Proposal Form For Addition And Revision Of Courses

1. Proposing College / School:

   Department:

2. Course Prefix and Number:

   3. Effective Term:

3. Course Title:

   Abbreviated Title (30 characters or less):

4. Requested Action:

5. Course Credit:

   Contact/Group Hours
   Schedule Type
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment

   Maximum Hours
   (Repeatability):

6. Grading Type:

7. Prerequisites/Corequisites:

   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.

   Grade of "C" or better in CAHS 3400.

8. Restrictions:

9. Course Description:

10. May Count Either:

11. Affected Program(s):

12. Overlapping or Duplication of Other Units' Offerings:

   (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
14. Justification:

Existing course CAHS 4300 is being converted to piggy back because it will be part of the proposed Accelerated BS/MS program in Interior Design.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No additional resources needed.
Existing course CAHS 4300 is already being taught.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Students will be able to:
1. Address client and/or user needs and their responses to the interior.
2. Demonstrate critical, analytical and strategic thinking.
3. Demonstrate creative thinking and the ability to think visually and volumetrically.
4. Demonstrate time management and organizational skills.
5. Demonstrate understanding of the theories of design and design composition through design solutions.
6. Demonstrate understanding of the principles of lighting design (color, quality, sources); Human factors (ergonomics, anthropometrics, etc.) and the relationship between human behavior and the built environment.
7. Demonstrate programming skills (problem identification, identification of client user needs, research and analysis).
8. Rapidly visualize concepts through sketching.
9. Develop and communicate their concept through effective space planning (adjacencies, circulation, shaping of space).
10. Demonstrate appropriate selection of interior finishes and materials; detailed and developed selection and layout of furniture, fixtures and equipment.
11. Develop space plans, elevations, sketches and study models.
12. Justify design solution relative to goals and objectives of project program.
14. Develop effective wayfinding methods including graphic identification such as signage.
15. Develop effective presentation boards or digital formats.
16. Demonstrate appropriate selection and application of construction systems and methods (wood frame steel frame, masonry, concrete; power distribution systems; Mechanical systems (HVAC, plumbing); energy management; data voice telecommunication systems; lighting systems; ceiling systems; flooring systems (raised, heated); acoustics; interface of workstation furniture systems with building systems; materials and products selected based on properties and performance; impact of fire and life safety principles on space planning; codes and regulations and standards (International Building Code); barrier-free design guidelines; ergonomic and human factors data; universal design concepts and principles.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

CAHS 5300/6300 Studio X: Hospitality Design
Required Texts:

DESIGNING A HOSPITALITY ENVIRONMENT: HOTEL/RESTAURANT DESIGN—TENTATIVE SCHEDULE

2 FIELD TRIPS WILL BE PLANNED - ATTENDANCE REQUIRED OR A TEN PAGE PAPER ON TOPIC OF TRIP IS SUBSTITUTE FOR ATTENDANCE—100 PTS.

WEEK 1...INTRODUCTION-- PROFESSION; DESIGN PROCESS; RESEARCH; AUTO CAD EXISTING SPACE; ASSIGNMENT OF BUDDIES; PANEL SYSTEMS SPECS; DISCUSSION OF PRESENTATION BOARDS

WEEK 2... RESEARCH AND PROGRAMMING/WAY FINDING/ SITE VISIT
INDIVIDUAL RESEARCH AND PRESENTATION DUE—100 PTS.
TEAM AUTO CAD PRESENTATION DUE—100 PTS.

WEEK 3... VISITING DESIGNER DISCUSSION AND INTERVIEW; PROGRAM FOR AREA, CONTEXT, CLIENT, PATRON, TYPE OF RESTAURANT, (SERVICE) AND MENU, CONCEPT SKETCHUP.

PROGRAMMING DOCUMENT DUE—100 PTS.
CONCEPT DEVELOPMENT DUE—50 PTS

WEEK 4-- MATRIX, BUBBLES, ZONING, AND SKETCH UP
MATRIX, BUBBLES, ZONING DOCUMENT DUE—100 PTS
TEAM SKETCHUP DOCUMENT DUE—100 PTS

WEEK 5... SPACE PLAN & CODES

WEEK 6... SPACE PLAN & CODES
INITIAL SPACE PLAN DUE—100 PTS

WEEK 7..... WORK ON FURNITURE, FINISHES, FABRICS
INITIAL FF&E DOCUMENT DUE—100 PTS

WEEK 8-- MID SEMESTER-- WORK ON DRAWINGS, ELEVATIONS, SECTIONS PLAN AND BOARDS

WEEK 9... "COMPLETE PROJECT DUE AT 9:00PM** THE DAY PRIOR TO THE FIRST CLASS DAY OF WEEK 9
JURIED PRESENTATIONS—300 PTS
LOGO—50 PTS
MENU—50 PTS

WEEK 10... BEGIN WORK ON CONSTRUCTION DRAWINGS AND SPECIFICATION NOTEBOOK (350 POINTS— to include the following components—due through Week 15).
DIMENSIONED PARTITION PLAN
CHECK OF DIMENSIONED PARTITION PLAN—50 PTS

WEEK 11... ELECTRICAL PLAN
CHECK OF ELECTRICAL PLAN—50 PTS
Week 12...Wall, Ceiling, and Floor Finish Schedule
Check Wall, Ceiling, and Floor Finish Schedule--50 PTS

Week 13...Reflected Ceiling Plan
Check Reflected Ceiling Plan--50 PTS

Week 14...Cabinet Drawing
Check Cabinet Drawing--50 PTS

Week 15...Sections, Elevations, and Details
Check Sections, Elevations, and Details--50 PTS

...Custom Design
Check Custom Design--50 PTS
Construction Document Packet and Specification Packets Due

Week 16--In Lieu of Final Exam, Process Notebook--150 PTS
And CD of Class Project Work--50 PTS--Due at Scheduled Time for Final Exam

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

48. Assignments / Projects:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUAL) RESEARCH &amp; PRESENTATION DUE</td>
<td>100 Points</td>
</tr>
<tr>
<td>Objective: Each student is required to find at least 5 articles on a topic that will inform the class about the semester project assigned. i.e., if project is a restaurant then the topic must inform the class about some element pertaining to designing restaurants. Topics must be approved by instructor. At least two of the articles must be peer reviewed research journal articles and references must be included. Each student must write a ¼ page summary of each article, include a copy of the article with key points highlighted and do a PowerPoint presentation to the class. All Information gathered by students will be bound and placed in the classroom for the semester for the use of students who would like to read further about certain topics. This is to inform the class about factors impacting design of the project and also to inform the student about the design process phase of defining the problem or programming stage. It is also to teach research and writing skills related to interior design in practice.</td>
<td></td>
</tr>
</tbody>
</table>

| TEAM) AUTO CAD | 100 Points |
| Objective: Teams made of 2-5 students will translate floor plans of the existing space to a digital format in order to obtain the best single digital copy which will be circulated to all students in the class. The purpose is to allow students to experience working in a team and to inform the students about management of man hours to meet short deadlines. Each is required to fill out a peer review form on their teammates. The best, most accurate digital floor plan is selected to be distributed to the whole class. This assignment is also meant to illuminate the design process as it might happen in practice in order to accomplish an actual project. *Site visits may be required to measure the existing space, log details and inventory existing furniture and equipment. This would further inform the student about the information gathering phase of a design project and acquaint them with some methods used to measure log and inventory a
project site.

(INDIVIDUAL) PROGRAMMING  100 Points
Objective: Each student is allowed to select a location for their project. It makes all projects unique and teaches the student about the influence of the context on the interior design of the space. Students are required to write a program document defining the problem. The document must be written in paragraph format, no bullet statements. The document is to include text and visuals describing the constraints and influences for their particular project, location and client. Topics to be explored include: Problem statement, Location culture and character of area and inhabitants, Client goals, User requirements, Management style, Corporate culture, Patrons, Employees, Applicable codes, ADA, Sustainability, other issues pertaining to the problems to be solved with the design of this project. This is to inform the class about factors impacting design of the project and also to inform the student about the design process phase which defines the problem or programming stage. It is also to teach research, citation, visual communication, and writing skills related to interior design in practice.

(INDIVIDUAL) CONCEPT  50 Points
Objective: Each student is required to produce a written statement, about a paragraph long, which describes the direction of the design for their project. The statement will be succinct but should drive their decision making throughout the development of their design. The purpose is to help clarify the general vision in the student’s head and to assist the student with writing with clarity and brevity about their concept.

(INDIVIDUAL) MATRIX, BUBBLES, ZONING  100 Points
Objective: Based on the user requirements, building spaces and additional auxiliary spaces each student is required to develop a matrix, bubble diagram and three zoning diagrams to help with space adjacency analysis for their project. This exercise is used to inform about the process of design and to teach skills used to analyze space adjacency. Also the diagrams are to be designed without graphic static in order to be presented to clients with clarity in order to get client buy-in before developing the floor plan. The assignment teaches diagramming skills plus visual and graphic communication skills.

TEAM SKETCHUP OR REVIT 3D  100 Points
Objective: Student teams are formed and each team is required to pull the floor plan up into 3D for the space as it exists. The best digital 3d of the space will be sent to the rest of the class and each student will use that to develop their own understanding of the existing space in 3d and proceed with their own individual design and develop the 3D revit or sketchup visuals to explain the design of the project for presentation to a jury. This is also used to teach further expertise with digital media currently used in practice to visually describe designs in order to sell to clients.

(INDIVIDUAL) INITIAL space plan  100 Points
Objective: Each student is required to pin up a preliminary plan for their project along with hand sketches to explain 3D ideas. Students are required to peer review four students’ work and each plan is also reviewed by the instructor. Both reviews include feedback along with suggestions for improvement. The purpose is to improve upon initial ideas and to begin to use critical thinking to assist others and apply that critical thinking to their own project designs. It also affords each student feedback from more than one source.

(INDIVIDUAL) INITIAL FF&E  100 Points
Objective: Each student is required to pin up a corrected plan and the FF&E. Pictures of furniture, fabrics, finishes, and accessories along with
sketches for further explanation of design ideas are pinned up. Students are required to review four students' work and each plan is also reviewed by the instructor. Both reviews include feedback along with suggestions for improvement. The purpose is to improve upon initial ideas and to begin to use critical thinking to assist others and apply that critical thinking to their own project designs. It also affords each student feedback from more than one source and opportunity for improvement.

(INDIVIDUAL) JURY PRESENTATIONS 300 Points
Objective: Each student is required to verbally and visually present their schematic design to a jury of practitioners and in front of the class. The purpose is to train students to get up in front of a group and present their ideas to a jury. The presentation is not to be just informational but to be persuasive and to improve speaking skills. Jury members give feedback to students both written and verbally. The practicing professionals also give grades so the student can get feedback from more than just the instructor. Jury members may include a client also if the project is based on a mock "real project". This is to teach the process of securing work with the verbal and visual presentation of ideas to a client.

(INDIVIDUAL) LOGO 50 Points
Objective: Each student is required to develop a logo for their client. This is to aid in 2D design and understanding the importance of branding and also to improve visual communication skills.

(INDIVIDUAL) MENU 50 Points
Objective: Each student is required to design the menu for their restaurant project. The purpose is to improve 2D graphic design skills and to teach that the menu drives the design for a restaurant. This is also to aid in understanding the importance of branding and also improve visual communication skills.

(INDIVIDUAL) CONSTRUCTION DOCUMENT PACKET 350 Points
Each student is required to develop the following list of construction drawings for their project. The purpose is to teach the skills necessary to take a schematic design to the point of development that other professionals, trades people, and contractors can build the dream in the designer's head. It also is a part of the design process and the importance of drafting conventions, accuracy, clarity, and consistency is emphasized.

- DIMENSIONED PARTITION PLAN
- ELECTRICAL PLAN
- WALL, CEILING, AND FLOOR FINISH SCHEDULE
- REFLECTED CEILING PLAN
- CABINET DRAWING
- SECTIONS, ELEVATIONS, AND DETAILS
- CUSTOM DESIGN

(INDIVIDUAL) PROCESS NOTEBOOK 150 Pts.
Objective: Each student is required to keep a record of their process throughout the semester and at the end of the class they organize it into a spiral bound notebook which can be used next semester to review what was learned last semester. It is to be used as a reference source for the student next semester and provide a link to the learning next semester so things taught in a previous studio do not need to be re-taught in the next studio.

(INDIVIDUAL) CD OF WORK 50 Pts.
Objective: Each student is required to photograph their work presentation boards and construction documents for the purpose of creating a digital record for a future portfolio. The purpose is to teach the importance of recording the project work for future portfolios used to buy future work or a
FLY THROUGH VIDEO...PERSONAL CHOICE FOR UP TO 150 POINTS EXTRA CREDIT

Objective: A fly through of the designed space can be presented to the client in addition to the boards. A video which allows the client to move through the space and view the design in the third dimension can be used for presentation and extra credit. The purpose is to acquaint the student with one more current digital media used to sell the design ideas.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field trips</td>
<td>100</td>
</tr>
<tr>
<td>Auto cad for plan elevations and sections (team)</td>
<td>100</td>
</tr>
<tr>
<td>Research and presentation (individual)</td>
<td>*100</td>
</tr>
<tr>
<td>Matrix bubble and zoning diagrams</td>
<td>100</td>
</tr>
<tr>
<td>Model (team) (Sketchup or Revit)</td>
<td>100</td>
</tr>
<tr>
<td>Concept Development</td>
<td>*50</td>
</tr>
<tr>
<td>Logo</td>
<td>*50</td>
</tr>
<tr>
<td>Programming document</td>
<td>*100</td>
</tr>
<tr>
<td>Initial space plan</td>
<td>100</td>
</tr>
<tr>
<td>Initial furn, fin, fabs, selections</td>
<td>100</td>
</tr>
<tr>
<td>Presentation of conceptual design to jury</td>
<td>*300</td>
</tr>
<tr>
<td>Construction Documents Packet</td>
<td>*350</td>
</tr>
<tr>
<td>Menu</td>
<td>50</td>
</tr>
<tr>
<td>Process Notebook</td>
<td>150</td>
</tr>
<tr>
<td>CD of individual work</td>
<td>.50</td>
</tr>
<tr>
<td>Fly Through Video (Extra Credit)</td>
<td>(up to 150)</td>
</tr>
<tr>
<td>Research Summaries (Graduate students only)</td>
<td>260</td>
</tr>
<tr>
<td>Total Points (undergraduate)</td>
<td>1800</td>
</tr>
<tr>
<td>Total Points (graduate)</td>
<td>2060</td>
</tr>
</tbody>
</table>

Course Grading:
A = 90 - 100% all parts of the assignment completed with excellent results and outstanding mastery
B = 80 - 89% all parts of the assignment completed with extra effort and mastery; more than required; better than average
C = 70-70% all parts of the assignment completed and average quality and command
D = 60 - 69% some part of the assignment missing or all parts of the assignment completed at less than average quality
F = 50 - 59% unacceptable work and or mastery of the assignment

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

Graduate students will be responsible for each assignment. In addition, graduate students will find one peer reviewed research journal article per week pertaining to topics related to this area of interior design and write one weekly summary (not to exceed 1 page) of the article. Actual article will be copied and the key points will be highlighted and bound to place in the classroom to afford students to do further reading throughout the semester. All references are to be included. There will be 13 total summaries written throughout the semester (1 per week for 13 weeks).

Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.).
OLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1298 Haley Center, 844-2096 (V/TT).