two or more times per week. During

intensive summer sessions a significant portion of class time is defined as two absences. Lateness or early departure from class may also translate into one full absence.

- Canvas

Use of Canvas may be an important resource for this class. Students should check it for announcements before coming to class each week.

- Delays

In rare instances, I may be delayed arriving to class. If I have not arrived by the time class is scheduled to start, you must wait a minimum of thirty minutes for my arrival. In the event that I will miss class entirely, a sign will be posted at the classroom indicating your assignment for the next class meeting.

- Academic Integrity

This is the university's Statement on Academic Integrity: "Plagiarism and cheating of any kind in the course of academic work will not be tolerated. Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of instructors and other students). These standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essays, theses, computer work, art and design work, oral presentations, and other projects)."

It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others.

Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Every student at Parsons signs an Academic Integrity Statement as a part of the registration process. Thus, you are held responsible for being familiar with, understanding, adhering to and upholding the spirit and standards of academic integrity as set forth by the Parsons Student Handbook.

Guidelines for Written Assignments

Plagiarism is the use of another person's words or ideas in any academic work using books, journals, internet postings, or other student papers without proper acknowledgment. For further information on proper acknowledgment and plagiarism, including expectations for paraphrasing source material and proper forms of citation in research and writing, students should consult the Chicago Manual of Style (cf. Turabian, 6th edition). The University Writing Center also provides useful on-line resources to help students understand and avoid plagiarism. See <http://www.newschool.edu/admin/writingcenter/>.

Students must receive prior permission from instructors to submit the same or substantially overlapping material for two different assignments. Submission of the same work for two assignments without the prior permission of instructors is plagiarism.

Guidelines for Studio Assignments

Work from other visual sources may be imitated or incorporated into studio work if the fact of imitation or incorporation and the identity of the original source are properly acknowledged. There must be no intent to deceive; the work must make clear that it emulates or comments on the source as a source. Referencing a style or concept in otherwise original work does not constitute plagiarism. The originality of studio work that presents itself as "in the manner of" or as playing with "variations on" a particular source should be evaluated by the individual faculty member in the context of a critique.

Incorporating ready-made materials into studio work as in a collage, synthesized photograph or paste-up is not plagiarism in the educational context. In the commercial world, however, such appropriation is prohibited by copyright laws and may result in legal consequences.

● Student Disability Services

In keeping with the University's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to meet with Jason Luchs in the office of Student Disability Services, who will conduct an intake, and if appropriate, provide an academic accommodation notification letter to you to bring to me. At that point I will review the letter with you and discuss these accommodations in relation to this course. Mr. Luchs' office is located in 79 Fifth Avenue, 5th floor. His direct line is (212) 229-5626 x3135. You may also access more information through the University's web site at <http://www.newschool.edu/student-services/disability/>