Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Human Sciences
   Department: Consumer Affairs Departments

2. Course Prefix and Number: CAHS 5400 / 6400

3. Effective Term: Fall 2012

4. Course Title: STUDIO XI: Health Care Design
   Abbreviated Title (30 characters or less): Health Care Design

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - Pigg Back

   Proposed Course Number: 
   Type of Revision: 

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours (Repeatability): 4</td>
<td>2 Lecture</td>
<td>weekly</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>6 Studio / Lab</td>
<td>weekly</td>
<td>2</td>
<td>36</td>
</tr>
</tbody>
</table>

   Total Credit Hours: 4

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Grade of "C" or better in CAHS 5300/6300.

9. Restrictions:
   List specific restriction in space above.
   - [ ] College
   - [x] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    Development of a large scale institutional project with emphasis on design of a healing environment. Credit may only be used for CAHS 5400 or 6400.

11. May Count Either:
    5400 or 6400
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    Program Type: (e.g.: minor, major, etc.)
    Program Title: (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    Requirement or Elective? (required or optional?)
    N/A

13. 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)
    - [ ] Applicable
    - [x] Not Applicable
14. Justification:
No additional resources needed.
Existing course CAHS 4400 is already being taught.

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

15. Resources:
No additional resources needed.
Existing course CAHS 4400 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:
- to demonstrate an understanding of the relationship between human behavior and built environment.
  (cida standard 3f)
- to demonstrate an understanding of design fundamentals of the principles of lighting design.
  (cida standard 3d)
- to demonstrate competent design development skill in:
  1. selection of interior finishes and materials, space plans, elevations, sketches, details and drawings.
  2. selection and application of luminaries and lighting sources.
  (cida standard 4k, 4n, 4o)
- to demonstrate an understanding in drafting and lettering both manual and cad techniques.
  (cida standard 5a)
- to gain an understanding in color presentation of projects, materials and finishing.
  (cida standard 5c)
- to demonstrate an understanding to: render (manual or computer - any medium that successfully communicates the design intent), draw in perspective, communicate through alternative presentation technical.
  (cida standard 5f, 5g, 5s)
- to demonstrate an understanding that design solutions affect and are impacted by: power distribution system, mechanical systems (hvac), lighting systems, false ceiling systems, security systems.
  (cida standard 6b, 6c, 6f, 6g, 6i)
- to demonstrate an understanding that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.
  (cida standard 6l)
- to demonstrate an understanding of the impact of fire and life safety principles.
  (cida standard 7c, 7d)
- to demonstrate an understanding of appropriate application of codes and regulations and standards.
  (cida standard 7c)
- to demonstrate an understanding of the impact on health and welfare of indoor air quality and lighting.
  (cida standard 7h, 7j)

(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:
tentative course schedule
Note: Attendance is mandatory. Evidence of in-class work and continued progress will be considered upon grading. A university approved absence is required for an absence to be excused. After two unexcused absences (lecture and studio are counted as individual courses for attendance purposes), each unexcused absence will result in a 10 point deduction from the final course grade. If a student is tardy (10 or more minutes) for 4 or more times, the student will receive an unexcused absence.
week 1
01.11 (t)
lecture: Go over syllabus (students who are out, excused for National Championship Game – with proof)
reading: take home syllabus quiz
studio: handout project sheets
01.13 (r)
lecture: healthcare industry: perspective from our world today
→ turn in syllabus signed / turn in “proof of trip” for National Championship (for those students out)
reading: kobus, pgs. 17 – 25
studio: lecture: behavioral mapping / behavioral mapping activity

week 2
01.18 (t)
lecture: ancillary departments: intro
→ reading: kobus, pgs 25 – 67
studio: assignment 1
01.20 (r)
lecture: ancillary departments: cdu’s and labs
reading: kobus, pgs. 25 - 67
studio: assignment 1

week 3
01.25 (t)
lecture: ancillary departments: diagnostic imaging
reading: kobus, pgs. 25 - 67
studio: assignment 1
01.27 (r)
lecture: lecture: therapeutic departments
reading: kobus, pgs. 115 - 142
studio: assignment 1

week 4
02.01 (t)
lecture: Institutional Building Codes and Occupancy (intro)
reading: kobus, pgs. 115 - 142
studio: assignment 1
02.03 (r)
lecture: case study presentation # 1
reading: codes handout
studio: assignment 1 due

week 5
02.08 (t)
lecture: Institutional Building Codes and Occupancy (cont.)
reading:
studio: assignment 2
02.10 (r)
lecture: case study presentation #2
reading: kobus, pgs. 142 - 156
studio: assignment 2

week 6
02.15 (t)
lecture: ancillary departments: logistical support
reading: kobus, pgs. 142 - 156
studio: assignment 2
02.17 (r)
lecture: case study presentation #3
reading: kobus, pgs. 142 - 156
studio: assignment 2
week 7
02.22 (t)
lecture: lecture: in patient facilities
reading: kobus, pgs.175 – 194 (stop at case studies)
studio: assignment 2 due

02.24 (r)
lecture: case study presentation #4
reading: kobus, pgs. 142 - 156
studio: assignment 3

week 8
03.01 (t)
lecture: lecture: inpatient facilities
reading: kobus, pgs.175 – 194 (stop at case studies)
studio: assignment 3
03.03 (r)
lecture: case study presentation #5
reading: kobus, pgs. 194 - 211
studio: assignment 3

week 9
03.08 (t)
lecture: in-patient care facilities
reading: kobus, pgs. 211 -239
studio: assignment 3
03.10 (r)
lecture: case study presentation #6
reading: kobus, pgs. 211 -239
studio: assignment 3 due

week 10
03.22 (t)
lecture: obstetrics department
reading: kobus, pgs. 84 - 115
studio: final project
03.24 (r)
lecture: case study presentation #7
reading: kobus, pgs. 84 - 115
studio: final project

week 11
03.29 (t)
lecture: obstetrics department - surgery
reading: kobus, pgs. 84 - 115
studio: final project
03.31 (r)
lecture: case study presentation #8
reading: kobus, pgs. 211 – 229 (begin @ interior considerations and arch. design issues)
studio: final project

week 12
04.05 (t)
lecture: healthcare building design: it’s all in the details
reading: kobus, pgs. 229 - 239
studio: final project
04.07 (r)
lecture: case study presentation #9
reading: kobus, pgs. 241 - 254
studio: final project
week 13
04.12 (t)
lecture: healthcare building design: codes, fire, egress, and life safety
reading: in class handout
studio: final project
04.14 (r)
lecture: case study presentation #10 & 11
reading: in class handout
studio: final project
week 14
04.19 (t)
lecture: healthcare building design: putting it all together
reading: in class handout
studio: FINAL PROJECT PRESENTATIONS – MOCK UPS
04.21 (r)
lecture: case study presentation #12
reading: in class handout
studio: final project
week 15
04.26 (t)
FINAL PROJECT PRESENTATIONS BEGIN @ 8:00 AM
Note: Pop quizzes will be given over assigned readings at various times throughout the semester. The quizzes will be worth 10 points each for a possible 100 points.

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

3. Assignments / Projects:

Case Study Assignment – 50 points possible
Objective
Based on the required text "Sustainable Healthcare Architecture" by Robin Guenther and Gail Vittori each
Student will be assigned one sustainable healthcare design case study and journal article to read. Each student will be required to write a 350 word summary and present the case study and journal article during the assigned student lecture day.

Observation Hours Assignment – 80 points possible
Objective
Each student will be required to document a minimum of 35 hours of healthcare waiting room observation that will include behavioral mapping. Observation documentation must be made in the form of notes, photos, and sketches. Behavioral mapping will be done at each visit. Behavioral mapping is a type of systematic observation research that tracks behavior over space and time. The tracking may focus on a particular place or be based on an individual’s movements. We term these two techniques place-centered and person or individual-centered mapping. We will be performing place-centered mapping.

Assignment 1 – IDEC Student Competition – Community Health Center – 100 points possible
Students will have to use and identify a variety of research methods, and design a community health center. Student should identify a site for their health center, and understand the cultural and demographic needs of its location. Students will be given required programming elements, but must go beyond the programming elements to include both traditional Western and non-Western treatments. This project will ultimately address good design, which includes protecting the public through creative problem solving and successfully addressing health, safety and welfare issues as well as issues regarding sustainable and inclusive design.
Assignment 2 – Mass Modeling and Departmental Design – 100 points possible
Objective
To understand hospital departments and their relationships: floor-to-floor, circulation patterns, and vertical circulation use, and to then to further understand individual department use.
Students will visit in groups of 2-3 one of the following 1-2 classification hospitals listed below. Students will be required to visit and walk through each floor. They will interpret the building footprint into a mass model that is organized by major department. Special consideration should be considered when identifying vertical circulation and department inter-relationships to each other.
Each student will then design one of the required departments, we have learned thus far in class. Students will use their in class readings for all programming requirements.

Assignment 3 – Inpatient Department – 100 points possible
Based on the required text “Building Types Basics for Healthcare Facilities” by Richard Kobus students will be required to keep up with class readings and design 6 healthcare departments. Students must program and pay close attention to healthcare details and programming challenges addressed in the text and design accordingly for an inpatient department. Special attention to recent case study regarding patient room design will be evaluated.

Final Project - Obstetrics Department – 300 points possible
Students will be responsible for stating a concept that addresses not only the inspiration, but also addresses the context (or place) where the building is located. Students will also address the sustainable design components of their building. Last, students will address the hospital’s stance for patient care.

Students will pick a site where a proposed women’s obstetric department will be located. Using Google Earth, students will use imagery from the site and allow for the site and its location to inform the interior environment of the hospital.

(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:

grade breakdown
class participation & attendance 20 pts.
case studies & presentations 50 pts.
observation hours & documentation 80 pts.
reading pcp quizzes (10 total) 100 pts.
assignment 1 (IDEC competition) 100 pts.
assignment 2 (Mass Model + Depts) 100 pts.
assignment 3 (inpatient) 100 pts.
final project (Obstetrics) 300 pts.
final exam 100 pts.
950 total points (CAHS 5400)
1200 total points (CAHS 6400)
grading scale
a = 90-100 points
b = 80-89 points
c = 70-79 points
d = 60-69 points
f = below 60 points
20. Justification for Graduate Credit: Graduate students will be responsible for each assignment. In addition, graduate students will write weekly summaries (350 words) regarding the case study assignment. There will be 13 total summaries written throughout the semester from the text “Sustainable Healthcare Architecture” by Robin Guenther and Gail Vittori.

(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.)

(Include below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY 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 IAC 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, 1299 Haley Center, 844-2096 (V/TT).