

3337 – Design Process
Fall Semester, 2017 (3 Credit Hours)
College of Health Sciences
Department of Family and Consumer Sciences

Shelby A. Brock, MS.
Office: MLHB, Rm. 119E
Phone 936.294.1249 Fax: 936.294.4204 E-mail: sbrock@shsu.edu
Office Hours: MW: 2:00 – 3:30 or by appointment.

Course Lecture: Margaret Lea Houston Building – MLHB - Rm 315 - Friday (F2F and Online)
Course Lab: Margaret Lea Houston Building – MLHB - Rm 315 - Monday & Wednesday 12:00 – 1:50 pm

Course Description: FACS 3337 Design Process: This course will focus on implementing the design process through drawings and model construction techniques. Students will explore various rendering media and develop 3-dimensional drawings along with volumetric study. Fall only. Prerequisites: ART 161, 163, FCS 160, 287 (1-4) 3 credits.

Course Content: This course will include instructional discussion, demonstrations and studio critiques of design drawings and models. The student is expected to read discussion material and produce work including timed assignments, and drawings during lab time, as well as outside of lab. Drafting quality, quick sketching and rendering are emphasized along with presentation assembly. Project descriptions and requirements have been developed to simulate the real work and time commitments of practicing interior designers as this course prepares the student for FACS 4369 Internship.

Required Text:

Piotrowski, Christine., *Designing Commercial Interiors*, Wiley Publishers, 3rd Edition, 2016.
Botti-Salitsky, Rose Mary., *Programming and Research*, 2009.

Support Text:

Doyle, Michael, *Color Drawing: Design Drawing Skills and Techniques for Architects, Landscape Architect, and Interior Designers, 3rd Edition*, John Wiley & Sons, 2007.
Kirkpatrick, Beverly., *AutoCAD 2015 for Interior Design and Space Planning*. Prentice Hall, 2015.
ISBN: 9780133144871.
McNeill, Steven and Stine, Daniel., *Interior Design Using Hand Sketching, SketchUp and Photoshop*, SDC Publications, 2011. ISBN: 978-1-58503-686-8.
Stine, Daniel., *Residential Design Using Autodesk Revit Architecture 2011*, SDC Publications, 2010.
ISBN: 978-1-58503-559-5.

Course Objectives: Upon completion of this course, students should be able to apply knowledge to:

1. work through the design process to develop quality spatial design concepts.
2. develop and express design concepts through rapid sketching techniques.
3. enhance design solutions with critical analysis, including function, form, beauty and composition.
4. create design concepts in both 2-dimensional and 3-dimensional drawings.
5. represent design concepts through 3-dimensional model construction.
6. enhance drawings through varied rendering techniques.
7. produce quality design work suitable for professional portfolios.
8. increase an appreciation of how interior spaces are viewed by various groups as functional, aesthetically pleasing and enriching human lives.

Expectation for Entering Students: Upon entering this course the student is expected to possess skills and knowledge that include:

- Disciplined drafting techniques, and architectural lettering.

- Communicate architectural and interior design concepts in 2-dimensional drawings including dimensioned floor plan, furniture, fixture and equipment plan, finish plan, elevations and sections, stair details, lighting and ceiling plans, and electrical plans along with use of various schedules.
- Show professional discipline through developing organizational skills and participation in critiques related to the drawings that compose a set of construction documents.
- Understand the space planning process and implement bubble and block diagrams.
- Implement in drawings influencing factors that impact the function and use of spaces including human factors, barrier-free design, daylighting and building systems.
- Understand fundamentals of design theories and design composition that apply to two dimensional and three dimensional representations of spaces.
- Recognize and apply critical thinking using the art elements and principles of design to create solutions to design problems related to coordinating visual appeal in interior design, finishes, and accessories.
- Be able to understand and apply color principles and theories to two dimensional projects and three-dimensional design.
- Develop creative solutions and application of color materials, furnishing illustrated in collages and sample boards.
- Successfully communicate a design idea to a viewer by means of rendering in marker and color pencil media.
- Develop an appreciation of how interior spaces are viewed by various groups as aesthetically pleasing
- Accessing internet through use of a personal or university provided computer.

Accreditation Information/Standards/Student Learning Outcomes: The following 2017 Council for Interior Design Accreditation standards will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below.

- **Standard 4 – Global Context**

Student Learning Expectations

a) Students are **aware** that building technology, materials, and construction vary according to geographic location.

Student work demonstrates **understanding** of:

b) how social, economic, and cultural contexts inform interior design.

c) how environmental responsibility informs the practice of interior design.

Program Expectations

The interior design program provides:

d) exposure to the current and relevant events that are shaping contemporary society and the world.

e) exposure to a variety of cultural norms.

f) opportunities for developing multi-cultural awareness.

- **Standard 5. Collaboration**

Student Learning Expectations

Students have **awareness** of:

b) the terminology and language necessary to communicate effectively with members of allied disciplines.

Students **understand**:

d) team work structures.

e) leadership models and the dynamics of collaboration.

f) Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions.

- **Standard 7. Human-Centered Design**

Student Learning Expectations

Student work demonstrates **understanding** of:

a) the impact of the built environment on human experience, behavior, and performance.

b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.

c) methods for gathering human-centered evidence.

Student work demonstrates the **ability** to:

d) analyze and synthesize human perception and behavior patterns to inform design solutions.

e) apply human factors, ergonomics, and universal design principles to design solutions.

f) apply wayfinding techniques to design solutions.

- **Standard 8. Design Process**

- **Student Learning Expectations**

- a) Student work demonstrates the ability to **apply** space planning techniques throughout the design process.

- Student work demonstrates the ability to **apply** knowledge and skills learned to:

- b) solve progressively complex design problems.

- c) identify and define issues relevant to the design problem.

- d) execute the design process: pre-design, schematic design, and design development.

- e) synthesize information to generate evidenced-based design solutions.

- f) explore and iterate multiple ideas.

- g) design original and creative solutions.

- h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

- **Program Expectations**

- The interior design program includes:

- i) exposure to a range of problem identification and problem solving methods.

- j) opportunities for innovation and risk taking.

- k) exposure to methods of idea generation and design thinking.

- **Standard 9. Communication**

- **Student Learning Expectations**

- Students are **able** to effectively:

- a) distill and visually communicate data and research.

- b) express ideas in oral communication.

- c) express ideas in written communication.

- d) express ideas developed in the design process through visual media: ideation drawings and sketches.

- e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

- **Program Expectations**

- f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.

- **Standard 11. Design Elements and Principles**

- **Student Learning Expectations**

- a) Students **understand** the elements and principles of design, including spatial definition and organization.

- Student work demonstrates the **ability** to:

- b) explore two- and three-dimensional approaches across a range of media types.

- Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:

- c) two-dimensional design solutions.

- d) three-dimensional design solutions.

- **Standard 12. Light and Color**

- **Student Learning Expectations**

- a) Students are **aware** of the environmental impact of illumination strategies and decisions.

- Students **understand**:

- b) the principles of natural and artificial lighting design.

- c) strategies for using and modulating natural light.

- d) Students competently select and **apply** luminaires and light sources.

- Student work demonstrates **understanding** of:

- g) color terminology.

- h) color principles, theories, and systems.

- i) color in relation to materials, textures, light, and form.

- Student work demonstrates the **ability** to appropriately:

- j) select and apply color to support design concepts.

- k) select and apply color to multiple design functions.

- l) use color solutions across different modes of design communication.

- **Standard 13. Products and Materials**

- **Student Learning Expectations**

- a) Students are **aware** of the influence of furnishings, objects, materials, and finishes on human wellbeing. Student work demonstrates **understanding** of:
 - b) how furnishings, objects, materials, and finishes work together to support the design intent.
 - f) Students are **able** to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.
- **Standard 14. Environmental Systems and Comfort**
Student Learning Expectations
 - a) Students are **aware** that design decisions relating to acoustics, thermal comfort, and indoor air quality have an environmental impact.
- **Standard 15. Construction**
Student Learning Expectations
 - a) Students have **awareness** of the environmental impact of construction. Student work demonstrates **understanding** that design solutions affect and are impacted by:
 - b) base-building structural systems and construction methods.
 - c) interior systems, construction, and installation methods.
 - d) detailing and specification of interior construction materials, products, and finishes.
 - e) the integration of building systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
 - f) monitoring systems including energy, security, and building controls systems.
 - h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents. Students are **able** to:
 - i) read and interpret base-building construction documents.
 - j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.
- **Standard 16. Regulations and Guidelines**
Student Learning Expectations
 - a) Students have **awareness** of the origins and intent of laws, codes, and standards. Student work demonstrates **understanding** of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including:
 - b) sustainable environment guidelines.
 - d) movement: access to the means of egress including stairwells, corridors, exitways.
 - e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
 - f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc. Students **apply**:
 - g) industry-specific regulations and guidelines related to construction.
 - h) industry-specific regulations and guidelines related to products and materials.
 - i) federal, state/provincial, and local codes and guidelines.
 - j) barrier-free and accessibility regulations and guidelines.

Course Evaluation: All assignments and projects will be evaluated and graded for substantive content, design quality, soundness of planning, craftsmanship, presentation, creativity and specific criteria required in the assignment. Reassessment of grades will only be done when presented in writing and accompanied by professional documentation that supports the item in dispute. **A grade of C is required for credit toward a degree in interior design and as a prerequisite for the next level of course work in the interior design major.** All course work due in each course should be turned in on the date and at the time scheduled. **Late work will NOT be accepted unless proper documentation which includes the date of absence is provided by the student.** Course work will only be received if turned into the instructor. Never leave your work with someone else or outside the office suite. In accordance with the university catalog, you may not take the final exam unless all work is turned in. There is no extra credit accepted in this course. The only way a student can improve the course grade is to improve the work performance on examinations and assigned projects. Grades are allotted on the following grading scale based on the total points possible for each course:

1800 - 2000 = A, 1600 - 1799 = B, 1400 - 1599 = C, 1200 - 1399 = D, and 0 – 1199 = F

Examinations will be given on the date and time scheduled in the syllabus calendar. A comprehensive make-up examination over all material covered by previous test in the course will be given at the time specified in the calendar for those who had excused absences.

Assignments:

See individual assignments and assignment rubrics for detailed descriptions and point distributions.

This section is subject to change per instructor.

Quiz over Friday Lectures (11 @ 30 points each)	330
Miller Foundation Project	670
<u>Healthcare Project</u>	<u>1000</u>
Total:	2000

Course Outline:

1. Chapter 1: Introduction
 - a. Historical Overview
 - b. Understanding the Client’s Business
 - c. Working in Commercial Interior Design
 - d. Critical Issues
2. Chapter 2: The Office
 - a. Historical Overview
 - b. An Overview of Office Operations
 - c. Facility Management and Facility Planning
 - d. Types of Office Spaces
 - e. Image and Status
 - f. Corporate Culture
3. Chapter 3: Office Interior Design Elements
 - a. Overview of Office Design
 - b. Preplanning
 - c. Space Allocation
 - d. Office Furniture
 - e. Materials and Finishes
 - f. Mechanical Systems
 - g. Security
 - h. Code Requirements
 - i. Design Applications
4. Chapter 4: Lodging Facilities
 - a. Historical Overview
 - b. Overview of Lodging Business Operations
 - c. Types of Lodging Facilities
 - d. Planning and Interior Design Elements
 - e. Design Applications
 - f. Bed and Breakfast Inns
5. Chapter 5: Food and Beverage Facilities
 - a. Historical Overview
 - b. Overview of Food and Beverage Business Operations
 - c. Types of Food and Beverage Facilities
 - d. Planning and Interior Design Elements
6. Chapter 6: Retail Facilities
 - a. Historical Overview
 - b. Overview of Retail Business Operations
 - c. Types of Retail Facilities
 - d. Planning and Interior Design Elements
 - e. Design Applications
7. Chapter 7: Healthcare Facilities
 - a. Historical Overview
 - b. Overview of Healthcare/Medicine
 - c. Types of Healthcare Facilities
 - d. Planning and Interior Design Elements
 - e. Design Applications
8. Chapter 8: Senior Living Facilities
 - a. Historical Overview
 - b. Overview of Senior Living Facilities
 - c. Types of Senior Living Facilities
 - d. Planning and Interior Design Elements
 - e. Design Applications
9. Chapter 9: Institutional Facilities
 - a. Overview of Institutional Design
 - b. Banks
 - c. Courthouses and Courtrooms
 - d. Libraries
 - e. Educational Facilities
 - f. Planning Public Toilet Facilities
10. Chapter 10: Cultural and Recreational Facilities
 - a. Overview
 - b. Museums
 - c. Theaters
 - d. Religious Facilities
 - e. Recreational Facilities—Golf Clubhouses
11. Chapter 11: Restoration and Adaptive Use
12. Chapter 12: Project Management

Academic Policies:

Attendance (AP 800401):

Each instructor is obligated to clarify her/his classroom policy regarding absences in writing to each student enrolled in class at the beginning of the semester. Each faculty member will announce to her/his class the policies for accepting late work or providing make-up examinations. A student shall not be penalized for three or fewer hours of absences when examinations or other assigned class work have not been missed. Class absences will be counted only from the actual day of enrollment for the individual student in that specific class.

<http://www.shsu.edu/dotAsset/b719129b-9593-424f-9d5a-920e2eda6890.pdf>

Procedures in Cases of Academic Dishonesty (AP 810213): Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Academic Grievance Procedures for Students (AP 900823): Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs. If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Students with Disabilities (AP 811006): It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. NOTE: No accommodation can be made until a student registers with the Services for Students with

Disabilities. <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

Student Absences on Religious Holy Days (AP 861001): Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The

instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Use of Telephones and Text Messagers in Academic Classrooms and Facilities (AP100728): As members of the classroom community, all students have a responsibility to others who are a part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, and similar devices have become increasingly a part of everyday life in our society; however, when used in the classroom environment they can become disruptive. Students are to turn off all cell phones and other electronic equipment while in the classroom. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the use by students of cell phones, pagers, or similar communication devices during scheduled class-time is prohibited. All such devices should be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. If there is an emergency situation for a student, that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive. With instructor approval, students may record lectures, take notes via laptop computer, etc., provided that they do not disturb other students in the process. Other exceptions to this policy may be granted at the discretion of the instructor. Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period may result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty. During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student. For a complete copy of Student Guidelines, see:

<http://www.shsu.edu/dotAsset/6d35c9c9-e3e9-4695-a1a1-11951b88bc63.pdf>

Visitors in the Classroom: Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

Instructor Evaluations: Students that they will be asked to complete a course/instructor evaluation form toward the end of the semester.

Returning Work: Due to accreditation procedures the department is required to keep student work done in major FACS, ETCM and ARTS courses. Work will be returned to the student to inform the student of their evaluation and grade. Selected work will be collected and held by the instructor until after the accreditation site.

1. Each student should photograph their work before turning it in to the instructor for evaluations. ARTS projects can also be photographed. ETCM drawings should be reprinted for the department.
2. Students must notify the program director in order for projects to be returned to them.

Q-Drops: A Q-drop is a drop made after the last date for tuition refunds (12th class day for fall/spring; 4th class day for summer) but before the date for which a drop would result in the grade of 'F' as published in the Academic Calendar. Students will be allowed no more than five Q-drops during their academic career at Sam Houston State University. Classes that are dropped prior to the Q-drop date will not count toward the limit. Students who have used their limit of five Q-drops will need to petition their respective dean to drop a class. If the dean refuses to grant permission to drop a class, a student will be required to remain in the class. This limit will take effect with the start of the fall 2004 semester. Any drops accumulated prior to the fall 2004 semester will not be included in the five Q-drop limit, nor will Q-drops from other universities.

Interior Design Student Handbook: Please see for additional information.

Additional Suggested Reading:

Ching, F. *Architecture: Form, Space and Order.*

Karlen, M. *Space Planning Basics, Second Edition.*

Borgensen, *Basic Colored Pencil*.
Mitton, M. *Interior Design Visual Presentation: A Guide to Graphics, Models and Presentation Techniques*.
Ching, F. *Interior Design Illustrated*.
Barr, V. *The Illustrated Room*.
Koenig, P. *Design Graphics: Drawing Techniques for Design Professionals*.

Additional Resources:

All SHSU Policies: <http://www.shsu.edu/intranet/policies/>
Student Guidelines <http://www.shsu.edu/students/guide/>

**FACS 3337 - Design Process Syllabus Agreement
Fall Semester, 2017**

Due by the beginning of class on the first day of the semester enrolled.

I, _____,
student's name - printed

- have read the syllabus for FACS 3337 - Design Process and fully understand and accept the responsibilities and expectations of me as a student enrolled in this course.
- acknowledge that my success in this course is dependent upon my willingness to follow the schedule listed in the syllabus, turn assignments in on time, and consult the instructor for assistance.
- recognize that although points are not given for attendance, my success in this course is dependent upon my regular attendance.
- I agree to allow the interior design program in the Department of Family and Consumer Sciences to keep any and all interior design assignments, projects, papers, preliminary and final drawings, and reports produced in this course for accreditation purposes.

Contact phone number: (_____) _____

Signature _____ Date: _____