REQUEST FOR A NEW COURSE
University of Central Oklahoma

Course Subject (Prefix), Number, and Title:
Course Subject, Number * Remember when abbreviating names, this is how they will appear on student’s transcripts.


Course Title: (full title of course if longer than 30 characters)
Design Foundations IV Interior Design

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: 50.0408

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.
Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12. (Please use standard American English including full sentences.)

This studio course, designed to work in tandem with DES 1043 Design Foundations III and DES 1412 Fundamentals of Code Compliance, will assist students in applying design principles and elements to creative solutions while expanding skills in early concept development. Students will continue to use drafting tools and techniques to learn appropriate layout and nomenclature for detailed working drawings; these include both hand and digital techniques. They will also continue to explore and develop spatial arrangements through the research and study of anthropometrics, ergonomics, and inclusive design strategies.

Design
Department submitting the proposal
Valerie Settles vsettles@uco.edu 5219
Person to contact with questions email address Ext. number

Approved by:
Amy Johnson (digital sig.) 09.15.20
Department Chairperson Date

Dr. Sandra D. Thompson 9/28/20
College Dean Date
(Please notify department chair when proposal is forwarded to dean.)

Michelle Moeller 9/28/20
College Curriculum Committee Chair Date
(Please notify department chair when proposal is forwarded to dean.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective Term (assigned by AA)
1. Does this course have an undergraduate / graduate counterpart?
   Yes  No

2. Is this proposal part of a larger submission package including a program change?
   Yes  No

3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
   Yes  No
   If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
   Yes  No
   If yes, when was the most recent offering?

5. Does this course affect majors or minors outside the department?
   Yes  No
   If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
   Example 1: MATH 1213 and (MATH 2185 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
   Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
   DES 1023, DES 1xx3 (Design Foundations II – Interior Design)

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
   N/A

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
   DES 1043 and DES 1412

9. Will this course have enrollment restrictions?
   Yes  No
   If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
    Check one:
    May  May not
    Major Code: 1041

11. Which of the following student classification(s) may enroll in this course? Check all that apply:
    Graduate (2) 19 + hours
    Graduate (1) 0-18 hours
    Post Baccalaureate *
    Senior
    Junior
    Sophomore
    Freshman
    * Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.
    Admission to Graduate Programs
    Admission to Nursing Program
    Admission to Teacher Education
    Other  N/A
13. **Course objectives**: Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: https://spaces.uco.edu/display/aaccproposals/UCO+AACC-main+page#UCOAACC-mainpage_faq-helpful-hints)

A student who successfully completes this course will be able to:

- Apply the design principles and elements through a series of experiments to work toward design solutions.
- Demonstrate the use of the design process through research and early conceptual work (idea generation through concept sketches, bubble diagrams, mind maps, and criteria matrices) to solve design problems.
- Use hand drafting tools and techniques to communicate design solutions and display proper page layout for interior design working drawings and documents.
- Practice Interior Design graphics using symbols, dimensioning, orthographic layout, and material representation, and relate how these methods act as two-dimensional communication tools within the Interior Design industry, and to begin to understand the integration of building systems.
- Utilize design markers and colored pencils for creating renderings that are produced quickly with high impact and provide opportunity to apply color theory with appropriate techniques.
- Draw and apply a pattern to a piece of furniture.
- Build on page layout skills in a digital format.
- Work in a group or team dynamic.
- Research, analyze, modify, and construct complex 3D objects.
- Demonstrate strong craftsmanship using an Xacto knife, ruler, and cardboard along with safe use of materials and tools.
- Research and practice space planning and the understanding of proper furniture sizes and arrangements for human centered relationships in residential applications, along with ergonomics, anthropometrics, and universal design. This also includes the study of traffic flow within and between spaces.
- Temper frustration and work through difficult design and craft problems.
- Create one-point perspective renderings utilizing the grid system.

**Course Detail Information:**

14. **Contact Hours (per week)**

   - Lecture hours (in class)
   - Lab hours (also studios)
   - Other (outside activities)

15. **Repeatable course.**

   - Number of times this course can be taken for credit.

16. **Schedule type**: (select one only)

   - Activity P.E. (A)
   - Lab only (B)
   - Lecture/Lab (C)
   - Lecture only (L)
17. List existing course(s) for which this course will be a prerequisite. Adding a “new course” as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

DES 2323, DES 2333, DES 2343, DES 2623, DES 2633, DES 2713

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

Resources already exist and none will need to be acquired.

19. The UCO library has the required library resources for the new course: X Yes _ No

If no, provide a list of materials needed and contact the library at libraryresearch@uco.edu for a cost estimate.

Additional funds are being requested for library resources to support this course:

_ Yes x No $ ____________ (amount requested)

20. Names of current faculty qualified to teach this course.

Adrienne Wright, Amy Jacobson-Peters

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

N/A

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

No additional costs – existing faculty will be teaching this course.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

N/A

24. Projected enrollment for two academic years following approval of new course:

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<tr>
<th>Semester</th>
<th>21-22</th>
<th>22-23</th>
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<tr>
<td>Fall</td>
<td>30</td>
<td>30</td>
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<td>Spring</td>
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<td>Summer</td>
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25. Using State Regents’ definition of liberal arts and sciences (quoted below), characterize the course as follows:

X Non-liberal arts and sciences

Liberal arts and sciences

“The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences.” State Regents Policy and Procedures, Chapter 2, Section 5, “Degree Requirements”, part 1, (2), P. II-2-86
26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

The School of Design is establishing discipline-specific Design Foundations II and IV courses. New course forms have been generated for Design Foundations II and IV for both graphic and interior design majors to reflect content appropriate to each discipline. Based on information gleaned from internal assessment and curriculum mapping exercises, having discipline-specific courses for some of the Design Foundations allows students to learn relevant skills at an earlier level; this eases the transition to the next level of courses while providing the necessary competencies to move forward more quickly. The enrollment source will be students beginning the interior design program; these could include incoming freshmen and upper level students changing to this major.

27 Which of the six transformative learning tenets does this course incorporate? (Check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

- Discipline Knowledge
- Leadership
- Research, Scholarly and Creative Activities
- Service Learning and Civic Engagement
- Global and Cultural Competencies
- Health and Wellness

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from “Course Level Characteristics” document for the appropriate course level of proposed course. Document may be found on: https://spaces.uco.edu/display/aaccproposals/UCO+AACC-main+page#UCOAACC-mainpage-faq-helpful-hints.

<table>
<thead>
<tr>
<th>Course Level Characteristics</th>
<th>Please describe how this course meets this requirement.</th>
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<tr>
<td>1. These courses should constitute the foundation of the students' college experience.</td>
<td>This course provides content that either is new to the student or was introduced briefly in Design Foundations II in the previous semester. As part of the beginning knowledge needed for the interior design program, students will practice these skills during the first year (second semester) of the program.</td>
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<td>2. Students in these courses usually have only minimal knowledge of the discipline.</td>
<td>Although students in this course would have successfully completed the first semester of the program, they likely would not have experienced the discipline in secondary school or prior to beginning the program and are taught the fundamentals following that philosophy.</td>
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<td>3. Instruction clearly should be at the college level (above that of secondary schools) with commensurate student performance expected.</td>
<td>This course is part of the rigorous foundations program for the School of Design; students are expected to work at the college level, and work completed in these courses is part of the assessment for continuation in the program that is determined at the end of the second year.</td>
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