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CURRICULUM PROPOSAL COVER SHEET
University of Wisconsin - Stevens Point Curriculum Committee

I. CONTACT

Contact Person Paul Austin, Assistant Professor Phone 357-2268
Department Human Development and Environmental Studies

II. PROPOSAL TYPE (Check All Appropriate Lines)

ID 465 COURSE Contract Design II
Suggested 20 character title

New Course* ID 465 Contract Design II
Course Number and Full Title

Course Revision _____
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

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
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. Sumner 4/8/96
Department Curriculum Committee

Donna M. ... 4-8-96
Department Chair

Miriam Barker 3/6/97
College Curriculum Committee

Harold C. Wingard 17 Mar 97
College Dean

* Director of Liberal Studies (where applicable)

W. ... 3/15/97
* Provost (where applicable)

Catalog Description

ID 465 Contract Design II

(1c-3l-3sh)

Prerequisite: ID 464

A studio, project-based course, ascertaining the process to be followed in developing large scale non-residential interior design schemes of over 10,000 square feet.

Syllabus of Record**I. CATALOG DESCRIPTION****ID 465 Contract Design II****3 credits
1 lecture hour
3 lab hours
(1c-3l-3sh)****Prerequisite: ID 464**

A studio, project-based course, ascertaining the process to be followed in developing large scale non-residential interior design schemes of over 10,000 square feet.

II. COURSE OBJECTIVES

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

- 1) analyze and apply practical thinking to solve conceptual space planning and design problems, including furniture layout.**
- 2) present and discuss prepared working drawings and specifications in a professional manner.**
- 3) demonstrate the roles of associated professionals in the design arena, and learn to structure, work with, and utilize a design team.**
- 4) identify the roles and influences of the key players in the commissioning of design projects, i.e., the end user, the owner, the developer, and interpret what they require of the designer.**
- 5) recognize the traditional steps in the design process, including conforming to the relevant laws, codes, and standards.**
- 6) demonstrate professional quality graphic, oral, and written communication skills.**
- 7) demonstrate an understanding of cost control throughout the conceptual and working drawings stages.**

III. COURSE OUTLINE:

WEEK ONE:

- a Selecting the project: (2 hours)
1 lecture hour addressing formation and articulation of ideas; 1 lab hour discussion and sketching. students focus upon an area of personal interest, and articulate preliminary design ideas through informal written, spoken and graphic media
- b Forming and interpreting the brief:(2 hours)
2 lab hours developing practical problem solving skills early on, by placing the student, consecutively, in the position of the client and the professional designer to more fully understand the importance of a clear, concise design brief.

[IN-CLASS ASSESSMENT NO. 1]

WEEK TWO:

- a Creating the design team: (2 hours)
1 lecture hour introducing the roles of associated professionals in the design arena. 1 lab hour discussion and informal role playing, leading to an understanding of how to structure, work with and utilize a design team.
- b Programming the project: (2 hours)
2 lab hours recognizing the traditional steps in the design process and its inherent problems, thereby creating a critical path from design inception through to the finished project.

WEEK THREE:

- a Conceptual design. I. (2 hours)
1 lecture hour addressing theories of analysis and practical thinking to solve conceptual space planning and design problems, including furniture layout.
1 lab hour sketching alternative bubble diagrams.
- b Conceptual design. II: (2 hours)
continues conceptual design I.
2 lab hours sketching conceptual floorplans.

[IN-CLASS ASSESSMENT NO. 2]

WEEK FOUR:

- a Presenting the concept: (2 hours)
 1 lecture hour providing an overview of effective, client-friendly, presentation techniques at the conceptual stage.
 1 lab hour devoted to in-class presentations/critiques reinforcing the client/designer relationship being emulated in the studio. Students recognize the importance of professional quality graphic, oral and written communication and benefit from (and put into practice) creative feedback.
- b Preliminary drawings: (2 hours)
 Continuing the theme of good client communication through peer presentations.
 2 lab hour practicing preliminary quality freehand, scale drawings. [IN-CLASS ASSESSMENT NO. 3]

WEEK FIVE:

- a The contractor and the contract: (2 hours)
 1 lecture hour introducing a new project player and illustrating how the next stages in the design process are subsequently affected, including guidelines for the the preparation of specifications.
 1 lab hour drafting a specification
- b Drafting the specification: (2 hours)
 2 lab hours drafting practice schedules, instructions, and variations for the building contractor, emphasizing the importance of good quality, concise and informative written communication.
 [WRITTEN ASSIGNMENT NO. 1]

WEEK SIX:

- a Introduction to working drawings:(2 hours)
 1 lecture hour providing an overview of the next step in the design process. Emphasis is placed on the relevant laws, codes and standards.
 1 lab hour researching graphic standards, codes and other building regulations.
- b Prepare project floorplans I: (2 hours)
 2 lab hours: the preliminary floorplans begin to be upgraded to scale [1:50 or 1:100] working drawings on vellum.
 [GRAPHIC ASSIGNMENT NO. 1]

WEEK SEVEN:

- a Prepare project floorplans II: (2 hours)
working floorplans [graphic assignment no. 1] continues.
i lecture hour addressing dimensioning and metric equivalents.
1 lab hour continuing floorplan production.
- b Prepare project floorplans III: (2 hours)
2 lab hours: the finished floorplans take shape, cross reference to graphic standards and codes intensifies. Instructor and peer feedback continues.

WEEK EIGHT:

- a Prepare project floorplans IV: (2 hours)
1 lecture hour on techniques for the effective presentation of finished floorplans, and their ongoing uses.
1 lab hour for graphic assignment no. 1. in-house presentations and critiques. Graphic assignment no. 1 handed in.
- b Prepare project elevations I: (2 hours)
2 lab hours beginning internal elevations by projecting from the finished floorplans or by using a larger scale, i.e., 1:20 .
[GRAPHIC ASSIGNMENT NO. 2]

WEEK NINE:

- a Prepare project elevations II: (2 hours)
1 lecture hour considering the theories behind the production and uses of external and internal elevations.
1 lab hour: fixtures and fittings are located, to scale, on the internal elevations.
- b Prepare project elevations III: (2 hours)
2 lab hours: the finished elevations take shape, Instructor and peer feedback continues.

WEEK TEN:

- a Prepare project elevations IV: (2 hours)
1 lecture hour on the effective presentation and ongoing use of internal elevations.
1 lab hour for final touches to graphic assignment no. 2.
In-house presentations and critiques. Graphic assignment no. 2 handed in.
- b Prepare project sections I: (2 hours)
2 lab hours: introducing the concept and theory of construction detailing, as vertical sections begin to be taken through bespoke cabinetry and other fixtures at 1:5 scale.
[GRAPHIC ASSIGNMENT NO. 3]

WEEK ELEVEN:

- a Prepare project sections II: (2 hours)
2 lab hours:vertical sections [graphic assignment no. 3] continues.
- b Prepare project sections III. (2 hours)
1 lecture hour: Joinery.
1 lab hour:the finished sections take shape, Instructor and peer feedback continues.

WEEK TWELVE:

- a Prepare project sections IV. (2 hours)
2 lab hours: final touches to graphic assignment no. 3.
In-house presentations and critiques. Assignment no. 3 handed in.
- b Prepare project detailing I: (2 hours)
1 lecture hour offering an overview of detailing techniques.
1 lab hour devoted to creating 1:5 and 1:2 scale drawings in two dimensions and three dimensional exploded views.
[GRAPHIC ASSIGNMENT NO. 4]

WEEK THIRTEEN:

- a Prepare project detailing II: (2 hours)
2 lab hours continue project detailing 1.
[graphic assignment no. 4].

- b Prepare project detailing III: (2 hours)
 1 lecture hour: selecting the right materials.
 1 lab hour: the finished details take shape. Instructor and peer feedback continues.

WEEK FOURTEEN:

- a Prepare project detailing IV. (2 hours)
 2 lab hours for final touches to graphic assignment no. 4. In-house presentations and critiques. Assignment no.4 handed in.

- b Producing the contract documents; bidding, and running the job, post-occupancy evaluation:
 1 lecture hour examining the post-design phase when the student reassesses the roles of the key players in the commissioning of design projects, i.e., the end user, the owner, the developer, and interprets what they require of the designer after the working drawings are completed.
 1 lab hour given over to role playing and drafting instructions. (2 hours)

[WRITTEN ASSIGNMENT NO. 2]

TOTAL 56 HOURS

IV. Evaluation methods:

50%	4 graphic assignments - 100 points each	400 points
30%	3 in-class assessments - 100 points each	300 points
20%	2 written assignments - 100 points each	200 points
10%	Culminating experience during finals week.	100 points
100%	1000 points

GRADING SCALE:

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

- V. Required textbooks, supplemental books, and readings:
 Karlen, M. (1993). Space planning basics. Van Nostrand Reinhold: New York.
 Riggs, J. R. (1996). Materials and components of interior architecture. New Jersey: Prentice Hall.
- VI. Special resource requirements:
 Mechanical pencil, 0.5 mm; drawing pens 0.25 mm, 0.5 mm, & 0.75 mm.
 18"x24" sketchbook, cartridge paper, preferably re-cycled.
 5"x9" sketchbook, cartridge paper, preferably re-cycled.
 Vellum and tracing paper, various sizes.

VII. Bibliography:

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- Counsell, S. (1990). The good wood guide. London: Friends of the Earth.
- Lincoln, W. et al. (1989). The encyclopedia of wood. London: Quarto.
- Malnar, J.M. and Vodvarka, F. (1992). The interior dimension - a theoretical approach to enclosed space. New York: Van Nostrand Reinhold.
- Mann, T. (1992). Building economics for architects. New York: Van Nostrand Reinhold.
- Pilatowicz, G. (1995). Eco-interiors: a guide to environmentally conscious interior design. New York: John Wiley and Sons.
- Pile, J. F. (1995). Interior design. New York: Harry N. Abrams.
- Preiser, W. (1988). Post-occupancy evaluation. New York.
- Sloan Allen, P. and Stimpson, M.F. (1994). Beginnings of interior environment. New York: Macmillan.
- U.S. Department of Justice, Office of the Attorney General. (1991). Federal register: part 111. 28 CFR part 36 nondiscrimination on the basis of disability by public accommodations and in commercial facilities: final rule: Washington DC.

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- U.S. Department of Justice, Civil Rights Division and US Equal Employment Opportunity Commission. (1992). The Americans with Disabilities Act; questions and answers; Washington DC
- U.S. Department of Justice, Civil Rights Division. (1995). Enforcing the ADA: a status report update from the department of justice; Washington DC.
- Walker, A. ed. (1989). The encyclopedia of wood: a tree-by-tree guide to the world's most versatile resource. Oxford: Facts on File.
- White, A and Robertson, B. (1990). Furniture and furnishings-a visual guide. London: Studio Vista.
- Historical References: 1987 and earlier.
- Birren, F. (1982). Light, color and environment. New York: Van Nostrand Reinhold.
- Ching, F.D.K. (1987). Interior design illustrated. New York: Van Nostrand Reinhold
- Harrison, M. (1971). People and furniture. London: Ernest Benn.
- Panero, J. and Zelnik, M. 1979. Human dimension and interior space. New York: Whitney.
- Piotrowski, C. (1986). Open office planning: a handbook for interior designers and architects. New York: John Wiley.
- Reznikoff, S.C. (1979). Specifications for commercial interiors. New York: Whitney.
- Reznikoff, S.C. (1986). Interior graphic and design standards. New York: Whitney.
- Sommer, R. (1972). Design awareness. California: Corte Madera.

Sommer, R. (1969). Personal space: the behavioral basis of design. New Jersey: Prentice-Hall.

Stone, P.A. (1967). Building design evaluation. London: Spon.

Taylor, N. (1968). Monuments of commerce. Feltham: Longman.

Tuan, Y. (1977). Space and place: the perspective of experience. University of Minnesota Press.

Varley, H. Ed. (1983). Colour. London: Marshall.

COURSE ANALYSIS QUESTIONNAIRE

A Details of the Course

A1 This course will be a requirement for students majoring in Interior Design. The course is not intended for inclusion in the Liberal Studies program.

A2 This course does not require changes in content of existing courses.

A3 This is a new course.

A4 This course is not intended to be dual-level.

A5 This course is not to be taken for variable credit.

A6 Similar courses are offered at these institutions: (Appendix A)

Pratt University	INT 402 DESIGN VI
Kent State University	44506 STUDIO PROBLEMS IN ID VI
Virginia Polytechnic Institute	4116 CONTRACT DESIGN

A7 The FIDER accrediting body states that students have "competency" (i.e. the highest achievement level as compared to "awareness" or "understanding") in the design process, i.e. programming, conceptualization, problem solving, evaluation; in non-residential space planning, and in working drawings, including drafting, lettering, symbols, and dimensioning (Appendix B).

B. Interdisciplinary Implications

B1 This course will be taught by one faculty member from the Human Development and Environmental Studies Department.

B2 This course does not overlap with any other course at the University.

B3 One seat in each section of this course will be reserved for a student in the School of Continuing Education.

C. Implementation

C1 No additional faculty will be needed to teach this course.

C2 Other Resources

a. Current space allocations are adequate to offer this course.

b. No additional equipment will be necessary to teach this course.

c. Supplies will be sufficient for this course.

- d. Library materials should be adequate.
 - e. Travel funds will not be necessary to teach this course.
- C3 No resources for this course are funded by a grant.
- C4 This course will be offered at least once an academic year with no seasonal restrictions.
- C5 At least one section of this course will be offered each year.
- C6 Eighteen (18) students can be accommodated in this course.
- C7 The Foundation for Interior Design Education Research (FIDER), curriculum 1996 guidelines are attached as Appendix B to this proposal.

APPENDIX A
Similar Courses Taught at FIDER-accredited Institutions

Pratt University

COURSE: Int. 402 Design VI

DESCRIPTION: The Spring semester (402) is devoted entirely to the development of a major design project - the senior thesis. A full semester of work on a self-initiated project based on a strong sense of professionalism and design maturity.

Kent State University

COURSE: 44506 Studio Problems in Interior Design VI

DESCRIPTION: Special problems concerning the design of large scale commercial environments.

Virginia Polytechnic Institute & State University

COURSE: 4116 Contract Design

DESCRIPTION: Studio course focusing on the commercial design process which includes: Environmental and behavioral programming, preliminary and final space planning, procurement, and post occupancy evaluation.

APPENDIX B**Relevant FIDER Criteria Addressed in This Course****FIDER Standards and Guidelines, Professional Level Programs, FIDER Form 402R, January 1996****2.10 Interior Design**

- 2.10.1 Design process, i.e. programming, conceptualization, problem solving, and evaluation
- 2.10.5 Space planning, non-residential
- 2.10.7 Furniture selection and layout, non-residential

2.11 Technical Knowledge

- 2.11.1 Detailing/technical drawings for custom furniture, cabinetry, design elements
- 2.11.3 Laws, codes, standards, and regulations, e.g. universal accessibility guidelines, life safety, fire, etc.

2.12 Communications Skills

- 2.12.1 Visual presentation, i.e. sketching, rendering, sample boards
- 2.12.2 Oral communication skills
- 2.12.3 Writing skills
- 2.12.4 Working drawings, including drafting, lettering, symbols, dimensioning