

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		05-18c	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		
		INDS 240 Three-Dimensional Design for Interior Design
<u>Current Course prefix, number and full title</u>		<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. Seemer	4/14/05
College Curriculum Committee Chair	Elizabeth Palmer	9/14/05
College Dean	Robert G. Zoni	9-16-05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedquist	11-15-05

* where applicable



I. Catalog Description:

INDS 240 – Three Dimensional Design for Interior Design

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

Prerequisite: INDS 118

An introduction to three-dimensional design thinking and presentation. Exploratory exercises strengthen three-dimensional conceptual skills of interior space. Technical studies investigate presentation techniques, model-making, spatial theory analysis, and vocabulary.

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

I. Catalog Description:

INDS 240 – Three Dimensional Design for Interior Design

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

Prerequisite: INDS 118

An introduction to three-dimensional design thinking and presentation. Exploratory exercises strengthen three-dimensional conceptual skills of interior space. Technical studies investigate presentation techniques, model-making, spatial theory analysis, and vocabulary.

II. Course Objectives

Students will be able to:

- A. Create three-dimensional models to represent three-dimensional space.
- B. Create three-dimensional models to represent three-dimensional concepts.
- C. Develop and analyze three-dimensional objects and space using two-dimensional drawings.
- D. Identify the most effective means of design communication and analysis for three-dimensional problems.
- E. Document and display three-dimensional conceptual models in a portfolio.

III. Course Outline

1 lecture hour, 3 laboratory hours per week

WEEK ONE: Form building and craftsmanship.....(4 hours)

- A. Three-dimensional construction of architectural forms
 - Pyramid
 - Cylinder
 - Cube
- B. Craftsmanship – Cutting, Adhesives, Sanding, and Paint

WEEK TWO: 3- Dimensional Sculptured Form.....(4 hours)

- A. Design and sketching of form
- B. Sculpture of the sketched form

WEEK THREE: Concept Modeling.....(4 hours)

- A. Representation of a concept in three-dimensions
- B. Ideation – Rapid Sketching
- C. Concept definition

WEEK FOUR: Concept Modeling.....(4 hours)

- A. Concept model construction

WEEK FIVE: Foam Core Models.....(4 hours)

WEEK SIX: Rip and tear models.....(4 hours)

WEEK SEVEN: Finished Modeling.....(4 hours)

- A. Rendering Textures
- B. Materials
- C. Detail

WEEK EIGHT: Finished Modeling.....(4 hours)

WEEK NINE: Project.....(4 hours)

- A. Story Boards
- B. Process Packets – Ideation Documentation
- C. Two-dimensional presentation of three-dimensional designs
 - Sections
 - Details

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

- A. Two-dimensional presentation of three-dimensional designs continued
 - Rendered Vignettes
 - Story boards
- B. Rip and Tear Models Continued

WEEK ELEVEN: Documentation of three-dimensional designs for portfolio.....(4 hours)

- A. Photography
- B. Digital Editing

WEEK TWELVE: Prototype design and representation(4 hours)

- A. Design sketching
- B. Cut File
- C. Ideation Critique

WEEK THIRTEEN: Prototype construction and critique.....(4 hours)

- A. Construction Techniques
- B. Prototype modeling limitations

WEEK FOURTEEN: Prototype construction and critique.....(4 hours)

Culminating Activity: Prototype Display and Critique(2 hours)

IV: Evaluation Methods:

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

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

80% Presentation quality of models and boards including the application of demonstrated techniques including the proper use of media, craftsmanship, and three dimensional representation.

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

None

B. Supplemental Books and Readings

Ching, F. (1997). Form space and order. Chicago: Thomson Learning.

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

Sutherland, M. (1999). Model making. New York: Norton, W. W. & Company.

VIII: Special Resource Requirements

Materials including mat board, foam core, modeling clay, plaster of Paris, adhesives, and prototype construction.

IX : Bibliography

Current Sources:

DeMarco, G. & DeMarco, P. (2000). Building architectural models. Atglen, PA: Schiffer Ltd.

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

Historic Sources:

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

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

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 in ART 213 Woodworking: Function and Form. To address concerns raised by the FIDER and NASAD site teams this course is required to meet their accrediting standards.

- 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 serves as an introductory course. ART 213 will no longer be required for Interior Design majors. ART 213 will be one of a choice of art studio courses for Interior Design majors. Students will now be required to take two studio arts courses.

- 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 was taught as INDS 281 3-D Design for Interior Design during the first Summer session, 2004. Student enrollment was 21. The course was offered as an alternative to ART 213 Woodworking because the Art department has been unable to meet the demands of our increased enrollment.

- 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:

Florida State University:

IND 3205. Dimensional Design

Exercises and experiences in fundamental design problems, with application of basic elements and principles of design. Creative studio projects in two and three-dimensional design building on the graphic and technical design process.

Brigham Young University – Idaho

ID 203 Three-Dimensional Design

An introductory course in the elements and principles of three-dimensional design.

ID 382 Model Making

An introductory course to architectural and interior model making.

California State University – Northridge

ART 141 Beginning Three-Dimensional Design

Study of the elements and principles of 3-dimensional design and their applications, with emphasis on form in space, design systems, and contemporary art concepts. Experimentation in both natural and synthetic material.

Colorado State University

ID 236 Three - Dimensional Thinking

Demonstration and application in visualizing interior space in three dimension.

- 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.

Three-dimensional design skills are required for the interior design profession. The two accrediting bodies for interior design schools (FIDER and NASAD) require students to demonstrate three-dimensional skill 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).

Three-dimensional design is taught in the Art department as ART 113. Discussions with the art department faculty reveal that this course does not focus on three-dimensions as it relates to interior design problems. The art department supports the implementation of INDS 240 as a course that fulfills the unique requirements of interior design.

- 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 spring 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.

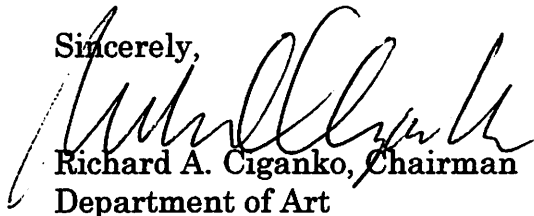
Changes acceptable and supported:

- 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