

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		05-186	Apr 11/15/05	Apr 12/6/05

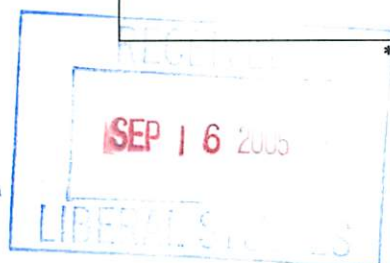
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Richard Gibbs	Email Address cgibbs@iup.edu
Proposing Department/Unit HDES	Phone 724-357-7692

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
<u>Current Course prefix, number and full title</u> INDS 230 Presentation for Interior Design		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		Date
Department Curriculum Committee Chair(s)	Brooke Judkins	4/5/05
Department Chair(s)	Mary E. Sundin	4/12/05
College Curriculum Committee Chair	Elizabeth Palmer	9/14/05
College Dean	Robert J. Foxi	9-16-05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail S Sedquist	11-15-05

* where applicable



I. Catalog Description:

INDS 230 Presentation for Interior Design

Prerequisite: INDS 118

**1 Lecture hour
3 Laboratory hours
3 Credit hours
(1c-3l-3cr)**

A studio, project-based, course introducing visualization approaches used for design criticism and professional presentations of interior design. Focus on three-dimensional drawing including, perspective, isometric, and section drawings as well as the use of color to create depth and understanding of 2-dimensional drawings.

Part II. Description of Curriculum Change
1. New Syllabus of Record

I. Catalog Description:

INDS 230 Presentation for Interior Design

Prerequisite: INDS 118

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3 Laboratory hours
3 Credit hours
(1c-3l-3cr)

A studio, project-based, course introducing visualization approaches used for design criticism and professional presentations of interior design. Focus on three-dimensional drawing including, perspective, isometric, and section drawings as well as the use of color to create depth and understanding of 2-dimensional drawings.

II. Course Objectives

Students will be able to:

- A. design and critique two-dimensional layout and graphics.
- B. design and construct presentation boards
- C. demonstrate interior design solutions through one and two-point perspectives, isometric, and sectional drawings.
- D. render floor plans, elevations, and perspective drawings using markers and colored pencils.

III. Course Outline

1 lecture hour, 3 laboratory hours per week

WEEK ONE: Materials board construction.....(4 hours)

- A. Traditional Construction Materials
- B. Mounting and Design Methods
- C. Theme Story Telling

WEEK TWO: Materials board construction(4 hours)

- A. Alternative Construction Materials
- B. Theme Story Telling Continued

WEEK THREE: 1 and 2 point perspective review.....(4 hours)

- A. Objects within space
- B. Architectural Interiors

WEEK FOUR: Rapid sketching techniques.....(4 hours)

- A. Human Form
- B. Interior Architectural Elements

WEEK FIVE: Rapid sketching techniques.....(4 hours)

- A. Foliage
- B. Interior Space

WEEK SIX: Marker Rendering – Floor plans.....(4 hours)

- A. Shadow
- B. Light
- C. Highlight
- D. Texture

WEEK SEVEN: Marker Rendering – Elevations(4 hours)

- A. Shadow
- B. Light
- C. Highlight
- D. Texture
- E. Using Entourage
- F. Using Cutfile

WEEK EIGHT: Marker Rendering – Perspective(4 hours)

- A. Shadow
- B. Light
- C. Highlight
- D. Texture
- E. Depth / Atmosphere

WEEK NINE: Marker Rendering – Perspective(4 hours)

- A. Surfaces
- B. Reflection
- C. Accessorizing

WEEK TEN: Isometric.....(4 hours)

- A. Construction
- B. Rendering

WEEK ELEVEN: Birds Eye Views.....(4 hours)

- A. Construction
- B. Rendering

WEEK TWELVE: Synthesis Project(4 hours)

- A. Media selection – Trace, Canson, Vellumn, Mylar, Etc...
- B. Rendered Rapid Sketch Story Boards

WEEK THIRTEEN: Synthesis Project(4 hours)

- A. Rendered Floor Plans and Elevations
- B. Rendered Perspective Vignettes

WEEK FOURTEEN: Portfolio Conversion.....(4 hours)

- A. Documenting portfolio work
- B. Conversion to digital formats – Creating a digital portfolio
- C. Integration into presentations using image editing software

Culminating Activity: Professional Presentation and Critique.....(2 hours)

IV: Evaluation Methods:

10% Verbal presentations will be required for a minimum of four design projects.

10% Verbal critiques are an essential element of this course. Students will be required to participate in verbal critiques.

80% Presentation quality for ten project including the application of demonstrated techniques including the proper use of rendering media, graphic standards, craftsmanship, and layout.

V. Example Grading Scale:

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- 0% - 59% = F

VI. Undergraduate Course Attendance Policy

1. Attendance is required. This course is taught through demonstrations and critique therefore, students must be on time and present with the required supplies to do well.
2. Unapproved absences may jeopardize a student's success in the course. The instructor will follow the University Undergraduate Course Attendance Policy.
3. It is the student's responsibility to collect notes and other information missed during any unapproved absences.

VII. Required Textbooks, Supplemental Books, and Readings

A. Required Textbook

Leinbach, R. (1990). Visualization techniques. Englewood Cliffs, New Jersey: Prentice Hall.

B. Supplemental Books and Readings

Burden, E. (2002). Entourage. New York: McGraw-Hill.

Doyle, M. (1999). Color drawing. New York: John Wiley & Sons.

Drpic, I. (1988). Sketching and rendering interior spaces. New York: Whitney.

VIII: Special Resource Requirements

120 Set Berol Prismacolor Markers, 72 Set Berol Prismacolor Pencils (*pencils are already required for the prerequisite INDS 118), Misc. mat board, foam core, and drawing paper.

IX : Bibliography

Current Sources :

Liggett, J. (2002). Drawing shortcuts. New York: Wiley.

McGarry, R. & Madsen, G. (1997). Marker magic. New York: Van Nostrand Reinhold.

Mitton, M. (2004). Interior design visual presentation (2nd Ed.). New York: John Wiley & Sons.

Pable, J. (2004). Sketching interiors at the speed of thought. New York: Fairchild.

Historic Sources:

Hanks, K. & Belliston, L. (1990). Rapid viz. Menlo Park, California: Crisp Publications.

Lin, M. (1993). Drawing and designing with confidence. New York: John Wiley & Sons.

Pile, J. (1989). Perspective for interior designers. New York: Whitney

Part II. Description of Curriculum Change
2. Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is this course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course).

This course fits into the interior design program. It is designed for Sophomore level interior design majors. The course content is currently being taught as a small part of INDS 118. To address concerns raised by the FIDER, and NASAD site teams this course is required to focus on the content resulting in student proficiency in the subject.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other courses and/or program requirements.

Course content does not need to be changed in any other course as a result of the addition of this course. INDS 118 will still address the content of this course as an introduction.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering (semester/year and number of students).

This course has not been offered at I.U.P. A one-day presentation seminar was offered 04-02-05 at the request of the students. Enrollment was limited to 30. The seminar was sold out in two-days and had a waiting list.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course is not a dual level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may only be taken for 3 credits.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institutions, course title)

Other institutions offering this course are:

La Roche College :

ID 245 Architectural Rendering

An advanced course in the delineation of the interior space. Emphasis is on the development of individual style and expanded technical rendering knowledge.

ID 111 Interior Design Graphics I

An introduction to the visual communication techniques used by interior designers to develop and convey two-dimensional and three dimensional ideas. Content includes sketching, scaled orthographic drawings, lettering, one-and two-point perspective black and white rendering and basic model making.

ID 121 Interior Design Graphics II

A continuation of Interior Graphics I. Content includes complex perspective construction, color theory, color media rendering (e.g. marker, pencil), and presentation graphics (e.g. reprographics board composition).

Florida State University:

IND 3306. Interior Design Graphics I

Graphic presentation techniques, including 1-point and 2-point perspective refinement and computer application.

University of North Carolina – Greensboro

IAR 111/112 Perception and Communication I/II

Studies designed to increase perceptual awareness and communication skills through exercises in various design and communications media and by investigation of pertinent theoretical concepts and established procedures.

AR 211/212 Visual Communication I/II

Two- and three dimensional visual studies as related to conceptual and definitive aspects of the design process. Exercises aimed at developing a mastery of both technical and non-technical methods of visual communication.

Iowa State University

ArtID 262. Graphic Communication for Interior Design II

Perspective drawing, design sketching, presentation drawings, shades, shadows and reflections. Use of various rendering media and techniques.

- A7** Is the content, ore are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Presentation design skills are required for the interior design profession. The two accrediting bodies for interior design schools (FIDER and NASAD) require students to demonstrate presentation skills in their portfolios.

Section B: Interdisciplinary Implications

- B1** Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will be taught by one faculty member.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change (s).

A presentation course similar to INDS 230 is not taught at IUP.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

The course will not be cross-listed.

- B4 Will seats in this course be made available to students in the School of Continuing Education?

Seats will be made available to all who have completed the prerequisite INDS 118.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule (s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

A new .50 time faculty complement is required to teach this course one time a year. This course may also be taught during one of the summer sessions. This complement has been approved by the College Dean and Provost.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Rely in terms of the following: space, equipment, laboratory supplies and other consumable goods, library materials, and travel funds.

No other resources are required for the course

- C3 are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.).

No resources are funded by a grant

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

Two sections of this course will be offered in the fall semester. One section will likely be needed during one of the summer terms.

- C5 How many sections of this course do you anticipate offering in any single semester?

Two

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

This is a studio course with a maximum enrollment of 20.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No society specifically limits enrollment numbers.

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not a distance course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

To: Michael Hood
Dean, College of Fine Arts

Carleen Zoni
Dean, College of Health and Human Services

From: Mark J. Stasszkiewicz
Provost and VP for Academic Affairs

Date: February 28, 2005

RE: Support for FIDER/NASAD accreditations

I want to thank each of you for the excellent work you and your faculty have put into developing the plans to meet the standards of and to achieve accreditation from FIDER and NASAD. I am extremely proud of how the faculty from the two departments have worked together to identify solutions to tough issues.

On my part, I want to put in writing my commitment to provide the needed resources to achieve these accreditations. I understand that additional faculty complement may be needed and I am fully committed to providing that support. I look forward to seeing the final set of revisions and to working with you to reach this goal.

Again, thank you for this great effort.

Indiana University of Pennsylvania

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Dr. Mary E. Swinker
Indiana University of PA
Human Development and Environmental Studies
Department of Interior Design

April 1, 2005

Dear Dr. Swinker:

The changes suggested in the revision of the program for Interior Design are both appropriate and desirable and I fully support these changes. In order to attempt to meet the rigorous standards established by the National Association of Schools of Art and Design (NASAD), representatives from the Department of Art and Interior Design met to collaboratively work towards a plan of action to revise the Interior Design curriculum. The result of this endeavor is exceptional to not only strengthen the Interior Design program but meet the goal of NASAD accreditation for both departments. It is with professional respect that I offer you this letter of support for the revisions listed below. It is once again clear that colleagues across disciplines can indeed collaborate to make the educational experience for IUP students rich and educationally rewarding.

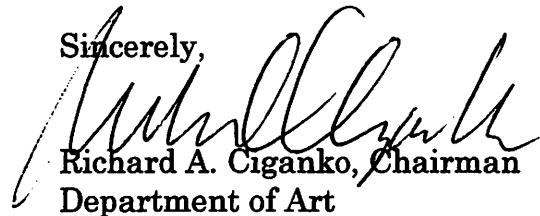
Changes acceptable and supported:

- Require ARHI 205 and 207 for all ID students. NASAD requires more breadth than the present program allows as it requires only one of the two art history courses.
- Require ARHI 205 instead of ARHI 101 as a Liberal Studies Fine Arts requirement. The ARHI 101 course is designed for non-art and design majors while the ARHI 205 course provides greater focus and depth. NASAD requires more depth than the present program allows and in assessing the program they dismiss the ARHI 101 as insufficient for ID majors. This solution is compatible with that of the Department of Art.

- Require ART 114 (3 credits) rather than ART 120 (2 credits) in Outside Concentration Art. NASAD requires a more rigorous and deeper level of study of design and color than provided by the present ART 120 course. In ART 114 ID students will not be isolated and will be required to make design decisions at a higher professional level.
- ART 213 will continue to exist as an Outside Concentration Art but will not be required. This move is to provide students more flexibility in selecting a studio course work. They will now be able to select from ART 213, 214, 215, 216, 218, and 219. ART 213 remains a viable option and one that is highly recommended but it will not be a required course for students in the ID program.
- It should also be noted that while ART 113 represents a three-dimensional design course it does not focus on the type of three dimensional design problems appropriate for ID preparation. INDS 240 develops and builds on three dimensional design problems associated with the professional preparation of Interior Designers and therefore there is no conflict in content between the ART 113 and INDS 240 courses.

If there is anything further you need from me regarding our support please don't hesitate to ask.

Sincerely,



Richard A. Ciganko, Chairman
Department of Art