

LSC Use Only Proposal No: _____ LSC Action-Date: _____
 UWUCC Use Only Proposal No: 12-23d. UWUCC Action-Date: AP-8/28/12 Senate Action Date: App-4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Karen Scarton	Email Address k.scarton@iup.edu
Proposing Department/Unit Human Development and Environmental Studies	Phone 724-357-2395

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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

Current course prefix, number and full title: **INDS 315, Residential Design I**

Proposed course prefix, number and full title, if changing: **INDS 315, Residential Design Studio**

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Karen M. Scarton</i>	2-23-12
Department Chairperson(s)	<i>Frederick B. Payne</i>	2-23-12
College Curriculum Committee Chair	<i>Janice Wacker</i>	4-13-12
College Dean	<i>Mary E. Suter</i>	4/17/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4/11/13

Received **Received**
 APR 1 2013 APR 20 2012
Liberal Studies **Liberal Studies**

1. New Syllabus of Record

Description of the Curriculum Change

I. Catalog Description:

INDS 315 Residential Design Studio
Prerequisite: INDS 218

1 lecture hour
3 lab hours
3 credit hours
(1c-3l-3cr)

Applies interior design space planning and design problem-solving processes to residential design and emphasizes digital and graphic communication and presentation of those solutions.

II. Course Objectives:

Students will be able to:

- A. Design residential interiors by applying design theory, including design elements and principles, electrical systems, low-voltage systems and communications.
- B. Apply the NEC (National Electric Code) and other building codes to the design.
- C. Analyze residential design problems, needs and requirements, and interviewing, observing, and surveying occupants.
- D. Synthesize space planning solutions to residential design problems by interpreting design programs and by applying codes, standards, and design theory.
- E. Demonstrate the ability to produce multiple design concepts and/or solutions through critical and creative thinking.
- F. Apply conventional drafting, modeling, and other conventional media as well as Computer Aided Drafting and Design (CADD) to communicate residential design solutions.
- G. Discuss and or present design solutions orally in class.
- H. Apply principles of residential structure, construction, building systems, and energy conservation to developing designs.
- I. Solve residential design problems confronting special population, including persons with a disability, the elderly, varying socio-economical situations, children, and others.
- J. Demonstrate the ability to select ad place coordinated residential furniture, fixtures, appliances, electronics, materials, finishes, and accessories in space plans.
- K. Interpret and apply laws, codes, standards and ordinances in relation to residential design.

III. Course Outline

1 lecture hour, 3 laboratory
hours per week
56 hours total

A. Human Factors.....(1 lecture, 3 lab hours)

1. Psychology and the behavioral basis for design
2. Physiology and anthropometrics
3. Residential sociology and proxemics
4. Residential culture

B. Residential Ergonomics, Furniture, Fixtures, Equipment (FF&E).....(1 lecture, 3 lab hours)

C. Residential design development.....(2 lecture, 6 lab hours)

1. Research
2. Interviewing
3. Observation
4. Surveying

D. Residents.....(1 lecture, 3 lab hours)

1. Individuals, couples, and families
2. Children
3. The elderly (ADA considerations)
4. Low income residents
5. Special populations
6. Universal Design

E. Residential Spaces.....(1 lecture, 3 lab hours)

1. Residential zones
2. Adjacency analysis

F. The Design Process.....(1 lecture, 3 lab hours)

1. Programming, client interview
2. Reviewing existing project documents and measuring the site
3. Inventorying FF&E
4. On-site observations and interviews
5. Problem analysis and writing the program
6. Program graphics
7. Evaluating the program in relation to codes, regulations, and other standards
2. Criteria matrixes, adjacency diagrams
3. Bubble & Block diagramming

G. Residential Working Drawings.....(1 lecture, 3 lab hours)

1. Site plans
2. Floor plans
3. Elevations
4. Sections
5. Detailing and technical drawings
6. Reflecting Ceiling plans
7. Schedule, keys and legends

- 8. FF & E specifications
- 9. Materials boards

H. Principles and Elements of Design, Residential.....(1 lecture, 3 lab hours)

I. Residential Systems.....(1 lecture, 3 lab hours)

- 1. Floor systems
- 2. Wall systems
- 3. Roof systems
- 4. Electrical system
- 5. Plumbing systems
- 6. Acoustics
- 7. Lighting

J. Regulations, Laws, Standards, Ordinances, Codes.....(1 lecture, 3 lab hours)

- 1. Universal design
- 2. Health and life safety codes, regulations and standards
- 3. Specifying and estimating
- 4. Project management

K. Concept Development.....(2 lecture, 6 lab hours)

- 1. Transformation of schematics into design concepts
- 2. Preparing working drawings
- 3. Preparing pictorial views (hand drawn and digital)
- 4. Perspective views (hand drawn and digital)
- 5. Rendering drawings (hand and digital)

L. Concept Presentations.....(1 lecture, 3 lab hours)

- 1. Presenting residential design concept to the client
- 2. Respond to questions

M. Culminating Activity.....(2 hours)

IV. Evaluation Methods:

The final grade for the course will be determined as follows:

30%: Project 1: Project will consist of space planning a residential interior with only the outside shell given to the student. Students will utilize programming, the design process, AutoCAD, hand sketching and hand rendering. A final presentation will be made demonstrating a complete set working drawings as well as a sample board.

30%: Project 2: Project will consist of space planning a residential interior space. Students will practice programming, the design process, specifying, AutoCAD and 3-Dimensional computer design and rendering. A final presentation will be made demonstrating a complete floor plan, lighting plan, perspective drawings and details.

10%: One Quiz: Will quiz lecture material given on proper residential design practices.

30%: Class Assignments: Will consist of practicing site measuring, programming exercises and design process exercises (e.g. diagramming & schematics).

V. Example Grading Scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

0% - 59% = F

VI. Undergraduate Course Attendance Policy

Attendance is required. To do well in this course you must be present and on time, with the required supplies. The attendance policy for this class will follow the Undergraduate Course Attendance Policy. This can be reviewed in the Undergraduate Catalog. The instructor has the right to lower the grade of the student if absences exceed one week's worth of classes.

VII. Required Textbooks, Supplemental Books, and Readings

A. Required textbook

Mitton, M., & Nystuen, C. (2011). *Residential interior design: A guide to planning spaces* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

B. Supplemental Books and Readings

C.

Foster, K., Stelmack, A., & Hindman, D. (2007). *Sustainable residential interiors*. Hoboken, NJ: John Wiley & Sons.

Gordon, R. P. (2011). *Residential design studio*. New York, NY: Fairchild Books.

Susanka, S. (1998). *The not so big house*. Newtown, CT: The Taunton Press.

VIII. Special Resource Requirements

- Trace paper
- Vellum
- Architectural scale
- Graph paper
- Tape measure

- Illustration board
- Foam core

IX. Bibliography

Bingeli, C. (2007). *Interior design: A survey*. Hoboken, NJ: John Wiley & Sons.

Botti-Salitsky, R.M.(2009). *Programming and research: Skills and techniques for interior designers*. New York, NY: Fairchild Books.

Cline, L. S. (2012). *Drafting and visual presentation for interior designers*. Upper Saddle River, NJ: Pearson Prentice Hall.

Corchet, T. (2012). *Designer's guide to building construction and systems for residential and commercial structures*. Upper Saddle River, NJ: Pearson Prentice Hall.

Crespi, A. (2008). *Achieving invisibility: The art of architectural visualization and rendering*. New York, NY: Fairchild Publications.

Dickinson, J., & Marsden, J. P. (Eds.). (2009). *Informing design*. New York, NY: Fairchild Books.

Elsasser, V. H. (2004). *Know your home furnishings*. New York, NY: Fairchild Publications.

Hurt, S. L. (2012). *Codes, regulations, and standards in interior design*. Upper Saddle River, NJ: Pearson Prentice Hall.

Karlen, M. (2009). *Space planning basics* (3rd ed.). Hoboken, NJ: John Wiley & Sons.

Kilmer, W. O., & Kilmer, R. (2003). *Construction drawings and details for interiors: Basic skills*. Hoboken, NJ: John Wiley & Sons.

Kopec, D., Sinclair, E., & Matthes, B. (2012). *Evidence based design*. Upper Saddle River, NJ: Pearson Prentice Hall.

Natale, C. (2009). *Furniture design and construction for the interior designer*. New York, NY: Fairchild Books.

Nielson, K. J., & Taylor, D. A. (2007). *Interiors: An introduction* (4th ed.). New York, NY: McGraw-Hill Companies.

Pile, J. F. (2007). *Interior design* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Poldma, T. (2009). *Taking up space: Exploring the design process*. New York, NY: Fairchild Books.

Pollack-Stewart, J., & Menconi, R. (2005). *Designing for privacy and related needs*. New York, NY: Fairchild Publications.

Scalise, C. M. (2008). *Interior design illustrated: Marker and watercolor techniques*. New York, NY: Fairchild Books.

Slotkis, S. J. (2006). *Foundations of interior design*. New York, NY: Fairchild Publications.

Winship, S. M. (2007). *Sustainable design for interior environments* (2nd ed.). New York, NY: Fairchild Books.

2. Summary of Proposed Revisions

- The course name is being changed to Residential Design Studio.
- Several objectives were tweaked and one entirely new one was added.

3. Justification/Rational for the Revision

- This studio class will now be offered in the spring semester, new name better describes the nature of the course (studio) and coordinates with the revised objectives.
- Objectives were changed/added in order to better align with accreditation standards (Council for Interior Design Accreditation, CIDA).

4. Old Syllabus of Record

See Attached

5. Letter of Support or Acknowledgement

Not needed

USC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

RECEIVED
DEC 23 1997
CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

UWUCC USE Only
Number: _____
Submission Date: _____
Action-Date: _____

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91-26h
App 2/17/98
Senate app. 3/3/98

I. CONTACT

Contact Person David L. Rodgers, Assistant Professor Phone 357-7692

Department Department of Human Development and Environmental Studies

II. PROPOSAL TYPE (Check All Appropriate Lines)

 ID 315 COURSE Residential Des I
Suggested 20 character title

 New Course* _____
Course Number and Full Title

 X Course Revision CS 357 Interior Design Studio
Course Number and Full Title

 Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

 Course Deletion _____
Course Number and Full Title

 X Number and/or Title Change CS 357 Interior Design Studio
Old Number and/or Full Old Title

 ID 315 Residential Design I
New Number and/or Full New Title

 X Course or Catalog Description Change ID 315 Residential Design I
Course Number and Full Title

 PROGRAM: Major Minor Track

 New Program* _____
Program Name

 Program Revision* _____
Program Name

 Program Deletion* _____
Program Name

 Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Mary E. Sevens 4/8/96
Department Curriculum Committee

Mia Moore Barker 3/6/97
College Curriculum Committee

James J. Shreffler 4-8-96
Department Chair

David C. Dingoid 170121 97
College Dean

M. J. [Signature] 3/17/97

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

Catalog Description:**(1c-3l-3sh)****D 315 Residential Design I****Prerequisites: ID 218, ID 313**

Applies interior design space planning and design problem solving processes to residential design, and emphasizes graphic communication and presentation of solutions.

New Syllabus of Record

I. Catalog Description:

3 credits
1 lecture hour
3 laboratory hours
(1c-3l-3sh)

ID 315 Residential Design I

Prerequisites: ID 218, ID 313

Applies interior design space planning and design problem solving processes to residential design, and emphasizes graphic communication and presentation of solutions.

II. Course Objectives:

Upon completion of this course, the student will be able to competently:

- 1. Design residential interiors by applying design theory, including design elements and principles, color, and three dimensional spatial relationships**
- 2. Predict occupant behavioral responses to physical attributes of residential spaces based on knowledge of human factors, proxemics, anthropometrics, and psychology**
- 3. Analyze residential design problems, needs and requirements and develop design programs by researching needs and requirements, and interviewing, observing, and surveying occupants**
- 4. Synthesize space planning solutions to residential design problems by interpreting design programs and by applying graphic standards and design theory**
- 5. Apply conventional drafting, modeling, and other conventional media as well as Computer Aided Drafting and Design (CADD) to communicate residential design solutions visually**
- 6. Present design solutions orally**
- 7. Apply principles of residential structure, construction, building systems, and energy conservation to developing designs**
- 8. Solve residential design problems confronting special populations, including disabled persons, the elderly, or low income residents children, and others**
- 9. Demonstrate ability to select and place coordinated residential furniture, fixtures, and equipment (FF&E), materials, finishes, art, and accessories in space plans**
- 10. Interpret and apply laws, codes, standards and ordinances in relation to residential health, safety and welfare**

III. Detailed Course Content Outline (Total hours: 56)

WEEK ONE: Interior Design Practice and Process Overview: Residential Space Standards and Block Planning (four hours)

- A. Human factors**
 - 1. Psychology and the behavioral basis for design
 - 2. Physiology and anthropometrics
 - 3. Residential sociology and proxemics
 - 4. Residential culture
- B. Residential Ergonomics, Furniture, Fixtures, Equipment (FF&E)**
- C. Residential user profile development**
 - 1. Literature searching
 - 2. Interviewing
 - 3. Observing behavior
 - 4. Surveys
- D. Residents**
 - 1. Individuals, couples, and families
 - 2. Children
 - 3. The disabled
 - 4. The elderly
 - 5. Low income residents

WEEK TWO: Activity Analysis, Proxemics, Behavior Zones and Environment Components (four hours)

- A. Community zone**
 - 1. Kitchen
 - 2. Breakfast space
 - 3. Family room
 - 4. Recreational space
 - 5. Exercise space
- B. Ceremonial zone**
 - 1. Entry
 - 2. Living room
 - 3. Dining room
- B. Work and functional zone**
 - 1. Kitchen
 - 2. Home office
 - 3. Utility room
 - 4. Storage
 - 5. Corridors
 - 6. Vehicle parking area
 - 7. Laundry
 - 8. Basement

C. Privacy zone

- 1. Master suite
- 2. Secondary bedroom(s)
- 3. Guest suite
- 4. Bathroom
- 5. Home office
- 6. Den
- 7. Library

D. Outdoor zone

- 1. Site
- 2. Front and rear yards
- 3. Elevations (landscape and facades)
- 4. Context

E. Conducting space adjacency analysis

WEEK THREE: Residential Space Standards and Block Planning..... (four hours).

A. Residential space standards for furniture selection and placement

B. Circulation patterns and requirements

C. Site considerations and site planning

D. Developing floor plan criteria

E. Evaluating human factors and ergonomics in relation to space standards

WEEK FOUR: Schematic Designing (four hours)

A. Preliminary design concepts: Schematic designing

B. Concept perspective views

WEEK FIVE: Design Concept Development:..... (four hours)

A. Drafting fundamentals review: Working drawings

- 1. Site plans
- 2. Floor plans
- 3. Elevations
- 4. Sections
- 5. Detailing and technical drawings
- 6. Reflected ceiling plan
- 7. Schedules, keys, and legends
- 8. FF&E Specifications
- 9. Materials boards

B. Footing and foundation design**C. Floor systems****D. Wall systems**

1. Frame construction
2. Balloon construction
3. Windows
4. Doors
5. Roof systems

WEEK SIX: Design Development Continued: Integrating Interior Architecture and Interior Design (four hours)**A. Selection and application of materials**

1. Finish materials
2. Textiles and floor treatments
3. Wall treatments
 - a. Paint
 - b. Wallpaper

B. Accessories**C. Art work****D. Model design and construction****WEEK SEVEN: Building Systems (four hours)****A. Residential building systems**

1. Electrical system
2. Plumbing systems
3. Acoustics
4. Lighting

B. Observing and managing the construction site**MID-TERM BREAK****WEEK EIGHT: Regulations, Laws, Standard, Ordinances and Codes (four hours)****A. Universal accessibility guidelines****B. Health and life safety codes, regulations and standards****C. Specifying and estimating****D. Project management**

1. Scheduling
2. Constructing space and components
3. Installing

4. Managing contractors

WEEK NINE: Residential Programming (four hours)

- C. Client interview
- d. Reviewing existing project documents and measuring the site
- C. Inventorying FF&E
- D. On-site observations and interviews
- E. Problem analysis and writing the program
- F. Program graphics
- G. Evaluating the program in relation to codes, regulations, and other standards

WEEK TEN Choosing FF&E and Writing Specifications (four hours)

- A. Researching FF&E
- B. Interacting with manufacturers' representatives
- C. Vendors and other Consultants

WEEK ELEVEN: Completing the Program (four hours)

- A. Program graphics
- B. Obtaining consent for commencing design development

WEEK TWELVE: Concept Development (four hours)

- A. Interpreting the program and transforming schematic designs into design concepts: Synthesis
- B. Preparing project documents: working drawings
 - C. Preparing pictorial views
 - 1. Isometric and other axonometric drawings
 - 2. Perspective view(s)
- D. Developing a space model

WEEK THIRTEEN: Concept Development Continued..... (four hours)

- A. Completing working drawings
- B. Rendering drawings
 - 1. Monochromatic development
 - 2. Color media

WEEK FOURTEEN: Concept Development Continued (four hours)

- A. Editing, printing, completing, assembling, and mounting drawings
- B. Completing the model
- C. Culminating Event: Presenting residential design concept to the client
 - 1. Present concept drawings, model(s), specifications
 - 2. Respond to questions

IV. Evaluation Methods

Grades for projects, quizzes, exercises, and participation will determine the final grade for the course in the following proportions:

Grading Scale:

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

Course Grade Percentages:

Projects ¹ :	80.0%
Quizzes ²	5.0%
Exercises ³ :	10.0%
Participation:	5.0%
Total:	100.0%

¹Projects include developing working drawings for residences, together with plans for furniture, fixtures, and equipment layouts, and models.

²Quizzes include factual questions and problems to be solved.

³Exercises include bubble diagramming, block planning, expressing space standards, and exploring related topics.

V. Required Textbooks, Supplemental Books, and Readings

Required Texts¹ :

Nissen, L., Faulkner, R., & Faulkner, S. (1994). Inside today's home. Fort Worth, Texas: Harcourt Brace College Publishers.

Wakita, O. A. and Linde, R. M. (1984). The professional practice of architectural working drawings. New York: John Wiley & Sons.

Supplemental Books and Readings²:

Arends, M. (1990). Interior presentation sketching for architects and designers. New York: Van Nostrand Reinhold.

Ballast, D. K. (1992). Interior design reference manual. Belmont, CA: Professional Publications.

Omura, G. (1992). Mastering AutoCAD release 12. Alameda, California: Sybex.

Yentling, J. W. (1995). Housing by lifestyle. New York: McGraw-Hill, Inc.

¹Required text(s) subject to replacement:

²Additional supplemental books and readings to be announced

VI. Special Resource Requirements

Equipment List

*Mechanical pencils:

Lead holder (traditional) and pointer (sharpener)*

5mm mechanical pencils (at least three)

One 7mm mechanical pencil

One 9mm mechanical pencil

5mm Leads: HB, H, 2H, 4H Note: In this lead series, HB is the softest, and 4H is the hardest.

5mm non-photo blue lead Note: When lightly applied for layout purposes, this lead may not appear in reproductions when not erased.

*Conventional, graphite, wood-encased pencils for sketching: HB, H, 2H, 4H (at least one each)

*Drafting tape or drafting dots. Note: Do not confuse with masking tape. Recommended: One roll of transparent tape to make repairs

*Vellum:

Note: vellum is translucent drawing material designed to allow light to pass through it to make tracings and prints. Do not substitute tracing paper for vellum.

Individual sheets of 24" x 36" vellum Initial purchase: Five

Notebook or individual sheets of vellum to make 8 1/2" x 11" layouts

Triangles

45 degree (8" minimum; 4" and 12" or larger recommended as well)

60 degree (8" minimum; 4" and 12" or larger recommended as well)

Adjustable triangle*

*Circle template(s): Note: Select template circles to include 3" circle

*Furniture, fixture, and equipment templates

*French curve(s)

*Isometric ellipse template: Note: Isometric ellipses are designed using 30° and 60° plan axes.

*Compass

*Erasers:

White block eraser

Kneaded eraser

Eraser holder and erasers

Erasing shield

Drafting brush

*Architectural scale (12" minimum). Note: Do not substitute engineer's scale for architect's scale. An engineering scale has base ten dimensions, whereas the architect's scale is based 12 inches to the foot. Both scales are triangular in cross section. Recommended: A six-inch bevel scale

*Yellow tracing paper, one roll, 12" wide minimum

*Technical drawing pens (inking pens). Select a range of three to four pens with fine, medium, and wide tips

*Color pencils and markers. Note: Selecting a range of warm, cool, and neutral color pencils and markers will be discussed in class.

*Drawing board(s)¹. Note: Drawing boards for home use should have a Borco vinyl surface.

*T-square¹

Portfolio (May be constructed)

*Job document carrier¹

*Model making tools and materials¹ Note: Requirements will be discussed in class prior to assignments. Tools and materials will include knives and paper boards.

*Journal notebook. At least 8 1/2" x 11" format recommended. Note: To be discussed in class

Old Syllabus of Record
CS 357
Interior Design Studio
Course Syllabus

Spring 1979

Landis

Text: No text, but occasional reading assignments may be made.

CATALOG DESCRIPTION: Creative solutions to problems in interior environments emphasized. Professional interior design practices; design opportunities.

Objectives:

1. To aid the student in the preparation of a personal interior design portfolio.
2. To enable the students to have practical experiences in the interior design field.
3. To aid, by practice, the development of the student's ability to quickly yet clearly express their design ideas and to justify them.
4. To encourage the development of a student's drawing skills.
5. To encourage the student to become acquainted with the interior design market and present design trends.
6. To encourage the student to question and discriminate when making design choices.

Evaluation

Each project will be assigned a specific value. Participation in class discussions and critiques will effect a student's grade in such a format, therefore, class attendance is important.

90%	=	A
80%	=	B
70%	=	C
60%	=	D
50%	=	F

Course Standards

1. Papers to be turned in must be typed.
2. All projects must be completed and submitted on the date due. One letter grade will be deducted for each day overdue. Promptness is vital in the interior design field especially when working with a client. Presentation is an important part of projects.
3. Excessive absences from studio or only brief stays will cause me to question the credibility of a student's project since most of the work is evidently not being done there. This can effect a project's grade. **USE STUDIO TIME.**
4. Participation in studio work - ie. Seminar, discussion, critiques, group projects, etc. - is very important in a student's evaluation.

VII. Bibliography

- Ching, F. (1985). Architectural graphics. New York: Van Nostrand Reinhold.
- Ching, F. (1987). Interior design illustrated. New York: Van Nostrand Reinhold.
- De Chiara, J., Panero, J., & Zelnik, M. (Eds.). (1995). Housing and residential development (2nd ed.). New York: McGraw-Hill.
- Doyle, M. E. (1993). Color drawing. New York: Van Nostrand Reinhold.
- Grady, W. (1993). Green home: Building the environmentally sound house. Camden East, Ontario: Camden Home Publishing
- Hoke, J. R. (Ed.) (1988). Architectural graphic standards. (8th Ed.) New York: John Wiley & Sons.
- Jefferis, A. & Madsen, D. A. (1991). Architectural drafting & design. Albany, New York: Delmar Publishers Inc.
- Karlan, M. (1993). Space planning basics. (1993). New York: Van Nostrand Reinhold.
- Lockard, C. (1993). Beautiful barrier-free. New York: Van Nostrand Reinhold.
- Lockhard, W. K. (1991). Freehand perspective for designers: Including shadow-casting and entourage. New York: Pepper Publishing.
- Peason, D. (1989). The natural house book: Creating a healthy, harmonious and ecologically sound home environment. New York: Fireside/Simon and Schuster.
- Pile, J. (1995). Interior design (2nd. Ed.). Englewood Cliffs, New Jersey: Prentice Hall
- Porter, T. (1990). Architectural drawing. New York: Van Nostrand Reinhold.
- Ramsey, C. and Sleeper, H. (1990). Architectural graphic standards. New York: John Wiley & Sons.
- White, E. T. (1986). Space adjacency analysis. Tucson: Architectural Media, Ltd.

Historical References (Prior to 1985)

- French, T. E., and Svensen, C. L. (1966). Mechanical drawing. St. Louis: McGraw-Hill Book Company.
- Gill, R. (1979). Basic perspective. (2nd Ed. London: Thames and Hudson.

- Gill, R. W. (1979). Creative perspective. 2nd ed. London: Thames and Hudson, 1979.
- Hall, E. T. (1966). The hidden dimension. New York: Double Day & Company.
- Kauf, H. (1970). Architectural graphic standards. New York: Wiley-Science Interscience Publication.
- Hornung, William J. (1971). Architectural drafting. (5th Ed.). Englewood Cliffs, N. J.: Prentice Hall.
- Laseau, P. (1980). Graphic thinking for architects and designers. New York: Van Nostrand Reinhold.
- Panero, J. & Zelnik, M. (1979). Human dimension and interior space. New York: Watson-Guptill
- Reznikoff, S. C. (1979). Interior graphics and design standards. New York: Watson-Guptill Publications.
- White, E. T. (1972). A graphic vocabulary for architectural presentation. Tucson: Architectural Media.

2. Summary of Proposed Revisions

Revisions are as follows:

- *Prefix change**
- *Course number/name change**
- *Course description change**
- *Course objectives/topics change**

3. Justification/rationale for proposed revisions

- *Prefix change**

The prefix change is consistent with the revised curriculum prefix.

- *Course number/name change**

The course number and name changes are changed to reflect sequencing in the revised ID program.

- *Course description change**

The description is changed to reflect content accurately.

- *Course objectives/topics change**

Objectives are rewritten to meet 1996 Foundation for Interior Design Education Research (FIDER) accreditation standards cited in Appendix A.

Appendix A

Relevant FIDER Criteria Addressed in This Course

FIDER Standards and Guidelines, Professional Level Programs, FIDER Form 402R, January 1996

2.12 Communications Skills

- 2.12.1 Visual presentation, i.e. sketching, rendering, sample boards
- 2.12.4 Working drawings, including drafting, lettering, symbols, dimensioning

2.9 Basic and Creative Arts

- 2.9.1 Studio: 2-D design fundamentals
- 2.9.2 Studio: 3-D design fundamentals

2.10 Interior Design

- 2.10.1 Design process, i.e. programming, conceptualization, problem solving, and evaluation
- 2.10.4 Space planning, residential
- 2.10.6 Furniture selection and layout, residential
- 2.10.8 Application of design elements and principles, i.e. color, texture, and scale
- 2.10.9 Selection and application of finish materials, i.e. textiles, floor treatments, and wall treatments
- 2.10.10 Selection and application of decorative elements, e.g. accessories, artwork, etc.

2.11 Technical Knowledge

- 2.11.3 Laws, codes, standards, and regulations, e.g. universal accessibility guidelines, life safety, fire, etc.
- 2.11.5 Construction systems and materials
- 2.11.6 Building systems, i.e. electrical, acoustics

2.12 Communications Skills

- 2.12.1 Visual presentation, i.e. sketching, rendering, sample boards
- 2.12.5 Computer, i.e. CADD, word processing, and graphics