



# CURRICULUM COMMITTEE | AGENDA

Wednesday, March 7, 2012 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members:

Guido Davis Del Piccolo, <i>Chair</i>	Diane Gross	Emily Lodmer	Jeffery Shimizu
Georgia Lorenz, <i>Vice Chair</i>	Aileen Huang	Walter Meyer	David Shirinyan
Brenda Benson	Maral Hyeler	Eric Minzenberg	Edie Spain
Ellen Cutler	Narhyn Johnson	Estela Narrie	Gary Taka
Karin Chan	Randal Lawson	James Pacchioli	Marco Vivero
Jasmine Delgado	Helen LeDonne	Deborah Schwyter	Carol Womack
Keith Fiddmont			Julie Yarrish

## Interested Parties:

Maria Bonin	Mary Colavito	Mitra Moassessi	Linda Sinclair
Patricia Burson	Kiersten Elliott	Katharine Muller	Eleanor Singleton
Jamie Cavanaugh	Mona Martin	Wendy Parise	Chris Young
Jonathan Cohanne			

## Ex-Officio Members:

Janet Harclerode	Harrison Wills
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## AGENDA

*(Items for action are listed alphabetically; items for information are listed numerically)*

- I. Call to order
- II. Public Comments\*
- III. Approval of Minutes.....4
- IV. Chair’s report
- V. Information items:
  - 1. Accounting 6: Accounting Consolidations (distance ed and substantial course update)
  - 2. Accounting 7:Accounting Special Topics (distance ed and substantial course update)
  - 3. (course updates)
    - ESL 16C: Sentence Structure and Punctuation Update
    - INTARC 34: Applied Color and Design Theory; INTARC 36: Interior Architectural Design Materials and Products; INTARC 41: History of Interior Architecture and Furnishings 1; INTARC 42: History of Interior Architecture and Furnishings 2; INTARC 66: Visual History of American Housing
    - INTARC 62: Model Building (course update, seeking UC transfer - used a course at UC Davis as equivalent)

Program Review:  
(Earth Science)

- 4. ANTHRO 1: Physical Anthropology ANTHRO 2: Cultural Anthropology;  
ANTHRO 3: World Archaeology; ANTHRO 4: Methods of Archaeology; ANTHRO

*\*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.*

- 5: Physical Anthropology with Lab; ANTHRO 7: Introduction to Linguistic Anthropology; ANTHRO 9: Paleoanthropology; ANTHRO 14: Sex, Gender and Culture; ANTHRO 20: Traditional Peoples and Cultures of Africa; ANTHRO 21: Peoples and Power in Latin America; ANTHRO 22: Magic, Religion and Witchcraft; ANTHRO 35S: Archaeological Field Techniques
5. ASTRON 1: Stellar Astronomy; ASTRON 2: Planetary Astronomy; ASTRON 3: Stellar Astronomy with Laboratory; ASTRON 5: Life in the Universe
  6. ENERGY 1: Introduction to Energy Efficiency
  7. GEOG 1: Introduction to Natural Environment; GEOG 2: Introduction to Human Geography; GEOG 3: Weather and Climate; GEOG 5: Physical Geography with Lab; GEOG 7: Introduction to Environmental Studies; GEOG 8: Urban Geography: Introduction to Urban Studies; GEOG 11: World Geography: Introduction to Global Studies; GEOG 14: Geography of California; GEOG 20: Introduction to GIS (same as GIS 20 and CIS 20); GEOG 23: Intermediate Geographic Information Systems; GEOG 24: Geospatial Imagery: Maps for the 21st Century
  8. GEOL 1: Introduction to Physical Geology – non-lab; GEOL 4: Physical Geology with Laboratory; GEOL 5: Earth History; GEOL 31: Introduction to Physical Oceanography; All Geology Field Courses (GEOL 35 series)
  9. PV 1: Introduction to Solar Energy Systems; PV 2: Intermediate Solar Photovoltaic System Installation; PV 3: Advanced Solar Photovoltaic Systems
  10. Math 2: Precalculus; Math 7: Calculus 1; Math 8: Calculus 2; Math 10/CS 10: Discrete Structures; Math 11: Multivariable Calculus; Math 13: Linear Algebra; Math 15: Ordinary Differential Equations; Math 18: Intermediate Algebra for Statistics and Finite Mathematics; Math 20: Intermediate Algebra; Math 21: Finite Mathematics; Math 26: Functions and Modeling for Business and Social Science; Math 28: Calculus 1 for Business and Social Science; Math 29: Calculus 2 for Business and Social Science; Math 32: Plane Geometry; Math 41: Mathematics for Elementary School Teachers; Math 54: Elementary Statistics
  11. History 13: History of the U.S. after 1945; History 16: African American History; History 19: History of Mexico; History 20: History of California; History 22: History of the Middle East; History 26: South Asian Civilization I; History 29: Jewish History; History 41: Native American History; History 42: The Latina(o) Experience in the United States; History 43: Mexican-American History; History 52: Women in American Culture; History 53: History of Religion; History 55: History of Science; History 62: Asian American History
  12. Counseling 51: Test Taking/Memory Strategies; Counseling 52: Textbook/Memory Strategies; Counseling 53: Phonics, Spelling and Vocabulary Development; Counseling 54: Organizational Strategies; Counseling 55: Student Success Strategies; Counseling 56: Written Language Strategies; Counseling 57: Listening, Note Taking and Memory; Counseling 58: Math Strategies; Counseling 59: Textbook Strategies Using Technology; Counseling 12H: Career Planning; Counseling 16: Job Success Skills; Counseling 90 A-B-C-D: General Internship

VI. Action items:  
(Consent Agenda)

- a. ASTRON 4 – course name change from “Solar System with Laboratory” to “Planetary Astronomy with Laboratory”
- b. GRDES 71 – course name change from “Motion Graphics” to “Motion Graphics I”
- c. INTARC 28: course name change from “Interior Illustration” to “Visual Studies 2”; prerequisite of INTARC 32 added.....7
- d. INTARC 30- course name change from “Fundamentals of Interior Architectural Design” to “Principles of Interior Architectural Design”
- e. INTARC 31- course name change from “Fundamentals of Interior Architectural Design Lab” to “Interior Architectural Design Studio 1”, co requisite of INTARC 32 added.....15

- f. INTARC 32- course name change from “Beginning Drafting for Interior Architectural Design” to “Visual Studies I”
- g. INTARC 33- course name change from “Interior Architectural Design Careers” to “Interior Architectural Design Career and Portfolio”, adding prerequisite of INTARC 40.....23
- h. INTARC 35- course name change from “Computer-Aided Design and Drafting” to “2D Digital Drafting”, adding prerequisite of INTARC 29.....30
- i. INTARC 37- Set Design and Art Direction for Film and T.V., adding prerequisite of INTARC 32.....38
- j. INTARC 38- course name change from “Advanced Computer Aided Design and Drafting” to “3D Digital Drafting I”
- k. INTARC 40- course name change from “CAD Space Planning” to “Interior Architectural Design Studio 2”, prerequisite change to INTARC 31, adding corequisite of INTARC 38.....46
- l. INTARC 44: Fundamentals of Lighting – prerequisites changed from INTARC 30 and 32 to INTARC 30 and 35.....57
- m. INTARC 45- course name change from “Interior Design Studio II: CAD Commercial Design” to “Interior Architectural Design Studio 3”, prerequisite change to INTARC 40.....66
- n. INTARC 46- course name change from “CAD Working Drawings” to “Construction Documents”
- o. INTARC 52- Production Design for Film and TV, prerequisite change from INTARC 32 and 28 to INTARC 32 and 37.....74
- p. INTARC 57- course name change from “Interior 3-D CAD Modeling” to “3D Digital Drafting 2”, prerequisite changed from INTARC 53 to 38.....83
- q. INTARC 60-course name change from “Contemporary Furniture” to “Twentieth Century Furniture and Interiors”
- r. INTARC 65- course name change from “Digital Rendering for Interiors” to “Digital Illustration for Interiors,” prerequisite of INTARC 28 added.....91
- s. INTARC 70- course name change from “Interior 3-D Computer Rendering and Animation” to “3D Digital Rendering and Animation”, prerequisite change to INTARC 38.....99

#### VII. Degrees/Certificates:

- t. Associate Degree in Arts, Interior Architectural Design, revised.....106
- u. Interior Architectural Design, Certificate of Achievement, Level 2, revised (increase in required units from 18 to 48 which includes 24 units of Level 1 coursework in addition to 24 units of Level 2 coursework).....106
- v. Set Design and Art Direction for Film and TV Department Certificate, revised (reduced to 15 units).....107
- w. CAD Production and Design Department Certificate renamed “Digital Production and Design” and revised (reduced to 15 units).....107

#### VIII. Distance Education:

- x. Dance 5: Dance History .....108

#### IX. Adjournment

*Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Grace Smith (x. 4454) if you are unable to attend this meeting.*



# CURRICULUM COMMITTEE I MINUTES

Wednesday, December 7, 2011 I 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

## Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Walter Meyer	Edie Spain
Georgia Lorenz, <i>Vice Chair</i>	Narhyn Johnson	Eric Minzenberg	Gary Taka
Brenda Benson	Randal Lawson	Estela Narrie	Marco Vivero
Ellen Cutler	Helen LeDonne	James Pacchioli	Carol Womack
Keith Fiddmont	Emily Lodmer	Deborah Schwyter	Julie Yarrish
Aileen Huang			

## Members Absent:

Karin Chan	Jasmine Delgado	Diane Gross	Jeffery Shimizu
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## Others Present:

Jamie Cavanaugh	Chris Fria	Moya Mazorow	Christine Schultz
Sheila Cordova	Janet Harclerode	Patricia Ramos	Hari Vishwanadha
Alan Emerson	Mario Martinez	Vicki Rothman	

## M I N U T E S

*(Items for action are listed alphabetically; items for information are listed numerically)*

### I. Call to order:

The meeting was called to order at 3:10 p.m.

### II. Public Comments:

See discussion under item VI (c)

### III. Approval of Minutes:

Marco Vivero moved to approve the minutes of November 16, 2011 with the following elaboration to reflect the nature of the discussion which resulted in Eric Minzenberg’s motion: “To not approve Global & Domestic Security I.” (see page 4 of published agenda, December 7, 2011)

(Amended text is underlined)

*There was a discussion about the course, which focused on the course content and the need for more detail in the course objectives and course content.*

*There was also an extensive discussion on how this course might impact SMC and the direction of the college. The discussion led to concerns expressed over the appropriateness of housing this course in the Philosophy/Social Sciences department (and SMC) as well as ideological, curricular and philosophical objections to the course.*

*Detailed sample assignments were also requested. Guido made a correction on the Course Approval and Data Sheet such that the rationale will read: ‘This course is one of 3 courses necessary for a student to achieve the “TSA Certificate of Achievement” issued by the Transportation Security Administration. It is designed for current TSA employees and future TSA employees. It will be offered as “contract education” at LAX.’*

### Motion to approve minutes with addition of wording to reflect tenor of discussion regarding GDS I:

**Motion made by:** Marco Vivero  
**Yeses:** 16                      **Noes:** 0

**Seconded by:** Maral Hyeler  
**Abstentions:** 2

*\*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.*

(Amended minutes of November 16, 2011, published online at [www.smc.edu/curriculum](http://www.smc.edu/curriculum) )

#### IV. Chair's report:

- The Academic Senate approved the following on November 22, 2011:  
(New Course – credit)  
ANTHRO 10: Forensic Anthropology  
  
(Distance Education)  
Business 50: Introduction to International Business
- The current pre-requisite form (electronic and CurricUNET) will be reviewed over the winter intersession. The Chair called for volunteers who would be willing to assist in redesigning the prerequisite form. If complete, this new form would come to the Curriculum Committee in the Spring semester, as well as to the Board of Trustees for necessary amendments to Board Policy and Administrative Regulation 5000: Curriculum and Instruction.
- The Chair presented a draft of a proposed SLO mapping form that will be housed in CurricUNET. After new or revised course SLOs are entered into CurricUNET, the author of the course will check the core competencies listed under each of the four ILOs that are assessed when that course SLO is assessed. The Institutional Learning Outcomes (ILOs) form is the same as the one currently used by department chairs when they input course SLOs into ISIS. Christine Schultz, Co-chair of the Institutional Effectiveness Joint Committee clarified that the checklist of ILO core competencies provided in the draft is not a finite list and that a core competency can be added at a department's request.

#### V. Information items:

1. Math 81: Basic Arithmetic
2. Math 84: Prealgebra

#### VI. Action items:

(Addition of prerequisite)

##### a. **Math 31: Change of prerequisite from “Math 84” to “Math 84 or Math 85”**

**Motion made by:** Maral Hyeler  
The motion passed unanimously.

**Seconded by:** Estela Narrie

(New courses – credit)

##### b. **ET 33: Advanced Digital Compositing** – presented by Chris Fria.

###### Approval of course

**Motion made by:** Eric Minzenberg  
The motion passed unanimously.

**Seconded by:** Carol Womack

###### Approval of prerequisite (ET 32)

**Motion made by:** Eric Minzenberg  
The motion passed unanimously.

**Seconded by:** Carol Womack

##### c. **GDS I: Global & Domestic Security I** – presented by Guido Davis Del Piccolo.

###### Discussion

There was extensive discussion; the points being discussed briefly summarized as follows:

- The Chair asked the Committee to grant speaking rights to those in attendance. This request was interrupted by a member who questioned whether the resubmission of this revised course violated the procedures established for course submission. This member would not consider the course on the grounds that proper procedure had not been followed. This member also expressed significant concern that the Curriculum Committee was being forced to re-evaluate this course by the Executive Committee of the Academic Senate. The Chair responded that the grant for which the course was designed required this course to be offered in the Spring semester, and hence the revised course was submitted for this agenda. The Chair and Vice Chair also responded that on numerous

occasions department votes are sent in after submission or resubmission of a course. The Chair of the Philosophy/Social Sciences department clarified that the department had received ample time to discuss and vote on the revised version of the course, electronically.

- The course author indicated that most of the changes suggested from the previous meeting had been made (i.e., the removal of the word “emergency” from the course content, the percentages of the course content were altered to better reflect concerns of the committee, the inclusion of a list of references, and the inclusion of a list of potential topics/groups for the sample assignments.)
- Two guests spoke of the importance and appropriateness of offering this type of CTE training at SMC.
- One guest expressed criticism of the “List of references that might be used to construct the Course Reader for GDS I”. A member of the committee supported that criticism.

The Vice Chair closed the speaker’s list and called for a motion. Eric Minzenberg made the following motion –

**Motion: “To not approve GDS I: Global & Domestic Security I”**

**Motion made by:** Eric Minzenberg

**Seconded by:** Walter Meyer

A friendly amendment was made by Emily Lodmer to change the motion to: “To not approve GDS I: Global & Domestic Security I *at this time.*”

The amendment was accepted.

**Yeses:** 10

**Noes:** 7

**Abstentions:** 2

- d. **GR DES 75: Mobile Design I** – presented by Jamie Cavanaugh and Chris Fria.

**Approval of course**

**Motion made by:** Estela Narrie

**Seconded by:** Helen LeDonne

The motion passed unanimously.

**Approval of prerequisite (Graphic Design 66)**

**Motion made by:** Estela Narrie

**Seconded by:** Helen LeDonne

The motion passed unanimously.

- e. **INTARC 29: Computer Skills for Interior Architectural Design** – presented by Chris Fria and Sheila Cordova.

**Motion made by:** Brenda Benson

**Seconded by:** Julie Yarrish

The motion passed unanimously.

- f. **MATH 85: Arithmetic and Prealgebra** – presented by Alan Emerson, Mario Martinez and Moya Mazorow.

**Motion made by:** Estela Narrie

**Seconded by:** Julie Yarrish

The motion passed unanimously.

**VII. Distance Education:**

- g. **INTARC 29: Computer Skills for Interior Architectural Design**

**Motion made by:** Eric Minzenberg

**Seconded by:** Deborah Schwyter

The motion passed unanimously.

**VIII. Adjournment:**

The meeting was adjourned at 5:55 p.m.

The next meeting will be held on Wednesday, March 7, 2012 at Drescher Hall – Loft 300E at 3:00 p.m.

Respectfully submitted,

Georgia Lorenz, Vice Chair  
GL/gs

## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 28

<b>Course Title:</b>	Visual Studies II	<b>Units:</b>	<b>3</b>		
Total Instructional Hours: (usually 18 per unit)	<b>108</b>				
Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>3</b>	Arranged:	<b>0</b>
<b>Date Submitted:</b>	(office use only)				
<b>Date Updated:</b>	09/30/2011				

		<b>Transfer:</b>	CSU
<b>Prerequisite(s):</b>	INTARC 32		
<b>Skills Advisory:</b>	None		

#### I. Catalog Description:

This course is an introduction to 3-D drawing for interior architectural designers. The emphasis is on simplified systems of linear perspective drawing and the fundamentals of quick sketching. Studies include an introduction to perspective and rendering of interior installations through the use of size, scale, and shading relationship to show depth and 3-D form in furniture and interiors.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Ching, Francis D.K. Design Drawing 2<sup>nd</sup> Edition, Publisher: Wiley; (December, 2011), or latest edition.

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Develop illustration skills to visually convey ideas
- Understand the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric
- Convert orthographic drawings of objects (furniture) into perspective sketches.
- Demonstrate basic light logic techniques
- Demonstrate ability to use the cube as the basis for three-dimensional representation in freehand drawings of furniture, and room interiors
- "Build" drawings when no supporting information exists.
- Draw from "sight".
- "Cheat": a perspective using photography and tracing tricks.
- Manipulate surface textures and materials, i.e. reflections, wood grain, glass, metal, plastic, soft and hard surfaces; with the use of different medias, such as markers, colored pencils, pastels, & ink.
- Demonstrate ability to divide and multiply space by means of the diagonal line

#### IV. Methods of Presentation:

Lecture; discussion; demonstration; hands-on projects

**V. Course Content:**

<b>% of course</b>	<b>Topic</b>
10%	Free-hand sketching
5%	Paraline Drawings (Axonometric, Isometric, Oblique)
10%	Converting orthographic views into perspectives
10%	Drawing perspectives - freehand
10%	Drawing perspectives - mechanical – 1 point and 2 point measured
10%	How to develop perspectives using photography and tracing
5%	Tricks with diagonals
10%	Light Logic (Tonal Shading)
5%	Cast Shadows
5%	Reflections
10%	Surface Textures and Materials
10%	Using different media: such as markers, pastels, ink and colored pencils

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
20%	Project 1 – sketches
20%	Project 2 – free hand perspectives
20%	Project 3 – 1 and 2 point perspectives
30%	Project 4 – renderings
10%	Exercises

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Perspectives – students will develop perspectives from measured orthographic plans and elevations. The project must demonstrate correct technical skills and include original design work. Projects are presented in class.
2.	Renderings – students will utilize many of the skills learned in class to develop rendered perspectives of an interior space. The renderings will correctly depict cast shadows, materials, textures and color. Projects are presented in class.



## Course Approval and Data Sheet for: Interior Architectural Design 28

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	<b>Updated/Revised</b>
If this is a <b>NEW</b> course, anticipated semester and year of first offering:	-

If this is a **new** course, please provide a rationale for the addition of this course to the curriculum:  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- Interior Architectural Design

List all A.A. majors in which this course is/will be an **option**:

- 

List all Certificates of Achievement in which this course is/will be **required**:

- Interior Architectural Design Level I, Interior Architectural Design Level 2

List all Certificates of Achievement in which this course is/will be an **option**:

- 

List all Department Certificates in which this course is/will be **required**:

- Set Design and Digital Design

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be <b>transferable to the CSU</b> ?	<b>Yes</b>
Should this course be <b>transferable to the UC</b> ?	<b>No</b>

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be repeatable? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**

**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design

## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 28

### Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

As assessed by: Class Participation and exercises that are submitted on time and are original work.

2. Develop, reproduce, and present a set of professional quality interior architectural perspectives.

As assessed by: Project presented to the class.

3. Develop, reproduce, and present rendered drawings of an interior space.

As assessed by: Project presented to the class.

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1. To encourage and develop professional communication skills; verbal, written, and technical.

Students will acquire verbal and technical skills by drawing a set of professional quality interior architectural perspective and rendered drawings. They will learn the use of industry related norms used for textures and materials. Visual presentations will be given that must be accompanied by an oral description of the project.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1 Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

Students will acquire basic skills in creating professional oral and visual presentations which will develop self-confidence in both their personal and professional lives.

ILO #2 Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

Students will be able to evaluate and interpret orthographic and perspective drawings.

ILO#3 Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

-

ILO #4 Take responsibility for their own impact on the earth by living a sustainable and ethical life style.

-

S/ILO Committee Use Only

reviewed by: CKS 2-29-12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 28

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	<b>Yes</b>
If yes, state the recommended prerequisites:	<b>INTARC 32</b>
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	<b>No</b>
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:

## Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

### Interior Architectural Design 28

**Prerequisite:** Interior Architectural Design 32 ; Visual Studies I

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X	Type 1: Standard Prerequisite
	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites
	Type 5: Health and Safety
	Type 6: Recency and other measures of readiness (miscellaneous)

### **SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY**

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

### **SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.**

**TYPE 1, STANDARD PREREQUISITE:** So as to demonstrate that the prerequisite is customary and reasonable, identify three campuses of UC or CSU that offer the equivalent course with the equivalent prerequisite.

#### **Folsom Lake College - ARCH 320 and 321**

**ARCH 320 Architectural Design and Communication I** (3.5 units)

Prerequisite: None

Course Transferable to UC/CSU

Hours: 54 hours LEC ; 27 hours LAB

This course includes the principles, concepts, methods and skills pertaining to the freehand and drafted construction of drawings employing orthographic, axonometric, oblique, and lineal perspective drawing systems to represent ideas, objects and environments. The principles and concepts of two and three-dimensional visual and architectural design are included. This course is required of all beginning architectural students.

**ARCH 321 Architectural Design and Communication II** (3.5 Units)

Prerequisite: ARCH 320. Grade of "C" or better required to meet prerequisite.

Course Transferable to UC/CSU

Hours: 54 hours LEC ; 27 hours LAB

This course is a continuation and development of the content and issues introduced in ARCH 320 plus the principles, concepts, methods and skills pertaining to the freehand and drafted construction of shadows, physical model building, entourage and color theory

#### **UC Berkley**

**Graphic Communication I** X476.1 (3 units)

Learn the language and uses of mechanical drafting in this foundation course. Produce floor and ceiling plans, sections, and elevations that communicate your ideas. Throughout the process, you gain an understanding of industry standards and learn how information is organized in architectural drawings. Enhance your communication skills further as you examine the principles of orthogonal drawings to create one- and two-point perspectives.

**Graphic Communication II** X476.2 (3 units)

Enhance your skills in translating two-dimensional floor plans into three-dimensional space. Exercises, including the creation of quick sketch vignettes, expand your ability to visualize design concepts and communicate them rapidly and vividly. Discover how to use a variety of media—such as colored pencils, magic markers, and watercolor—to enhance your sketches graphically.

Prerequisite: Graphic Communication I X476.1

#### **UCLA extension**

**ART X467.17A – Design Communication I** (4 units)

This beginning course focuses on basic freehand drawing and drafting. All the components essential to good drawing are presented and discussed. Working almost exclusively in black-and-white, students embark on a series of exercises that introduce important visual concepts--composition and design, contour and line, proportion and scale, plan and section, form and space, tone and shadows--plus the ability to create drawings that are rich in both information and psychological content. This class is based on the USA standard measurements of Feet and Inches and not the International metric system. Media covered include a variety of sketching and drafting tools.

*This course is equivalent to Cal Poly Pomona INA 511.*

**ART X466E – Design Communication I** (6 units)

This course further introduces the student to the use of line drawings as a medium for communicating design concepts. Beginning with the connections of architectural plan, section, and elevation, the course proceeds to explore the full range of constructed line drawings, including axonometric, one-point perspective, and model-making. This course uses U.S. standard basic units of length (inch, foot, yard, etc.), not the international metric system. 2 conceptual design projects are used to develop skills in communicating design ideas. *Prerequisite: X 467.17A Design Communication I. This course is equivalent to Cal Poly Pomona INA 512.*

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR Interior Architectural Design 28**

A)	Utilize drafting tools and equipment.
B)	Demonstrate a beginning competency in basic drafting skills.
C)	Apply appropriate scale and layout for visual communication and presentation.
D)	Use orthographic projection for visualizing and drawing three-dimensional constructions of simplified rooms.
E)	Draw a simple 1-point perspective of an interior space.

**EXIT SKILLS FOR Interior Architectural Design 32**

1.	Utilize drafting tools and equipment.
2.	Demonstrate a beginning competency in basic drafting skills.
3.	Apply appropriate scale and layout for visual communication and presentation.
4.	Use orthographic projection for visualizing and drawing three-dimensional constructions of simplified rooms.
5.	Draw a simple 1-point perspective of an interior space.

		ENTRANCE SKILLS FOR 28									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR 32	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6										
	7										
	8										
	9										
	10										

## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 31

<b>Course Title:</b>	Interior Architectural Design Studio 1	<b>Units:</b>	<b>3</b>		
Total Instructional Hours: (usually 18 per unit)	<b>108</b>				
Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>3</b>	Arranged:	<b>0</b>

<b>Date Submitted:</b>	
<b>Date Updated:</b>	09/30/2011

<b>Transfer:</b>	CSU
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<b>Prerequisite(s):</b>	None
<b>Co-requisite:</b>	INTARC 32
<b>Skills Advisory:</b>	None

#### I. Catalog Description:

The first in a sequence of design studio courses introducing the concepts and theories of beginning interior architectural design. Emphasis is placed on the design process in developing solutions for design projects. Students will explore basic space planning, code considerations, and how to graphically represent their ideas through drawings and other media. Projects are developed for portfolio presentation.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Pile, John F., Interior Design, Prentice Hall, 4<sup>th</sup> Edition (Feb. 2007) or latest edition.
2. Mitton, Maureen, Interior Design Visual Presentation: A Guide to Graphics, Models and Presentation Techniques, Wiley, 3<sup>rd</sup> Edition (Feb. 2012) or latest edition
3. Cline, Linda; Drafting and Visual Presentation for Interior Designers, Publisher: Prentice Hall (Aug. 2011) or latest edition

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Apply the design process to the development of solutions for design projects.
- Describe the relationship of design principles and elements in conceptual two dimensional and three dimensional design and interior spaces.
- Apply color theories and systems to design assignments and projects.
- Measure a space and furnishings; record the dimensions.
- Trace and draw simple floor plans.
- Select and coordinate interior furnishings, finishes, and materials.
- Select and utilize appropriate equipment and materials for design assignments and projects.
- Apply legal code requirements and universal design in planning interior spaces.
- Demonstrate time management skills.
- Develop and present a presentation board with coordinated interior furnishings, finishes, and materials for a small residential or commercial project.

**IV. Methods of Presentation:**

Lecture; discussion; demonstration; hands-on projects

**V. Course Content:**

<b>% of course</b>	<b>Topic</b>
5%	Introduction: The Process of Design
10%	Principles and Elements
5%	Lighting
5%	Special Populations or Considerations
10%	Material and Color Boards
5%	Drafting; Measurements of a simple room
20%	Space Planning and Code Considerations
10%	Furniture Arrangement and Selection
10%	Architectural Lettering and Beginning Drafting
5%	Client Analysis and Questionnaire
5%	Architectural Details
10%	Building Systems

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
20%	Project 1
20%	Project 2
20%	Project 3
5%	Exercises
5%	Quiz
30%	Final Project

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Room Design – students will design a space based on a “client” interview. Students will be given a space that they will design, furnish and present to the class. The design must show a relationship to the client’s answers from the interview and be knowledgeable about the materials selected, measurements of the room and furnishings and show an understanding of furnishings, finishes and simple code requirements. Projects are presented in class.
2.	Presentation Board – students will complete 4 study models using elements and principles of design as inspiration. They will find a color photo that depicts the concept of the study model and list the terms used to create the model. The board will have the 4 models, 4 images and 4 definitions of the element or principle used. Projects are presented in class.



# Course Approval and Data Sheet for: Interior Architectural Design 31

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	<b>Updated/Revised</b>
<b>If this is a NEW course</b> , anticipated semester and year of first offering:	

**If this is a new course, please provide a rationale for the addition of this course to the curriculum:**  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- Interior Architectural Design

List all A.A. majors in which this course is/will be an **option**:

- 

List all Certificates of Achievement in which this course is/will be **required**:

- Interior Architectural Design Level I, Interior Architectural Design Level 2

List all Certificates of Achievement in which this course is/will be an **option**:

- 

List all Department Certificates in which this course is/will be **required**:

- 

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be <b>transferable to the CSU</b> ?	<b>Yes</b>
Should this course be <b>transferable to the UC</b> ?	<b>No</b>

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**  
**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design

## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 31

### Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

As assessed by: Class Participation and exercises that are submitted on time and are original work.

2. Produce a simple set of drawings such as plans and elevations for an interior design project.

As assessed by: A project presented to the class.

3. Develop and present a presentation board with coordinated interior furnishings, finishes, and materials based on client expectations.

As assessed by: A project presented to the class.

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1. To encourage and develop professional communication skills; verbal, written, and technical.

Students will acquire professional skills by creating presentation boards and models which are presented to the class orally.

2. To promote future excellence in the interior design field by keeping current with industry trends.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1 Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

Students will acquire basic skills in creating professional oral and visual presentations.

ILO #2 Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

Students will evaluate and design spaces based on client expectations by using principles and elements of design. The presentation of their projects will communicate their solutions to the design problems presented to them.

ILO #4 Take responsibility for their own impact on the earth by living a sustainable and ethical life style.

Students will be introduced to sustainable design and our responsibility as a designer to incorporate sustainability into design solutions.

S/ILO Committee Use Only

reviewed by: CKS 1-24-12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 31

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	<b>No</b>
If yes, state the recommended prerequisites:	
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	<b>No</b>
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:

## Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

### INTARC 31

**Corequisite:** INTARC 32 ; Visual Design Studies I

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
X	Type 4: Program prerequisites
	Type 5: Health and Safety
	Type 6: Recency and other measures of readiness (miscellaneous)

### SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

### SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.

**TYPE 4, PROGRAM PREREQUISITE:** In order for a prerequisite to be justified for student entrance into a program, the prerequisite must be required for at least one of the courses in the program. Explain and justify.

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

#### ENTRANCE SKILLS FOR INTARC 31

A)	Utilize drafting tools and equipment.
B)	Demonstrate a beginning competency in basic drafting skills.
C)	Execute basic lettering, graphic, and pictorial drawing techniques.
D)	Apply appropriate scale and layout for visual communication and presentation.
E)	Utilize the various drawing standards and conventions used in architecture and interior design.
F)	Draw a simple floor plan and lighting plan with appropriate schedules and legends.
G)	Use orthographic projection for visualizing and drawing three-dimensional constructions of simplified rooms.
H)	Draw a simple 1-point perspective of an interior space.

#### EXIT SKILLS FOR INTARC 32

1.	Utilize drafting tools and equipment.
2.	Demonstrate a beginning competency in basic drafting skills.
3.	Execute basic lettering, graphic, and pictorial drawing techniques.
4.	Apply appropriate scale and layout for visual communication and presentation.
5.	Utilize the various drawing standards and conventions used in architecture and interior design.
6.	Draw a simple floor plan and lighting plan with appropriate schedules and legends.
7.	Use orthographic projection for visualizing and drawing three-dimensional constructions of simplified rooms.
8.	Draw a simple 1-point perspective of an interior space.

**ENTRANCE SKILLS FOR 31**

EXIT SKILLS FOR 32	A	B	C	D	E	F	G	H	I	J
	1	X								
	2		X							
	3			X						
	4				X					
	5					X				
	6						X			
	7							X		
	8								X	
	9									
	10									

## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 33

<b>Course Title:</b> Interior Architectural Design Career and Portfolio	<b>Units:</b> 3
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Total Instructional Hours: (usually 18 per unit)	54
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Hours per week (full semester equivalent) in Lecture:	3	In-Class Lab:	0	Arranged:	0
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<b>Date Submitted:</b>	(office use only)
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<b>Date Updated:</b>	09/30/2011
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<b>Transfer:</b>	CSU
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<b>Prerequisite(s):</b>	INTARC 40
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<b>Skills Advisory:</b>	None
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#### I. Catalog Description:

This lecture course examines the Interior Architectural Design profession and related occupations. The course discusses, researches and creates resumes and business cards. Students will explore the interview process and discuss the difference between “work” portfolios and “admissions” portfolios. Emphasis will be placed on preparing a portfolio based on previous student work.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Mitton, Maureen, Portfolios for Interior Designers 1<sup>st</sup> Ed., Publisher: Wiley; (Sept. 28, 2010), or latest edition.

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Examine legal career requirements for becoming a professional interior designer.
- Discuss and define vocabulary terms pertaining to interior design.
- Identify the major professional design associations and the benefits of membership in these professional associations.
- Produce a student resume and student business card.
- Examine and practice the job interview process.
- Examine the difference between “work” and “application” portfolios
- Produce a portfolio of student work based on future goals

#### IV. Methods of Presentation:

Lecture; discussion; demonstration; hands-on projects, field trips

#### V. Course Content:

% of course	Topic
10%	Design Careers – types of careers and specialties
10%	Skills, Qualifications and Compensation/salary ranges

15%	Resume writing and production
15%	Business Card design and production
15%	The Interview Process, mock interview
15%	Marketing You – trends in employment searches
20%	Portfolio research and production

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
20%	Project 1 – resume
15%	Project 2 – business cards
20%	Project 3 – interview
30%	Project 4 – portfolio
15%	Project 5 – marketing you

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Resume – students will research, design and develop a resume for future use. The resume must be of original design and include information that students can use in a job search. Projects are presented in class.
2.	Portfolio – students will decide which type of portfolio they will create (work portfolio or admissions portfolio). They will bring in original projects created by the student for review and discussion with the instructor. Students will design and format the work in a cohesive package that can be used for either submission to a transfer college or for future job searches. Portfolios are presented in class.



# Course Approval and Data Sheet for: Interior Architectural Design 33

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	<b>Updated/Revised</b>
<b>If this is a NEW course</b> , anticipated semester and year of first offering:	

**If this is a new course, please provide a rationale for the addition of this course to the curriculum:**  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- Interior Architectural Design

List all A.A. majors in which this course is/will be an **option**:

- 

List all Certificates of Achievement in which this course is/will be **required**:

- Interior Architectural Design Level 2

List all Certificates of Achievement in which this course is/will be an **option**:

- 

List all Department Certificates in which this course is/will be **required**:

- 

List all Department Certificates in which this course is/will be an **option**:

Should this course be <b>transferable to the CSU</b> ?	<b>Yes</b>
Should this course be <b>transferable to the UC</b> ?	<b>No</b>

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**  
**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design

## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 33

### Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

As assessed by: Class Participation and exercises that are submitted on time and are original work.

2. Develop, design and present a professional resume, business cards and portfolio.

As assessed by: Project which is presented to the class.

3. Research and practice the Interview Process.

As assessed by: Project which is presented to the class.

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1. To encourage and develop professional communication skills; verbal, written, and technical.

Students will acquire professional skills for proper interactions during an interview and will present projects in class to further verbal presentation skills.

2. To provide educational enrichment and professional interaction through internships, out-of-classroom experiences, and other professional development opportunities.

Students will interview and visit other offices and professionals to research and learn about the industry in addition to being exposed to professional opportunities.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1 Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

Students will acquire basic skills in creating professional oral and visual presentations which will help build self-confidence while furthering their professional goals.

S/ILO Committee Use Only

reviewed by: CKS 1/24/12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 33

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	<b>Yes</b>
If yes, state the recommended prerequisites:	<b>INTARC 40</b>
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	<b>No</b>
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:

## Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

### Interior Architectural Design 33

**Prerequisite:** INTARC 40; Interior Architectural Design Studio 2

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites
	Type 5: Health and Safety

**SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY**

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

**SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.**

**TYPE 2, SEQUENTIAL WITHIN AND ACROSS DISCIPLINES:** Include in the course outline (to be attached) a list of specific skills and/or knowledge a student must possess in order to be sufficiently prepared to succeed in the course.

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 33**

A)	Develop ability to work independently.
B)	Demonstrate ability to work effectively in a design team.
C)	Develop ability to analyze and critique potential design solutions.
D)	Illustrate design concepts using advanced drafting and sketching techniques.
E)	Coordinate and present design concepts.

**EXIT SKILLS FOR INTARC 40**

1.	Develop ability to work independently.
2.	Demonstrate ability to work effectively in a design team.
3.	Develop ability to analyze and critique potential design solutions.
4.	Illustrate design concepts using advanced drafting and sketching techniques.
5.	Coordinate and present design concepts.

		ENTRANCE SKILLS FOR INTARC 33									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR 40	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6										
	7										
	8										
	9										
	10										

## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 35

<b>Course Title:</b> 2D Digital Drafting	<b>Units:</b> 3
--	-----------------

Total Instructional Hours: (usually 18 per unit)	<b>108</b>
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Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>3</b>	Arranged:	<b>0</b>
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<b>Date Submitted:</b>	(office use only)
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<b>Date Updated:</b>	09/30/2011
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<b>Transfer:</b>	CSU
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<b>Prerequisite(s):</b>	INTARC 29 and INTARC 32
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<b>Skills Advisory:</b>	None
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#### I. Catalog Description:

This lecture and lab course introduces the basic skills, uses, and techniques for computer-aided design and drafting as applied to Interior Architectural Design.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Finkelstein, Ellen; AutoCAD 2012 and AutoCAD LT 2012 Bible, Publisher: Wiley, 1<sup>st</sup> Edition (July 12, 2011)

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Utilize computer software programs for architectural drafting.
- Use and control text, dimensions, hatch, and layers
- Use external references, raster images, blocks, symbols libraries
- Use model space, and layout space with viewports
- Draft a set of working drawings for interior design applications using digital technology.
- Understand digital software programs available in the industry and become familiar with the digital drafting process used within professional offices.
- Understand scale as it applies to drafting and plotting.
- Plot drawings to an industry wide standard such as PDF (Portable Document Format).

#### IV. Methods of Presentation:

Lecture; discussion; demonstration; hands-on projects; group and one-on-one reviews

#### V. Course Content:

% of course	Topic
30%	2D drawing & editing commands
10%	Layers
10%	Hatching and Drawing Symbols

form modified 03/03/2011

10%	Text and Dimensions
10%	Blocks and Symbols Libraries
10%	External References
10%	Sheet production (such as Paper space)
10%	Plotting

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
25%	Project 1 – plans (construction and furniture)
15%	Project 2 – reflected ceiling plan
15%	Project 3 – interior elevations
15%	Project 4 – Details and cabinetry
10%	Project 5 – Title Sheet
10%	Project 6 – Block Library
10%	Exercises

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Floor Plans – students will draft a set of floor plans for a previously established building. Then they will design the furniture layout for the space. Floor plans will be scalable and have dimensions, room names, furniture and flooring designations. Drawings will be plotted to a PDF format and submitted to the instructor for evaluation.
2.	Block Library – students will develop an original set of furniture or furnishing blocks. Each student will draft a different design and furniture to share with the rest of the class to build a Block Library for current and future use.

## Course Approval and Data Sheet for: Interior Architectural Design 35

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	<b>Updated/Revised</b>
<b>If this is a NEW course</b> , anticipated semester and year of first offering:	

**If this is a new course, please provide a rationale for the addition of this course to the curriculum:**  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- Interior Architectural Design

List all A.A. majors in which this course is/will be an **option**:

- 

List all Certificates of Achievement in which this course is/will be **required**:

- Interior Architectural Design Level 1 and Level 2

List all Certificates of Achievement in which this course is/will be an **option**:

- 

List all Department Certificates in which this course is/will be **required**:

- Digital Production & Design

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be **transferable to the CSU**?

**Yes**

Should this course be **transferable to the UC**?

**No**

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**

**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design



## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 35

### Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

As assessed by: Class Participation and exercises that are submitted on time and are original work.

2. Plot interior architectural drawings to scale with appropriate dimensions, text, symbols, and cross referencing for redlining, tracing and development.

As assessed by: A project which is presented to the class.

3. Prepare a simple set of working drawings that reflect design industry standards of content, accuracy, data integrity, and coordination.

As assessed by: A project which is presented to the class.

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1. To encourage and develop professional communication skills; verbal, written, and technical.

Students will acquire technical drafting skills by drafting a set of working drawings that are similar to what is created in a professional office.

2. To promote future excellence in the interior design field by keeping current with industry trends.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1 Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

Students will acquire skills that are critical for success in a professional interior architectural design office.

ILO #2 Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

Students will be able to identify and utilize current digital drafting programs being used in the industry.

ILO #4 Take responsibility for their own impact on the earth by living a sustainable and ethical life style.

Students will be introduced to sustainable design and our responsibility as a designer to incorporate sustainability into design solutions.

S/ILO Committee Use Only

reviewed by: CKS 1-24-12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 35

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	<b>Yes</b>
If yes, state the recommended prerequisites:	<b>INTARC 32</b>
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	<b>No</b>
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:

## Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

### Interior Architectural Design 35

**Prerequisite:** INTARC 29; Computer Skills for Interior Architectural Design

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

INTARC 32 ; Visual Studies I

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites

Type 5: Health and Safety
Type 6: Recency and other measures of readiness (miscellaneous)

**SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY**

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

**SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.**

**TYPE 1, STANDARD PREREQUISITE:** So as to demonstrate that the prerequisite is customary and reasonable, identify three campuses of UC or CSU that offer the equivalent course with the equivalent prerequisite.

**TYPE 2, SEQUENTIAL WITHIN AND ACROSS DISCIPLINES:** Include in the course outline (to be attached) a list of specific skills and/or knowledge a student must possess in order to be sufficiently prepared to succeed in the course.

INTARC 29 (Computer Skills for Interior Architectural Design) is required for Level 1 Certificate. This course teaches basic computer skills and introduces the student to drafting software. These skills are necessary for this course as students will be expected to know rudimentary computer skills to learn how to draft digitally.

**TYPE 3, COURSES IN COMMUNICATION OR COMPUTATION SKILLS AS PREREQUISITES FOR COURSES OTHER THAN ANOTHER SKILLS COURSE:** Include some method of data collection which uses sound research principles to show the prerequisite is necessary for success in the course. Acceptable data collection might include either (1) the extent to which students who have taken the prerequisite course feel it is necessary, (2) an appraisal of students= readiness for the course as to whether students have met the prerequisite (i.e. can the faculty member tell if the student has really taken the prerequisite). Or (3) a comparison at any point during the course of the students= performance with whether or not the student has completed the prerequisite.

**TYPE 4, PROGRAM PREREQUISITE:** In order for a prerequisite to be justified for student entrance into a program, the prerequisite must be required for at least one of the courses in the program. Explain and justify.

**TYPE 5, HEALTH AND SAFETY:** Faculty in the discipline and the curriculum committee must determine that students who lack the prerequisite might endanger themselves, other students or staff.

**TYPE 6, RECENCY AND OTHER MEASURES OF READINESS (MISCELLANEOUS):** Data must be collected according to sound research principles in order to justify such prerequisites.

**You are required to complete the Prerequisite Worksheet on the following page.**

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR INTARC 35

A)	Efficiently work with a computer, create files and folders, use keyboard shortcuts, work on a network and transfer files between programs.
B)	Understand file organization and proper backup procedures.
C)	Identify future trends and software in the Interior and Architectural Design Industry.

### EXIT SKILLS FOR INTARC 29

1.	Efficiently work with a computer, create files and folders, use keyboard shortcuts, work on a network and transfer files between programs.
2.	Understand file organization and proper backup procedures.
3.	Identify future trends and software in the Interior and Architectural Design Industry.

		ENTRANCE SKILLS FOR 35									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR 29	1	X									
	2		X								
	3			X							
	4										
	5										
	6										
	7										
	8										
	9										
	10										

## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 37

<b>Course Title:</b>	Set Design and Art Direction for Film and T.V.	<b>Units:</b>	<b>3</b>		
Total Instructional Hours: (usually 18 per unit)	<b>54</b>				
Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>0</b>	Arranged:	<b>0</b>
<b>Date Submitted:</b>	(office use only)				
<b>Date Updated:</b>	09/30/2011				

	<b>Transfer:</b>	CSU
<b>Prerequisite(s):</b>	INTARC 32	
<b>Skills Advisory:</b>	None	

#### I. Catalog Description:

This lecture course examines the Motion Picture Industry as it relates to the Art Department of Film and TV, specifically focusing on the job of the Production Designer, Art Director, Set Decorator, and Set Designer. The course emphasizes personal, educational, and professional qualifications required for entry into the Motion Picture Industry as a professional Production Designer, Art Director, Set Decorator, and Set Designer.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1.	Dzyak, Brian <u>What I Really Want to Do On Set in Hollywood: A Guide to Real Jobs in the Film Industry</u> Publisher: Lone Eagle (May 27, 2008)
2.	Parker, Wilford Oren. <u>Scene Design and Stage Lighting</u> . Publisher: Wadsworth Publishing; 9 <sup>th</sup> Edition (May 15, 2008).
3.	<u>Debbie's Book: The Source Book for Props, Set Dressing and Wardrobe</u> . Debbie's Book: Pasadena, CA (2008)
4.	<u>The Hollywood Reporter</u> Trade Publication
5.	<u>Variety</u> Trade Publication
6.	<u>Location</u> Magazine

#### III. Course Objectives:

Upon completion of the course students will be able to:

•	Identify education, skills and personal qualifications for entry into the Motion Picture Production Design Profession.
•	Differentiate between each category of job title related to the Motion Picture Professional Art Department: Production Designer, Art Director, Set Decorator, and Set Designer.
•	Examine each area of Motion Picture Production as it relates to Feature Film, Television, Commercials, Music Videos and Corporate Videos.
•	Identify all of the different Professionals involved in a complete Production and describe what each Professional does in the business.
•	Interview Production Design Professionals in the industry, obtain in-depth knowledge of the Profession and share interview knowledge with other class members in written and oral reports.
•	Identify the Professional Unions associated with this profession and the pros and cons of Union Vs Non-Union.

- Examine and assess contracts and oral agreements associated with Freelance Production Design, Art Direction, Set Decoration, and Set Design.
- Describe the career of a Freelance Artist and demonstrate knowledge of how to get started in the freelance business.
- Identify professional and educational goals and specific strategies for achieving those goals.

**IV. Methods of Presentation:**

Lecture; discussion; presentations, field trips

**V. Course Content:**

<b>% of course</b>	<b>Topic</b>
20%	Introduction to the Profession
20%	Research, Develop, and Presentation of a Project
20%	Budgeting a Job
20%	Trade Resources
20%	Self Promoting

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
10%	Participation/Discussion/In Class Activities
30%	Project 1
10%	Project 2
15%	Exam
15%	Exam
20%	Final Exam

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1. Project 1 – students will interview a Production Design Professional within the industry, obtain in-depth knowledge of the Profession and share interview knowledge with other class members in a written and oral report.
2. Project 2 – students will produce a written budget for a theoretical Freelance Production Design, Art Direction, Set Decoration, or Set Design job. This budget will be shared with the class in a written and oral report.

## Course Approval and Data Sheet for: Interior Architectural Design 37

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	<b>Updated/ Revised</b>
<b>If this is a NEW course</b> , anticipated semester and year of first offering:	

**If this is a new course, please provide a rationale for the addition of this course to the curriculum:**  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- Interior Architectural Design

List all A.A. majors in which this course is/will be an **option**:

- 

List all Certificates of Achievement in which this course is/will be **required**:

- 

List all Certificates of Achievement in which this course is/will be an **option**:

- Interior Architectural Design Level 1 and Level 2

List all Department Certificates in which this course is/will be **required**:

- Set Design and Art Direction for Film and TV

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be **transferable to the CSU**?

**Yes**

Should this course be **transferable to the UC**?

**No**

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**

**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design



## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 37

### Course Level Student Learning Outcomes: (Must list at least 2)

- |    |   |
|----|---|
| 1. | Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.           |
|    | As assessed by: Class Participation and exercises that are submitted on time and are original work.   |
| 2. | Prepare a statement of qualifications, resume, and a written contract associated with a Freelance Production Design, Art Direction, Set Decoration, or Set Design job proposal. |
|    | As assessed by: A research paper presented to the class and examination.  |
| 3. | Produce a written budget for a theoretical Freelance Production Design, Art Direction, Set Decoration, or Set Design job.   |
|    | As assessed by: A written project presented to the class and examination.   |

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

- |    |   |
|----|---|
| 1. | To encourage and develop professional communication skills; verbal, written, and technical.                         |
|    | Students will acquire skills for budgeting a design job, preparing written contracts and resumes for job proposals. |
| 2. | To promote future excellence in the interior design field by keeping current with industry trends.                  |
|    |   |

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

- |        |   |
|--------|---|
| ILO #1 | Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.  |
|        | Students will acquire skills in creating professional oral presentations.   |
| ILO #2 | Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems. |
|        | Students will be able to evaluate qualifications, resumes and written contracts associates with Film and TV job proposals.  |
| ILO #4 | Take responsibility for their own impact on the earth by living a sustainable and ethical life style.   |
|        | Students will be introduced to sustainable design and our responsibility as a designer to incorporate sustainability into design solutions.   |

S/ILO Committee Use Only

reviewed by: CKS 1-24-12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 37

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	<b>Yes</b>
If yes, state the recommended prerequisites:	<b>INTARC 32</b>
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	<b>No</b>
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:

**Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)**

**Interior Architectural Design 37**

**Prerequisite:** Interior Architectural Design 32 ; Visual Studies I

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites
	Type 5: Health and Safety
	Type 6: Recency and other measures of readiness (miscellaneous)

### SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

### SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.

**TYPE 2, SEQUENTIAL WITHIN AND ACROSS DISCIPLINES:** Include in the course outline (to be attached) a list of specific skills and/or knowledge a student must possess in order to be sufficiently prepared to succeed in the course.

INTARC 32 (Visual Studies 1) is required for Level 1 Certificate. This course teaches the basics of plan section and elevation. These skills are necessary for this course as students will learn how to read drawings. Knowledge of plans, section and elevations should already be acquired prior to class.

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

#### ENTRANCE SKILLS FOR INTARC 37

A)	Demonstrate a beginning competency in basic drafting skills.
B)	Execute basic lettering, graphic, and pictorial drawing techniques.
C)	Apply appropriate scale and layout for visual communication and presentation.
D)	Utilize the various drawing standards and conventions used in architecture and interior design.
E)	Draw a simple floor plan and lighting plan with appropriate schedules and legends.
F)	Use orthographic projection for visualizing and drawing three-dimensional constructions of simplified rooms.

#### EXIT SKILLS FOR INTARC 32

1.	Demonstrate a beginning competency in basic drafting skills.
2.	Execute basic lettering, graphic, and pictorial drawing techniques.
3.	Apply appropriate scale and layout for visual communication and presentation.
4.	Utilize the various drawing standards and conventions used in architecture and interior design.
5.	Draw a simple floor plan and lighting plan with appropriate schedules and legends.
6.	Use orthographic projection for visualizing and drawing three-dimensional constructions of simplified rooms.

		ENTRANCE SKILLS FOR INTARC 37									
EXIT SKILLS FOR INTARC 32		A	B	C	D	E	F	G	H	I	J
	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6						X				
	7										
	8										
	9										
	10										

## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 40

<b>Course Title:</b> Interior Architectural Design Studio 2	<b>Units:</b> 3
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Total Instructional Hours: (usually 18 per unit)	<b>108</b>
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Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>3</b>	Arranged:	<b>0</b>
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<b>Date Submitted:</b>	(office use only)
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<b>Date Updated:</b>	09/30/2011
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<b>Transfer:</b>	CSU
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<b>Prerequisite(s):</b>	INTARC 31
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<b>Skills Advisory:</b>	None
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<b>Corequisite:</b>	INTARC 38
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#### I. Catalog Description:

The second in a sequence of design studio courses. Students explore residential design factors through: space planning, codes, traffic circulation, human factors, universal design, the use of interior space, fabrics, color, texture, and finishes. This studio course emphasizes individual solutions, class and instructor critiques and projects for portfolio presentation.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Gordon, Robert Philip, Residential Design Studio, Fairchild Books, (June 2010) or latest edition
2. Mitton, Maureen and Nystuen, Courtney, Residential Interior Design: A Guide to Planning Spaces, Wiley, 2<sup>nd</sup> Edition (Apr. 2011) or latest edition
3. Harmon, Sharon Koomen, The Codes Guidebook for Interiors, Wiley, 4<sup>th</sup> Edition (Apr. 2008) or latest edition

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Identify factors affecting residential design.
- Use space-planning skills to solve design problems.
- Develop color schemes that will solve specific design problems.
- Use patterns, textures, finishes and furniture in solving specific design problems.
- Identify and utilize code requirements for design problems.
- Develop ability to work independently.
- Demonstrate ability to work effectively in a design team.
- Develop ability to analyze and critique potential design solutions.
- Illustrate design concepts using advanced drafting and sketching techniques.
- Coordinate and present design concepts.

**IV. Methods of Presentation:**

Lecture; discussion; demonstration; hands-on projects; group and one-on-one reviews

**V. Course Content:**

<b>% of course</b>	<b>Topic</b>
10%	Factors affecting Residential Design: codes, sociological, economic, psychological and aesthetic trends
15%	Problem solving and Space Planning
15%	Color Scheme Balance
15%	Pattern, Texture and Finish Use in Residential Design
15%	Furniture selection in Residential Design
5%	Typical Design practices: Individual Work and Team Work
5%	Objective Critique of Design Work
10%	Graphic Communication of Design Concept
10%	Design Concept Presentation

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
30%	Project 1
30%	Project 2
30%	Project 3
10%	Exercises

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Space Planning for Residential Design – Students will be given a residential building with client and site parameters. Students will research code requirements and coordinate project requirements with client wants to formulate a space plan. The space plan design will be visually presented with a minimum of 3 drawings including a floor plan and elevation showing furnishings. The design will also be presented orally with the student explaining how and why the solution was achieved.
2.	Material and color scheme for Residential Design – Students will further develop the space planning project through material and color sections. Materials and color selections must meet design problem requirements which include requirements for code compliance and client expectations. Students will develop a minimum of 2 color drawings and 1 material board that details and describes the design concept. Project will be presented to the class along with an oral presentation which explains how and why the solution was achieved.

## Course Approval and Data Sheet for: Interior Architectural Design 40

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	<b>Updated/Revised</b>
<b>If this is a NEW course</b> , anticipated semester and year of first offering:	

**If this is a new course, please provide a rationale for the addition of this course to the curriculum:**  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- Interior Architectural Design

List all A.A. majors in which this course is/will be an **option**:

- 

List all Certificates of Achievement in which this course is/will be **required**:

- Interior Architectural Design Level 2

List all Certificates of Achievement in which this course is/will be an **option**:

- 

List all Department Certificates in which this course is/will be **required**:

- 

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be **transferable to the CSU**?

**Yes**

Should this course be **transferable to the UC**?

**No**

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**

**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design



## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 40

### Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

As assessed by: Class Participation and exercises that are submitted on time and are original work.

2. Students will be able to analyze and develop spatial and furnishing relationships between various functional zones within residential spaces using constraints such as code requirements.

As assessed by: A project which is presented visually and orally to the class

3. Students will be able to research and specify proper materials and products for use in a residential project.

As assessed by: A project which is presented visually and orally to the class

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1. To encourage and develop professional communication skills; verbal, written, and technical.

Students will gain confidence in their professional work by developing solutions using multi-media presentations.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1 Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

Students will gain confidence and discipline by working individually and as a team to develop their original ideas for visual and oral presentation to a class.

ILO #2 Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

Students will be able to evaluate residential design program requirements by developing design solutions using constraints such as code compliance and client desires.

ILO #4 Take responsibility for their own impact on the earth by living a sustainable and ethical life style.

Students will be introduced to sustainable design and our responsibility as a designer to incorporate sustainability into design solutions.

*S/ILO Committee Use Only*

reviewed by: CKS 1-24-12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 40

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	<b>Yes</b>
If yes, state the recommended prerequisites:	<b>INTARC 31</b>
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	<b>No</b>
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:

## Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

### Interior Architectural Design 40

**Prerequisite:** INTARC 31 ; Interior Architectural Design Studio I

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

INTARC 32 ; Visual Design Studies I

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites

Type 5: Health and Safety
Type 6: Recency and other measures of readiness (miscellaneous)

**SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY**

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

**SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.**

**TYPE 1, STANDARD PREREQUISITE:** So as to demonstrate that the prerequisite is customary and reasonable, identify three campuses of UC or CSU that offer the equivalent course with the equivalent prerequisite.

**TYPE 2, SEQUENTIAL WITHIN AND ACROSS DISCIPLINES:** Include in the course outline (to be attached) a list of specific skills and/or knowledge a student must possess in order to be sufficiently prepared to succeed in the course.

INTARC 31 (Interior Architectural Design Studio I) is required for Level 1 Certificate. This course is first in a series of Studio classes. Each studio class is designed to build on technical and presentation skills from the previous course.

**TYPE 3, COURSES IN COMMUNICATION OR COMPUTATION SKILLS AS PREREQUISITES FOR COURSES OTHER THAN ANOTHER SKILLS COURSE:** Include some method of data collection which uses sound research principles to show the prerequisite is necessary for success in the course. Acceptable data collection might include either (1) the extent to which students who have taken the prerequisite course feel it is necessary, (2) an appraisal of students= readiness for the course as to whether students have met the prerequisite (i.e. can the faculty member tell if the student has really taken the prerequisite). Or (3) a comparison at any point during the course of the students= performance with whether or not the student has completed the prerequisite.

**TYPE 4, PROGRAM PREREQUISITE:** In order for a prerequisite to be justified for student entrance into a program, the prerequisite must be required for at least one of the courses in the program. Explain and justify.

**TYPE 5, HEALTH AND SAFETY:** Faculty in the discipline and the curriculum committee must determine that students who lack the prerequisite might endanger themselves, other students or staff.

**TYPE 6, RECENCY AND OTHER MEASURES OF READINESS (MISCELLANEOUS):** Data must be collected according to sound research principles in order to justify such prerequisites.

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 40**

A)	Apply the design process to the development of solutions for design projects.
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B)	Describe the relationship of design principles and elements in conceptual two dimensional and three dimensional design and interior spaces.
C)	Apply color theories and systems to design assignments and projects.
D)	Measure a space and furnishings; record the dimensions.
E)	Trace and draw simple floor plans.
F)	Select and coordinate interior furnishings, finishes, and materials.
G)	Select and utilize appropriate equipment and materials for design assignments and projects.
H)	Apply legal code requirements and universal design in planning interior spaces.
I)	Demonstrate time management skills.
J)	Develop and present a presentation board with coordinated interior furnishings, finishes, and materials for a small residential or commercial project.

**EXIT SKILLS FOR INTARC 31**

1.	Apply the design process to the development of solutions for design projects.
2.	Describe the relationship of design principles and elements in conceptual two dimensional and three dimensional design and interior spaces.
3.	Apply color theories and systems to design assignments and projects.
4.	Measure a space and furnishings; record the dimensions.
5.	Trace and draw simple floor plans.
6.	Select and coordinate interior furnishings, finishes, and materials.
7.	Select and utilize appropriate equipment and materials for design assignments and projects.
8.	Apply legal code requirements and universal design in planning interior spaces.
9.	Demonstrate time management skills.
10.	Develop and present a presentation board with coordinated interior furnishings, finishes, and materials for a small residential or commercial project.

		ENTRANCE SKILLS FOR 40									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR 31	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6						X				
	7							X			
	8								X		
	9									X	
	10										X

**Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)**

**Interior Architectural Design 40**

**Corequisite:** INTARC 38 ; 3D Digital drafting I

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

INTARC 31 ; Interior Architectural Design Studio I

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
10. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
11. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
12. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
13. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
14. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
15. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
16. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
17. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
18. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites
	Type 5: Health and Safety

**SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY**

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

**SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.**

**TYPE 2, SEQUENTIAL WITHIN AND ACROSS DISCIPLINES:** Include in the course outline (to be attached) a list of specific skills and/or knowledge a student must possess in order to be sufficiently prepared to succeed in the course.

INTARC 32 (Visual Studies I) is required for Level 1 Certificate. Basic knowledge of drafting and drawing skills are required to enter this Studio course.

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 40**

A)	Use advanced 2D digital drawing & editing techniques
B)	Create dimensionally accurate 3D models using various techniques (wireframe, solid, and surface)
C)	Apply textures and materials to model
D)	Rendering and Shade 3D drawings
E)	Set up, export and print rendered camera views

**EXIT SKILLS FOR INTARC 38**

1.	Use advanced 2D digital drawing & editing techniques
2.	Create dimensionally accurate 3D models using various techniques (wireframe, solid, and surface)
3.	Apply textures and materials to model
4.	Rendering and Shade 3D drawings
5.	Set up, export and print rendered camera views

		ENTRANCE SKILLS FOR (course in question)										
EXIT SKILLS FOR (previous level course)		A	B	C	D	E	F	G	H	I	J	
		1	X									
		2		X								
		3			X							
		4				X						
		5					X					
		6										
		7										
		8										
		9										
		10										



## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 44

<b>Course Title:</b>	Fundamentals of Lighting	<b>Units:</b>	<b>3</b>		
Total Instructional Hours: (usually 18 per unit)	<b>54</b>				
Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>0</b>	Arranged:	<b>0</b>

<b>Date Submitted:</b>	(office use only)
<b>Date Updated:</b>	029/20/2012

<b>Transfer:</b>	CSU
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<b>Prerequisite(s):</b>	INTARC 30 and 35
<b>Skills Advisory:</b>	None

#### I. Catalog Description:

This course studies architectural lighting as an integrated component of design for interiors. Lighting technology is explored with emphasis on the effect of light: intensity, direction, and color.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. LoBrutto, Vincent, Becoming Film Literate: The Art and Craft of Motion Pictures, Publisher: Greenwood Publishing Group (April 2007)

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Define and use the basic terminology of lighting design
- List the advantages and disadvantages of incandescent lighting and fluorescent lighting
- Compare the function (use) of general, task, decorative and safety lighting
- Select and identify the appropriate size and shape of lamps using the criteria of beam spread, distance, brightness and lumens
- Identify and apply lighting techniques to classroom exercises/projects. The lighting technique will include down lights, wall washing, track lighting, wall grazing, silhouetting, and beam play
- Demonstrate an understanding of how electrical power is brought into the interior space
- Identify the standard parts to a lamp and luminaries
- Identify codes applicable to energy conservation and lighting design

#### IV. Methods of Presentation:

Lecture; discussion; presentations, field trips

#### V. Course Content:

% of course	Topic
5%	Functions of Illumination
5%	Psychology of Lighting

10%	Color Temperature
5%	Lighting Terminology
10%	Choosing Correct Lamps
10%	Drawing Lighting Plans
5%	Codes and Energy Conservation Relative to Lighting
10%	Controls, Switching, Dimmers
5%	Luminaire Patterns
10%	Photometrics & Calculations
10%	Contract Documents
5%	Designing with Daylight
10%	Lighting Environments: Commercial, Retail, Residential, Special

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
10%	Participation/Discussion/In Class Activities
30%	Homework/Exams
20%	Design Concept Presentation
20%	Art and Journal Assignments
20%	Design Project Presentation

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Project 1 – Use tear sheets, books, pictorial research, product catalogs, lighting catalogs, and magazines to create a conceptual lighting source book appropriate to a given lighting design project.
2.	Project 2 – develop of set of lighting plans and details for a given project. Drawings and images will be developed into presentation boards that will be presented in class.

## Course Approval and Data Sheet for: Interior Architectural Design 44

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	<b>Updated/ Revised</b>
<b>If this is a NEW course</b> , anticipated semester and year of first offering:	

**If this is a new course, please provide a rationale for the addition of this course to the curriculum:**  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- Interior Architectural Design

List all A.A. majors in which this course is/will be an **option**:

- 

List all Certificates of Achievement in which this course is/will be **required**:

- 

List all Certificates of Achievement in which this course is/will be an **option**:

- Interior Architectural Design Level 1 and Level 2

List all Department Certificates in which this course is/will be **required**:

- 

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be <b>transferable to the CSU</b> ?	<b>Yes</b>
Should this course be <b>transferable to the UC</b> ?	<b>No</b>

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**

**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design

## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 52

### Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

As assessed by: Class Participation and exercises that are submitted on time and are original work.

2. Use tear sheets, books, pictorial research, product catalogs, lighting catalogs and magazines to create a conceptual lighting source book appropriate to a given design problem.

As assessed by: A project presented in class

3. Develop, prepare, and assess drawings and other presentation materials for inclusion in a professional lighting design portfolio.

As assessed by: A project presented in class

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1. To encourage and develop professional communication skills; verbal, written, and technical.

Students will acquire skills in developing lighting drawings and writing specification in interior design.

2. To promote future excellence in the interior design field by keeping current with industry trends.

The latest styles, trends and concepts will be discussed in class.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1 Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

Students will acquire skills in creating professional technical documents.

ILO #2 Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

Students will be able to evaluate drawings and technical documents for inclusion in a professional project.

ILO#3 Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

-

ILO #4 Take responsibility for their own impact on the earth by living a sustainable and ethical life style.

Materials and ethical, sustainable practices for set design are discussed in class.

S/ILO Committee Use Only

reviewed by: CKS 2-29-12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 44

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	<b>Yes</b>
If yes, state the recommended prerequisites: <b>INTARC 30 and 35</b>	
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	<b>No</b>
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:

# Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

## Interior Architectural Design 44

**Prerequisite:** Interior Architectural Design 30 ; Principles of Interior Architectural Design

Other prerequisites, corequisites, and advisories also required for this course:  
Interior Architectural Design 35; 2D Digital Drafting

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites
	Type 5: Health and Safety
	Type 6: Recency and other measures of readiness (miscellaneous)

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 44**

A)	Recognize the effect of lighting on interior environments.
B)	Identify, evaluate and apply design principles and elements to interior environments.
C)	Evaluate materials and products used in interior environments for their aesthetic and performance qualities.
D)	Evaluate floor plans for function and user needs.
E)	Identify, analyze and evaluate the physiological, psychological, environmental and cultural factors which affect the design of interiors.

**EXIT SKILLS FOR INTARC 30**

1.	Recognize the effect of lighting on interior environments.
2.	Identify, evaluate and apply design principles and elements to interior environments.
3.	Evaluate materials and products used in interior environments for their aesthetic and performance qualities.
4.	Evaluate floor plans for function and user needs.
5.	Identify, analyze and evaluate the physiological, psychological, environmental and cultural factors which affect the design of interiors.

		ENTRANCE SKILLS FOR INTARC 44									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR INTARC 30	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6										
	7										
	8										
	9										
	10										

# Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

## Interior Architectural Design 44

**Prerequisite:** Interior Architectural Design 35; 2D Digital Drafting

Other prerequisites, corequisites, and advisories also required for this course:  
Interior Architectural Design 30 ; Principles of Interior Architectural Design

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
10. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
11. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
12. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
13. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
14. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
15. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
16. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
17. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
18. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites
	Type 5: Health and Safety
	Type 6: Recency and other measures of readiness (miscellaneous)



**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 44**

A)	Draft a set of working drawings for interior design applications using digital technology.
B)	Understand digital software programs available in the industry and become familiar with the digital drafting process used within professional offices.
C)	Understand scale as it applies to drafting and plotting.
D)	Plot drawings to an industry wide standard such as PDF (Portable Document Format).

**EXIT SKILLS FOR INTARC 35**

1.	Draft a set of working drawings for interior design applications using digital technology.
2.	Understand digital software programs available in the industry and become familiar with the digital drafting process used within professional offices.
3.	Understand scale as it applies to drafting and plotting.
4.	Plot drawings to an industry wide standard such as PDF (Portable Document Format).

		ENTRANCE SKILLS FOR INTARC 44									
EXIT SKILLS FOR INTARC 35		A	B	C	D	E	F	G	H	I	J
	1	X									
	2		X								
	3			X							
	4				X						
	5										
	6										
	7										
	8										
	9										
	10										

## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 45

<b>Course Title:</b>	Interior Architectural Design Studio III	<b>Units:</b>	<b>3</b>		
Total Instructional Hours: (usually 18 per unit)	<b>108</b>				
Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>3</b>	Arranged:	<b>0</b>

<b>Date Submitted:</b>	(office use only)
<b>Date Updated:</b>	09/30/2011

<b>Transfer:</b>	CSU
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<b>Prerequisite(s):</b>	INTARC 40
<b>Skills Advisory:</b>	None

#### I. Catalog Description:

The third in a sequence of design studio courses. Students will explore commercial design through: universal design, sustainable design, space planning, lighting systems, interior components, architectural elements, codes and specification writing. These factors are integrated into research projects emphasizing a problem-solving approach. This studio course emphasizes individual solutions, class and instructor critiques and projects for portfolio presentation.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Karlan, Mark, Space Planning Basics, Wiley, 3<sup>rd</sup> Edition (May 2009) or latest Edition
2. Harmon, Sharon Koomen, The Codes Guidebook for Interiors, Wiley, 4<sup>th</sup> Edition (Apr. 2008) or latest edition
3. Mitton, Maureen, Interior Design Visual Presentation: A Guide to Graphics, Models and Presentation Techniques, Wiley, 3<sup>rd</sup> Edition (Feb. 2012) or latest edition

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Analyze code requirements including: building construction types, occupancy classification, occupant loads, egress requirements, exit lighting, and fire detection.
- Analyze client needs according to end-user needs, functional space requirements, budgetary requirements, public image, existing architectural elements, and site conditions.
- Develop and write an appropriate design concept based on the analysis of client needs and code restrictions
- Design, draw, and specify custom cabinetry and furniture.
- Develop workable solutions for space planning, lighting, and ADA requirements as identified in analysis of client needs and code requirements.
- Develop schedules and write specifications for finishes, products, and materials.
- Draw and render graphic depictions of a space in presentation quality.
- Orally present a completed project in a professional manner.
- Identify current trends and ethics impacting the field of interior design.

**IV. Methods of Presentation:**

Lecture; discussion; demonstration; hands-on projects; group and one-on-one reviews

**V. Course Content:**

<b>% of course</b>	<b>Topic</b>
10%	Profession of Interior Design
10%	Factors Affecting Commercial Design
10%	Code Requirements
10%	Universal Design
10%	Sustainable Design
10%	Furniture and Fixtures
10%	Interior Construction and Systems
10%	Writing Specifications
10%	Lighting
10%	Methods of Presentation

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
30%	Project 1
30%	Project 2
30%	Project 3
10%	Exercises

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Commercial Design – Students will be given a commercial building with client and site parameters. Students will research code requirements and coordinate project requirements with client wants to formulate a space plan. The space plan design will be visually presented with a minimum of 3 drawings including a floor plan, elevation and perspective showing furnishings. The design will also be presented orally with the student explaining how and why the solution was achieved.
2.	Material Board and Specifications – Students will further develop the space planning project through material and color sections. Materials and color selections must meet design problem requirements which include requirements for code compliance and client expectations. Students will research and write a specification for the Commercial Design project and develop a minimum of 2 color drawings and 1 material board that details and describes the design concept. Project will be presented to the class along with an oral presentation which explains how and why the solution was achieved.

## Course Approval and Data Sheet for: Interior Architectural Design 45

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	<b>Updated/Revised</b>
<b>If this is a NEW course</b> , anticipated semester and year of first offering:	

**If this is a new course, please provide a rationale for the addition of this course to the curriculum:**  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- Interior Architectural Design

List all A.A. majors in which this course is/will be an **option**:

- 

List all Certificates of Achievement in which this course is/will be **required**:

- Interior Architectural Design Level 2

List all Certificates of Achievement in which this course is/will be an **option**:

- 

List all Department Certificates in which this course is/will be **required**:

- 

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be <b>transferable to the CSU</b> ?	<b>Yes</b>
Should this course be <b>transferable to the UC</b> ?	<b>No</b>

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**

**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design

## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 45

### Course Level Student Learning Outcomes: (Must list at least 2)

1.	Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
	As assessed by: Class Participation and exercises that are submitted on time and are original work.
2.	Students will be able to analyze and develop functional space requirements, budgetary requirements, public image, existing architectural elements and site conditions for incorporation into a design concept.
	As assessed by: A visual and written project which is presented visually and orally to the class
3.	Students will be able to develop and orally present a set of drawings and written specifications demonstrating mastery of interior architectural design space planning concepts.
	As assessed by: A visual and written project which is presented visually and orally to the class

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1.	To encourage and develop professional communication skills; verbal, written, and technical.
	Students will gain confidence in their professional work by developing solutions using multi-media presentations. They will also learn how to write specifications – a technical communication skill which is critical in Interior Architectural Design.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1	Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	Students will gain confidence and discipline by working individually and as a team to develop their original ideas for visual and oral presentation to a class.
ILO #2	Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
	Students will be able to evaluate commercial design program requirements by developing design solutions using constraints such as code compliance and client desires.
ILO#3	Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.
	Covering the issue of universal design will engage students in the impact that designers can have on created engaging environments that are inclusive for all.
ILO #4	Take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	Class discusses the issue of sustainable design which will help students realize what impact the design of responsible buildings and environments do to lessen our impact on the earth.

S/ILO Committee Use Only

reviewed by: CKS 1-24-12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 45

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?		<b>Yes</b>	
If yes, state the recommended prerequisites:		<b>INTARC 40</b>	
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?		<b>No</b>	
If yes, state the English and/or math level necessary for success:			
English level recommended:		Math level recommended:	

## Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

### Interior Architectural Design 45

**Prerequisite:** INTARC 40 ; Interior Architectural Design Studio II

Other prerequisites, corequisites, and advisories also required for this course:

(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites

Type 5: Health and Safety
Type 6: Recency and other measures of readiness (miscellaneous)

**SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY**

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

**SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.**

**TYPE 2, SEQUENTIAL WITHIN AND ACROSS DISCIPLINES:** Include in the course outline (to be attached) a list of specific skills and/or knowledge a student must possess in order to be sufficiently prepared to succeed in the course.

INTARC 40 (Interior Architectural Design Studio II) is required for Level 2 Certificate. It is second in a series of Studio classes. Each studio class is designed to build on technical and presentation skills from the previous course.

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 45**

A)	Use space-planning skills to solve design problems.
B)	Develop color schemes that will solve specific design problems.
C)	Use patterns, textures and finishes in solving specific design problems.
D)	Select furnishings to solve specific design problems.
E)	Develop ability to work independently.
F)	Demonstrate ability to work effectively in a design team.
G)	Develop ability to analyze and critique potential design solutions.
H)	Illustrate design concepts using advanced drafting and sketching techniques.
I)	Coordinate and present design concepts.

**EXIT SKILLS FOR INTARC 40**

1.	Use space-planning skills to solve design problems.
2.	Develop color schemes that will solve specific design problems.
3.	Use patterns, textures and finishes in solving specific design problems.
4.	Select furnishings to solve specific design problems.
5.	Develop ability to work independently.
6.	Demonstrate ability to work effectively in a design team.
7.	Develop ability to analyze and critique potential design solutions.
8.	Illustrate design concepts using advanced drafting and sketching techniques.
9.	Coordinate and present design concepts.



		ENTRANCE SKILLS FOR 45									
EXIT SKILLS FOR 40		A	B	C	D	E	F	G	H	I	J
	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6						X				
	7							X			
	8								X		
	9									X	
10											

## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 52

<b>Course Title:</b>	Production Design for Film and TV	<b>Units:</b>	<b>3</b>		
Total Instructional Hours: (usually 18 per unit)	<b>108</b>				
Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>3</b>	Arranged:	<b>0</b>

<b>Date Submitted:</b>	
<b>Date Updated:</b>	09/30/2011

<b>Transfer:</b>	CSU
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<b>Prerequisite(s):</b>	INTARC 32 AND 37
<b>Skills Advisory:</b>	None

#### I. Catalog Description:

This studio course features hands-on skills in production design for film and TV. The course specifically focuses on design analysis, development, design, and presentation. Students learn to research and develop an individual project from script to screen. Students produce set designs for both a Feature Film and a TV Commercial.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. LoBrutto, Vincent, Becoming Film Literate: The Art and Craft of Motion Pictures, Publisher: Greenwood Publishing Group (April 2007)

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Breakdown a script and determine the important visual elements that will tell the story visually.
- Create design concepts that satisfy the requirements of the script and the director.
- Research and develop the designs using tear sheets, books, pictorial research, product catalogs, millwork catalogs, magazines and fine art to create your design concepts.
- Describe the structure and define the process of a motion picture and television Art Department. Identify the duties and responsibilities of all the members of the Art Department as well as rest of the Production Team.
- Gain experience in sketching, drafting, decorating, model building, rendering and presentation skills and use these skills to create projects suitable for portfolio.
- Demonstrate professional presentation skills in completed projects.

#### IV. Methods of Presentation:

Lecture; discussion; presentations, field trips

#### V. Course Content:

% of course	Topic
7%	Introduction of script analysis principals
7%	Script breakdown, character analysis, and concept development

10%	Stage sets and location shooting, set sketches and their development into illustrations
5%	Stage set elevations and details
15%	Development of white models. Color renderings of set illustrations
10%	Set decoration principals and practices – including sustainable and ethical practices
6%	Commercial Projects: Differences and similarities between Full length Feature Projects and TV Commercials
10%	Set break down. Development of storyboard and thumbnail sketches
15%	Development of Presentation Boards
10%	Present TV Commercial In class
5%	Final Exam

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
20%	Participation/Discussion/In Class Activities
30%	Project 1
30%	Project 2
20%	Exams

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Project 1 – Use tear sheets, books, pictorial research, product catalogs, millwork catalogs, magazines and fine art to create a conceptual design source book appropriate to a given design problem in production design for film and television.
2.	Project 2 – develop of set of stage elevations and details for a given project. Develop a white model of the set and do color renderings of the set illustrations. Drawings and model photos will be developed into presentation boards that will be presented in class.

## Course Approval and Data Sheet for: Interior Architectural Design 52

Is this a New Course, Updated/Revised Course, or Reinstated Course?

**Updated/ Revised**

If this is a **NEW** course, anticipated semester and year of first offering:

If this is a **new** course, please provide a rationale for the addition of this course to the curriculum:  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- Interior Architectural Design

List all A.A. majors in which this course is/will be an **option**:

- 

List all Certificates of Achievement in which this course is/will be **required**:

- 

List all Certificates of Achievement in which this course is/will be an **option**:

- Interior Architectural Design Level 1 and Level 2

List all Department Certificates in which this course is/will be **required**:

- Set Design and Art Direction for Film and TV

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be **transferable to the CSU**?

**Yes**

Should this course be **transferable to the UC**?

**No**

If you are requesting UC transferability, please list either a comparable lower division course offered at one of the UC campuses or a comparable California Community College course which is transferable to UC:

- UC Campus:
  - UC Course Number:
  - UC Course Title:
- or
- California Community College:
  - Course Number:
  - Course Title:

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be repeatable? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**

**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Possession of a bachelor's degree, or equivalent foreign degree, plus two years of professional experience directly related to the faculty member's assignment; or
- Possession of an associate degree, or equivalent foreign degree, plus six years of professional experience directly related to the faculty member's assignment.

## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 52

### Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

As assessed by: Class Participation and exercises that are submitted on time and are original work.

2. Use tear sheets, books, pictorial research, product catalogs, millwork catalogs, magazines and fine art to create a conceptual design source book appropriate to a given design problem in production design for film and television.

As assessed by: A project presented in class

3. Develop, prepare, and assess drawings and other presentation materials for inclusion in a professional production design portfolio.

As assessed by: A project presented in class

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1. To encourage and develop professional communication skills; verbal, written, and technical.

Students will acquire skills in developing set drawings and skeion in set design.

2. To promote future excellence in the interior design field by keeping current with industry trends.

The latest styles, trends and concepts will be discussed in class.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1 Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

Students will acquire skills in creating professional technical documents.

ILO #2 Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

Students will be able to evaluate drawings and technical documents for inclusion in a professional project.

ILO#3 Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

-

ILO #4 Take responsibility for their own impact on the earth by living a sustainable and ethical life style.

Materials and ethical, sustainable practices for set design are discussed in class.

S/ILO Committee Use Only

reviewed by: CKS 1-24-12

**Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002**

**Interior Architectural Design 52**

**Section I – Course Criteria**

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

**Section II – Recommendations for Prerequisites**

15. Are entrance skills and consequent prerequisites for the course required?		<b>Yes</b>	
If yes, state the recommended prerequisites:		<b>INTARC 32</b>	
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?		<b>No</b>	
If yes, state the English and/or math level necessary for success:			
English level recommended:		Math level recommended:	

## Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

### Interior Architectural Design 52

**Prerequisite:** Interior Architectural Design 32 ; Visual Studies I

Other prerequisites, corequisites, and advisories also required for this course:  
Interior Architectural Design 37; Set Design and Art Direction for Film and TV

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites
	Type 5: Health and Safety

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 52**

A)	Demonstrate a beginning competency in basic drafting skills.
B)	Execute basic lettering, graphic, and pictorial drawing techniques.
C)	Apply appropriate scale and layout for visual communication and presentation.
D)	Utilize the various drawing standards and conventions used in architecture and interior design.
E)	Draw a simple floor plan and lighting plan with appropriate schedules and legends.
F)	Use orthographic projection for visualizing and drawing three-dimensional constructions of simplified rooms.

**EXIT SKILLS FOR INTARC 32**

1.	Demonstrate a beginning competency in basic drafting skills.
2.	Execute basic lettering, graphic, and pictorial drawing techniques.
3.	Apply appropriate scale and layout for visual communication and presentation.
4.	Utilize the various drawing standards and conventions used in architecture and interior design.
5.	Draw a simple floor plan and lighting plan with appropriate schedules and legends.
6.	Use orthographic projection for visualizing and drawing three-dimensional constructions of simplified rooms.

		ENTRANCE SKILLS FOR INTARC 52									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR INTARC 32	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6						X				
	7										
	8										
	9										
	10										



## Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

### Interior Architectural Design 52

**Prerequisite:** Interior Architectural Design 37; Set Design and Art Direction for Film and TV

Other prerequisites, corequisites, and advisories also required for this course:  
Interior Architectural Design 32 ; Visual Studies I

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
10. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
11. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
12. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
13. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
14. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
15. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
16. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
17. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
18. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites
	Type 5: Health and Safety
	Type 6: Recency and other measures of readiness (miscellaneous)

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 52**

A)	Identify education, skills and personal qualifications for entry into the Motion Picture Production Design Profession.
B)	Differentiate between each category of job title related to the Motion Picture Professional Art Department: Production Designer, Art Director, Set Decorator, and Set Designer.
C)	Examine each area of Motion Picture Production as it relates to Feature Film, Television, Commercials, Music Videos and Corporate Videos.
D)	Identify all of the different Professionals involved in a complete Production and describe what each Professional does in the business.
E)	Interview Production Design Professionals in the industry, obtain in-depth knowledge of the Profession and share interview knowledge with other class members in written and oral reports.
F)	Identify the Professional Unions associated with this profession and the pros and cons of Union Vs Non-Union.
G)	Examine and assess contracts and oral agreements associated with Freelance Production Design, Art Direction, Set Decoration, and Set Design.

**EXIT SKILLS FOR INTARC 37**

1.	Identify education, skills and personal qualifications for entry into the Motion Picture Production Design Profession.
2.	Differentiate between each category of job title related to the Motion Picture Professional Art Department: Production Designer, Art Director, Set Decorator, and Set Designer.
3.	Examine each area of Motion Picture Production as it relates to Feature Film, Television, Commercials, Music Videos and Corporate Videos.
4.	Identify all of the different Professionals involved in a complete Production and describe what each Professional does in the business.
5.	Interview Production Design Professionals in the industry, obtain in-depth knowledge of the Profession and share interview knowledge with other class members in written and oral reports.
6.	Identify the Professional Unions associated with this profession and the pros and cons of Union Vs Non-Union.
7.	Examine and assess contracts and oral agreements associated with Freelance Production Design, Art Direction, Set Decoration, and Set Design.

		ENTRANCE SKILLS FOR INTARC 52									
EXIT SKILLS FOR INTARC 37		A	B	C	D	E	F	G	H	I	J
	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6						X				
	7							X			
	8										
	9										
10											

## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 57

<b>Course Title:</b>	3D Digital Drafting II	<b>Units:</b>	<b>3</b>
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Total Instructional Hours: (usually 18 per unit)	<b>108</b>
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Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>3</b>	Arranged:	<b>0</b>
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<b>Date Submitted:</b>	(office use only)
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<b>Date Updated:</b>	09/30/2011
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<b>Transfer:</b>	CSU
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<b>Prerequisite(s):</b>	INTARC 38
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<b>Skills Advisory:</b>	None
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#### I. Catalog Description:

This lecture/ lab course examines digital design concepts and techniques, including Building Information Modeling. The course explores systems integration, coordination, team work environments and design concept presentation in an interior architecture production environment. The course applies the use of a 3D workflow to represent and extract 2D, 3D and 4D information. The course also illustrates basic rendering techniques and virtual walkthroughs of the space.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Wing, Wric, SAutodesk Revit Architecture 2012: No Experience Required (Autodesk Official Training Guides), Sybex, 1<sup>st</sup> Edition (June 2011) or latest Edition

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Demonstrate basic understanding of the core concepts of the software.
- Start and set up a Project and work environment.
- Use the basic tools of the trade and software.
- Create Floor Plans, Sections, Elevations, 3D views, Family Components.
- Create Title Blocks, both standard and custom.
- Create working schedules and tags.
- Create a basic walkthrough of their space or building.
- Create a basic rendering of their space or building.
- Print and present a completed project to scale and on time.
- Learn where to go to find help and find components and families created by others.
- Discuss future trends in the industry software.

#### IV. Methods of Presentation:

Lecture; discussion; demonstration; hands-on projects; group and one-on-one reviews

**V. Course Content:**

<b>% of course</b>	<b>Topic</b>
5%	Course Overview – software environment
5%	Project Start Up
20%	Modeling Basics, Modeling Components and System Components
5%	Linking, Importing and DWG + Image Files
10%	Complex Geometry
10%	Rooms, Schedules and Tags
5%	Annotations
10%	Materials
5%	Visibility Graphics and View & Model control
5%	Details and Detail Components
10%	Content Creation and Families
5%	Title Blocks, Sheets and Plotting (Paper + Digital)
5%	Rendering and Walkthroughs

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
30%	Weekly Assignments
10%	Participation/In Class exercises
30%	Project 1
30%	Project 2

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Project 1 – Students will be given a simple building that they will be required to document digitally. The building will be built as a 3D model in a BIM format. From this model the students will generate floor plans, elevations and sections.
2.	Project 2 – Students will be required to develop schedules for Project 1. Door schedules, window schedules and material schedules can be created. Schedules shall be formatted on a drawing sheet as part of the construction set of drawings and will be used for generating specifications.

# Course Approval and Data Sheet for: Interior Architectural Design 57

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	<b>Updated/Revised</b>
<b>If this is a NEW course</b> , anticipated semester and year of first offering:	

**If this is a new course, please provide a rationale for the addition of this course to the curriculum:**  
 (enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- 

List all A.A. majors in which this course is/will be an **option**:

- Interior Architectural Design

List all Certificates of Achievement in which this course is/will be **required**:

- 

List all Certificates of Achievement in which this course is/will be an **option**:

- Interior Architectural Design Level 2

List all Department Certificates in which this course is/will be **required**:

- Digital Production and Design

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be <b>transferable to the CSU</b> ?	<b>Yes</b>
Should this course be <b>transferable to the UC</b> ?	<b>No</b>

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**  
**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design

## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 57

### Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

As assessed by: Class Participation and exercises that are submitted on time and are original work.

2. Students will develop technical skills by building a 3D building information modeling systems. The student will be able to analyze a building in 3D and develop simple 2D drawings from them.

As assessed by: A project that is presented to the class and submitted to the instructor for evaluation

3. Students will gain an understanding of how a basic Building Information Modeling system integrates and incorporates information.

As assessed by: A project that is presented to the class and submitted to the instructor for evaluation

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1. To encourage and develop professional communication skills; verbal, written, and technical.

Students will gain confidence in their professional work by developing technical skills required for communicating design requirements and solutions to other industry professionals.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #2 Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

Students will be able to evaluate a BIM (building information model) for effective communication with other industry professionals.

ILO#3 Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

ILO #4 Take responsibility for their own impact on the earth by living a sustainable and ethical life style.

*S/ILO Committee Use Only*

reviewed by: CKS 1-24-12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 57

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	<b>Yes</b>
If yes, state the recommended prerequisites:	<b>INTARC 38</b>
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	<b>No</b>
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:

## Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

### Interior Architectural Design 57

**Prerequisite:** INTARC 38 ; 3D Digital Drafting I

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites
	Type 5: Health and Safety



**SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY**

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

**SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.**

**TYPE 2, SEQUENTIAL WITHIN AND ACROSS DISCIPLINES:** Include in the course outline (to be attached) a list of specific skills and/or knowledge a student must possess in order to be sufficiently prepared to succeed in the course.

INTARC 38 (3D Digital Drafting) is required for a Level 2 Certificate. INTARC 38 introduces students to 3D digital drafting. 3D digital drafting is used as the premise for developing the modeling system for the INTARC 57 class.

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 57**

A)	Create dimensionally accurate 3D models using various techniques (wireframe, solid, and surface)
B)	Extrude 2D floor plans into 3D models.
C)	Apply textures and materials to model
D)	Rendering and Shade 3D drawings
E)	Set up, export and print rendered camera views

**EXIT SKILLS FOR INTARC 38**

1.	Create dimensionally accurate 3D models using various techniques (wireframe, solid, and surface)
2.	Extrude 2D floor plans into 3D models.
3.	Apply textures and materials to model
4.	Rendering and Shade 3D drawings
5.	Set up, export and print rendered camera views

**ENTRANCE SKILLS FOR 57**

EXIT SKILLS FOR 38	A	B	C	D	E	F	G	H	I	J
	1	X								
	2		X							
	3			X						
	4				X					
	5					X				
	6									
	7									
	8									
	9									
	10									

## Course Outline of Record

# Santa Monica College

## Course Outline For Interior Architectural Design 65

<b>Course Title:</b>	Digital Illustration for Interiors	<b>Units:</b>	<b>3</b>		
Total Instructional Hours: (usually 18 per unit)	<b>108</b>				
Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>3</b>	Arranged:	<b>0</b>
<b>Date Submitted:</b>	(office use only)				
<b>Date Updated:</b>	09/30/2011				

**Transfer:** CSU

**Prerequisite(s):** INTARC 28 (new)  
**Skills Advisory:** None

### I. Catalog Description:

This course covers the rendering of finished perspective drawings using digital media software such as Photoshop. Emphasis is placed on interior materials such as wood, tile, marble, glass, metals and mirrored surfaces, fabrics, floor and wall coverings, window treatments, plants and entourage. Use of light, shade and shadow is employed to show three-dimensional form. Use of color and texture is emphasized to produce realistic effects in complete room settings.

### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Jenifer Smith, Aquent Creative Team, and AGI Creative Team Adobe Photoshop CS4 Classroom in a Book Paperback, Publisher: Wiley Publishing, Inc. (Nov. 3, 2008) or latest edition.

### III. Course Objectives:

Upon completion of the course students will be able to:

- Demonstrate a variety of realistic and artistic effects that can be achieved using digital media.
- Apply knowledge of light, shade and shadow on a 2D drawing to give the illusion of three-dimensional form in interior renderings.
- Represent a variety of interior materials realistically with digital media.
- Use color, texture, and pattern to represent a combination of materials to produce realistic illustrations of furniture, accessories, and complete room settings.

### IV. Methods of Presentation:

Lecture; discussion; demonstration

### V. Course Content:

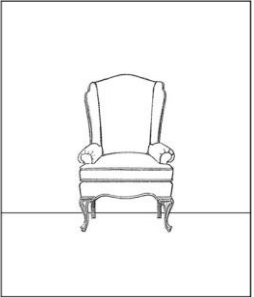
% of course	Topic
5%	Introduction to course, equipment and digital media software.
10%	Introduction of Photoshop's basic tools needed for the creation of interior renderings.
10%	Rendering of construction materials such as: wood, brick, stone, and cement.
5%	Rendering of furniture: wood tables, chests, bookcases, etc.
15%	Rendering upholstered furniture: fabrics—plain, plaid, floral prints, corduroy, velvet, etc.
5%	Rendering carpets and floor coverings.
10%	Rendering reflective metals: chrome, brass, copper.
10%	Rendering glass, marble and plastics.

10%	Rendering window treatments: draperies, shutters, blinds, shades.
10%	Rendering plants and foliage.
10%	Creating personalized custom libraries of reusable color palettes, textures, patterns, plants, people, and other objects.

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

% of grade	Evaluation Method
10%	Student Presentations & Participation
60%	8 Weekly Projects
30%	Final Project

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	<p>Using the line drawing provided, create a simple but realistic environment using the techniques discussed and demonstrated in class.</p> <p><b>Requirements:</b></p> <ol style="list-style-type: none"> <li>Chair is to be upholstered with a seamless pattern made from one of the provided fabric swatches. Fabric colors maybe altered if necessary to achieve a harmonious setting.</li> <li>Chair must observe proper use of light logic. Use the tools demonstrated in class including the Dodge and Burn tools, feathered selections, painting in modes other than Normal etc.</li> <li>Wall must be decorated with some type of patterned wallpaper using a seamless pattern created from a wallpaper swatch. Swatches will be provided, however, students have the option to use patterned wallpaper of their own choosing.</li> <li>Environment must include some type of patterned flooring. Examples would include: hardwood, ceramic tiles, patterned carpet and throw rugs etc.</li> <li>Once rendering is complete, create one color variation using PS's Hue &amp; Saturation, or Color Balance palettes.</li> <li>Students are to incorporate some of their own personality and design sense into the rendering.</li> </ol> <p><b>Assignment Goals</b></p> <p>This project is designed to re-enforce the tools and techniques discussed thus far in class including different painting techniques and the use of light logic to shade objects. It is also to give the student practical experience in creating seamless patterns made from fabric and wallpaper swatches that might be presented to them by a real client and then incorporating that small swatch into a rendering that depicts its use.</p>	
2.	<p>Using the rules of light logic and the Photoshop techniques discussed and demonstrated thus far in class, shade the four basic shapes (rectangle, sphere, cylinder, and cone) using the line drawings provided. Follow the guidelines outlined below for each shape.</p> <p><b>A. Cubes-</b> following the 2 rules of light logic for rectangular shapes and the PS techniques discussed and demonstrated in class, use the line drawing provided to illustrate the rectangles outlined below.</p> <ol style="list-style-type: none"> <li>Block in each side of the rectangles using solid value to represent change of plane. Save as a separate file (class demo).</li> <li>After blocking in the values (#1) use PS's Hue &amp; Saturation to colorize each rectangle. Make each rectangle a different color. Save as a separate file (class demo).</li> <li>Using PS's gradient tool, assign different gradient values to each plane so as to represent basic light logic. Save as a separate file (class demo).</li> <li>Using cubes #3 as a base, apply a texture to the rectangles and allowing logic to still show value changes for each plane.</li> </ol> <p><b>B. Spheres-</b> following the basic rules of light logic and the PS techniques discussed and demonstrated in class; use the line drawing provided to illustrate the spheres as outlined below.</p> <ol style="list-style-type: none"> <li>Create a custom gradient using PS's Gradient Editor and apply it to each sphere to represent light logic. Save as a separate file (class demo).</li> <li>After shading the spheres using just value (#1) use PS's Hue &amp; Saturation to colorize each sphere. Make each rectangle a different color. Save as a separate file (class demo).</li> <li>Using PS's gradient tool, create custom gradients representing different colors but having the same color reflected light to illustrate each sphere.. Save as a separate file (class demo).</li> <li>Using spheres #3 as a base, apply a texture to the spheres allowing logic to still show the light logic. Save as a separate file (class demo).</li> </ol> <p><b>C. Cylinders</b> following the basic rules of light logic and the PS techniques discussed and demonstrated in class; use the line drawing provided to illustrate the cylinders as outlined below.</p>	

1. Using PS's Pen Tool, create the necessary paths around the cylinder and use them to make selections for the different parts of each cylinder, then illustrate the cylinders using correct light logic. When finishes, the lines that originally represented the cylinders should NOT be visible. Save as a separate file (class demo).
2. Using cylinders #1 as a base, create additional paths for selections, and illustrate cylinders with different size and shaped holes using correct light logic. Save as a separate file (class demo).
3. Using cylinders #2 as a base, add a different textures to the outside (only) of each cylinder. .. Save as a separate file (class demo).
4. Using cylinders #2 as a base, colorize each cylinder then distort the cylinders using PS's Liquefy Filter and then use PS's Chrome Filter to create the illusion of shiny plastic. Save as a separate file (class demo).

## Course Approval and Data Sheet for: Interior Architectural Design 65

Is this a New Course, Updated/Revised Course, or Reinstated Course?

**Updated/Revised**

If this is a **NEW** course, anticipated semester and year of first offering:

If this is a **new** course, please provide a rationale for the addition of this course to the curriculum:  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- 

List all A.A. majors in which this course is/will be an **option**:

- Interior Architectural Design

List all Certificates of Achievement in which this course is/will be **required**:

- 

List all Certificates of Achievement in which this course is/will be an **option**:

- Interior Architectural Design Level 2

List all Department Certificates in which this course is/will be **required**:

- 

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be **transferable to the CSU**?

**Yes**

Should this course be **transferable to the UC**?

**No**

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**

**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design

## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 65

### Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

As assessed by: Class Participation and exercises that are submitted on time and are original work.

2. Produce a set of digitally rendered drawings that show space, light, shade, and shadow for a series of interior spaces.

As assessed by: A project that is presented to the class and submitted to the instructor for evaluation

3. Develop and present sets of drawings accurately representing a variety of materials for complete room settings.

As assessed by: A project that is presented to the class and submitted to the instructor for evaluation

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1. To encourage and develop professional communication skills; verbal, written, and technical.

Students will gain confidence in their professional work by developing technical skills required for communicating design requirements and solutions to other industry professionals and to clients.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1 Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

Students will gain the confidence and self-discipline to develop a portfolio of work that will showcase their professional skills.

ILO #2 Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

ILO#3 Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

ILO #4 Take responsibility for their own impact on the earth by living a sustainable and ethical life style.

S/ILO Committee Use Only

reviewed by: CKS 2-9-12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 65

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?	<b>Yes</b>
If yes, state the recommended prerequisites: <b>INTARC 28</b>	
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	<b>No</b>
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:



## Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

### Interior Architectural Design 65

**Prerequisite:** INTARC 28 ; Visual Communications I

Other prerequisites, corequisites, and advisories also required for this course:

(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites

Type 5: Health and Safety
Type 6: Recency and other measures of readiness (miscellaneous)

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 65**

A)	Develop illustration skills to visually convey ideas
B)	Understand the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric
C)	Convert orthographic drawings of objects (furniture) into perspective sketches.
D)	Demonstrate basic light logic techniques
E)	Demonstrate ability to use the cube as the basis for three-dimensional representation in freehand drawings of furniture, and room interiors
F)	"Build" drawings when no supporting information exists.
G)	Draw from "sight".

**EXIT SKILLS FOR INTARC 28**

1.	Develop illustration skills to visually convey ideas
2.	Understand the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric
3.	Convert orthographic drawings of objects (furniture) into perspective sketches.
4.	Demonstrate basic light logic techniques
5.	Demonstrate ability to use the cube as the basis for three-dimensional representation in freehand drawings of furniture, and room interiors
6.	"Build" drawings when no supporting information exists.
7.	Draw from "sight".

		ENTRANCE SKILLS FOR 57									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR 38	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6						X				
	7							X			
	8										
	9										
	10										

## Course Outline of Record

# Santa Monica College

### Course Outline For Interior Architectural Design 70

<b>Course Title:</b>	3D Digital Rendering and Animation	<b>Units:</b>	<b>3</b>		
Total Instructional Hours: (usually 18 per unit)	<b>108</b>				
Hours per week (full semester equivalent) in Lecture:	<b>3</b>	In-Class Lab:	<b>3</b>	Arranged:	<b>0</b>

<b>Date Submitted:</b>	
<b>Date Updated:</b>	09/30/2011

	<b>Transfer:</b>	CSU
<b>Prerequisite(s):</b>	INTARC 38	
<b>Skills Advisory:</b>	None	

#### I. Catalog Description:

This is a beginning lecture/studio course in 3D Computer Animation, emphasizing Interior Design and Set Design for Film and TV. It will cover the basics of computer animation in a virtual interior with an emphasis on lighting, surface materials (textures), and camera angles. Beginning animations suitable for interior architectural walk-throughs will be created. The student will develop techniques, using state of the art software such as 3-D Studio Max®, to create visual representations on high-resolution computers of an actual interior or set design for film and television.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Murdock, Kelly L.; 3ds Max 2012 Bible Wiley; DVD edition (Aug. 2011) or latest edition
2. Derakhshani, Randi L. and Derakhshani, Dariush, Autodesk 3ds Max 2012 Essentials (Autodesk Official Training Guides), Sybex; (June 2011) or latest edition
3. Gerhard, Mark and Harper, Jeffrey; Mastering Autodesk 3ds Max Design 2011, Wiley, (Aug. 2010) or latest edition

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Import models and textures from AutoCAD® and other modeling and graphics programs.
- Apply techniques in lighting and camera placement in order to produce a scene that reflects realism.
- Manipulate surface materials (textures) in order to create a fluid design environment such as creating a marble table instead of an oak table.
- Use 3D Studio Max ® to create models of their own which can be used in any interior environment.
- Apply techniques in animation, such as movement of the camera, objects, and lighting, to create interior animations of a realistic nature.
- Incorporate their observations of natural features such as sunlight and shadows in future animations.
- Animate objects over time; making a sphere rotate and bounce on a table.
- Use mapping techniques such as placing a marble top on a glass table or putting a specific portion of wallpaper on an oak wall.
- View a real life interior scene and successfully reproduce it on the computer.

•	Produce a portfolio comprised of four projects completed throughout the semester. These four projects will reflect the concepts learned in the class.
•	Produce interior animations of a basic to semi-professional nature.
•	Assess another animation program and be able to quickly assimilate the workings of that program. (For example: a student can work on LIGHTWAVE® and sees that the LOAD command and CREATE commands are similar to those in 3-D Studio Max ®.)
•	Use general animation concepts with other animation programs to produce animations that reflect a basic to semi-professional output. The student will know the movement of objects and how lighting effects and cameras should be placed in an interior scene to make it “look” and “act” real.

**IV. Methods of Presentation:**

Lecture; discussion; demonstration; hands-on projects; group and one-on-one reviews

**V. Course Content:**

% of course	Topic
5%	Introduction Computer Animation Terms. Starting 3D Studio Max®: getting into the program. Getting to know the 5 modules of 3D Studio Max®
10%	The 2D Shaper: drawing 2D objects like boxes The 3D Loftter: making the 2D objects into “real” 3D interior objects
5%	Using the 2D Shaper and 3D Loftter: creating many types of different interior objects Project 1 Assigned: (a Vase)
15%	Using the 2D Shaper and 3D Loftter: creating additional objects. Project 1 Due TEST 1 The 3D Editor: using existing models and the ones created with the 2D Shaper and 3D Loftter; creating camera angles and lighting effects
10%	Using the 2D Shaper and 3D Loftter with the 3D Editor Project 2 Assigned: (a Vase on a Table with applied lighting and changing camera angles) The Materials Editor: learning how to put a marble surface (texture) on a table The Materials Editor. Project 2 Due TEST 2
15%	Using the 4 modules: creating specific interiors and interior sets with different surfaces (textures), lighting effects, camera angles, and objects. Project 3 Assigned: (a Vase made of Glass on a Marble Table on a Tile Floor)
15%	Using the 4 modules: creating different interiors and interior sets. TEST 3
20%	The Key framer: introduction to the animation of objects, camera angles, and lighting effects in a scene. Project 4 Assigned: animate a basic interior architectural walk-through.
5%	Creating basic scenes with a beginning animated interior architectural walk-through using all 5 modules.

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

% of grade	Evaluation Method
30%	Weekly Assignments
20%	Exams
30%	Project 1
20%	Project 2

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Project – Students will be given a building project or set design to build in 3ds Max. The project will include mapped textures on objects to create a realistic space and will be rendered for a minimum of 2 images. These images will be formatted for portfolio and class presentation.
2.	Project – Students will use an interior space or set design to create a complete animated interior set walkthrough using key-frame animation techniques. The presentation video shall be a minimum of 1 minute in duration and showcase key features of the 3D model.

# Course Approval and Data Sheet for: Interior Architectural Design 70

Is this a New Course, Updated/Revised Course, or Reinstated Course?

**Updated/Revised**

**If this is a NEW course**, anticipated semester and year of first offering:

**If this is a new course, please provide a rationale for the addition of this course to the curriculum:**  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all A.A. majors in which this course is/will be **required**:

- 

List all A.A. majors in which this course is/will be an **option**:

- 

List all Certificates of Achievement in which this course is/will be **required**:

- 

List all Certificates of Achievement in which this course is/will be an **option**:

- Interior Architectural Design – Level 1, Level 2

List all Department Certificates in which this course is/will be **required**:

- Digital Production and Design

List all Department Certificates in which this course is/will be an **option**:

- 

Should this course be **transferable to the CSU**?

**Yes**

Should this course be **transferable to the UC**?

**No**

**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be **repeatable**? **0**

**Course Load Factor** suggested by department: **(insert load factor here)**

**Rationale** for the above load factor suggestion:

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Interior Design

## Student / Program / Institutional Learning Outcomes

September 2011

Interior Architectural Design 70

### Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

As assessed by: Class Participation and exercises that are submitted on time and are original work.

2. Students will map textures to objects to create realistic interior sets.

As assessed by: A project that is presented to the class and submitted to the instructor for evaluation

3. Students will create a complete animated interior set walkthrough using key-frame animation techniques.

As assessed by: A project that is presented to the class and submitted to the instructor for evaluation

**Demonstrate how this course supports/maps to at least one program learning outcome.** Please include all that apply:

1. To encourage and develop professional communication skills; verbal, written, and technical.

Students will gain confidence in their professional work by developing technical skills required for communicating design requirements and solutions to other industry professionals.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1 Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

ILO #2 Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

Students will be able to evaluate a set of working drawings for effective communication with other industry professionals.

ILO#3 Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

ILO #4 Take responsibility for their own impact on the earth by living a sustainable and ethical life style.

S/ILO Committee Use Only

reviewed by: CKS 1-24-12

## Associate Degree Course Criteria and Standards, as per Title V, Section 55002

### Interior Architectural Design 70

#### Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	X	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	X	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	X	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	X	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	X	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	X	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	X	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	X	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	X	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	X	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	X	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	X	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	X	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	X	

#### Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required?		<b>Yes</b>	
If yes, state the recommended prerequisites:		<b>INTARC 38</b>	
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?		<b>No</b>	
If yes, state the English and/or math level necessary for success:			
English level recommended:		Math level recommended:	

# Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

## Interior Architectural Design 70

**Prerequisite:** INTARC 38 ; 3D Digital Drafting I

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

**SECTION 1 - CONTENT REVIEW:** Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

	Type 1: Standard Prerequisite
X	Type 2: Sequential within and across disciplines
	Type 3: Course in communication or computational skills as prerequisite for course other than another skills course
	Type 4: Program prerequisites
	Type 5: Health and Safety
	Type 6: Recency and other measures of readiness (miscellaneous)

### SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY



Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

**SECTION IV - ADDITIONAL LEVELS OF SCRUTINY REQUIRED FOR EACH TYPE OF PREREQUISITE OR COREQUISITE.**

**TYPE 2, SEQUENTIAL WITHIN AND ACROSS DISCIPLINES:** Include in the course outline (to be attached) a list of specific skills and/or knowledge a student must possess in order to be sufficiently prepared to succeed in the course.

INTARC 38 (3D Digital Drafting) is required for a Level 2 Certificate. INTARC 38 introduces students to 3D digital drafting. 3D digital drafting is used as the premise for developing the modeling system for the INTARC 70 class.

**You are required to complete the Prerequisite Worksheet on the following page.  
Prerequisite Worksheet**

**ENTRANCE SKILLS FOR INTARC 70**

A)	Create dimensionally accurate 3D models using various techniques (wireframe, solid, and surface)
B)	Extrude 2D floor plans into 3D models.
C)	Apply textures and materials to model
D)	Rendering and Shade 3D drawings
E)	Set up, export and print rendered camera views

**EXIT SKILLS FOR INTARC 38**

1.	Create dimensionally accurate 3D models using various techniques (wireframe, solid, and surface)
2.	Extrude 2D floor plans into 3D models.
3.	Apply textures and materials to model
4.	Rendering and Shade 3D drawings
5.	Set up, export and print rendered camera views

		ENTRANCE SKILLS FOR 70									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR 38	1	X									
	2		X								
	3			X							
	4				X						
	5					X					
	6										
	7										
	8										
	9										
	10										

## Interior Architectural Design Degree, Certificate of Achievement & Department Certificates

### INTERIOR ARCHITECTURAL DESIGN, LEVEL I (24 units) – CERTIFICATE OF ACHIEVEMENT

This certificate leads to multiple careers opportunities in retail and wholesale design. The focus is on design and drafting fundamentals, visualization, perspectives, color, and materials and products. An Interior Architectural Design, Level 1 Certificate of Achievement is granted upon completion of the 24 required units under Level 1:

INTARC 28, Visual Studies II (3)

INTARC 29, Computer Skills for Interior Architectural Design (3) **ADDED 3/2012**

INTARC 30, Principles of Interior Architectural Design (3)

INTARC 31, Interior Architectural Design Studio I (3)

INTARC 32, Visual Studies I (3)

~~INTARC 33, Interior Architectural Design Careers and Portfolio~~ **REMOVED 3/2012**

INTARC 34, Applied Color and Design Theory (3)

INTARC 35, 2D Digital Drafting (3)

INTARC 36, Interior Materials and Products (3)

### INTERIOR ARCHITECTURAL DESIGN, LEVEL II (48 units including 24 units in Level I) – CERTIFICATE OF ACHIEVEMENT / AA DEGREE

This certificate builds professional skills in design, materials, furniture styles, digital design and drafting and career and portfolio creation. An Interior Architectural Design, Level II Certificate of Achievement is granted upon completion of Level 1 (above) and the 24 required units listed under Level 2:

#### REQUIRED CORE COURSES (18 units):

INTARC 33, Interior Architectural Design Careers and Portfolio (3) **ADDED 3/2012**

INTARC 38, 3D Digital Drafting I (3)

INTARC 40, Interior Architectural Design Studio II (3) **ADDED 3/2012**

INTARC 41, History of Interior Architecture and Furniture I ~~or INTARC 60 or INTARC 66~~ (3) **OPTION REMOVED 3/2012**

INTARC 42, History of Interior Architecture and Furnishings II ~~or INTARC 60 or INTARC 66~~ (3) **OPTION REMOVED 3/2012**

INTARC 45, Interior Architectural Design Studio III (3) **ADDED 3/2012**

~~INTARC 51, Rapid Visualization (3)~~ **REMOVED 3/2012**

#### REQUIRED ELECTIVE COURSES (6 units):

Choose any 6 units from the list of courses below:

- INTARC 37, Set Design/Art Direction for Film & TV (3)
- INTARC 39, Green Design for Interiors (3)
- ~~INTARC 40, Interior Architectural Design Studio II (3)~~ **REMOVED 3/2012**
- INTARC 44, Fundamentals of Lighting (3)
- ~~INTARC 45, Interior Architectural Design Studio III (3)~~ **REMOVED 3/2012**
- INTARC 46, Construction Documents (3)
- ~~INTARC 47, Business and Professional Practice (3)~~ **REMOVED 3/2012**
- ~~INTARC 49, Trade Resources for Film/TV (3)~~ **REMOVED 3/2012**
- INTARC 50, Business, Professional Practice & Codes (3)
- INTARC 52, Production Design for Film and TV (3)
- ~~INTARC 54, Universal Design for Interiors (3)~~ **REMOVED 3/2012**
- INTARC 57, 3D Digital Drafting II (3)
- INTARC 60, 20th Century Furniture and Interiors (3) **ADDED 3/2012**
- INTARC 62, Model Building (3)
- INTARC 65, Digital Illustration for Interiors (3)
- INTARC 66, Visual History of American Housing (3) **ADDED 3/2012**
- ~~INTARC 69, Custom Residential Design (3)~~ **REMOVED 3/2012**
- INTARC 70, 3D Digital Rendering and Animation (3)
- INTARC 90A, Internship (1)
- INTARC 90B, Internship (2)
- INTARC 90C, Internship (3)
- INTARC 90D, Internship (4)

## **DEPARTMENT CERTIFICATES - 18 15 UNITS**

### **SET DESIGN AND ART DIRECTION FOR FILM AND TV (18 15 units)**

- INTARC 32, Visual Studies I (3)
- INTARC 28, Visual Studies II (3)
- INTARC 41, History of Interior Architecture and Furniture I (3) **ADDED 3/2012**
- INTARC 37, Set Design and Art Direction for Film and TV (3)
- INTARC 52, Production Design for Film and TV (3) **ADDED 3/2012**
- ~~INTARC 42, History of Interior Architecture and Furnishings II (3)~~ **REMOVED 3/2012**
- ~~INTARC 49, Trade Resources for Film/TV (3)~~ **REMOVED 3/2012**
- ~~INTARC 51, Rapid Visualization (3)~~ **REMOVED 3/2012**

### **~~CAD PRODUCTION AND DESIGN~~ DIGITAL PRODUCTION AND DESIGN (18 15 units)**

- INTARC 35, 2D Digital Drafting (3)
- INTARC 38, 3D Digital Drafting I (3)
- INTARC 57, 3D Digital Drafting II (3)
- INTARC 70, 3D Digital Rendering and Animation (3)
- INTARC 46, Construction Documents (3)
- ~~INTARC 40, Interior Architectural Design Studio II (3)~~ **REMOVED 3/2012**

## Course Outline of Record

# Santa Monica College

### Course Outline For Dance 5/ Dance History

<b>Course Title:</b>	Dance History	<b>Units:</b>	3
Total Instructional Hours: (usually 18 per unit)	<b>54</b>		
Hours per week (full semester equivalent) in Lecture:	<b>54</b>	In-Class Lab:	Arranged:
<b>Date Submitted:</b>	February 9, 2012		
<b>Date Updated:</b>	February 22, 2012		
		<b>IGETC Area:</b>	3A
		<b>Transfer:</b>	UC, CSU
<b>Prerequisite(s):</b>	None		
<b>Skills Advisory:</b>	Eligibility for English 1		

#### I. Catalog Description:

This course is an historical survey course which covers dance as a religious expression, social form and a performing art. Theatrical, social, and sacred ritual is investigated in different historic periods and places predominately within Western civilization. Time periods covered include Ancient Egypt, Classical Greek, Dark Ages, Middle Ages, Renaissance, Baroque, Romantic, Neo-Classic, Modern and Postmodern era during the 20<sup>th</sup> and 21<sup>st</sup> Centuries. Styles and schools of thought include ballet, modern dance, jazz and tap, world dance, and popular dance forms.

#### II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Jack Anderson: Ballet and Modern Dance, A Concise History; PRNB, 1993
2. Gayle Kassing: The History of Dance; Human Kinetics; 2007
3. Ann Dils (Author, Editor), Ann Cooper Albright (Editor); Moving History and Dancing Cultures: A Dance History Reader; Wesleyan; 1st edition, 2001

#### III. Course Objectives:

Upon completion of the course students will be able to:

1. Identify dance in historic and cultural contexts.
2. Recognize dance as performing art, social interaction, and/or sacred ritual.
3. Identify Western presentational dance styles including ballet, modern dance, Jazz, and tap.
4. Appraise dance as an expressive art form.
5. Analyze the relationship between dance and society.
6. Examine the connection of dance and other arts including music, painting, sculpture, architecture, and literature.
7. Compare and contrast different styles and approaches of significant dance artists and Choreographers
8. Identify dances from other cultures (world dance), including aboriginal, court traditions, or folk forms.

#### IV. Methods of Presentation:

Lectures, DVD performances, written materials, handouts, attendance of live performances along with class discussions.

**V. Course Content:**

<b>% of course</b>	<b>Topic</b>
5%	The humanities, nature of dance by definition, kinds of dance
10%	World dance forms
10%	Ancient Egyptian, Greek, Roman Dance
5%	Dark ages, Middle Ages Dance
10%	Renaissance, Baroque, Ballet de Cour
10%	Early professional dance, Romantic Period
5%	Neo-Classic Imperial Ballet
10%	20 <sup>th</sup> Century European ballet
15%	Dance in America, ballet, modern
10%	Postmodernism in dance (modern dance in the 20 <sup>th</sup> centuries)
10%	Dance with social and political aspects. Dance on film

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
15%	Written Video Review
10%	2 Live Concert Critiques
30%	3 Exams (10 points each)
15%	Presentation
30%	Final Exam

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Write an essay describing the development of ballet from Louis XIV to Renaissance era and explain the major influence of Romanticism in ballet during the 18 <sup>th</sup> century.
2.	In an essay, describe the most outstanding contributions of Denishawn Dance Company during the early 20 <sup>th</sup> century and explain the major influence of Ted Shawn in American modern dance.

# DISTANCE EDUCATION APPLICATION

## Dance 5: Dance History

Instructor preparing this document:	Jae Lee
First Semester course to be offered:	Fall 2012

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to [www.smconline.org](http://www.smconline.org) and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education [yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu).

**This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:**

<input checked="" type="checkbox"/>	Course objectives have not changed.
<input checked="" type="checkbox"/>	Course content has not changed.
<input checked="" type="checkbox"/>	Method of instruction meets the same standard of course quality.
<input checked="" type="checkbox"/>	Outside assignments meet the same standard of course quality.
<input checked="" type="checkbox"/>	Required texts meet the same standard of course quality.
<input checked="" type="checkbox"/>	Serves comparable number of students per section as a traditional course in the same department.

### Additional considerations for all distance education courses:

<input checked="" type="checkbox"/>	Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
<input checked="" type="checkbox"/>	Adequate technology resources exist to support this course/section.
<input checked="" type="checkbox"/>	Library resources are accessible to students.
<input checked="" type="checkbox"/>	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments.
<input checked="" type="checkbox"/>	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<input checked="" type="checkbox"/>	Will not affect existing or potential articulation with other colleges.
<input checked="" type="checkbox"/>	Special needs (i.e., texts, materials, etc.) are reasonable.
<input checked="" type="checkbox"/>	Complies with current access guidelines for students with disabilities.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote	2	2	0	0

**Approvals:**

Department Chair:	Judith Douglas	Date:	2/8/12
Librarian:	Carol Womack	Date:	2/9/12
Web Accessibility Specialist:	Ellen Cutler	Date:	2/23/12
Curriculum Committee Chair:		Date:	
Academic Senate President:		Date:	
Chief Instructional Officer:		Date:	

## GUIDELINES AND QUESTIONS FOR CURRICULUM APPROVAL OF A DISTANCE EDUCATION COURSE

**Contact/Interaction Guidelines and Best Practices:**

To meet ACCJC’s Guidelines for Distance Education, SMC’s Best Practices Guidelines, and Title 5 regulation (55211), which mandates “regular and effective” contact with the students, courses must include the following interactions:

**a. Instructor-student Interaction** There should be **multiple, frequent, and on-going** communication exchanges between the instructor and **each** student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should **regularly** initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

**b. Student-student Interaction:** Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

**c. Student-content Interaction:** Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material **before** they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

(The tables will automatically expand to accommodate your most complete answers)

<p><b>1a. Interactions:</b> Describe the nature and expected frequency of <u>instructor-student interactions</u>:</p>	<p>There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments.</p>
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<b>1b. Interactions:</b> Describe the nature and expected frequency of <u>student-student interactions</u> :	Students will participate in student-student interactions using the threaded discussions. Students also will be able to communicate with each other throughout the course regarding course material and assignments.
<b>1c. Interactions:</b> Describe the nature and expected frequency of <u>student-content interactions</u> :	Students will engage with the historical content regularly throughout the course. Each class will include quizzes, discussions, exams and PPT lectures that allow the student to assess their comprehension of the historical course content before they complete a graded assignment. To ensure that students keep pace with the material, as well as receive feedback about their progress, each unit will be linked to a weekly threaded-discussion assignment and brief set of review questions that are given a fixed due date.

**1d. Interactions:**

Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The “online classroom” (just as the “on ground classroom”) should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc. An example is provided below:

**EXAMPLE TABLE**

Sample online class activities that promote class interaction and engagement	Brief description	Percentage of online course hours
Online lecture	Online PowerPoint presentations and narrative with embedded website links to additional material	10%
Videos	Streaming video within course as well as web links to video sources	10%
Discussion	Threaded discussions	30%
Project presentations	Share projects with one another, students comment on each other's work	5%
Class debate	Small groups prepare their arguments, students convene in large group threaded discussion debate	5%
Create class webliography	Students post websites relevant to course content in webliography	5%
Article review	Class reads assigned articles, summarizes and discusses findings in threaded discussion	5%
Exams		20%
Written assignments	Students synthesize material through written assignment turned into dropbox	10%
	<b>TOTAL</b>	<b>100%</b>

**1d. Interactions:**

Sample online class activities that promote class interaction and engagement	Brief description	Percentage of online course hours
Online lecture	Online PowerPoint presentations and narrative with embedded website links to additional material	20%
Videos review	Watch video clips and write a reivew	10%
Discussion	Threaded discussions	10%
Project presentations	Research one topic in dance history and create PPT presentation	10%
Concert Critique	Attend dance concert and write a review	10%
Quiz	From class material	20%
Exams	From class material	20%
	<b>TOTAL</b>	<b>100%</b>

**Instruction Best Practices:**



The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

**2. Instruction:** Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The equivalent of on-ground lectures will be presented as appropriately annotated PowerPoint slides and/or formatted-text webpages. In either format, the presentations will include active links to relevant materials available elsewhere. Following the pattern of the on-ground course, each unit will be accompanied by assigned chapters from the books for the course, supplemented by additional readings. There also will be periodic posts to an eCollege Bulletin Board.

**Assessment Best Practices:**

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

**3. Assignments / Assessments:** Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. This may be done in a table (See example below).

% of grade	Activity	Assessment method
20%	Threaded discussions	Grading rubric which assesses content accuracy, post quality, and amount of participation
20 %	Written assignment	Grading rubric which assesses content accuracy, post quality
20%	Quizzes	From lecture materials such as PPT, textbook and articles
20%	Midterm Exam	From lecture materials such as PPT, textbook and articles
20%	Final Exam	From lecture materials

**Technology:**

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program ([yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu) or ext.3762). Course design support is available through eCollege's isupport ([isupport@smconline.org](mailto:isupport@smconline.org) or 1-866-874-8138) and platform assistance is available through the HelpDesk ([helpdesk@smconline.org](mailto:helpdesk@smconline.org), or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to [www.smconline.org](http://www.smconline.org) and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education [yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu).

<p><b>4. Technology:</b> Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)</p>	<p>This course would not require any special technical qualifications beyond those generally required for distance education, such as proficiency with email, eCollege, email, and other online presentation tools.</p>
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**Student Support:**

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journals); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email ([helpdesk@smconline.org](mailto:helpdesk@smconline.org)).

<p><b>5. Student Support:</b> Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)</p>	<p>Since this course relies significantly on discussion of assigned readings, online library and bookstore resources would be helpful and will be developed in consultation with Library faculty as the course evolves. Materials for minor research tasks associated with some of the assignments are freely available via the World-Wide Web.</p>
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**Accessibility:**

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

<p><b>6. Accessibility:</b> Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.</p>	<p>Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.</p>
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**Online Strategies:**

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport ([isupport@smconline.org](mailto:isupport@smconline.org) or 1-866-874-8138). Platform assistance is available through the HelpDesk ([helpdesk@smconline.org](mailto:helpdesk@smconline.org), or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to [www.smconline.org](http://www.smconline.org) and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education [yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu).

**7. Online Strategies:** Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Students will watch Jiri Kylian's "Road to the Stamping Ground" from the class Webliography (YouTube) and write two page critique discussing differences and similarities between primitive aboriginal cultures and modern dance aesthetics.

#### **Helpful Reminder:**

##### **Pre-Course Obligations or Best Practices:**

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.